

## ATTACHMENT C – COMPLEX DEMONSTRATIONS OF LEARNING FOR 2018-19

Part of Adams 12 Five Star School Board of Education Ends Policy 1.1 – Schooling, requires that, “Students shall have opportunities to develop and demonstrate independence, self-directed learning, creativity, problem-solving, adaptability, critical thinking, perseverance, global and cultural understanding and effective communication skills in order to successfully achieve their college, career and life aspirations.”

The following examples provided from schools outline at least one common educational opportunity, which requires students to demonstrate some or all of the life skills delineated above.

### ELEMENTARY SCHOOLS

<b>School:</b> Arapahoe Ridge Elementary
<b>Grade Level:</b> 5 <sup>th</sup> grade
<b>Common Educational Opportunity:</b> Code Blue
<b>Description:</b> Code Blue is the epitome of critical thinking: a combination of questioning and not accepting all conclusions as a way to making logical judgments. In this unit students learn how the human body functions and works together for survival and interaction with the environment. With this as a platform, students dissect several public health issues via a pretend patient as they work cooperatively to make decisions on how the patient’s issues affect the body and what he/she can do for prevention. Students who want to extend themselves even further (on an independent level) can research and develop a “medical breakthrough” that addresses current health problems we see today. Despite the intense thinking that spans the entire project, students often think of it as their highlight of 5th grade!
<b>Grade Level:</b> 2 <sup>nd</sup> grade
<b>Common Educational Opportunity:</b> Marketplace
<b>Description:</b> A large part of social studies in 2 <sup>nd</sup> grade involves learning the difference between a producer and a consumer. Our 2 <sup>nd</sup> grade students have the opportunity to learn the connection and concepts of this by creating their own “Marketplace.” The only items for sale in this market are items created or made by the students. It is the student’s responsibility to come with an idea, produce it, market it and then sell it. The students sell their product that they have created on their own and determine how to price their product to earn a profit. During the Marketplace, students will use classroom dollars they have been earning in class to purchase items. Classroom dollars are earned through being a responsible learner and having exceptional behavior. Students will have their own Marketplace “booth” to sell their products. They will be allowed to keep the classroom dollars they earn. The Marketplace concept supports creativity, perseverance, problem solving and supports students in understanding the concept in buying/selling, fiscal responsibility and how to effectively contribute within a community.

<b>School:</b> Centennial Elementary
<b>Grade Level:</b> 5 <sup>th</sup> Grade
<b>Common Educational Opportunity:</b> Young Ameritowne
<b>Description:</b> Students apply critical thinking, problem solving and adaptability as they live out a career in the community that is Young Ameritowne. This experience is well remembered and inspiring as our students head into middle level experience. As short term goals, students understand basic concepts of personal finance, economics, business management, and supply and demand and actively develop teamwork skills. And as a long term goal of Ameritowne, Colorado gains more home-grown future business leaders and employees with the skills to harness the power of free enterprise for their own prosperity and for the prosperity of their communities.

<b>Grade Level:</b> 3 <sup>rd</sup> and 4 <sup>th</sup> Grade
<b>Common Educational Opportunity:</b> Broomfield Open Space PBL
<b>Description:</b> All 3 <sup>rd</sup> and 4 <sup>th</sup> grade students are working with Broomfield Open Space on a PBL on “How do we get more families to use the open space surrounding Centennial?” Students are applying critical thinking, problem solving, creativity, global and cultural understanding and effective communicate skills with the Broomfield board based on the final project for their PBL. Students had the opportunity to tour the open space and brainstorm some changes that could be made. They have been provided a budget and work with the Broomfield Open Space team every Tuesday afternoon at Centennial for 6 consecutive weeks. The final project they will present their recommendations to the board collaboratively with the team they have been working with.

<b>School:</b> Cherry Drive Elementary
<b>Grade Level:</b> K-5 iPad School “Distinguished Apple School” since 2014
<b>Common Educational Opportunity:</b> Access to 24/7 personalized learning in and out of the classroom.
<b>Description:</b> The focus of the Cherry Drive iPad 1:1 transforming the teaching and learning of staff and students. We have a clear vision of providing a tech- rich environment that supports the academic/behavioral standards of Colorado. This instructional tool supports student growth and achievement. Our school has transformed into a community of learners where students and teachers are encouraged to take risks with technology to improve teaching and learning. iPad devices are used as a tool that has led to increased engagement, collaboration, problem solving, critical thinking, knowledge and creative expression. This opportunity supports their next steps of college, or career and life aspirations
<b>Grade Level:</b> K-5
<b>Common Educational Opportunity:</b> PBIS/Wellness initiatives/Building Wide Theme! “You Matter”
<b>Description:</b> Throughout our building we are committed to teaching the whole child from nutrition, physical wellness, social and emotional learning, to other mental health and wellness projects. In August we kick off our learning with PAWS-positive attitude, with respect and safety lessons, in each classroom. Teachers then continue this learning with morning meetings and greeting each student at the door. In October, we focus on physical wellness. We invite community members in for our wellness adventure. This is a station based fun day for students to learn about ways to get active and focus on healthy habits to support their learning. As the year goes on, we teach different curricula in each grade to support social and emotional learning.
<b>Grade Level:</b> K-5 Affective Needs
<b>Common Educational Opportunity:</b> SEL/CASEL
<b>Description:</b> Social Emotional learning involves the process of developing social and emotional competencies in children. SEL (Social Emotional Learning) programming is based on the understanding that the best learning emerges in the context of supportive relationships that make learning challenging, engaging and meaningful; social and emotional skills are critical to being a good student, citizen and worker; and many different risky behaviors (example, aggression, bullying,) can be prevented or reduced when multi-year, integrated efforts develop students’ social and emotional skills. This is best done through effective classroom instruction, student engagement in positive activities in and out of the classroom, and involving parents to be partners in program planning, implementation, and evaluation. Focus Areas: Self Awareness, Self-Management, Social Awareness, Relationship-building, Responsible decision making. (2013 Casel Guide: Effective Social and Emotional Learning).

<b>School:</b> Coronado Hills Elementary
<b>Grade Level:</b> 5 <sup>th</sup> grade
<b>Common Educational Opportunity:</b> Young Ameritowne
<b>Description:</b> Students apply critical thinking, problem solving, independence and adaptability through authentic community experience. Students learn how to work as a professional, earn income, and economics in an authentic setting. As a short term goal, students understand basic concepts of personal finance, economics, business management, and supply and demand while actively developing teamwork skills. A long term goal is to develop skills as a future business owner and community member.
<b>Grade Level:</b> 4 <sup>th</sup> grade
<b>Common Educational Opportunity:</b> Colorado Mountain Club
<b>Description:</b> Students go on several field trips to learn problem solving and communication skills. Students go on hikes to learn about environment and wildlife. Students also go to the CMC museum to learn about climbing. This outdoor opportunities give our students new perspectives and understandings different than our urban setting. Students get to go on a nature hike in Golden, Climb at the rock gym, learn about orienteering and environmental factors happening in Colorado.
<b>Grade Level:</b> K-5 <sup>th</sup> grade
<b>Common Educational Opportunity:</b> Community Garden
<b>Description:</b> Our community Garden gives our students opportunities to develop critical thinking, independence, problem solving and effective communication skills. Students plant Our Learning Gardens are engaging outdoor classrooms that connect kids to real food, increase academic achievement, and drive community engagement. We have always had big goals—our vision is to build Learning Gardens in every low-income school across the country, bringing real food to millions of kids every day. As we continue to expand our reach and impact, we’re proud to launch this new national platform and grow our real food community to include even more American cities.  Our students enjoy observing, learning and eventually tasting food from our Community Garden from “Big Green.”

<b>School:</b> Cotton Creek Elementary
<b>Grade Level:</b> K-5
<b>Common Educational Opportunity:</b> Second Step social emotional learning curriculum
<b>Description:</b> Every classroom, K-5, participate in weekly Second Step social emotional learning opportunities with their classroom teacher. This takes place in each classroom starting at 8:30 AM to promote school-wide atmosphere of common learning targets. Whole class instruction and interaction focuses on a variety of themes throughout the school year, including skills for learning, empathy, how to calm down, problem-solving and fair ways to play. These concepts are reinforced during regularly scheduled specials rotations with our Social Emotional Learning teacher. Skills introduced, learned, and applied will help students develop their ability to problem-solve, adapt, and persevere as they continue toward college, career and life aspirations.
<b>Grade Level:</b> 5 <sup>th</sup> Grade
<b>Common Educational Opportunity:</b> Young Ameritowne
<b>Description:</b> Students have the opportunity to be introduced to, and then practice, concepts of personal finance, economics, business management, supply and demand, and teamwork application. This learning opportunity is funded by our Parent Teacher Association partnership. As such students compose letters of appreciation which support development of effective communication skills to the broader community.
<b>Grade Level:</b> K-5
<b>Common Educational Opportunity:</b> Integration of Students with Disabilities
<b>Description:</b> At Cotton Creek, we host two additional special education programs: SSN (Significant Support Needs) and SLS (Structured Learning Support). These programs support students who have unique and often

challenging academic and behavioral learning needs. Students receiving this support are integrated into the general education setting as much as possible based on individual needs. This provides the opportunity for all students to develop a greater sense of adaptability, communication skills, perseverance, and the broader cultural understanding than is available at many schools. The level of empathy, which in itself is a life-long skill, is promoted and nurtured K-5.

<b>School:</b> Coyote Ridge Elementary
<b>Grade Level:</b> Kdg-5 <sup>th</sup>
<b>Common Educational Opportunity:</b> Partnership with the Mwebaza Foundation
<b>Description:</b> We have an ongoing sister school relationship with St. Paul in Uganda, Africa as part of the Mwebaza Foundation. Students communicate with pen pals at every grade level and are engaged in activities throughout the school year to learn about life in Africa and the similarities and differences that exist between our cultures. In addition to communicating through the pen pal project, students at Coyote Ridge also engage in creative ways to support our friends at St. Paul including donating funds from lemonade stands, bake sales, and creating African art for parents to purchase at conferences. We have a Mwebaza club organized by students and teachers that meets monthly to plan activities and ways to engage our community.
<b>Grade Level:</b> 1 <sup>st</sup> -5 <sup>th</sup>
<b>Common Educational Opportunity:</b> Maker Space
<b>Description:</b> Have set up a designated space with supplies and activities that encourage students to create, experiment and explore. Maker Space is organized by a teacher and para professional and we have parents and other community volunteers who come in to support students. Allowing students to use their creativity in a fairly unstructured environment has been very popular and resulted in some amazing inventions and creations for everyone to enjoy.
<b>Grade Level:</b> Kdg-5 <sup>th</sup>
<b>Common Educational Opportunity:</b> Festival of Nations
<b>Description:</b> We recently took part in our second annual Festival of Nations at CRE. During the festival, students and parents create posters to share information about their culture and heritage. Presenters often dress in traditional attire and also share a taste of the local cuisine with people who visit their booth. We have had an amazing response to this event with over 30 booths representing countries and cultures from around the world. This year we had close to 400 attendees who enjoyed learning about different cultures and also enjoyed some song and dance from different performers.

<b>School:</b> Eagleview Elementary
<b>Grade Level:</b> 5 <sup>th</sup> Grade
<b>Common Educational Opportunity:</b> Young Ameritowne
<b>Description:</b> Students engage in the Young Ameritowne curriculum that includes lessons in eight themes and are directly mapped to Common Core State Standards and Personal Financial Literacy Standards. The lessons are hands-on and experiential in nature to prepare students to run town for a day.  The curricular themes include economics, banking, money management, government, philanthropy and more. The relevance and overall experience increase engagement and provide students with an experience they will always remember. Students understand the importance of both short and long term planning for their future and financial well-being. Another goal is create an experience and spark the interest of students to become future business leaders in their own community and beyond.
<b>Grade Level:</b> K-5 <sup>th</sup> Grade
<b>Common Educational Opportunity:</b> Makerspace

**Description:** Makerspace is a constructivist and constructionist movement provided to all students at Eagleview. Our makerspace presents readily-available materials that can act as a provocation for inquiry, as well as to build upon the understanding of modern technology with items such as robotics.

Our goal is to not only provide a space, but to encourage a mindset as well. This includes sparking the love of learning through innovation and creativity. We offer a combination of self-directed learning and tutorials for students to explore their wide range of interests (animals, technology, art, mathematics, science, etc.). The students are able to practice critical thinking skills, challenge their imaginations, and come up with solutions to real-world problems.

**School:** Federal Heights ES

**Grade Level:** 2<sup>nd</sup>

**Common Educational Opportunity:** Science Animal and Habitat Project and Exhibit

**Description:** Students studied environments during science. They learned about the structures that plants and animals have that help them to survive in their environment. Students also studied the interdependent relationships that animals have with the living and non-living parts of their habitats. After their learning, students created a diorama of their chosen environment and created the living and non-living parts out of real and artistic materials. In art class, students sculpted an animal that would live in their chosen environment. During writing time, they wrote about the adaptations that animals have to help them survive in their environment. They also wrote about the living and non-living features that help them to survive. Finally, students were able to present their completed dioramas, sculptures, and writing during an exhibit. The students shared their projects and learning with their peers, 1st grade student visitors, and parents.

Through this project, students were able to demonstrate independence, self-directed learning, creativity, problem-solving skills, adaptability, and communication skills.

**Grade Level:** 5<sup>th</sup>

**Common Educational Opportunity:** Chess Club

**Description:** This afternoon club was made available to fifth grade students to learn chess, to engage with other classes, and learn strategies that would be beneficial to brain development.

**Grade Level:** 5<sup>th</sup>

**Common Educational Opportunity:** Science Museum Field Trip

**Description:** In this field trip students were able to select various hands on activities as well as exhibits according to their interests in Science.

**Grade Level:** 3<sup>rd</sup>-5<sup>th</sup>

**Common Educational Opportunity:** Student Council

**Description:** When on Student Council, students must demonstrate: independence, creativity, problem-solving skills, and critical thinking and communication skills in order to help the school.

**Grade Level:** 4<sup>th</sup>

**Common Educational Opportunity:** Italian Club

**Description:** Italian Club allows the students to experience another culture that they may not be familiar with. Italian Club also gives the students an opportunity to critically think and adapt in a whole new language.

**Grade Level:** 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup>

**Common Educational Opportunity:** Taking on different roles in Technology

**Description:** We are doing Paired Programming with Code.org. Students take on the roles of navigator or programmer. One student runs the controls; mouse and keyboard, while the other student gives directions about which programming blocks to use. Students speak to each other constantly, explaining what they are doing or why they think something else should be done to make the program work.

**Grade Level:** 1<sup>st</sup> and 2<sup>nd</sup>

<b>Common Educational Opportunity:</b> Data Analysis
<b>Description:</b> Students in 1 <sup>st</sup> and 2 <sup>nd</sup> grade gathered data on a subject of their choice and used Excel to make a graph of the data collected. Students in 1st grade presented their graphs to the class. Students in 2nd grade made 2 charts from their data and wrote out their decision about which charts would best display their data and why.
<b>Grade Level:</b> KG-3 <sup>rd</sup>
<b>Common Educational Opportunity:</b> Growing Scientists
<b>Description:</b> Through the Growing Scientists Program (science resource partnership with Children's Museum, Butterfly Pavilion, and Botanic Gardens) kindergartners get the opportunity to use science materials and resources that the school is able to purchase through funds provided by the program. These allow opportunities to experience engaging science lessons that the students can develop and demonstrate independence, self-directed learning, creativity, problem-solving, adaptability, critical thinking, and perseverance. The students also get to participate in fully funded field trips to also develop and demonstrate the same skills. The program also provides them with a free pass to visit all of the participating places, with up to 10 family members/friends, as many times as they are able to for a full year.

<b>School:</b> Glacier Peak Elementary
<b>Grade Level:</b> 2 <sup>nd</sup> Grade
<b>Common Educational Opportunity:</b> 2 <sup>nd</sup> Grade Marketplace
<b>Description:</b> During our economics unit and our culminating event the marketplace students apply independence, self-directed learning, creativity, problem-solving, adaptability, critical thinking, perseverance, global and cultural understanding and effective communication skills. During this unit students must develop a product that they believe they can sell to other students during our marketplace. They must create a business plan that includes cost analysis as well as advertising and communications plans. They have to show perseverance, creativity, and critical thinking to develop and create their products. Also when developing their product they must understand the cultural elements that will make a successful product. During the marketplace day they must communicate, advocate, and adapt in order to sell their products. They must also plan and make short term and long term goals in order to buy the products they are most interested in.
<b>Grade Level:</b> 5 <sup>th</sup> grade
<b>Common Educational Opportunity:</b> Night of the Notables
<b>Description:</b> As part of our informational research, writing students select a famous person of interest to research. Throughout this process students are engaging in self-directed learning by selecting a person of interest and finding research sources that are credible. Students conduct research and take notes about this person with guidance from teachers when necessary. Students apply critical thinking when determining which information is relevant to share with their audience. Students then write an informative essay about their famous person. To synthesize and communicate their learning students complete a project, which is shared at an evening event with families, <i>Night of Notables</i> . Project choices include: a trifold with a speech, animoto video, wax figure with speech, Google slide presentation with speech or a book. <ul style="list-style-type: none"> <li>○ <a href="#">Google Slide Example</a></li> <li>○ <a href="#">Animoto Video Example</a></li> <li>○ <a href="#">Wax Figure Example</a></li> <li>○ <a href="#">Book Example</a></li> </ul>

<b>School:</b> Hillcrest Elementary
<b>Grade Level:</b> Kindergarten through 5 <sup>th</sup> Grade
<b>Common Educational Opportunity:</b> Habits of Discussion
<b>Description:</b> Habits of discussion (HOD) is an explicitly taught set of rules to build habits that allow effective communication between peers. HOD demonstrates independence by allowing everyone an opportunity to

share individual thinking. HOD allows for critical thinking in the academic realm as well as supports solving classroom community problems for social emotional needs. Students have to think about multiple perspectives and have flexibility in content. Students have to be as good of listeners as they are communicators to share ideas and try to get a word in. It supports adaptability by building off each other's thinking and responding to others. Students must be effective communicators to achieve their college, career and life aspirations, HOD is a structure to help build this success.
<b>Grade Level:</b> Kindergarten through 5 <sup>th</sup> Grade
<b>Common Educational Opportunity:</b> American Reading Company, Independent reading framework
<b>Description:</b> American Reading Company is a reading program that integrates the CCSS for reading acquisition with deep knowledge of the demands of literature and informational text for all of our k-5 <sup>th</sup> grade students. This strong foundation of reading is critical to college, career and life aspirations. It provides opportunities for students to independently read and receive feedback and coaching to achieve in levels and text complexity. Students are able to choose their texts, which supports self-directed learning. It has a built in goal oriented process; students can express the goal they are working on and think critically and persevere to meet that goal. The texts are multileveled and offer multiple perspectives. The texts are diverse, offer a global and cultural understanding. Students are constantly building critical thinking and communication skills as they read a variety of texts and have conferences with their teachers and conversations with their parents. Students are learning skills that will support achieving college level reading skills to support proficiently accessing college level text and concepts.
<b>Grade Level:</b> SSN Students First through 5 <sup>th</sup> Grade
<b>Common Educational Opportunity:</b> Treat Cart, Functional communication
<b>Description:</b> Treat cart provides the basic steps for building communication and life skills. Students sell items from the treat cart to staff members. They communicate with the customer from choosing what they would like, to taking money and making change. Low tech and high tech communication systems are used to allow students to communicate with a variety of partners in a variety of settings. This supports social skills, eye contact, memory skills, money skills, matching and sorting, computers and keyboarding, visual motor skills, and multi-step directions. These skills connect to independence, problem solving, perseverance and global communication. This supports our students with significant support needs with transitional skills into life and careers. Not only does this support all of the above-mentioned skills, our students love treat cart Thursdays!

<b>School:</b> Hunters Glen Elementary
<b>Grade Level:</b> K-5
<b>Common Educational Opportunity:</b> Depth and Complexity Framework
<b>Description:</b> We have pushed our students at Hunters Glen to be critical thinkers through the use of the Depth & Complexity Framework. This framework provides teachers and students with tools that encompass 21 <sup>st</sup> century skills and support brain based learning. Purposeful, high level questions are created by teachers and students using depth & complexity icons that serve as visual, focusing prompts. The goal is that students can use the icons to become self-directed learners and be able to make their own connections at school and in life. All staff has been trained on the Depth and Complexity Framework to be able to successfully implement it in their classrooms.
<b>Grade Level:</b> K-5
<b>Common Educational Opportunity:</b> Green Up Our Schools
<b>Description:</b> Hunters Glen applied for and received a grant through non-profit Green Up Our Schools to educate and have students participate in activities that reduce the amount of material sent to landfills. One third grade class and teacher have completed a trash audit and identified areas in which we can increase recycling and composting in the building in order to reduce the amount of trash sent to landfills. While the 3rd grade class is doing a lot of the work, all students are learning how to and being educated about which items are trash, recycling, and composting. Students are recycling in the classroom, composting in the

bathroom (paper towels are compostable) and are recycling and composting in the cafeteria and kitchen. Students will then learn how much of an impact they are making and the effects it will have on the earth.

<b>School:</b> Leroy Drive
<b>Grade Level:</b> K
<b>Common Educational Opportunity:</b> Timeline of Me
<b>Description:</b> In Social Studies, students explored the idea that “Things change over time.” We used critical thinking to inquire into how food, clothing, music, transportation, school, and games have changed over the course of history. Students were then asked to consider how they have changed over time. Each student was provided a blank timeline template and asked to think of the most important milestones in their lives. This was an independent, self-directed project. They were also asked to consider how they have changed within each of these major milestones. They used creativity to complete the timeline using photos and/or drawings of their life experiences and created a short summary of each one. Finally, the students had to present their timelines and explain how this was an example of change happening over time. This unit helped the students see, honor, and respect the diversity within our classrooms, as well.
<b>Grade Level:</b> 1
<b>Common Educational Opportunity:</b> Tradition Quilt
<b>Description:</b> In social studies during our PYP theme How We Express Ourselves, students explored traditions around the world. We inquired into tooth fairy traditions, birthday traditions, and holiday traditions. Students self-selected a tradition. They elaborated as to why they chose that particular tradition by participating in one-on-one interviews with their classroom teacher. Through the help of our wonderful art teacher, students were able to show their creativity by creating a drawing that expressed this tradition. All drawings were put together and displayed as a quilt in the classroom hallways. This unit helped the students understand diversity and to become open-minded to accept others views or beliefs.
<b>Grade Level:</b> 2
<b>Common Educational Opportunity:</b> Science – Forces and Motion
<b>Description:</b> Through researching, note-taking, and writing an informational piece on how roller coasters work, students engage in problem solving, critical thinking, creativity, and communication skills. Students also draft and build roller coasters with group of peers using the proper force and motion principles. Students learn the importance of communication skills and team collaboration.
<b>Grade Level:</b> 3
<b>Common Educational Opportunity:</b> Wax Museum
<b>Description:</b> Students engage in a project during our social studies unit, “responding to a geographic problem,” and our IB unit, “How we Express Ourselves.” As we explore how individuals respond to problems and create change in the world, students choose an individual, past or present, who has created positive change in the world. Students demonstrate independence by researching their individual independently. They demonstrate creativity through their costume design, props, and writing. Communication skills are evident in a speech that they write and present at a wax museum to multiple grade levels, families, and teachers. This project requires perseverance, time management and executive functioning skills. Global and cultural understanding is woven throughout the project as they research their own individual from various regions of the world and learn about where other students’ individuals are from. Students use technology to research and create a PowerPoint presentation which aids in college preparedness.
<b>Grade Level:</b> 4
<b>Common Educational Opportunity:</b> Colorado Animal Digital Informational Book
<b>Description:</b> Students shall have opportunities to develop and demonstrate creativity, adaptability, critical thinking, perseverance and effective communication skills during the creation and presentation of their Colorado animal research and digital informational book through selecting an animal, developing inquiry questions, using a variety of research materials and crafting the book digitally. Students will also have the

chance to self-direct the pace of the creation of their book as well as certain components, problem solve the technology and demonstrate their knowledge of text features. They will do this in order to successfully achieve their college, career and life aspirations.
<b>Grade Level:</b> 5
<b>Common Educational Opportunity:</b> Exhibition
<b>Description:</b> Students shall have opportunities to develop and demonstrate independence during our fifth grade exhibition project. Each student shows self-directed learning by choosing a topic of their interest under our science or social studies standards. During this time, students will independently research under the guidance of a mentor in our building. They show creativity when they create tri-fold boards and presentations. To demonstrate proficiency they need to be effective communicators of their project. Students spread awareness about their real world problems by taking action. This exemplifies global and cultural understandings, problem solving, adaptability, and critical thinking skills. This project prepares them for college, career and life aspirations.
<b>Grade Level:</b> ELD
<b>Common Educational Opportunity:</b> Global and Cultural Understanding
<b>Description:</b> Students shall have opportunities to develop and demonstrate global and cultural understanding by learning about important Holidays from other countries/cultures through literature, videos, and creative activities. We had a guest speaker that taught our students about Chinese New Year. We also learned about Day of the Dead. Embedded throughout our regular curriculum, we use multicultural literature whenever possible.

<b>School:</b> Malley Drive
<b>Grade Level:</b> 3rd-5th grades
<b>Common Educational Opportunity:</b> Student Ambassadors
<b>Description:</b> In February, Malley Drive was part of the district's Leadership Academy Bus Tour. Our student ambassadors greeted our guests, gave them a tour of our school, and presented on the critical aspects of Malley's journey to becoming a Community School. Malley Drive will be the first elementary community school in the state. Our student ambassador program chooses students who exhibit leadership, initiative, dependability, and enthusiasm. The students have opportunities to practice effective communication, and interpersonal skills while learning to be adaptive, self-directed, and independent.

<b>School:</b> McElwain Elementary
<b>Grade Level:</b> K-5
<b>Common Educational Opportunity:</b> Restorative Approaches
<b>Description:</b> Restorative approaches is a profoundly <i>relational</i> practice. It is a proactive strategy to create a culture of connectivity where all members of the school community feel valued and thrive. Restorative practices strengthen students' connections to both staff and other students, and therefore strengthen both prevention and response. Focusing on positive connections and support contributes to a positive school climate. Repairing harm and restoring relationships after transgressions helps keep students connected to a positive school community. Weekly, every student engages in a connection circle with their teacher and classmates. These connection circles build classroom community and allow students and teachers to discuss issues impacting all students. Restorative approaches has increased the focus on problem solving versus right and wrong. More students are open to taking responsibility in conflict and there is increased co-responsibility in taking ownership for classroom culture. Through the work of restorative approaches and training for staff around trauma informed care, McElwain is providing students with opportunities for moral action and creating a caring school community. We are building students social emotional learning which allows students

to take other's perspectives, be aware of their own thoughts and feelings, communicate effectively, and solve problems.
<b>Grade Level:</b> 3-5
<b>Common Educational Opportunity:</b> STEM Scouts
<b>Description:</b> After school club opportunity for students in grades 3-5 to engage in a STEM curriculum created by Scouts of America. Students engage in STEM modules such as using experiential activities and interaction with STEM professionals. The goal of the STEM Scouts program is to help young people grow in character and skills as they explore their curiosity about STEM fields. It is hoped that their growing knowledge will translate into the STEM-related careers that are so crucial to our country's future economy. While the program focuses on future careers in STEM, it is ultimately designed to be challenging, thought-provoking and, most importantly, fun.
<b>Grade Level:</b> 3-5
<b>Common Educational Opportunity:</b> Coding/Robotics/Cardboard Challenge
<b>Description:</b> After school club opportunity for any student interested grade 3-5 run by our computer technology para. 3rd graders learn coding and create patterns to drive Sphero Sprk+, a programmable robot with led lights and sounds, to follow a pattern. 4th graders take coding one step further and work collaboratively to program the Sphero Sprk+ to navigate a maze. 5th graders take the Cardboard box challenge to create their own arcade game and execute their plan of action. All groups then present their final learning to parents during Coffee with the Principal.

<b>School:</b> Meridian Elementary
<b>Grade Level:</b> K
<b>Common Educational Opportunity:</b> A study of the effects of different strengths or directions of pushes and pulls on the motion of objects.
<b>Description:</b> Conduct separate investigations to collect data on: <ul style="list-style-type: none"> <li>○ different strengths of pushes and pulls</li> <li>○ different directions of pushes and pulls</li> <li>○ the effect of collisions on objects.</li> <li>○ predict the motion of an object</li> <li>○ describe the motion of a child who is playing</li> <li>○ invent, plan, and build a solution to change the speed or direction of an object.</li> </ul>
<b>Grade Level:</b> 5
<b>Common Educational Opportunity:</b> Opinion using Text Based Evidence
<b>Description:</b> Students will read several texts on a debatable topic, form an opinion and write an opinion piece on topics supporting a point of view with reasons and information in which they introduce the topic clearly, state an opinion and create an organizational structure in which related ideas are grouped logically to support the writer's purpose. Students took on positions of characters and presented in front on audience.

<b>School:</b> Mountain View Elementary
<b>Grade Level:</b> 1 <sup>st</sup> through 5 <sup>th</sup> grades
<b>Common Educational Opportunity:</b> Genius Lab
<b>Description:</b> Students have Genius Lab (also known as Maker Space) time scheduled every week for 30 minutes. They are able to engage in both self-directed and teacher-directed hands-on STEAM activities that stimulate creativity and higher-order thinking skills.
<b>Grade Level:</b> K through 5 <sup>th</sup> grade
<b>Common Educational Opportunity:</b> Music Education
<b>Description:</b> The prototype of the active music and movement model known as Orff Schulwerk is the spontaneous play of young children in which imitation, experimentation, and personal expression occur

naturally and unconsciously. In the Orff Schulwerk process, aspects of play are developed consciously to involve learners with the elements of music and movement.
<b>Grade Level:</b> 5 <sup>th</sup> Grade
<b>Common Educational Opportunity:</b> Human Body Systems Unit
<b>Description:</b> As a culminating experience and summative assessment for our 5 <sup>th</sup> grade human body systems unit in science, our 5 <sup>th</sup> graders engage in a simulation activity in which they role play physicians with different areas of specialty, and they work together to conduct a medical investigation to determine what caused their patient's illness.

<b>School:</b> North Mor Elementary
<b>Grade Level:</b> Kindergarten - 2 <sup>nd</sup> Grade
<b>Common Educational Opportunity:</b> Science Education supported by the GROW Program
<b>Description:</b> GROW is a grant funded program that North Mor is a part of. The purpose of GROW is to enhance science inquiry in primary classrooms. Through the program, each of the 3 grade levels - kindergarten, 1 <sup>st</sup> , and 2 <sup>nd</sup> - get materials to support science units, outreach programs that come to our school (usually 2) and a fully paid field trip. In addition to these, each of the students in these grades receive a year-long "family" pass to Butterfly Pavilion, The Denver Children's Museum, and Denver Botanic Gardens. These establishments also host a Family Night for our school, students, and families. One example of how our students used the resources from this program to apply critical thinking, problem solving, and adaptability was through a multi-grade science unit on Force and Motion. Second grade and Kindergarten students worked together to build cars using supplies purchased through the GROW grant and their knowledge around force and motion. The students raced their cars to see which cars were built well enough to roll correctly down ramps in the classroom.
<b>Grade Level:</b> 4 <sup>th</sup> Grade
<b>Common Educational Opportunity:</b> Energy Conservation
<b>Description:</b> Our 4 <sup>th</sup> grade students learned about Energy Conservation through a presentation by Shannon Oliver, the Manager of Energy and Sustainability. The students decided how to present the information and then presented this knowledge and information to the North Mor students and staff. After sharing the information and campaigning for the school to conserve energy, they held a grade level forum to discuss how they thought their information was received and then came up with ways that they could check in with the whole school to remind them about the importance of energy conservation. The grade level also earned a 2 <sup>nd</sup> Place in the District's Science and Energy Contest.

<b>School:</b> North Star Elementary
<b>Grade Level:</b> 1 <sup>st</sup> -5 <sup>th</sup> grade
<b>Common Educational Opportunity:</b> Habits of Discussion
<b>Description:</b> Students in grades 1 <sup>st</sup> through 5 <sup>th</sup> grade are developing effective communication skills, critical thinking, perseverance, and problem solving in order to successfully achieve their college, career and life aspirations through a tool called Habits of Discussion. It starts with simple things like: <ul style="list-style-type: none"> <li>-making sure students track the speaker during discussions</li> <li>-making sure they direct their comments to the class (or specific peer) rather than to the teacher</li> <li>-making sure they put their hands down when someone else is speaking.</li> </ul> The core of Habits of Discussion is teaching students how to develop ideas in a discussion by socializing them to use sentence frames that shape the way they interact and how they think. Habits of Discussion is supported by the work of Paul Bambrick, the author of <u>Great Habits, Great Readers</u> .
<b>Grade Level:</b> K-5 <sup>th</sup> grade
<b>Common Educational Opportunity:</b> PATHS (Promoting Alternative Thinking Strategies) Lessons

**Description:** Twice a week, students in kindergarten through 5th grade, participate in a 20 minute PATHS lesson which is a social emotional learning (SEL) curriculum. During this open ended lesson, students demonstrate problem-solving, adaptability, critical thinking, perseverance, global and cultural understanding and effective communication skills as they take on real life problems.

**School:** Prairie Hills Elementary

**Grade Level:** K-4<sup>th</sup> grade

**Common Educational Opportunity:** Junior Achievement

**Description:** Junior Achievement helps students understand the importance of entrepreneurship, managing money, and preparing for college and career. Junior Achievement gives students an advantage by providing real world opportunities and skills, and helps students answer important life questions.

**Grade Level:** 5<sup>th</sup> grade

**Common Educational Opportunity:** Young Ameritowne

**Description:** Students have the opportunity to be introduced to, and then practice, concepts of personal finance, economics, business management, supply and demand, and teamwork application. This learning opportunity is funded by our Parent Teacher Association partnership. As such students compose letters of appreciation which support development of effective communication skills to the broader community.

**School:** Riverdale Elementary

**Grade Level:** 5<sup>th</sup> grade

**Common Educational Opportunity:** Wax Museum

**Description:**

The 5th grade Wax Museum Project is a culmination of reading, writing, and speaking and listening. Students demonstrate independence while reading a biography book based on an individual that has impacted our society. From there, they research using digital resources to finding relevant information about their person through self-directed learning. Students are required to create a two minute speech which is presented to their classmates which provides them the opportunity to demonstrate effective communication skills. They are asked to “dress the part” and bring three items that represent their character. Students use creativity throughout the presentation in order to make a strong connection to the character. Overall, students are led to persevere through the multiple facets of the project in order to provide a culminating experience for all.

**Grade Level:** K-5<sup>th</sup> grade

**Common Educational Opportunity:** School-Wide Technology Integration

**Description:**

The use of new technology at Riverdale Elementary has given students the opportunity to grow in the areas of independence, communication, and creative thinking. Through the use of the new interactive projector students are able to access tools and websites which aid them in their learning. This allows opportunities for students to work creatively in a variety of subject areas through kinesthetics. Each classroom utilizes new CatchBoxes, which enable students to share confidently and proudly their thoughts, feelings, and ideas. Through the use of the CatchBox students are learning positive and effective communication skills by using the tool to project their voice in a strong confident manner.

**School:** Rocky Mountain Elementary

**Grade Level:** Kindergarten-5<sup>th</sup> grade

**Common Educational Opportunity:** Schoolwide Kagan structures

**Description:** Kagan structures are specific strategies used by our teachers to engage students in dyads or groups for the purpose of student discourse and communication, problem solving and critical thinking. Teachers pose a higher level question related to the standard in the learning target and choose a specific

Kagan strategy that will most effectively evoke student to student discourse around the question being asked. Students discuss the question and are required to answer the why or how behind the question. Following the engagement, students return to whole group and share their thinking through continued discussion and questioning.
<b>Grade Level:</b> Kindergarten-5 <sup>th</sup> grade
<b>Common Educational Opportunity:</b> Questioning toward critical thinking
<b>Description:</b> The Instructional Leadership Team has provided professional development for grade level teams around consistent questioning that will engage students in critical thinking, perseverance and problem solving. All teachers practice and implement questioning with students that promotes deeper level thinking and whole group discussion. Teachers have videotaped their use of questioning and provided peer to peer feedback to increase their proficiency in providing students with these opportunities.

<b>School:</b> Silver Creek Elementary
<b>Grade Level:</b> Kindergarten through 5 <sup>th</sup> grade
<b>Common Educational Opportunity:</b> Bibliotherapy
<b>Description:</b> Each month, every teacher in each grade level teaches a lesson to help students deal with problems through reading novels or stories about characters that possess similar problems. These lessons have been created by our G.T. coordinator. These lessons appeal to the imagination and bibliotherapy provides an interaction between the readers and story of novel, which can be less threatening than direct confrontation. Our teachers continue to establish a climate of trust, respect and caring in their classrooms.
<b>Grade Level:</b> 5 <sup>th</sup> grade
<b>Common Educational Opportunity:</b> 5 <sup>th</sup> grade musical
<b>Description:</b> The 5th Grade Musical has been a yearly event since Silver Creek opened its doors and is highly anticipated each year. The opportunity includes all 5 <sup>th</sup> graders as part of their music education. They may choose to audition for a speaking/singing/dancing role or participate in the various behind the scenes roles. They are asked to think about what they are good at and/or would like to learn more about when they make their choices. Everyone is involved as an active participant over the three months it takes to make it come alive.  The fifth graders learn their on stage roles and dances as the lighting crew is developing and designing their lighting for each scene using a light board as well as our spotlight. The sound crew shares a job where they must attend every rehearsal as they work sound for the actors. The set design crew designs the entire backdrop as well as props needed and other stage decorations. The music and art teacher work closely with the students to work with large scale art works. Advertising crew has a photographer that needs to come to rehearsals to get photos for the team to create posters to advertise the event! Our program designer learns how to create a program with computer graphics for the night of the event. Our Stage Manager attends every rehearsal to ensure everything and everyone is where it needs to be.  Musical theater is fun, builds self-confidence, cooperation, collaboration, problem solving, public speaking, responsibility, trust, memory, social and global awareness, creativity and aesthetic appreciation along with citizenship, compassion and history.  Ask any former student from Silver Creek and they will tell you their most memorable event of fifth grade was the fifth grade musical!
<b>Grade Level:</b> 5 <sup>th</sup> Grade
<b>Common Educational Opportunity:</b> Young Ameritowne
<b>Description:</b> Students apply critical thinking, problem solving and adaptability as they live out a career in the community that is Young Ameritowne. This experience is well remembered and inspiring as our students

head into their middle level experience. As short term goals, students understand basic concepts of personal finance, economics, business management, and supply and demand and actively develop teamwork skills. And as a long term goal of Young Ameritowne, Colorado gains more home-grown future business leaders and employees with the skills to harness the power of free enterprise for their own prosperity and for the prosperity of their communities.

<b>School:</b> Skyview Elementary
<b>Grade Level:</b> Kindergarten through 5 <sup>th</sup> Grade
<b>Common Educational Opportunity:</b> Community Garden
<b>Description:</b> School-Wide our students are demonstrating creativity, problem solving, perseverance and global understanding with our Community Garden. This program, delivered through the Kiva Center of Boulder is the opportunity for our students to build garden beds and benches made from Eco-Bricks, which are created from the plastics waste within our community. Throughout the years this will support a goal of zero waste and support the community in working together to grow healthy foods.
<b>Grade Level:</b> 5 <sup>th</sup> Grade
<b>Common Educational Opportunity:</b> Young Ameritowne
<b>Description:</b> Students apply critical thinking, problem solving and adaptability as they live out a career in the community that is Young Ameritowne. This experience is well remembered and inspiring as our students head into their middle level experience. As short term goals, students understand basic concepts of personal finance, economics, business management, and supply and demand and actively develop teamwork skills. And as a long term goal of Young Ameritowne, Colorado gains more home-grown future business leaders and employees with the skills to harness the power of free enterprise for their own prosperity and for the prosperity of their communities.

<b>School:</b> Stellar Elementary
<b>Grade Level:</b> 4 <sup>th</sup> Grade
<b>Common Educational Opportunity:</b> Classroom Economy
<b>Description:</b> Throughout the year, 4 <sup>th</sup> grade students work on the basic concepts of personal finance. Students receive “classroom dollars” for doing their assigned classroom jobs, completing homework, showing positive character traits, etc. They maintain a checkbook and must pay monthly rent for their desks and chairs, pay bills for supplies they use, and shop at the classroom store for “wants” like alternative seating or extra computer time. Students enjoy this real-world experience and hands-on practice with creating a personal budget and finance plan.
<b>Grade Level:</b> 5 <sup>th</sup> Grade
<b>Common Educational Opportunity:</b> Young Ameritowne
<b>Description:</b> Students apply critical thinking, problem solving and adaptability as they live out a career in the community that is Young Ameritowne. As short term goals, students understand basic concepts of personal finance, economics, business management, and supply and demand and actively develop teamwork skills. And, as a long term goal of Young Ameritowne, Colorado gains more home-grown future business leaders and employees with the skills to harness the power of free enterprise for their own prosperity and for the prosperity of their communities.
<b>Grade Level:</b> K-5 <sup>th</sup> Grade
<b>Common Educational Opportunity:</b> Cultural Night
<b>Description:</b> Students have the opportunity to choose a culture, within their own historical background, to study and then develop a creative presentation for others. Students interview their families and create a decorated doll and written summary to initially showcase the culture they are studying. During our Cultural Night celebration, students will then present their additional self-directed projects: country reports, cultural

celebrations, music performance/dance for our community. Some grade levels have invited their students' families to share their heritage, foods and customs throughout the building. This school-wide event allows students personal choice with some self-directed learning opportunities, as well as exposure to a variety of cultures and the practice of communication through written/oral presentation and interactive projects.

**School:** The Studio School

**Grade Level:** 3<sup>rd</sup> grade

**Common Educational Opportunity:** 3rd grade Self-Produced Play

**Description:** Through the guaranteed and viable curriculum, the third grade students learn about personal narratives. The students then write and publish their own personal narrative. The grade level teachers and the performing arts teachers collaborate to select a variety of written pieces that illustrate diverse perspectives and experiences. We partner with Imagination Makers to help our team to translate their narratives into a playscript. The students, classroom teachers and performing arts teachers collaborate together to direct, rehearse and then perform the student narratives as a full play production. Students are casted as their peers' characters (not as themselves) in order to enrich empathy and build capacity to celebrate the diversity within our school. Students also have opportunities to choreograph dances, compose music, and design sound/lighting to bring the performance to life. This has been a tradition at our school for the last six years and encapsulates the mission of our arts integrated school.

**Grade Level:** K - 5

**Common Educational Opportunity:** The Art Show

**Description:** This cumulative event brings out the best of our school. Students spend several weeks of self-directed learning that requires problem-solving, adaptability, and creativity. Our Fine Arts Department uses modalities from artists around the world, and students create art while learning about diverse cultures. At the Art Show, not only do we display the work created in the Fine Arts Department, but each classroom also displays current arts-integrated pieces. As the doors open to the Art Show, students are thrilled to celebrate their perseverance, creativity, and their abilities to communicate information and emotion through a variety of art media. The hallways become museum galleries showcasing the colors and textures of paintings, drawings, sculptures, and mixed-media pieces. Other areas of the school buzz with arts-integrated activities that allow students and family members to create art together while learning integrated math, science, social studies, and literacy content. At this event, we also celebrate our collaborative community projects. For example, last year we collaborated on a project with Nutrition Services. At The Art Show, we revealed our permanent installation celebrating healthy eating. This year, we are highlighting artwork that students created in collaboration with educators from the Clyfford Still Museum. Through the weeks of learning that lead to The Art Show, every single student finds a way to celebrate their learning as an artist, mathematician, scientist, and literate global citizen.



**Grade Level:** K-5

**Common Educational Opportunity:** Cleo Parker Robinson Dance Residency

**Description:** The Studio School partners with the world-renowned Cleo Parker Robinson Dance Company to offer a school-wide dance residency where teachers infuse arts into the curriculum, which helps ignite a truly unique learning process. The professional dance instructors deliver innovative lessons that engage students through movement and creative expression. Students experience life-changing social and emotional skills: work ethic, accountability, and collaboration. The third grade through fifth grade students showcase their choreographed number during an all-school assembly where they perform for their younger peers and for other community stakeholders. This opportunity exposes students to a wide variety of dance genres while building confidence, perseverance, and risk taking. This dance residency supports our arts integrated program to inspire positive and healthy social development for a diverse world.

**School:** Stukey Elementary

**Grade Level:** K-5

**Common Educational Opportunity:** Junior Achievement

**Description:** Junior Achievement is the nation's largest organization dedicated to giving young people the knowledge and skills they need to own their economic success, plan for their futures, and make smart academic and economic choices. Junior Achievement's programs—in the core content areas of work readiness, entrepreneurship and financial literacy—ignite the spark in young people to experience and realize the opportunities and realities of work and life in the 21<sup>st</sup> century. This program's purpose is to inspire and prepare young people to succeed in a global economy.

**Grade Level:** K-5

**Common Educational Opportunity:** ST Math Program (Visual Math)

**Description:** ST Math is a visual math program that builds a deep conceptual understanding of math through rigorous learning and creative problem solving. All students engage in this program 20 minutes a day on the Chromebooks.

<b>School:</b> Tarver ES
<b>Grade Level:</b> 5 <sup>th</sup>
<b>Common Educational Opportunity:</b> Tarver Live Daily News
<b>Description:</b> Tarver News is an amazing and innovative opportunity for 5 <sup>th</sup> grade students to take a leadership role in the school by preparing and recording a daily news broadcast show that is shown to the school each morning. 5 <sup>th</sup> grade students write their own script based on information from the school calendar, the lunch menu and weather forecast, as well as adding their own individual touches, such as alliteration at the end of the broadcast. They then film the broadcast, and edit it using green screen technology. The finished product is published on YouTube and shared daily with the Tarver community via our website.
<b>Grade Level:</b> 3 <sup>rd</sup> , 4 <sup>th</sup> , 5 <sup>th</sup>
<b>Common Educational Opportunity:</b> Robotics
<b>Description:</b> Tarver Robotics is a unique opportunity for students to participate in real world challenges while learning to program a robot and compete in a robot game. There are two branches to Robotics: robot game and research project.
<p>The research project focuses on a real world problem. The students are to begin looking for existing research on the subject and develop and invent a solution or improve upon an existing solution. This process is heavily driven by the students. The adult's role in robotics is only to supervise and provide feedback and guidance when the group gets stuck. Throughout the season, we learn the core values of the First Lego League. These values are essential for success in our competition. The values include: discovery, integration, inclusion, teamwork, and fun.</p> <p>Robotics: FIRST LEGO League challenges kids to think like scientists and engineers. During the INTO ORBIT season, teams will choose and solve a real-world problem in the Project. They will also build, test, and program an autonomous robot using LEGO® MINDSTORMS® technology to solve a set of missions in the Robot Game. Throughout their experience, teams will operate under the FIRST signature set of Core Values, celebrating discovery, teamwork, and Gracious Professionalism®.</p>

<b>School:</b> Thornton Elementary
<b>Grade Level:</b> 5th Grade
<b>Common Educational Opportunity:</b> Passport to Health
<b>Description:</b> Partnership with the Denver Museum of Nature and Science. Students work with the museum to learn about health issues and wellness programs throughout the year. As a culminating project, the 5th grade students host a Passport to Health Community Night at THE to share their learning with students K-4, parents and community.
<b>Grade Level:</b> K-5
<b>Common Educational Opportunity:</b> Mindfulness
<b>Description:</b> Students and teachers have been focusing on Mindfulness strategies on a daily basis throughout the year. This helps students focus on stress reduction, problem solving, calming techniques and positive self-talk to name a few to increase positive social/emotional well-being. These strategies are taught and practiced so that students can learn to do them independently throughout the day and outside of school.
<b>Grade Level:</b> K-5
<b>Common Educational Opportunity:</b> Habits of Discussion
<b>Description:</b> Students and teachers have been focusing on Habits of Discussion strategies on a daily basis throughout the year. This helps students learn specific listening and speaking skills for effective communication. Students develop and practice these strategies so they can clearly articulate their thinking and communicate their understanding and message to others. These strategies are critical career, college and life skills that are necessary for success.

<b>Grade Level:</b> K-5
<b>Common Educational Opportunity:</b> Coffee and Conversation Parent Presentations
<b>Description:</b> All grade levels have students work in small groups or independently to develop presentations to parents about a topic/unit of study that they have been working on. With differentiated support from teachers, students determine the mode of their presentation but they must include an explanation of their learning, including their strengths and areas of difficulty. They also will address how they problem solved any difficulties that they encountered. For example, our NEP and LEP students presented to parents about a recycling project in both English and their native languages.

<b>School:</b> Westview Elementary
<b>Grade Level:</b> 5 <sup>th</sup> grade
<b>Common Educational Opportunity:</b> NCAR- National Center for Atmospheric Research
<b>Description:</b> All students in 5 <sup>th</sup> grade have the opportunity to learn about weather (atmospheric). They get to do hands on experiments, tour the museum and look at exhibits, which included conversing with scientists. Students were exposed to meteorology and they have the chance to understand the profession. All of this aligns with the 5 <sup>th</sup> grade weather standards.
<b>Grade Level:</b> K-5 <sup>th</sup>
<b>Common Educational Opportunity:</b> Junior Achievement
<b>Description:</b> All students have the opportunity to explore and demonstrate the financial literacy and economic standards at each grade level. This provides students the real world chances to explore and understand being a financially productive citizen throughout their lives.
<b>Grade Level:</b> K-5 <sup>th</sup>
<b>Common Educational Opportunity:</b> Health Awareness
<b>Description:</b> All students have the opportunity to participate in health/wellness stations to promote awareness of a healthy lifestyle and self-awareness.

<b>School:</b> Woodglen Elementary
<b>Grade Level:</b> K-5
<b>Common Educational Opportunity:</b> Coding and Buddying with BTEC
<b>Description:</b> The students in kindergarten through fifth grade all participated in coding activities during the first semester with our Digital Literacy TOSA. In addition, our third through fifth grade students also had the opportunity to partner with students from the BTEC program to participate in Hour of Code activities. These activities are designed to show that anybody can learn to code while developing mastery of sequencing skills, problem solving, logical thinking, cause effect, and critical thinking skills.
<b>Grade Level:</b> K-5
<b>Common Educational Opportunity:</b> Kindness Challenge
<b>Description:</b> The students in our kindergarten through fifth grade classes participated in the Kindness Matters Challenge. We also used resources from Random Acts of Kindness to help bolster instructional strategies with students. Their participation in this program helps students develop problem-solving, adaptability, and effective communication skills that are critical to have in both learning and social settings throughout the school. The ability to demonstrate kindness, resolve conflict without violence, and listen to others while effectively communicating wants and needs will help students be successful in the work force and community.
<b>Grade Level:</b> K-5
<b>Common Educational Opportunity:</b> Junior Achievement

**Description:**

The students in our kindergarten through fifth grade classes will develop the knowledge and skills they need to own their economic success, plan for their futures, and make smart academic and economic choices. Junior Achievement's programs—in the core content areas of work readiness, entrepreneurship and financial literacy—ignite the spark in young people to experience and realize the opportunities and realities of work and life in the 21<sup>st</sup> century. This focus helps them achieve college and career aspirations as they learn communication, problem solving, and creativity skills through this program.

**K-8 SCHOOLS**

<b>School: Hulstrom K-8</b>
<b>Grade Level: 1<sup>st</sup> Grade</b>
<b>Common Educational Opportunity: Animal Research Project</b>
<b>Description:</b> Students learn how to effectively communicate their research project about animals using green screen technology. To prepare for this project, they need to discern what information is most important to share with others. During the process, they express their learning creatively by selecting a background habit scene and creating a mask representing information they learned. They must be self-directed and able to problem solve to complete this project. Combining all of these skills and strategies together help develop successful collaborative students.
<b>Grade Level: 5<sup>th</sup> Grade</b>
<b>Common Educational Opportunity: Passion Projects</b>
<b>Description:</b> Learning in school usually relies on extrinsic motivators such as grades, course placement, or making parents happy. Extrinsic motivators limit creativity and critical thinking. The focus of this project is to provide intrinsic motivation through the development of a grade level initiative to allow students to explore their interests, and provide an opportunity for them to exercise their voice. They are given the time and autonomy to learn, develop, or create solutions to problems that they are genuinely interested in and happening in the world around them. This is the opportunity for students to discover their passions, become globally aware, and make an impact in their community! As this is a student centered project, the students are invested in their own learning. Topics include climate change, food science, healthcare, sustainable energy, mental/social science, and more. Students explore what is going on locally, nationally, and globally, as well as what changes they could make to create a positive impact. They begin to realize that it is not enough to care about a topic. Passion without action is a dead end. They explore key challenges, recent developments, and throughout the process, fall in love with the action of making a change. All this helps the students find joy in the learning process, discover who they are, make real world connections, and explore their future, all while learning standards.
<b>Grade Level: 6<sup>th</sup> - 8<sup>th</sup> Grades</b>
<b>Common Educational Opportunity: Talent Development</b>
<b>Description:</b> Talent Development is a weekly program during Second Semester for one hour every Tuesday. Based on student interests collected via survey, sessions are created to engage students in their interests that lay outside of their typical grade level curriculum. They explore these topics through hands-on applications with an emphasis on critical thinking and creativity. The sessions are either one time sessions, four week sessions, or twelve week sessions. Sessions include STEM activities, dissection, improv theater, the history of baseball and its impact on American society, garden towers, creative writing, American Sign Language, astronomy, crocheting, data systems, finances, and chemistry. These are a few of the options that are facilitated by teachers and community members. Students also have the option to take a topic and turn the topic into a self-directed learning experience.

<b>School:</b> STEM Lab
<b>Grade Level:</b> K-8
<b>Common Educational Opportunity:</b> Problem-Based Learning (PBL)
<b>Description:</b> Students are presented with authentic, real-world problems to work on. These PBL's are connected to the standards for each content area and are incorporated into the existing units of study. PBL's are essential to our STEM philosophy because they provide students with collaborative learning and 21 <sup>st</sup> Century Skills that cross transdisciplinary lenses. The teacher is more of a facilitator/advisor that works with student directed inquiry, innovation, problem-solving and creativity. We follow a design thinking model which sometimes becomes an engineering model. All students in our school have PBL's throughout their school year. This also helps students see how their work and ideas are appreciated which help foster relationships between schools and the community they serve.
<b>Grade Level:</b> K-5
<b>Common Educational Opportunity:</b> Computer Science in the Classroom
<b>Description:</b> Computer Science drives innovation throughout the US economy, especially in Colorado. All of our classes, K-5, are integrating computer science into their own classroom. Using Computer Science Fundamentals courses, we are able to blend online and "unplugged" non-computer activities to teach students computational thinking, problem solving, programming concepts and digital citizenship. These lessons give students cross-curricular opportunities as they align with some of the ELA, Math, Next Gen Science Standards.

<b>School:</b> STEM Launch
<b>Grade Level:</b> K- 8
<b>Common Educational Opportunity:</b> Problem Based Learning Model (PBL)
<b>Description:</b> All students Kindergarten through 8th grade participate in the Problem Based Learning Model multiple times a year. Through the process of Problem-Based Learning (PBL) our students are immersed in problem-solving processes and regularly test and redesign their ideas. PBL brings relevance to student work and makes connections to society and the global world. Through this work, our students will be able to work at a higher level than their current expected trajectory, thereby creating successful learners and future engaged, productive community members.  Partners are at the heart of our learning model. We currently have over 360 partners that we work with regularly in our Adams 12 STEM K-12 pipeline. These partners engage with our students as guest speakers and panelists. They also lead field experiences that build background knowledge about the problems students are attempting to solve. By leveraging community partners we are able to provide diverse and exceptional experiences for students that not only change their live but the trajectory and opportunities of the community as well.
<b>Grade Level:</b> K- 5
<b>Common Educational Opportunity:</b> Engineering
<b>Description:</b> All students Kindergarten through 5th grade receive comprehensive engineering instruction through a specialized elective as part of their specials rotation. Students use the process of Design Thinking to work on 2 week Design Thinking Units to solve real word problems in engineering. They also focus on the engineering design cycle to prototype and reflect on their designs to improve and reiterate. There is a strong focus on ideating and physical prototyping.
<b>Grade Level:</b> 6- 8
<b>Common Educational Opportunity:</b> Grade Computer Science
<b>Description:</b> All students 6th grade through 8th grade students take Computer Science (CS) as an elective at least once a year for a semester. All students work in the language of code, Alice, C #, Java. Students also work on coding platforms such as MIT App Inventor and Raspberry Pi. Students learn to develop programing, apps,

and gaming platforms. All students participate and build applications to submit to the Congressional App Challenge.

**School:** Thunder Vista P-8

**Grade Level:** 5<sup>th</sup>-8<sup>th</sup> Grade students (a mix of identified GT students and other interested students)

**Common Educational Opportunity:** Genius/Hour Passion Projects

**Description:**

At Thunder Vista, the staff shares a passion for interest-based learning. To bring our vision to fruition, we have created a Passion Project club that meets weekly during Friday Advisory/Morning Meeting time. As part of the club, we provide students the opportunity to explore a personal passion of their own; building on personal competence, integration of technology, public speaking, and research. All of this work comes through the learning structure of a Genius Hour. To find out more about Genius Hour, you can follow the link: <http://geniushour.com/>

Club highlights include:

- Introduction to Goal Setting
- Identification of individual student passion
- Project Planning
- Community Outreach
- Participation in the Passion Project Symposium

**Grade Level:** 2<sup>nd</sup> Grade

**Common Educational Opportunity:** STEM focused Wednesdays

**Description:** Every Wednesday, our second grade team provides opportunities for students to engage in STEM focused activities. Often times, these activities are an extension of the grade level science units and lessons. Students are given the opportunity to explore a particular concept that is of interest to them and have voice and choice into how they direct their own learning for that day (or subsequent Wednesdays). We are fortunate to have a significant number of parent volunteers on these days to support the many different projects, lessons and/or activities go on that day.

**Grade Level:** 6<sup>th</sup>- 8<sup>th</sup> Grade

**Common Educational Opportunity:** College and career planning

**Description:** Data from CDE shows that students who complete a meaningful career exploration process are more motivated to attend and complete school, more able to connect the relevance of education to their future aspirations and are more able to connect college and career goals. At Thunder Vista, our students receive college and career planning activities at each grade level.

6<sup>th</sup> - Career Exploration - Students complete the Career Keys test through Naviance to discover which Holland personality type they are most like and then identify and explore related careers. They learn how to navigate Naviance, which is a comprehensive college and career readiness tool that helps students align their strengths and interests to postsecondary goals.

7<sup>th</sup> - Strengths and College - Students complete the Strengths Explorer inventory in Naviance that helps them discover their individual talents and interests and have the opportunity to research careers that match their results. Students also receive a lesson about postsecondary exploration and how to explore college/university admission requirements.

8<sup>th</sup> - Career Research - Through a guided series of counseling lessons (paired with language arts), students have the opportunity to research careers and educational institutions that offer pathways to those careers. Students participate in the ACEC Career Expo for 8<sup>th</sup> Grade (county-wide career expo) where they interact with industry and educational representatives.

## MIDDLE SCHOOLS

<b>School:</b> Century Middle School
<b>Grade Level:</b> 8 <sup>th</sup>
<b>Common Educational Opportunity:</b> Community Project
<b>Description:</b> All 8th grade students at Century Middle School participate in the International Baccalaureate Middle Years Programme Community Project. This project provides students the opportunity to demonstrate the skills and knowledge they have acquired during their time as International Baccalaureate students at CMS. This project also enables students to highlight their commitment to service and action and making their community a better place. Students generate new insights and develop complex understandings of the world in which they live through an in-depth investigation, and then share this knowledge with their peers and the greater school community. This project is the culminating event to their MYP education and takes place every year in the 8th grade.
<b>Grade Level:</b> 7 <sup>th</sup>
<b>Common Educational Opportunity:</b> Art in History
<b>Description:</b> Our original Art in History Project has changed over time and after a year of raising money through the auction (and investing it in Kiva) we no longer have to raise money because the money is generally renewable. We have elected to embed the project directly into the curriculum by using it to meet 7 <sup>th</sup> grade social studies standards, the IBMYP Global Contexts, and the economic strand of the district required scope and sequence. The project has now become an in-house project for 7 <sup>th</sup> grade. Art in History projects are for students to select, research, paint and connect to their learning from the current year. We are applying knowledge from new units of study, specifically Egypt, Greece, Rome, Africa, the Silk Road, and Japan. Students will research the pottery that they will be creating, connect their research to their learning, and apply their learning in a digital presentation to be shared with their cohort electronically.
<b>Grade Level:</b> 6 <sup>th</sup>
<b>Common Educational Opportunity:</b> Global Climate Summit
<b>Description:</b> Century Middle School has been conducting a 6 <sup>th</sup> grade level interdisciplinary unit for the last eleven years called the Global Climate Summit. In our efforts to produce Global Citizens, this is an MYP must. All students are assigned imaginary countries, and their far-reaching goal is to work together within their countries to lower their overall production of carbon dioxide. While there are scores taken all along the path of instruction; the students' final country presentations will result in one grade for each of their four core content areas. This summit is not just important for our students, it is important for our planet.

<b>School:</b> The International School @ Thornton Middle
<b>Grade Level:</b> 8 <sup>th</sup> grade
<b>Common Educational Opportunity:</b> Junior Achievement Finance Park
<b>Description:</b> JA Finance Park helps students to better understand financial decisions that will be a part of their lives as adults through a real-life simulation at American Furniture Warehouse. The program begins with curriculum being taught at the school and the learning reinforced by the JA Finance Park experience. During their visit to JA Finance Park, students become adults for a day and are required to make decisions regarding budgeting, housing, food, investments, etc.
<b>Grade Level:</b> 7 <sup>th</sup> grade
<b>Common Educational Opportunity:</b> Bollman Field Trip
<b>Description:</b> All seventh grade students participate in a field trip to Bollman Technical Center as part of their exploration of potential high school and post-secondary career paths. Students have the opportunity to tour Bollman and hear from current students and educators about the different programs offered (e.g.,

automotive, EMT, CNA, graphic design, construction, etc.). Students are then asked to reflect on the experience and share the impact of the visit on their college, career, and life aspirations.
<b>Grade Level:</b> 6 <sup>th</sup> -8 <sup>th</sup> grades
<b>Common Educational Opportunity:</b> Career Lunches
<b>Description:</b> The counselors provide monthly career lunches for students in grades 6-8. Different professionals meet with any students interested in the specific career that is being highlighted that month. These opportunities provide students with an increased awareness of the various skills needed to pursue specific career paths.

<b>School:</b> Northglenn Middle School
<b>Grade Level:</b> 6 <sup>th</sup> through 8 <sup>th</sup> Grade
<b>Common Educational Opportunity:</b> Readers/Writers Workshop
<b>Description:</b> The universal approach to instruction in content classes and electives is the Readers/Writers Workshop. This approach has standardized the instructional framework and usage of time across the school. The common components of the framework (that have been the focus of our whole-staff professional development) are the mini-lesson, independent work time focused on literacy, teacher conferencing, mid-workshop teaching (formative), and debrief/share. Our whole-school professional development focus this year is accountable talk during the worktime element of the workshop model. The components we have trained staff to commit to during this apply and conferencing time are 1) elaborate and clarify, 2) support ideas with examples, 3) build on and/or challenge a partner's idea, 4) paraphrase, and 5) synthesize conversation/written points. These skills have not only been observed as next steps of need for our students but are critical skills and abilities in order to be prepared for and have success in post-secondary education and employment.
<b>Grade Level:</b> 8 <sup>th</sup> Grade
<b>Common Educational Opportunity:</b> Personal Finance Unit with Trip to Finance Park
<b>Description:</b> All 8 <sup>th</sup> grade students participate in the educational opportunity of studying personal finance through the implementation of a Personal Finance unit. Each student is provided with resources to study a wide range of financial topics that relate to problem-solving, independence, critical thinking, responsibility, and planning for college and/or career goals. The students study topics that include savings, compound interest, credit, loans, and personal budgeting among others. The unit of study culminates with a field trip to Finance Park in which they apply the skills learned to a variety of real-life scenarios and challenges.

<b>School:</b> Rocky Top Middle School
<b>Grade Level:</b> 6th through 8th
<b>Common Educational Opportunity:</b> School Wide 1:1 Initiative
<b>Description:</b> The only school supply our students are required to provide is a Chromebook or other electronic device for their learning instrument. Through use of these devices, students are able to take advantage of personalized learning that promotes creativity, collaboration and critical thinking. Further, the daily use of technology has resulted in an incredibly high level of self-advocacy and provided countless opportunities to promote student agency.

<b>School:</b> Shadow Ridge Middle School
<b>Grade Level:</b> 8 <sup>th</sup> Grade
<b>Common Educational Opportunity:</b> Finance Park
<b>Description:</b> As a culmination to the Personal Financial Literacy Unit, all 8 <sup>th</sup> grade students participate in a field trip to Finance Park. This field trip is sponsored by Junior Achievement and is focused on the students applying the skills they learned throughout the unit. The main focus lessons of the unit are saving and investing, budgeting, income and deductions and financial goal setting. After learning and practicing these concepts, students go to Finance Park. They are given a scenario for a person with a specific financial situation. It is their goal to create a budget for this person, making sure to consider their debt and family situation as well as their income. This unit and field trip is intended to introduce students to financial literacy and how they can begin to plan for their future goals. The students then receive a grade for their budget. The students know the criteria for the budget and score before attending the field trip.
<b>Grade Level:</b> 6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> Grade
<b>Common Educational Opportunity:</b> Science Fair
<b>Description:</b> Shadow Ridge Middle School's Science Fair provides an opportunity for students to share a science experiment that they designed and conducted with the entire school, the community, and our volunteer judges. At the fair, students present to several judges and get a score on all categories of their experiment. The top three projects from each grade and the overall top school project receive an award, certificate, and medal. The fair provides students with one of their first experiences presenting to professionals and receiving an evaluation from those professionals. The science fair experience allows students to learn skills that are necessary when interviewing for scholarships, grants, jobs or schools in their future. The overall project also teaches the students important lessons such as prioritization, time management, scientific failures, and revision. Finally, students are able to establish pride and accomplishment of their own work.
<b>School:</b> Silver Hills Middle School
<b>Grade Level:</b> 6 <sup>th</sup> through 8 <sup>th</sup> Grade
<b>Common Educational Opportunity:</b> Hands on Minds on Science Instruction
<b>Description:</b> The Science Department at Silver Hills has worked hard to blend multiple modes of teaching science to best meet the needs of our students. They have Problem Based Learning Lessons, integrated lessons between Science/Social Studies and Science/Language Arts, thoughtful use of technology, and multiple forms of kinesthetic learning strategies to bring Science to life for students who have not always had the benefit of an hour or more a day of Science instruction. They use the model of the 5 E's (Engage, Explore, Explain, Elaborate, Evaluate) to develop student's independence, creativity, problem solving and critical thinking. These skills have not only been observed as critical steps for our students, but also give them the skills needed to be prepared for and have success in post-secondary education and employment.
<b>Grade Level:</b> 7 <sup>th</sup> Grade
<b>Common Educational Opportunity:</b> International Towne
<b>Description:</b> This activity is much like Young Ameritowne that many students participate in during their 5 <sup>th</sup> grade year, but it explores ideas around globalization, trade among countries and currency exchange. Students apply critical thinking and problem solving as they work together as countries to sell a product and promote trade with other countries. Through this activity, students understand concepts of financial literacy through promoting, pricing, selling and adjusting pricing on a product depending on the supply that they have of the product (and the demand that they have for their product). In addition, they earn money that can be spent in other countries after they exchange their currency, and spend their money (while budgeting) during the activity. As they prepare and participate in this activity they enhance their communication skills and their adaptability as they are able to role play different career opportunities.
<b>Grade Level:</b> 8 <sup>th</sup> Grade
<b>Common Educational Opportunity:</b> Adams County Career Fair/Finance Park

**Description:** These two activities that 8<sup>th</sup> graders participate in every year, complement each other nicely, and give all 8<sup>th</sup> grade students the opportunity to better understand college and career opportunities. In addition, these activities develop independence, creativity, adaptability and problem solving. In preparation for the Career Fair, students work with the Counseling Team to examine their own potential career pathways and consider connections that they want to make through Career Lunches (held at Silver Hills) and at the Adams County Career Fair. After having the benefit of this opportunity, student then attend Finance Park where they are given a “real life scenario” and have to problem solve, budget, practice problem-solving and communication skills in order to complete the role play. This is an excellent opportunity for students to demonstrate independence and self-directed learning as they consider college, career and life aspirations.

**School:** Westlake Middle School

**Grade Level:** 6<sup>th</sup>-8<sup>th</sup> Grades

**Common Educational Opportunity:** Social Studies Celebration of Learning

**Description:** The Celebration of Learning showcases the learning of students over the course of year in their Social Studies class across all grade levels. Students have choice in their topic connected to the learning in the classroom and must present to an authentic audience made up of parents/guardians, staff members, and other school community members. Students demonstrate understanding of conflict and resolution in a democratic society for 8<sup>th</sup> grade. 7<sup>th</sup> graders research a global issue and develop and present a solution to the identified problem. 6<sup>th</sup> graders develop visuals around a self-selected historical explorer, the impact on the world the individual had, and whether they were a “villain” or “hero.”

**Grade Level:** 7<sup>th</sup> Grade

**Common Educational Opportunity:** Exploration of Current Events

**Description:** Students engage in explore current events topics and practice using skills of effective communication and identifying reliable sources. Students utilize writing skills to fill out a research report to display understanding of the event and connection to Social Studies content.

**Grade Level:** 6<sup>th</sup>-8<sup>th</sup> Grades

**Common Educational Opportunity:** Math Masters- Procedural Fluency

**Description:** Students engage in differentiated skill level procedural fluency work in all math classes. As students pass from one level to the next they earn a color bead to identify their accomplishments and level of proficiency. Students become owners of their own learning by tracking their growth and progress as well as setting goals. Student proudly wear their Math Masters beads on their lanyards.

## HIGH SCHOOLS

**School:** Horizon High School

**Grade Level:** 9-12

**Common Educational Opportunity:** Socratic Seminar

**Description:** Throughout all curricular areas at HHS students participate in Socratic Seminars, discussing controversial topics. This practice helps students to formulate their own perspectives and listen to unique/differing points of view. Through this conversation, students must think critically, ask open ended questions and look at issues from diverse perspectives.

**Grade Level:** 9-12

**Common Educational Opportunity:** PRIDE Acronym Work

**Description:** Students engage in quarterly lessons that develop the following attributes: Perseverance, Respect, Integrity, Determination, and Excellence. Learning experiences include critical thinking, social awareness, perseverance, inclusivity, diversity in thought, life aspirations, goal setting, adaptability, and time

management. Each learning opportunity is based on the school's discipline data, giving insight to areas of struggle for HHS students.
<b>Grade Level:</b> 9-12
<b>Common Educational Opportunity:</b> Integrated Projects/Integrated Instructional Emphasis
<b>Description:</b> Students experience integrated learning through the English and Social Studies courses, as well as CP anatomy, Positive P.E., Capstone, and co-curricular clubs and activities. Each integrated opportunity allows students to develop skills such as the transfer of concepts, synthesis, analysis, diversity awareness, communication, creativity, and cultural understanding.
<b>Grade Level:</b> 10
<b>Common Educational Opportunity:</b> Historical Simulations
<b>Description:</b> Students form groups and adopt roles of European powers to re-enact the Scramble for Africa; similarly during the "Road to World War I" simulation, students adopt the role of ambassadors, country leaders, and secretaries of state in an attempt to achieve foreign policy aims while also avoiding a major armed conflict; students also negotiate the terms of surrender for the Central Powers for the Versailles Peace Conference simulation.
<b>Grade Level:</b> 11
<b>Common Educational Opportunity:</b> Immigration Projects
<b>Description:</b> Students engage in genealogy and immigration research about their own family history and how it relates to the time periods/themes explored in US History. As they complete the research they discuss family members' aspirations, goals and the important cultural aspects of their homeland that they carried over to the United States. This helps the class to celebrate diversity and unique cultural experiences.

<b>School:</b> Legacy High School
<b>Grade Level:</b> 9 <sup>th</sup> Grade
<b>Common Educational Opportunity:</b> Naviance Work with Counselors
<b>Description:</b> In the fall: Discuss resources and transition to high school Complete Career Cluster Finder in Naviance. Students complete the Cluster Finder and determine their top career clusters based on interest, then are able to explore careers within those clusters and mark favorites. In the spring: Discuss graduation requirements and college and career competency requirements, Complete 4 year course plan in Naviance, Follow up 9th grade Transition Survey.
<b>Grade Level:</b> 9 <sup>th</sup> Grade
<b>Common Educational Opportunity:</b> United States Colorado Congressional Districts – US House of Representatives
For this assignment, you will be researching one of the seven <b>United States</b> congressional districts in Colorado. The goal is to find as much as you can about that district using the questions below as a guide. Then, students will use the facts they find about their congressional district to make predictions about the kinds of issues a representative from that area would support or oppose. This project will culminate in a group presentation sharing combined research. Students receive a writing grade for research and a speaking grade for presentation.
<b>Grade Level:</b> 10 <sup>th</sup> Grade
<b>Common Educational Opportunity:</b> Research Paper – World History and English 10
<b>Description:</b> <u>LEARNING OBJECTIVE:</u> The student will be able to find, process, and select various research materials, and then synthesize the information into an articulate, formal research paper.
All 10 <sup>th</sup> graders are required to write a research paper. It is vitally important that you are able to research, take notes, and present your findings in an interesting and coherent way.

<b>PROMPT:</b> How have nations attempted to gain power and wealth from 1945 - present? Throughout history, nations have used many different methods in trying to gain power and wealth, in competition with other nations. Your job is to take one such nation and research the methods it used to gain power and wealth, and then the impact these methods have on nations/people of the world. After having completed research, write a 3-5 page paper that discusses the process your selected nation used to gain power and the effects it had.
<b>Grade Level:</b> 11 <sup>th</sup> Grade
<b>Common Educational Opportunity:</b> Naviance Task
<b>Description:</b> In the fall, counselors discuss resources for postsecondary planning. Students complete Do What You Are---Myer-Briggs Type Indicator--Identify potential career interests based on personality type. In the spring, students update their 4 year plan in Naviance, counselors discuss resumes and purposes of resume and students start building resume in Naviance for the purpose of college, jobs, and scholarships.
<b>Grade Level:</b> 12 <sup>th</sup> Grade
<b>Common Educational Opportunity:</b> Senior Pinnacle Project
<b>Description:</b> The Senior Pinnacle Project is an intensive, inquiry-based project that incorporates research, writing, organization, presentation, and creative skills in order to demonstrate the culmination of a student's academic progress at Legacy. Students select their own topics and make connections between traditional research and creative extensions that go beyond the classroom. After working on projects over the course of the year, seniors present their findings and articulate their learning on Pinnacle Project night to volunteer community member judges.

<b>School:</b> Mountain Range HS
<b>Grade Level:</b> 9 <sup>th</sup> grade
<b>Common Educational Opportunity:</b> We the People – Mock Congressional Hearing
<b>Description:</b> This learning experience includes students collaboratively constructing an opening statement, preparing follow up questions and grappling with historic documents and current political issues. Their experience culminates in a mock congressional hearing, in which they present to a panel of judges from the community. This experience advances their communication skills and provides them with real world problem solving skills that will serve them as they continue to define and discover what active global citizenship looks like in the 21st Century.
<b>Grade Level:</b> 12 <sup>th</sup> grade
<b>Common Educational Opportunity:</b> Senior Summit
<b>Description:</b> All students in 12 <sup>th</sup> grade English complete a long-term research project that includes working with a mentor and completing internship hours. Students then present their project to a panel of adults. In doing so the opportunities “to develop and demonstrate independence, self-directed learning, creativity, problem-solving, adaptability, critical thinking, perseverance, global and cultural understanding and effective communication skills in order to successfully achieve their college, career and life aspirations” is not only met, but driven by student interests, passions, and goals.

<b>School:</b> Northglenn High School
<b>Grade Level:</b> All grade levels
<b>Common Educational Opportunity:</b> PBL
<b>Description:</b> <b>In every classroom.</b> Adams 12 STEM continuum has adopted an inquiry educational approach that uses problem-based learning (PBLs). In each discipline, students address authentic problems using 21 <sup>st</sup> century skills looking through a variety of lenses. These lenses may include: social, political, environmental, economic, cultural and historical. Students present their recommendations and solutions to an authentic panel comprised of industry and community partners. Regardless of the pathway, all Northglenn High School

students experience these rich and rigorous learning opportunities matched to national, state and district standards.
<b>Grade Level:</b> 9 <sup>th</sup> grade
<b>Common Educational Opportunity:</b> Project Citizen
<b>Description:</b> An educational opportunity for students to work in peer groups to enact change inside their Government class. Students must connect the change to government policies/school policies. This learning experience concludes with a presentation to a panel of judges from the community. This experience advances their communication skills and provides students with real world problem solving skills.

<b>School:</b> Pathways Future Center School
<b>Grade Level:</b> 11 and 12
<b>Common Educational Opportunity:</b> Senior Seminar Course
<b>Description:</b> All students at Pathways take a Senior Seminar course prior to graduation. In this class, students truly begin to explore post-secondary options and prepare for these experiences. Students learn to create resumes, cover letters, and appropriate job applications. Staff also work with students to fine tune soft skills to prepare for the work world. Students prepare to meet supervisors and interview for jobs. At this time, students are also exposed to numerous post-secondary opportunities. Each week we bring in either a school, apprenticeship, or work option for students. Students also have the opportunity to take field trips to colleges and companies that offer apprenticeships.
<b>Grade Level:</b> 11 and 12
<b>Common Educational Opportunity:</b> Competency Based Diploma Program
<b>Description:</b> Students that are older and severely credit deficient often choose to complete a Competency Based Diploma so that they can move on to the workforce, a trade school, or community college. This diploma is much more focused on work skills than traditional college/academic skills. The curriculum for this course also involves the “soft skills” that are needed to function in the workplace. We specifically use a Business and Interpersonal Communications course as part of the curriculum to assist students.

<b>School:</b> Thornton High School
<b>Grade Level:</b> 9-10
<b>Common Educational Opportunity:</b> MYP Personal Project
<b>Description:</b> The MYP Personal Project is a culminating activity within the International Baccalaureate Middle Years Program. The project is designed as an independent learning experience that assesses students’ skills in self-management, research, communication, critical and creative thinking, and collaboration. Students are encouraged to connect their project to classroom learning, their personal experience, and their own interests and future goals. The project requires students to produce a report or presentation that explains what they have done and learned and that reflects on both the process that they followed and the outcome/product they created.
<b>Grade Level:</b> 11
<b>Common Educational Opportunity:</b> IB Internal Assessments - Language Arts classes (all levels)
<b>Description:</b> Students in 11 <sup>th</sup> grade English Language Arts classes complete teacher-designed assessments that focus on analyzing and presenting information, evaluating and constructing arguments, and solving problems creatively. Students are expected to demonstrate their ability to communicate and use critical thinking.
<b>Grade Level:</b> 12
<b>Common Educational Opportunity:</b> Theory of Knowledge
<b>Description:</b> Students enrolled in the International Baccalaureate - Diploma Program take a class their senior year called Theory of Knowledge. In this course, students engage in purposeful inquiry into different ways of knowing. Questions include: How do we know? What counts as evidence? How do we judge which is the

best model? What does this theory mean in the real world? Through discussion, students gain a greater awareness of their personal and ideological assumptions, as well as an appreciation for the diversity and richness of cultural perspectives. Students are assessed through a presentation and essay, which require students to apply their thinking to real life situation as well as express a more conceptual understanding.

**School:** Vantage Point Campus

**Grade Level:** Vantage Point does not have grade specific classes or programs. Classes have mixed grade levels 9-12. Middle School has the same program where classes are mixed.

**Common Educational Opportunity:** Social-emotional, problem solving, assertiveness training, communications, conflict resolution, anger management, and effective team skills.

**Description:** Each student on the campus is required to take the 9 week Discovery class which addresses all the skills above. Students are challenged to break patterns of negative behavior and habits through role plays, team building, and demonstrations of understanding the skills and content. Once they complete the Discovery Program, they enter Vantage Point's/Crossroad's dominate culture where staff continue to reinforce the culture of Discovery.