

# Casco Bay High School Expedition Guidelines

Revised 8/10/09

## Primary Expedition Criteria

<ul style="list-style-type: none"><li>• There are two expeditions per grade level per year -and two for world languages. (Grade 9 includes one mini to open.)</li></ul>
<ul style="list-style-type: none"><li>• One expedition is a Humanities driven and one is a math/science driven. <i>Literacy and numeracy will be embedded in each expedition.</i></li></ul>
<ul style="list-style-type: none"><li>• 1 expedition culmination is larger and higher stakes while one is lower to the ground. “Larger/Higher stakes” =<ul style="list-style-type: none"><li>-Product is prepared for an outside audience</li><li>-The product or performance has an authentic purpose and value</li><li>-Depth of craftsmanship required</li><li>-Depth of knowledge and skills required</li><li>-Involves a more complex study that requires more time</li><li>-Might have more disciplines involved</li><li>-Requires whole team involvement in certain phases</li><li>-Requires dress rehearsal</li></ul></li></ul>
<p>We want students to be engaged in two expeditions per year, experiencing at least two culminations. We recognize, however, that the school can not support more than one high stakes culmination per grade. This schedule will allow us to rally school wide support and attention around each grade at least once during the year. This also allows teams to take advantage of prep time for planning by integrating at the Humanities or Math/Science level.</p>

## Criteria Within Expeditions

<ul style="list-style-type: none"><li>• The Expedition Planning Template will be filled out by teams for the two expeditions per year.</li></ul>
<ul style="list-style-type: none"><li>• Phases will be mapped out with team roles defined for larger expeditions: Whole team will “play” during “kick off”, critical junctures in the creation of the final product, dress rehearsal, culmination, and some field work. <i>This may include support with “walls down time” and team academic support time.</i></li></ul>
<ul style="list-style-type: none"><li>• Each team will plan significant, meaningful, relevant field work. Fieldwork includes large scale whole team integration that will happen 2X per expedition. There are also lower scale events within disciplines or even blocks happening 2X per month.</li></ul>

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This means every student will get out of the building twice per month.

- “All hands on deck” will occur as a school when any expedition is in the final stages of product creation and culmination.

## **Implementation**

Teams will tweak the Expedition calendar, seeking Leadership Team approval for major changes.

This structure, the template, and the reflection guide will be built into expedition sharing days.

*Each team will create a binder of resources for each expedition, including key handouts and samples of student creations (unless otherwise documented). The binder could be given new or looping teachers who might implement the expedition. We will work to create a library of expeditions.*

At expedition planning days in August, each team will be responsible for filling out templates and handing in team expedition plans to the Teaching Strategist. The strategist and/or the principal will then give feedback and work with teams to improve plans.

The teaching strategist and/or principal will periodically facilitate team meetings where expedition tuning will happen using the reflection guide.

## **School Master Expedition Calendar:**

The attached draft calendar has been created to enable the school to more effectively support teams and expeditions. Larger expeditions and major school events have been spread throughout the year, so that the school's resources can be focused and directed. *The Leadership Team will revisit calendar issues and updates at each meeting. All teachers are expected to know how to access and update the school Google Calendar. (Teams will check on this in the coming week.)*

## **Instructional Expectations to Support Expeditions**

1. *Learning Targets, connected to course standards, will be posted and shared each class.*
2. *Class activities will be grounded in the Learning Targets.*
3. *Formative assessment will be a routine part of instruction – and used to inform future instruction and assessment.*
4. *Rubrics will be shared for each major assessment.*
5. *CBHS classes will routinely involve students making meaning through monitoring comprehension, making connections, asking questions, determining importance, inferring, synthesizing and/or reflecting on progress.*
6. *In addition, all CBHS teachers will make frequent use of the “effective instructional practices” listed in Expeditionary Learning's “Core Practice Benchmarks” book (p.19)*

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