

Navigating School

INQUIRY QUESTION

How can we make school a great place for everyone?

INQUIRY PRODUCT

3D Product

DESCRIPTION

In order for students to feel a sense of agency in their school environments, they must first consider the different physical locations and people they interact with throughout the school day. In this Inquiry, students develop a strong foundation from which to understand their own role, setting the stage for them to make choices that will foster a great school community for everyone.

Launch

Module 1 Launch the Inquiry

Students begin the Inquiry with an engaging, thought-provoking activity to hook them into the inquiry process. They are introduced to the Inquiry Question and their initial Investigation Questions begin to surface. There is no pre-teaching required to start students on their inquiry journey.

Objectives

- Generate ideas about places, activities, and norms at school
- Recognize key vocabulary for the Inquiry, with support

Lesson and Description

Objectives

CORE 1. Hook: School's First Day
Students imagine the first day of school from the school's perspective and begin to generate ideas about their school community. Considering another point of view supports students in developing empathy and prompts an investigation of the places, people, and norms of school.

- Generate ideas about places, activities, and norms at school
- Exchange ideas through discussion

CORE 2. Generating Investigation Questions
Students are introduced to a modified version of the Question Formulation Technique (QFT) to generate Investigation Questions that will guide their exploration of how they can work together to make school a great place for everyone.

- Generate meaningful questions about how students can work together to make school a great place with support of question words (Who, What, Where, When, Why, How)
- Collaboratively evaluate and select Investigation Questions

Investigation



Module 2 What does it mean to navigate school?

Students unpack what it means to navigate school physically and socially. They learn about the various locations around school, discuss behavioral norms, and practice those norms in conjunction with learning how to communicate navigation around the school and classroom. By the end of this module, students understand how to move around the school and show appropriate behaviors for different parts of the school environment.

Objectives

- Use evidence from a source to gather information about school locations, activities, and norms
- Create representations of important features of school locations
- Describe and model the behavioral norms for different spaces
- Explain the importance of rules and norms for the school community

Checkpoint Assessment

- Review the [Norms Drawing handout](#)
- Observe and track students over the course of the module's activities and interactions; look and listen for:
 - Examples that identify or describe school locations (directions, purpose, activities, norms)
 - Expected behavioral norms
 - Explanations for how norms can help people be safe, happy, and productive throughout the school
 - Use of details from a source or experience to support responses
 - Positive contributions to civil discourse (ex. values others' ideas, remains on topic, assumes shared responsibility)

Lesson and Description	Objectives
<p>CORE 1. Identifying Important School Places Students practice identifying school norms and become more familiar with the many learning spaces in school. They consider how and why behavioral norms differ in different spaces in preparation for the school walking tour they will take later in this module.</p>	<ul style="list-style-type: none">• Generate ideas about activities of various school locations• Make observations and inferences about the purpose and importance of school norms• Describe and show location of learning spaces within the school• Exchange ideas through discussion
<p>EXT 2. Describing Position and Location (Part 1) Students practice using positional words as they describe and map a character's journey to learn how to use positional words when walking around their school environment or giving directions.</p>	<ul style="list-style-type: none">• Make inferences about setting and events using evidence from the illustrations• Sequence and represent the key events of a story using a map• Describe the location of objects and places using positional words• Exchange ideas through discussion
<p>EXT 3. Describing Position and Location (Part 2) Students explore words used to describe position and direction. They act out positional words on a walk by describing the location of their bodies in relation to various objects, then write and draw a representation of a moment from their journey.</p>	<ul style="list-style-type: none">• Describe position with increasing accuracy and precision• Recount a personal experience using positional words, with prompting• Exchange ideas through discussion



<p>CORE 4. Walking the School</p> <p>Students explore important school locations to observe how people work, play, and learn in them. They see school helpers at work and look for evidence of the norms for each location. Students practice using positional words to describe their movements around school.</p>	<ul style="list-style-type: none"> • Describe locations around the school and the purpose of each • Use positional words to describe how they move around the school • Make observations about the unique activities and norms of various school locations • Exchange ideas through discussion
<p>EXT 5. Building a 3D Classroom Map</p> <p>Students use blocks or other building materials to create a 3D map of their classroom. This activity supports mapping skills, including the use of positional words, and can be customized to incorporate whatever building materials the classroom has readily available.</p>	<ul style="list-style-type: none"> • Explain how maps can be used to represent the location of objects and places • Describe the relative locations of classroom objects and areas • Collaborate with peers to create a 3D classroom representation
<p>CORE 6. Reflecting on Norms Around the School CHECKPOINT ASSESSMENT</p> <p>Students reflect upon the learning spaces they observed on their school walk. They work with peers to brainstorm the importance of norms in various locations and consider how knowing these norms can help them better navigate school.</p>	<ul style="list-style-type: none"> • Represent important aspects of school locations (directions, purpose, activities, norms) • Draw conclusions about the role and importance of school norms • Describe a school space and its expected behavioral norms • Exchange ideas through discussion

Module 3 Who is here to help me?

Students investigate and show appreciation for school helpers, identifying some of the people who dedicate their days to helping them at school. They consider what questions might help them learn more about their school helpers. After settling on some strong questions, students conduct an actual interview with a school helper in service of learning more about the people and the work that help make school a great place.

Objectives

- Identify individuals within the school community and how they contribute to the school's success
- Generate interview questions about the roles and responsibilities of adults in the school community
- Gather information through an interview
- Make reasoned claims about the importance of a school helper
- Give meaningful critique feedback

Checkpoint Assessment

- Review the [School Helper Claim](#) *handout*
- Observe and track students over the course of the module's activities and interactions; look and listen for:
 - Examples of people in the school community and their contributions
 - Relevant questions about the roles and responsibilities of adults in the school community
 - Generation of claims about the importance of a school helper
 - Correct use of vocabulary terms
 - Positive contributions to civil discourse (ex. values others' ideas, remains on topic, assumes shared responsibility)



CORE 1. Identifying Helpers in the School
Students read a nonfiction text about school helpers to launch an investigation into the helpers in their own school. They begin to practice recognizing and forming questions in preparation for an interview.

- Gather information from a text to learn about the roles and responsibilities of school helpers
- Generate questions about the roles and responsibilities of a school helper
- Exchange ideas through discussion

EXT 2. Planning Interview Questions
Students prepare for an upcoming interview with a school helper. They learn how to identify questions that will help gather information. Then, they formulate interview questions that will help them learn how a specific school helper works to make school a great place.

- Generate interview questions to gather information about the roles and responsibilities of school helpers
- Engage in collaborative discussion to prioritize questions

CORE 3. Critique of Interview Questions
Students are introduced to the basic steps of critique by starting with a low-stakes critique of sample questions. Then, they have an opportunity to look at their own work to see whether they have new ideas to add.

- Evaluate and prioritize questions that can be used to gather information about school helpers
- Identify if a particular set of Criteria is being met in a piece of work, with support
- Give warm critique feedback with modeling or use of a sentence frame
- Exchange ideas through discussion

CORE 4. Interviewing a School Helper
Students conduct a whole-class interview of a school helper to learn about that person's role and its importance to the community. They ask questions and evaluate the response, determining if a follow-up question is needed.

- Ask relevant questions and follow-up questions about the experience of the school helper
- Demonstrate active listening skills during the interview process
- Draw conclusions about a school helper's contributions to the community
- Exchange ideas through discussion

CORE 5. Appreciating School Helpers **CHECKPOINT ASSESSMENT**
Students reflect on the work of school helpers. They write a claim or draw a picture to demonstrate the value of a school helper's work by showing how the helper's contributions help make school a great place.

- Describe the role and responsibilities of a school helper
- Identify how work benefits the school community
- Express appreciation in a written claim
- Exchange ideas through discussion

Module 4 What helpful choices can I make as a student?

Students learn that making helpful choices is the key to creating a positive school community. They learn about their own role at school and identify how to be responsible, safe, and respectful in their daily actions. Then, students consider something they can do to help make school a happy and productive place for all.

Objectives

- Analyze students' own roles and responsibilities as members of a classroom and school community
- Describe how personal choices contribute to the school community

Checkpoint Assessment



- Review the [My Important Role handout](#)
- Observe and track students over the course of the module’s activities and interactions; look and listen for:
 - Examples of students’ roles and responsibilities as members of a school community
 - Ability to connect one’s own choices to the well-being of a school community
 - Correct use of vocabulary terms
 - Positive contributions to civil discourse (ex. values others’ ideas, remains on topic, assumes shared responsibility)

Lesson and Description	Objectives
<p>CORE 1. The Student’s Role</p> <p>Students learn how their role at school is just as important as any adult’s. They discover how students make choices to be responsible, safe, and respectful.</p>	<ul style="list-style-type: none"> • Describe their role and responsibilities as a member of the classroom and school community • Identify ways to show respect for self, peers, and others • Exchange ideas through discussion
<p>CORE 2. Responsible, Safe, Respectful</p> <p>Students continue to investigate the many ways to be responsible, safe, and respectful at school. They learn how doing so helps make the school community better for all of its members.</p>	<ul style="list-style-type: none"> • Describe their role and responsibilities as a member of the classroom and school community • Identify ways to show respect for self, peers, and others • Explain why it is important to be responsible, safe, and respectful • Exchange ideas through discussion
<p>EXT 3. Being Kind</p> <p>Students discover an additional role they play at school: being kind. They identify ways that students can be kind and learn how being kind can feel good for themselves and for others.</p>	<ul style="list-style-type: none"> • Explain what kindness looks like, sounds like, and feels like • Use text evidence to explain why kindness is important for people and communities • Describe specific acts of kindness that can benefit others • Exchange ideas through discussion
<p>EXT 4. Considering the Consequences of Our Actions</p> <p>Students learn how community members depend on and impact one another. They analyze the purpose and importance of rules as well as the consequences of breaking them, both for oneself and others.</p>	<ul style="list-style-type: none"> • Predict possible consequences for a variety of actions • Articulate how individual choices affect self, peers, and others • Identify behaviors that yield positive impacts on the school community • Exchange ideas through discussion
<p>CORE 5. Helping Others at School CHECKPOINT ASSESSMENT</p> <p>Students reflect on their learning throughout this module and create a plan of action to be a helper at school. They identify different choices they can make to be responsible, safe, and respectful. Then, they describe how one choice can make school a great place.</p>	<ul style="list-style-type: none"> • Describe student roles and responsibilities around the school • Make judgments about how personal actions align to responsibility, safety, and respect • Explain how making responsible, safe, and respectful choices is important for the school community



Students investigate common problems that arise at school, analyze the possible causes, and brainstorm ways to solve them. They look for challenges and opportunities within the school community to prepare for taking informed action. Students conclude this module by working together to develop an Inquiry Challenge Statement that describes the action they will take, the product they will create, the people they will affect, and the goals they will work toward in the Action Module.

Objectives

- Analyze problems and their causes in various locations at school
- Analyze strategies for solving problems at school
- Use evidence to draw conclusions about conflict resolution
- Predict the outcomes of actions
- Generate ideas about challenges and opportunities related to the school community

Checkpoint Assessment

- Review the [Be a Problem Solver](#) handout
- Observe and track students over the course of the module’s activities and interactions; look and listen for:
 - Examples of problems that occur in various locations at school
 - Ability to make logical connections between problems and proposed solutions
 - Correct use of vocabulary terms
 - Positive contributions to civil discourse (ex. values others’ ideas, remains on topic, assumes shared responsibility)

Lesson and Description	Objectives
<p>CORE 1. Problems at School</p> <p>Students investigate the types of conflicts that can arise at school, their possible causes, and the ways to avoid or solve them. They begin to strategize about how they can become problem solvers in the future, and even avoid problems before they arise.</p>	<ul style="list-style-type: none"> • Explain norms for various school locations • Describe common school problems and their causes • Generate ideas about possible solutions to conflicts • Exchange ideas through discussion
<p>CORE 2. Strategies for Solving Problems</p> <p>Students investigate strategies that can help them solve problems. They generate and present strategies that are specific to distinct school locations in order to prepare them for problem-solving in the future.</p>	<ul style="list-style-type: none"> • Gather information from a text and classmates to determine a variety of appropriate strategies to solve problems • Make inferences about how problem-solving strategies connect to school norms • Engage in collaborative discussion
<p>EXT 3. Problem-Solving Skits</p> <p>Students continue to investigate problem-solving strategies by generating their own problem scenarios and designing solutions. Then, they present their scenario skits for the class.</p>	<ul style="list-style-type: none"> • Identify causes and effects of school conflicts • Describe effective conflict-resolution strategies • Evaluate problem-solving actions and outcomes • Engage in collaborative discussion



<p>CORE 4. Being a Problem Solver CHECKPOINT ASSESSMENT</p> <p>Students explore an imaginary problem involving a conflict among people at school and consider possible solutions. They develop a plan to coach someone to use a strategy to solve a problem.</p>	<ul style="list-style-type: none"> • Identify causes and effects of school conflicts • Describe effective conflict-resolution strategies • Synthesize module learning through discussion • Brainstorm school needs or opportunities and possible actions to address them • Exchange ideas through discussion
<p>CORE 5. Synthesizing Findings and Drawing Conclusions</p> <p>Students reflect on their learning from throughout the Inquiry to draw conclusions about problems and solutions. They collaborate to generate ideas about challenges and opportunities that they might address as a class as they prepare to take informed action.</p>	<ul style="list-style-type: none"> • Generate ideas about ways to address challenges and opportunities related to making school great for everyone • Exchange ideas through discussion
<p>CORE 6. Constructing the Inquiry Challenge Statement</p> <p>In this pivotal lesson, students transition from investigation to action. They consider the content they have explored, the relevant knowledge they have gained, and the questions they have asked (acknowledging that some may have remained unanswered and new questions may have emerged) to decide how to create an Inquiry Product that has an authentic impact.</p>	<ul style="list-style-type: none"> • Reflect on learning about navigating school to identify problems and opportunities in their school community • Construct an Inquiry Challenge Statement that will guide them in taking informed action • Engage in collaborative discussion

Take Action

Module 6 Take Informed Action

Students shift focus in this module, using the conclusions and key findings from their investigation to impact the world beyond their classroom. The lessons guide students through the stages of the design process, including brainstorming and developing their ideas, creating a prototype, evaluating and improving their work based on feedback, and preparing to share the work publicly. Finally, they reflect on the knowledge and skills they developed during their inquiry journey.

Objectives

- Draw on disciplinary concepts to explain opportunities for addressing local, regional, or global problems
- Generate, evaluate, and implement ideas to act on civic challenges in the school or wider community, and predict possible results of those actions
- Use a range of deliberative and democratic procedures to make decisions about effective courses of action
- Take ownership of work in terms of quality, degree of challenge, revision, and completion

Checkpoint Assessment



- Review students' final Inquiry Products using your customized [Inquiry Product rubric](#)
- Observe and track students over the course of the module's activities and interactions; look and listen for:
 - Examples to identify what makes the work strong or areas for improvement
 - Explanation of connection between work and Inquiry Product rubric Success Criteria
 - Progress toward Inquiry Product rubric Success Criteria
 - Feedback that is kind, helpful, and specific
 - Demonstration of growth mindset by accepting and considering feedback
 - Positive contributions to civil discourse (ex. values others' ideas, remains on topic, assumes shared responsibility)

Lesson and Description	Objectives
<p>CORE 1. Brainstorm: Comparing Models to Develop Success Criteria</p> <p>Students compare models of the products they will create, identifying specific elements that make these examples successful and generating ideas for Success Criteria that they can use to guide and evaluate their own work.</p>	<ul style="list-style-type: none"> • Critically analyze models to identify what makes a product successful or unsuccessful • Generate ideas for Success Criteria • Engage in collaborative discussion
<p>EXT 2. Brainstorm: Team Norms</p> <p>Students work together to define what they need from each other to be successful as a team, whether that team is the whole class or their Inquiry Product Group. This lesson helps students develop awareness of how they collaborate with others and to form a common language to use when challenges arise.</p>	<ul style="list-style-type: none"> • Generate ideas about effective team dynamics • Select ideas to generate team norms • Engage in collaborative discussion
<p>CORE 3. Brainstorm: Generating Ideas for the Work</p> <p>Students generate, evaluate, and select ideas for the content of their Inquiry Product. In the next lesson, they will use these selected ideas to create a prototype of their product.</p>	<ul style="list-style-type: none"> • Generate ideas for the content of the Inquiry Product • Evaluate and select ideas for an effective product using Success Criteria in the Inquiry Product rubric, and any constraints, as a guide • Give meaningful feedback to peers • Use feedback to develop work
<p>CORE 4. Prototype: Creating a Concept Drawing</p> <p>Prototyping, or creating a rough draft, is the next step in the design process. For 3D works, the prototype is a design on paper. Students use the ideas that they generated in the brainstorm session to create a concept drawing – which may show multiple angles and include details like dimensions or proposed materials – in order to plan its 3D form.</p>	<ul style="list-style-type: none"> • Design and create a draft product to address the Inquiry Challenge • Explore a variety of solutions for the most effective product
<p>CORE 5. Improve: Critiquing Rough Drafts</p> <p>Students use a small-group critique protocol to give and receive kind, helpful, and specific feedback on their rough drafts. They use this feedback to identify next steps in their work.</p>	<ul style="list-style-type: none"> • Give meaningful critique feedback • Accept and use feedback to form a revision plan • Engage effectively in group discussion



<p>CORE 6. Improve: Developing the Work In this teacher-guided work session, students apply critique feedback to develop the next draft of their work. If needed, this lesson could be repeated to allow for multiple work sessions.</p>	<ul style="list-style-type: none"> • Take ownership of work in terms of quality, degree of challenge, revision, and completion
<p>EXT 7. Share: Crafting a Maker Statement Students develop written Maker Statements to explain the ideas behind their work. Maker Statements enable students to describe their work in more detail to their audience. In addition, a written explanation of the work can provide the teacher with additional assessment insights.</p>	<ul style="list-style-type: none"> • Explain the meaning and purpose of the work • Use criteria to evaluate and improve work
<p>EXT 8. Share: Practicing to Present the Work Students practice talking about their work to prepare them to present, either formally or informally. They also give and receive feedback in order to help strengthen their ability to present. The resulting verbal explanations of the work can provide the teacher with additional assessment insights.</p>	<ul style="list-style-type: none"> • Practice and reflect upon ability to present work • Give meaningful feedback to peers • Engage effectively in group discussion
<p>CORE 9. Reflect: Revisiting the Inquiry Challenge Students reflect on the Inquiry as a whole now that they have shared their completed Inquiry Products. They reflect upon their successes, struggles, and strides by revisiting content and skills that were the focus of the Inquiry. In doing so, students lay a groundwork for continued growth in future projects.</p>	<ul style="list-style-type: none"> • Identify successes, struggles, and personal growth • Reflect on the degree to which the project was successful in meeting the overall goal

