

# Leveraging your community to build authentic learning experiences in the classroom.



Andrea Nieto, 7th and 8th grade ELA,  
Math, & Science teacher

**she / her**



# Open Ended Question



## How to Edit

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# A tale of two schools....

## School A

**Population Served:** Title 1, 95% FRL, 90% Hispanic and Latino, I personally worked with the 6th-8th grade SPED and ELL populations teaching Reading, Writing, and English Language Development.

**School Type:** Charter in an urban district.

**School Curriculum:** Required to use the 6th grade Reading Street Curriculum “with fidelity”, and 7th and 8th grade Collections Curriculum “with fidelity”; MAPS testing required 3 times a year.

**Student engagement:** Student engagement dramatically increased when implementing PBL’s that involved the community in some way.

## School B

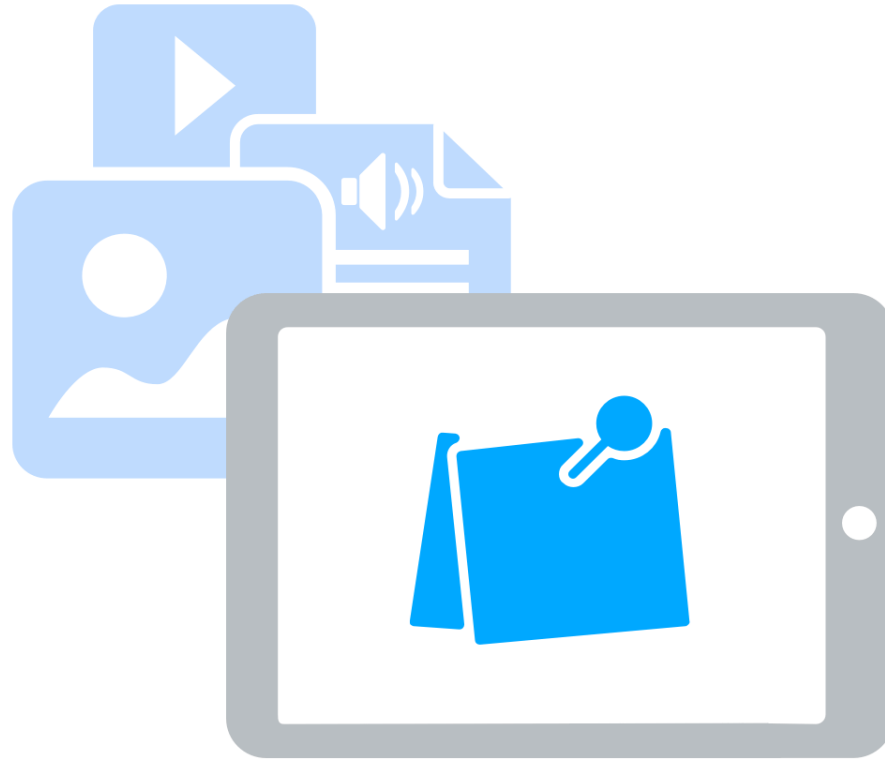
**Population Served:** >3% FRL, 80% Caucasian, the school seeks to serve gifted students who would benefit from a creative, collaborative and less traditional educational environment. I personally work with the 7th-8th graders. I have taught ELA, Math, and Science at this school.

**School Type:** Charter in a suburban district.

**School Curriculum:** No Curriculum is provided besides a curriculum map and grade level standards. Teachers are asked to implement PBL’s. MAPS testing required 3 times a year.

**Student engagement:** Student engagement dramatically increased when implementing PBL’s that involved the community in some way.

# Collaborate!



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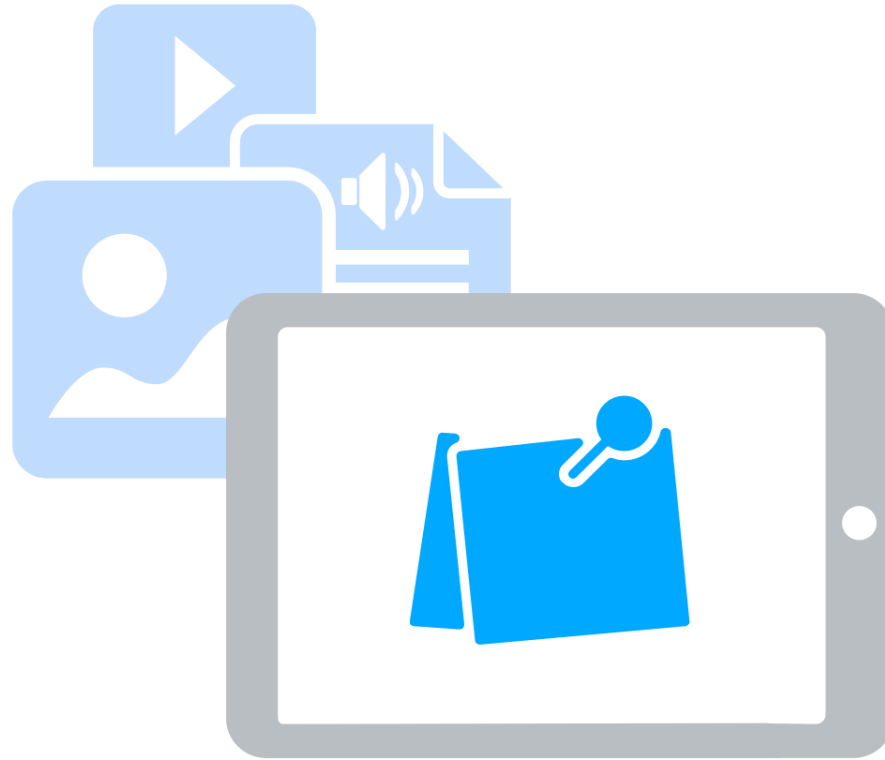
# What role does community play in the classroom?





**Teaching is  
not a solitary  
act.**

# Collaborate!



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## **Project Based Learning vs. Problem Based Learning**

### ***Similarities***

#### **Both PBLs:**

- Focus on an open-ended question or task
- Provide authentic applications of content and skills
- Build 21<sup>st</sup> century success skills
- Emphasize student independence and inquiry
- Are longer and more multifaceted than traditional lessons or assignments

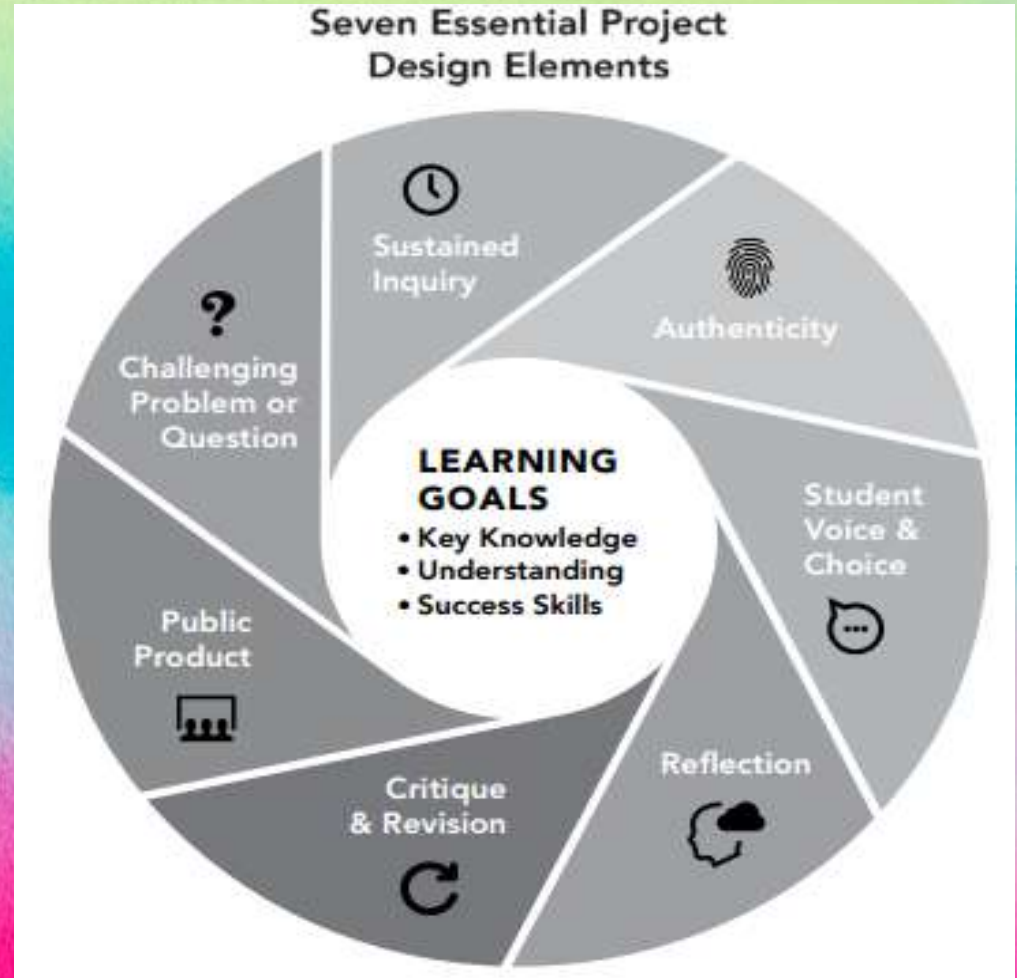
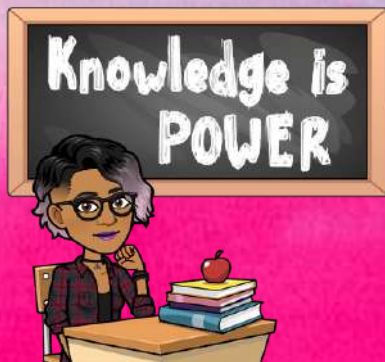
### ***Differences***

<b>Project Based Learning</b>	<b>Problem Based Learning</b>
Often multi-subject	More often single-subject, but can be multi-subject
May be lengthy (weeks or months)	Tend to be shorter, but can be lengthy
Follows general, variously-named steps	Classically follows specific, traditionally prescribed steps
Includes the creation of a product or performance	The “product” may be tangible OR a proposed solution, expressed in writing or in a presentation
May use scenarios but often involves real-world, fully authentic tasks and settings	Often uses case studies or fictitious scenarios as “ill-structured problems”



# How to build authentic learning experiences:

- ❑ PBL's
- ❑ Planning
- ❑ **Talk to EVERYONE**
- ❑ Cross Curricular Collaboration
- ❑ Be Flexible
- ❑ Rubrics



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When students have to present or display their work to an audience beyond the classroom, the performance bar raises, since no one wants to look bad in public.

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**“If you don’t  
ask the  
answer is  
always no.”**

**My Mom**





# WWII Suitcase Project

## Requirements:

You will be responsible for building your own cardboard suitcase that replicates the ones that people fleeing WWII would have carried. The suitcase will be filled with the following artifacts:

Suitcase Writing Prompt-----	10pts
Identity Card-----	5pts
Food Rations Card-----	5pts
Diary with 5 entries from a character-----	50pts
The things they carried-----	30pts
WWII Map-----	30pts
4 Post Cards-----	40pts
Star of David w/ Poem-----	30pts
WWII Newspaper Article-----	30pts
Character Family Tree-----	20pts
2 Mini-Bio's-----	40pts
5 Book Marks-----	100pts
Choice Essay-----	50pts

In this Project Based Learning opportunity students created cardboard replica suitcases that WWII refugees would have carried.

- We hosted a WWII suitcase museum and invited parents and students at our school to come to it.
- Students had their interactive suitcases on display for guests to interact with.
- Students also worked collaboratively as a class to create a podcast with information about WWII that played as guests walked around.



# Math Problem Based Learning



## Beloved Community Village

A Tiny Homes Community

Home

A Little About Us ▾

Links and Resources ▾

Get Involved

Contact Us

Tiny Calendar



## Beloved Community village

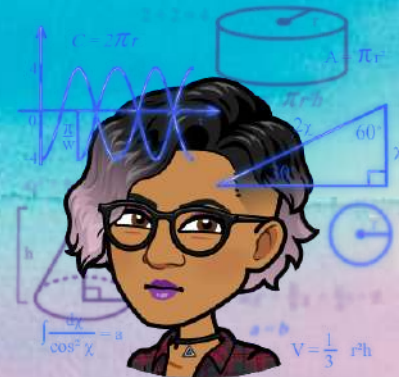
Beloved Community Village in collaboration with [Colorado Village Collaborative](#) is proud to present..."Denver's first Tiny Homes Project."



## THE VILLAGE ON FACEBOOK



Advertisements



# 20 Time Projects

## 20 Time Project

- Also sometimes called: Genius Hour, Google Hour, Passion Project etc.
- Flexible, independent, passion based
- Rooted in real world issues and social justice topics
- Service learning
- Mentor opportunities
- Problem based learning (PBL)

### 20 Time Blog Post's

1. **INTRODUCTION:** In this blog post you will introduce your readers to yourself, your topic, and your blog. Keep in mind who your audience is when writing this post. (Go view Ms. Kaplan's videos if you need any help)

DUE: \_\_\_\_\_

SCORE: /10

- Check Spelling and Grammar
- Peer Edited
- 1 well written paragraph introduction
- Included relevant pictures when necessary
- Understands who audience is

2. **RESEARCH:** In this blog post you must include a summary of the most relevant and up to date research surrounding your issue/topic. This is your opportunity to nerd out on the facts, statistics, and reason why this topic is so important. This should be written in a more formal, and academic language than your last post. You must cite all your sources that you gather information from and make sure your information is accurate.

DUE: \_\_\_\_\_

SCORE: /30

- Check Spelling and Grammar
- Peer Edited
- 3 or more well written paragraphs
- Included relevant pictures when necessary
- Understands who audience is
- Cites Sources
- Includes accurate and updated information

3. **PHOTO BLOG:** In this blog post you will create a photo blog. You must include 10+ pictures with captions for each that relate to your issue/topic. Make sure your images are relevant, do not violate copy right laws, and have a caption that explains it.

DUE: \_\_\_\_\_

SCORE: /20

- Check Spelling and Grammar
- Peer Edited
- 10+ Pictures
- Captions for each picture
- Cites Sources
- Includes accurate and updated information

4. **PODCAST:** In this blog post you will post the mp3 file to have your viewers listen to your podcast. Your Podcast must be between 5-8 minutes and must include one guest on your podcast. You also must include a 3-sentence description of your podcast below your mp3 file link. (Please go watch Ms. Nieto's videos if you need help with your podcast).

DUE: \_\_\_\_\_

SCORE: /50

- Check Spelling and Grammar
- Peer Edited



# 20 Time Projects

"I spent my 20 time volunteering with veterans at a horse sanctuary." - Ainsley, Grade 8

"I spent my 20 time writing letters to politicians about why we shouldn't back out of the Paris Agreement." - Ben, Grade 7

"I spent my 20 time helping to educate others about the consequences of using opioids and how devastating it can be to a family." - Tiernan, Grade 7

"I spent my 20 time with Kindergartners teaching them about environmental issues." - Frank, Grade 7

"I spent my 20 time making a documentary about the lack of funding for arts education in schools." - Gianna, Grade 8

"I spent my 20 time learning about the problems of food deserts and working with a local food bank to provide healthy food to those in need." - Zanon, Grade 8

"I spent my 20 time creating awareness about the importance of bees and why we should save them." - Jasmine, Grade 7

"I spent my 20 time making and selling bracelets to raise money for cancer research." - Alexandra, Grade 7

"I spent my 20 time researching and developing an idea for a salt water powered engine." - Alex, Grade 8

"I spent my 20 time learning more about mental health so I could create a blog to spread awareness about these issues." - Sianna, Grade 7

<https://education.microsoft.com/skype-in-the-classroom/overview>

Microsoft | Community

Training Resources Programs Community Skype in the Classroom

Home > Skype in the Classroom






# Skype in the Classroom

Watch the video

Skype in the Classroom is a free community that offers live transformative educational experiences for students including Virtual Field Trips, talks from Guest Speakers, classroom to classroom connections, and live collaboration projects.

[JOIN AS AN EDUCATOR >](#) [BECOME A GUEST SPEAKER >](#)

## Five ways to connect your classroom to the world!

-   
Virtual Field Trips
-   
Skype Lessons
-   
Skype Collaborations
-   
Mystery Skype
-   
Guest Speakers

- Through the Holocaust Awareness & Education Museum we skyped with a WWII Survivor
- We skyped with a park ranger at Yellowstone National Park
- Skyped with a local author



## Animals

More



♥ 135

Incredible Insects

VIRTUAL FIELD TRIP

There are an estimated 10 quintillion (18 zeros after 10) insects alive on...

↑ 13 ↓ 0 ↩ 7 5k Views



♥ 7

Get to Know: NC Aquarium on Roanoke Island

VIRTUAL FIELD TRIP

Want to see our exhibits without leaving school? Or maybe you are planning a...

↑ 2 ↓ 0 ↩ 1 770 Views



♥ 10

Wild Stories with the Wildlife Center of...

VIRTUAL FIELD TRIP

Tell us about your guided tour experience. What can students and teachers...

↑ 2 ↓ 0 ↩ 0 508 Views



♥ 8

Animal Adventures with the South Carolina...

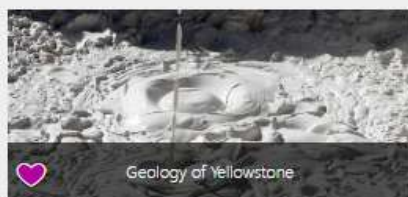
VIRTUAL FIELD TRIP

How do animals survive in their habitats? Adaptations! Choose your own...

↑ 1 ↓ 0 ↩ 0 473 Views

## Ecology & Conservation

More



♥

Geology of Yellowstone

VIRTUAL FIELD TRIP

With over 10,000 mud pots, hot springs, geysers and steam vents, a...

↑ 15 ↓ 5 ↩ 9 4k Views



♥ 6

Going Beyond the Gaviota Coast: Marine...

VIRTUAL FIELD TRIP

Dive into Kashtaylt State Marine Conservation Area, which borders Gaviota State...

↑ 1 ↓ 0 ↩ 1 407 Views



♥ 33

Desert Exploration at Anza-Borrego Desert State...

VIRTUAL FIELD TRIP

Anza-Borrego Desert State Park is the largest state park in California, working...

↑ 6 ↓ 0 ↩ 0 1k Views



♥ 36

Connecting you to Marine Protected Areas

VIRTUAL FIELD TRIP

Welcome to Swami's SMCA located on the shores of San Eljio State Park. This...

↑ 5 ↓ 0 ↩ 0 1k Views

## History & Culture

More



♥ 224

Trappers, Traders, Trailblazers: Mountain Men...

VIRTUAL FIELD TRIP

Mountain men were rugged individuals who traveled, explored, and lived in the...



♥ 38

Visit the VERKHOTURYE Museum in Russia

VIRTUAL FIELD TRIP

Visit the Verkhoturys historical museum in Russia!



♥ 262

History in a Haversack: The Life of a Civil War...

VIRTUAL FIELD TRIP

From 1861-1865 the country was in a military and social revolution. How we...



♥ 171

Explore the Kelp Forest at Point Lobos State...

VIRTUAL FIELD TRIP

Through an exploration of the land forest and the ocean forest, participants...





Our class hosted a speaker from the African Community Center of Denver--one of two refugee resettlement agencies in Denver--we learned about the current refugee crisis and laws. This year our students will be volunteering helping to set-up a refugees first home.



## IN-SCHOOL PROGRAMS

We bring the ocean to the classroom. Our staff has educated over 4,700 local youth about the connection we have to the ocean, even if we don't live next to it. It's a powerful concept that resonates deeply. Ocean First Institute's School Programs have been expanding student's knowledge in the areas of ocean literacy, marine biology, and conservation biology throughout Colorado's Front Range. Our lessons involve interactive inquiry-based experiments that help motivate and support students for success in the advancement of their education and careers in science, technology, engineering, art, and mathematics (STEAM). The outreach team engages students in fun activities that demonstrate how we are all connected to the ocean, no matter where we live, while helping to inspire future leaders in marine science and conservation. For more information [contact us](#). For the full brochure of offerings (K-12th) [click here](#).

Our school programs are proudly sponsored by



Through a students connection we were able to invite Dr. Mikki into our classrooms to talk about her work as a shark marine biologist. Students loved this presentation!

We collaborated with the great folks at the Aurora History Museum to have our students take over city hall for the day in order to learn about enacting laws at the local level. We also visited the history museum.

The screenshot shows the City of Aurora website with a navigation bar containing the Aurora logo and links for CITY HALL, DEPARTMENTS, BUSINESS SERVICES, RESIDENTS, and THINGS TO DO. The main banner features four images: a historic house, a white round building, a red and yellow trolley trailer numbered 610, and the Aurora History Museum entrance. A search bar is overlaid on the trolley image with the text 'Find what you need...'. Below the banner, the left sidebar has an 'Exhibits' section with a link to 'Growing Home & Trolley Trailer No. 610' and three news items: 'Road Construction Updates', 'City Announces Labor Day Closures', and 'New Exhibit Highlights Historic Preservation'. The main content area is titled 'Growing Home & Trolley Trailer No. 610' and includes a breadcrumb trail, social sharing icons, and a detailed description of the exhibit. The exhibit description mentions that it features over 100 historic photographs and objects, and the fully restored 1913 historic Trolley Trailer No. 610. It also notes that the exhibit was designed by Dennis Meyer of Filament Design/Build with support from museum staff. A paragraph below describes the funding for the new gallery, approved by the Aurora City Council in October 2012, named in honor of Ruth Fountain, a former city councilwoman, community activist, and museum supporter. The final paragraph mentions the Aurora Museum Foundation's role in raising funds and in-kind donations through grants and support from local businesses, organizations, and individuals. The gallery, which is 1,630 square feet, was completed in November 2014 and was designed by Humphries Poll Architects and built by Palace Construction. At the bottom, there are logos for Aurora, HUMPHRIES, and PALACE, along with a small image of the museum building at night.

**Exhibits**

- > **Growing Home & Trolley Trailer No. 610**

**Road Construction Updates**  
[Read More](#)

**City Announces Labor Day Closures**  
[Read More](#)

**New Exhibit Highlights Historic Preservation**  
[Read More](#)

**MORE NEWS**

## Growing Home & Trolley Trailer No. 610

City of Aurora / Things To Do / Aurora History Museum / Exhibits / Growing Home & Trolley Trailer No. 610

**Growing HOME**

*Growing Home* is a permanent exhibit about Aurora's history featuring Trolley Trailer No. 610, a fully-restored 1913 historic trolley trailer. The exhibit highlights people, places, and events from Aurora's history. It features over 100 historic photographs and objects, and the fully restored 1913 historic Trolley Trailer No. 610 in the new Ruth Fountain gallery. Go inside the trolley and experience 100 years of history first-hand. The exhibit was designed by Dennis Meyer of Filament Design/Build with support from museum staff.

In October 2012, the Aurora City Council approved funding for the construction of a new gallery and addition at the Aurora History Museum. Council resolved to name it in honor of Ruth Fountain, a former city councilwoman, community activist and museum supporter.

The Aurora Museum Foundation was instrumental in raising funds and in-kind donations through grants and support from local businesses, organizations and individuals. The 1,630 square foot gallery was completed in November 2014. The addition was designed by Humphries Poll Architects and built by Palace Construction.

**Aurora HUMPHRIES PALACE**

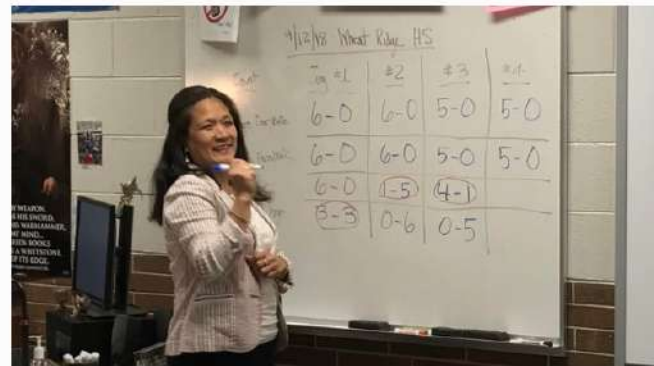




## HATE CRIMES EDUCATION

Since 1993, Colorado Lawyers Committee volunteers have presented trials to middle school students based on a fictional case arising from a violation of Colorado's Hate/Bias-Motivated Crimes Statute (formerly the Ethnic Intimidation Statute). At the conclusion of the trial, small discussion groups of students act as jurors to discuss the issues presented and, with the assistance of an adult facilitator, reach a verdict. The students become very engaged in discussing diversity in their community, and learn the value of preventing the spread of racial slurs and hateful actions.

We're looking for lawyers, law students, and others to volunteer and help present these trials at schools throughout Colorado. Presentations generally take less than three hours and are scheduled throughout the school year. This is an excellent volunteer opportunity for transactional lawyers, who generally serve as facilitators or the judge, litigators, other legal professionals, and law students. The program needs volunteers to serve as prosecutors, defense attorneys and facilitators. This is a unique opportunity for lawyers to practice their advocacy skills in front of a live audience, and for non-litigators and non-lawyers to be involved in a meaningful activity that has a lasting impact on our youth.

[READ THE HATE CRIMES SCRIPT](#)[VOLUNTEER FOR HATE CRIMES EDUCATION](#)[BRING A TRIAL TO YOUR SCHOOL](#)

The Colorado Lawyers Committee provided us 16 practicing lawyers over 4 days to teach our students about Colorado's Hate Crimes laws and host a mock trial with the students. This was one of the most impactful learning experiences for my students.







Start looking at the DPCC website around January. School groups can apply to attend the COMIX at DPCC. Teachers can also apply for the Educators Day Pass.

# Access to my Google Drive of Resources:

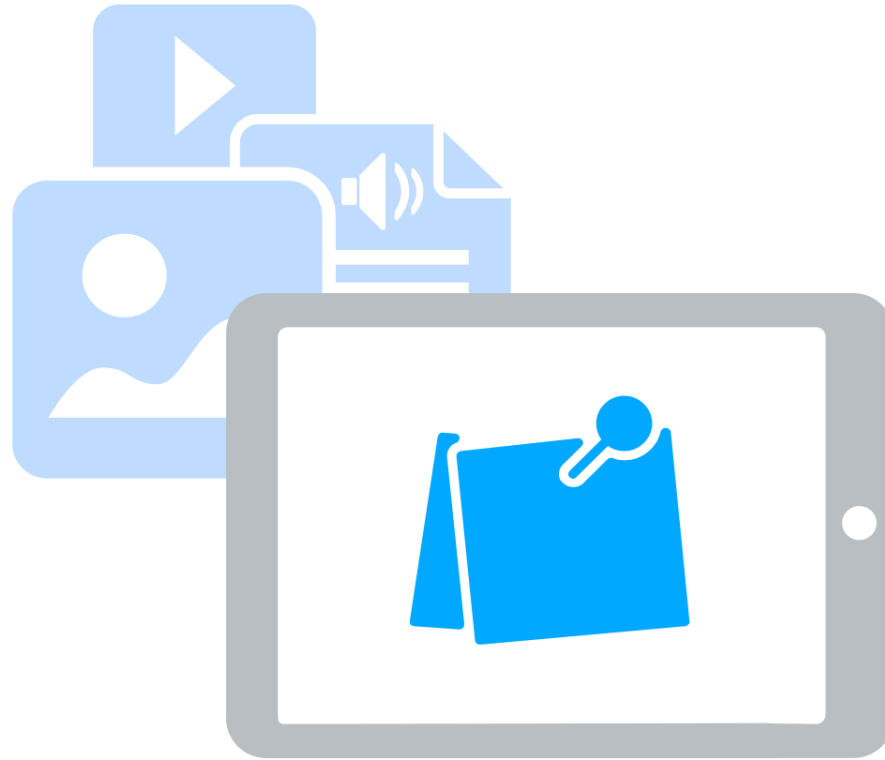
<https://bit.ly/34a3oi1>



Organization	Contact	Email/Ph#	Website	Grade	Will return again?	Notes:
African Community Center of Denver	Pam	<a href="mailto:pamela@acc-den.org">pamela@acc-den.org</a>	<a href="https://www.acc-den.org">https://www.acc-den.org</a>	7th/8th	Yes	Talked to Kaplan/ Nieto ELA in Spring 2019. Will talk to Nieto ELA again in the 19-20 school year.
Aurora City Council	Jessica Lira	<a href="mailto:jlira@auroragov.org">jlira@auroragov.org</a>		7th/8th	Yes	They were super awesome and responsive. They planned this field trip just for us.
Colorado Lawyers Committee	Christine Snider	<a href="mailto:Snider@ballardspahr.com">Snider@ballardspahr.com</a>	<a href="https://coloradolawyers.com">https://coloradolawyers.com</a>	7th/8th	Yes	Educational Hate Crimes Trial. Highly engaging. Needed opt-out form.
Holocaust Awareness Museum and Education Center			<a href="http://www.hamec.org">http://www.hamec.org</a>	7th/8th	Yes	Skyped with Nieto ELA class in Spring 2019 and she will be doing this again in her class.
Little Shop of Physics @ CSU		<a href="https://docs.google.com/forms/d/e/1FAIpQL...">https://docs.google.com/forms/d/e/1FAIpQL...</a>	<a href="https://www.lsop.colo.edu">https://www.lsop.colo.edu</a>	7th/8th	Yes	We went in the 17-18 school year and will return in the 19-20 school year. Submitted request 5/2/19
Oceans First	Dr.Miki McComb-Kobza	<a href="mailto:Mikki@oceanfirstinstitute.org">Mikki@oceanfirstinstitute.org</a>	<a href="http://www.oceanfirstinstitute.org">www.oceanfirstinstitute.org</a>	7th/8th	Yes	Shark Talk in the 18-19 school year. Students highly engaged.
Slam Poet	Assetou Xango	<a href="mailto:axango@outlook.com">axango@outlook.com</a>		7th/8th	No/Maybe	Cost \$500. Had some intense language. Cool idea but not the best guest speaker.
Yellow Stone National Park			<a href="https://education.microrosoft.com/yellowstoneranger">https://education.microrosoft.com/yellowstoneranger</a>	7th	Yes/Maybe	Every year students skype with a park ranger at Yellow Stone National Park. It is highly engaging.



# Collaborate!



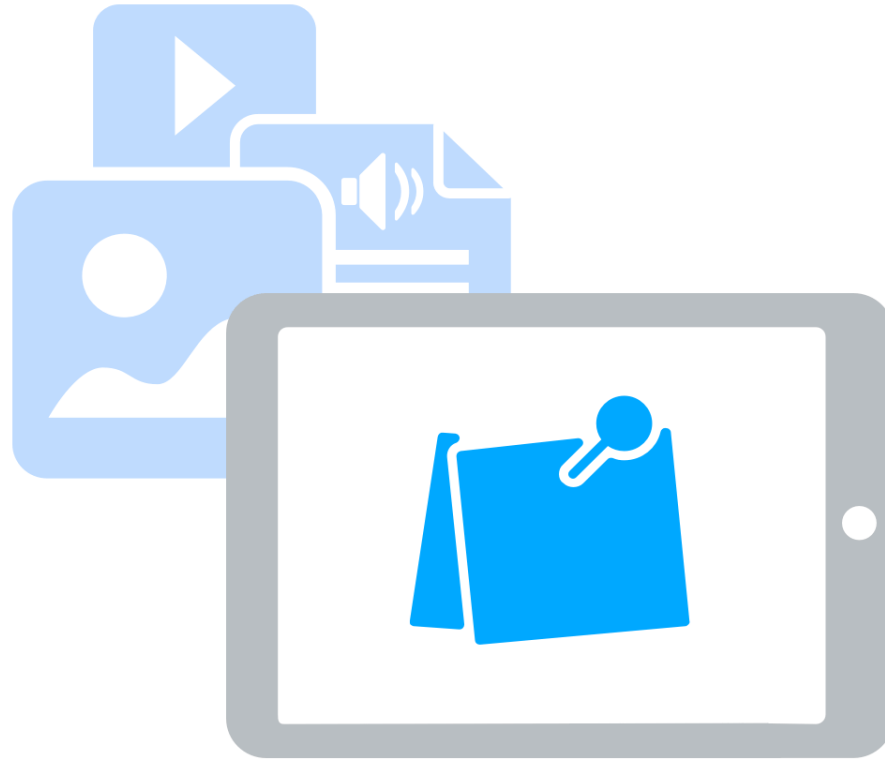
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# Collaborate!



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