



Live. Learn. Find Yourself in Community.

Stepping outside the Desk with Annual Projects

<u>Year</u>	<u>Thematic Integration</u>	<u>Shared Experiences & Matrices Across Grade Levels</u>	<u>Shared Experiences Within Grade Levels</u>	<u>Student Passions: (a) do I continue with / change from my project, AND (b) from which life experience(s) is my project drawn?</u>	<u>Possible Final Products: Capstone event with variable options (see table on pg 3)</u>
H1	Bio-Regionalism around the World	Multi-Cultural Histories & what is H-I-P-S with food, water, minerals & land Pitchfork Ranch Back-packing I-II-III-IV	Sonoran Sojourn Trip Winter Count Backpack Yr 1 Freshman capstone LEW		
H2	Global Issues and Movements	Place-Based Capitalism and student-driven solutions Musicology & Thinking Like a Watershed at the Gila River Place-Based Spirituality & Leadership Enhancement	Conflict Awareness Trip Backpack Yr 2 LEW		
H3	National Issues and Movements	Multi-Culturalism & the United World College Multi-Age Learning & the Enviro-Olympiad Applying Eco-Knowledge & the Enviro-thon	Backpack Yr 3 US History & Science in History Cosmic Campground LEW		
H4	My Place in NM & the Region	Experiential Intersectionality & the AEE Conference YCC & Internships Ethnobotany & the Gila Hundred Sand County Almanac	Senior Manifesto on the Coast (2020) NM History / Senior Trip (2019) Backpack Yr 4 LEW		

Project Goals and ‘The Big Five’: *Over Four years, ALCS will...*

1. *Allow* an inquiry-driven, project-based curriculum to emerge from (a) *shared experiences that have merit*, and (b) *student passions*.
2. *Guide* students to engage in empiricism, creative arts, and innate curiosities within general themes.
3. *Achieve* a goal of having students’ projects engage in each of the four themes (listed above) in their own way, according to their own timeline, using a diversity of final products.
 - *While also realizing that:* ... If student passions & projects do not lend themselves to covering each theme, that is OK and square pegs should not be forced into round holes.
4. *Ensure* that students choose a project of merit each year (eg. projects will be in depth & rigorous) and develop a product that represents their learning.
5. *Give* students the support for creating their own learning goals and diverge in their own direction with the annual project.

Scheduling & Assessment:

- A. ALCS curriculum provides many shared experiences to use as integrating matrices for students to use in choosing a topic for their annual project.
 - a. These experiences include de-briefing.
 - b. Students will learn skills for seeing what is hidden in plain sight within these experiences. 9th Graders in 2020 are using the ‘Give Us Five’ journal format.
- B. Frequent blocks of time will be included for project mentors to meet with their mentees.
 - a. Work Time for Projects will be during project-focused advisories
 - i. Mentor lists will be out around Thanksgiving.
 - ii. These advisories with student mentors will be project focused, along with project time in other long advisories as needed.
- C. Quarterly Grades will be:
 - a. Earned through intensive engagement between faculty mentor & mentees, based on Communication, Collaboration, Critical-Thinking & Creativity (the 4 C’s);
 - b. Distributed for all core classes by each mentor, according to the 4 C’s; and / or
 - c. Based upon frequent self-assessments, and mentor-generated rubrics.

Possible Final Products

Symposium (ppt or poster-board, etc Science Fair'ish format (based on the scientific method)
Advocacy presentation in defense of a thesis Epic poem
Video Research Paper Essay
Puppet Show or Theatre Manifesto Developing an interactive resume

Student Notes:

For Faculty...

Guidelines for deciding which student inquiries have merit:

To determine what is a rigorous inquiry versus triviality, ALCS faculty can utilize:

- a. A description of what constitutes literary merit according to College board;
- b. The prompt generating preface of: **To what extent, if any,...**?
- c. Professional experience, Common Core standards & NM Standards / Benchmarks.

Research-Based Philosophy: *In addition to the book forward, "On Being Bold", as included separately.*

"Recent advances in cognitive psychology, neuroscience, and pedagogical philosophy indicate at least five simple ways that educators can positively impact student engagement through experiential pedagogy, thereby enabling students to "get future ready":

1. **Build a Learner Centric Ecosystem** – Educator's should emphasize an overall learning design that is personalized and adaptive.
2. **Commit to a Participatory Instructional Design** – Educator's should double down on the inclusion of active, multi-sensory experiences within the overall learning ecosystem.
3. **Foster Social Relationships** – Educator's should purposely design opportunities for students, parents, teachers, and community members to collaborate and connect with each other as human beings.
4. **Leverage Brain-Based Insights** – While legitimate debate exists here, educators should incorporate insights from neuroscience to contribute to a learning design that amplifies cognition (for example, multi-sensory experiences amplify long term memory; active human socialization supports movement of information from memory to the frontal lobe; etc.).
5. **Enable Competency-based Assessments** – Educators should empower students with the opportunity and the ability to transfer knowledge and skills and apply them in new contexts."

Source and full article:

http://www.aee.org/index.php?option=com_dailyplanetblog&view=entry&year=2018&month=02&day=14&id=12:student-engagement-experiential-education-and-the-world-of-tomorrow

Quarterly Plan

Q1	<ol style="list-style-type: none"> 1. Choose mentors. 2. Review new project format & rubric. 3. Choose a topic. 4. Create project goals, brief proposal, and individualized timeline / checklist. 5. Create a contract to be signed by mentee & mentor. 6. Develop a list of essential questions. 7. Choose a final product to be presented on April 15th (11th & 12th) & 18th (9th & 10th).
Q2	<ol style="list-style-type: none"> 1. Refine essential questions. 2. Develop a hypothesis or thesis. 3. List of potential / actual sources (data collection, interviews, or library research, etc) to utilize in developing context for this topic. 4. Develop a running bibliography. 5. Completing a list of chosen readings from these sources. 6. Plan for utilizing resources.
Q3	<ol style="list-style-type: none"> 1. Make your project S-M-A-R-T (Specific, Measurable, Attainable, Realistic / Relevant, Time-limited) <ol style="list-style-type: none"> a. What specifically do you want to gain? b. What are you trying to attain? c. What is attainable this year? Next year? d. What is your time frame for this project? 2. Generate a first draft of their chosen project. 3. Full participation in the process of revision. 4. Mentors meet to group presentations & plan the venue space. 5. Rehearses & practices project with mentor.
Q4	<ol style="list-style-type: none"> 1. Final draft / product for showcase during the week of April 15th 2. Rehearses & practices project with mentor. 3. Represents self with integrity. 4. Demonstrates ability to rigorously field questions in a public forum.

	5. Mentors meet to compare notes and decide grades, with the student's mentor having a majority say.
--	--