

The Power of Place

Whole School Innovation through Place-Based Education

Dr. JJ Wedgworth, CEO/Head of School
Dr. Matt Johnson, Chief Academic Officer

Session Agenda

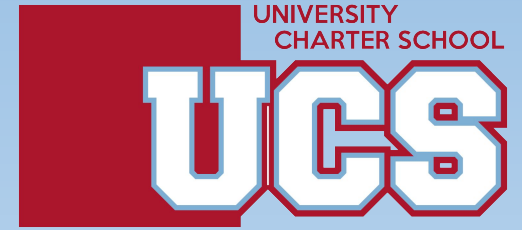


Our Learning Model

Innovation in Action

Model Outcomes

Q&A

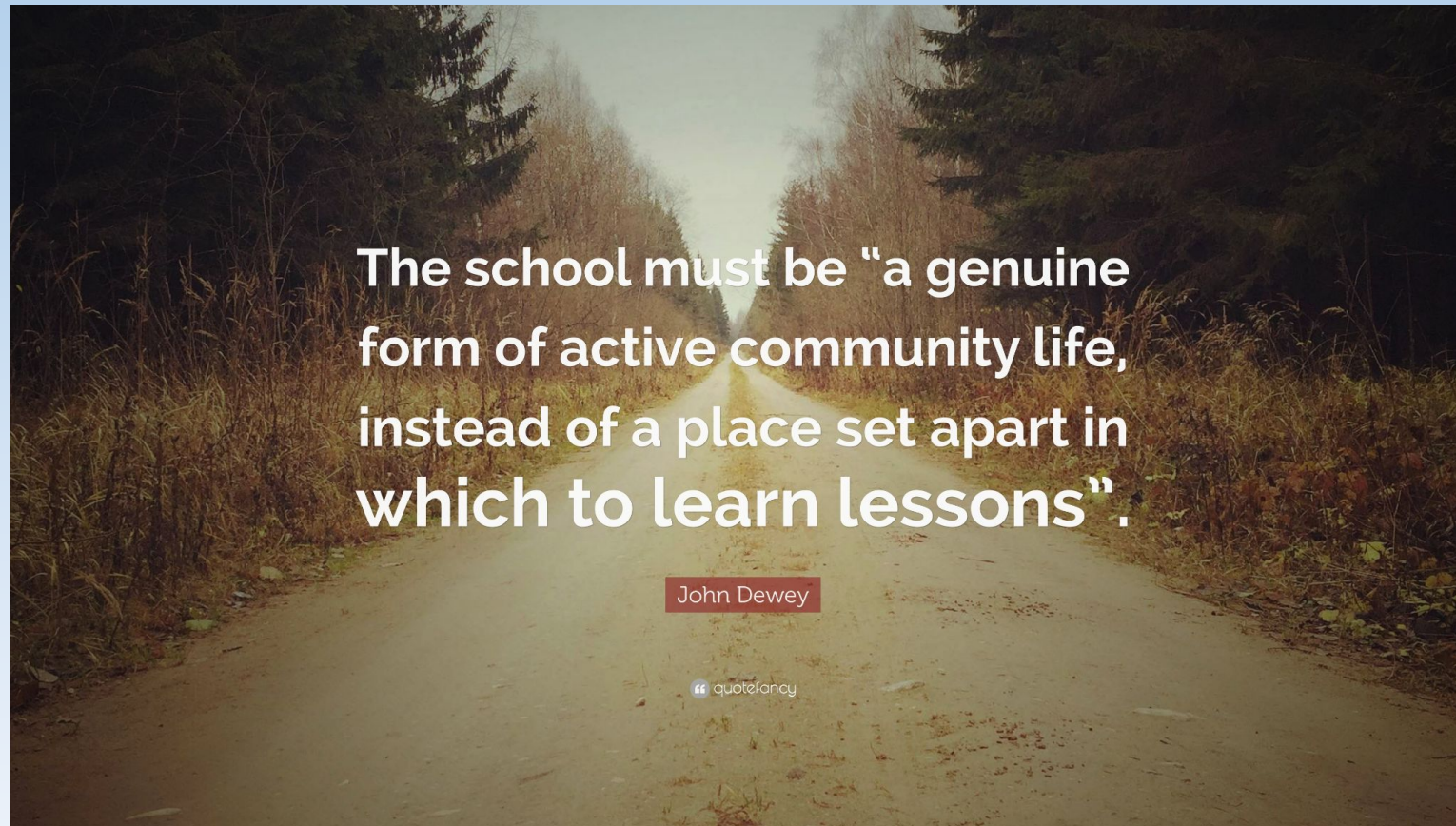


UCS is Rooted in Place

Place-based education immerses students in local heritage, cultures, landscapes, opportunities, and experiences as the foundation for the study of academic subjects and disciplines.

- Learning is rooted in agency, equity, and community.
- Learning is relevant, contextualized, and important.
- Standards, knowledge, and content is studied through the lens of place.

Origins of PBE



The school must be “a genuine form of active community life, instead of a place set apart in which to learn lessons”.

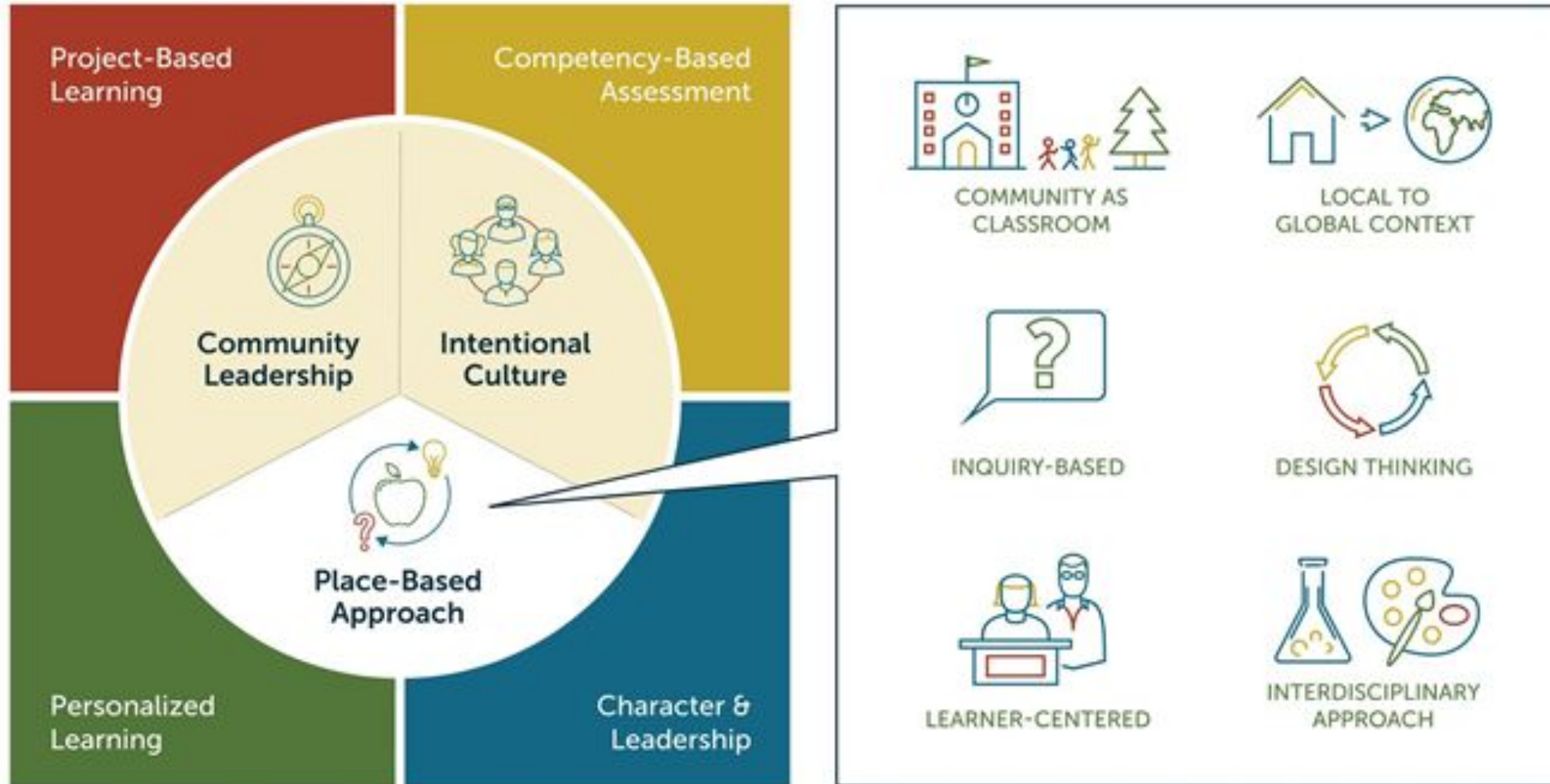
John Dewey

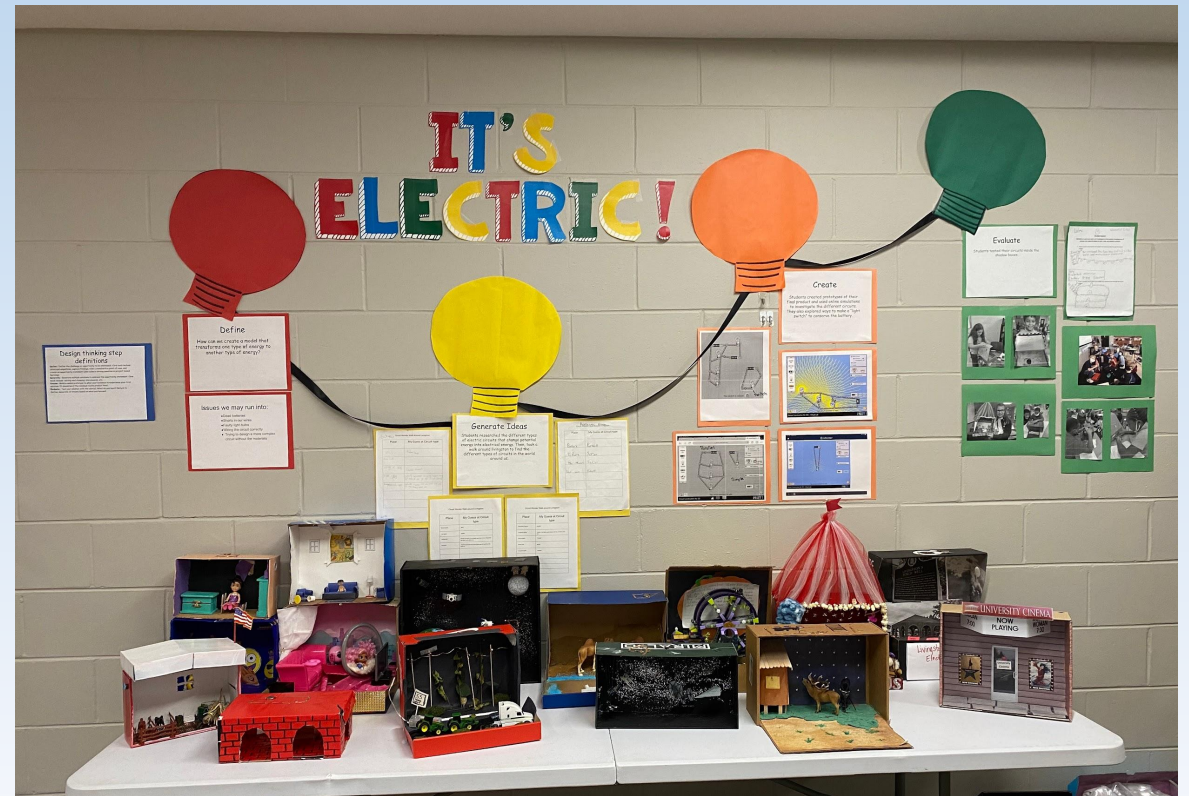
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Place Triangle








Place-Based Learning Model





Social Studies Standard 5: I can explain the early colonization of North America and reasons for settlement in the Northern, Middle, and Southern colonies, including geographic features, landforms, and differences in climate among the colonies.

BIG QUESTION: How did the geographic features and climate impact the economy of the New England, Middle, and Southern colonies?

Score	I can...	Activity
4.0	<ul style="list-style-type: none"> <input type="checkbox"/> I can design an in-depth profile for one of the 13 colonies that includes the following: <ul style="list-style-type: none"> <input type="checkbox"/> Date the colony was settled <input type="checkbox"/> Reason or purpose the colony was settled (God, Gold, Glory) <input type="checkbox"/> Geographic features <input type="checkbox"/> Climate <input type="checkbox"/> Religion or beliefs <input type="checkbox"/> Economy <input type="checkbox"/> Plan of Government 	<p> MUST DO:</p> <ol style="list-style-type: none"> Choose one of the 13 colonies, research, and complete the profile for your selected colony. Complete the 13 Colonies: Level 4 Reflection <p> PICK ONE & Submit on Schoology:</p> <ol style="list-style-type: none"> Create a Google Slide for your selected colony. Make sure it shows everything on the checklist. Create a video using Loom, Screencastify, or your iPad camera app. Make sure your video includes everything on the checklist. Come up with your OWN way to share your selected colony's profile.
3.5	<ul style="list-style-type: none"> <input type="checkbox"/> I can complete all of Level 3 and some (not all) of Level 4. 	
3.0	<ul style="list-style-type: none"> <input type="checkbox"/> I can explain these things about the New England Colonies: <ul style="list-style-type: none"> <input type="checkbox"/> How the geographic features influenced people to settle there. <input type="checkbox"/> How the climate influenced people to settle there. <input type="checkbox"/> How the geographic features and climate impacted the economy. <input type="checkbox"/> I can explain these things about the Middle Colonies: <ul style="list-style-type: none"> <input type="checkbox"/> How the geographic features influenced people to settle there. <input type="checkbox"/> How the climate influenced people to settle there. <input type="checkbox"/> How the geographic features and climate impacted the economy. <input type="checkbox"/> I can explain these things about the Southern Colonies: <ul style="list-style-type: none"> <input type="checkbox"/> How the geographic features influenced people to settle there. <input type="checkbox"/> How the climate influenced people to settle there. <input type="checkbox"/> How the geographic features and climate impacted the economy. 	<p> MUST DO:</p> <ol style="list-style-type: none"> Re-read the article, "13 Original Colonies: Climate, Geography, Economy," and add to the Original 13 Colonies Graphic Organizer. Complete the 13 Original Colonies graphic organizer Once you finish this playlist, please complete the 13 Colonies Survey on Schoology. <p> PICK ONE:</p> <ol style="list-style-type: none"> Research the 13 colonies on this website, and add to your Original 13 Colonies Graphic Organizer. Watch the 13 Colonies Video video, and add to your Original 13 Colonies Graphic Organizer. <p>CHECKPOINT:</p> <ol style="list-style-type: none"> Complete and score 100% on the 13 Colonies: Level 3 Exit Ticket on Schoology. Complete the 13 Colonies: Level 3 Reflection
2.5	<ul style="list-style-type: none"> <input type="checkbox"/> I can complete all of Level 2 and some (not all) of Level 3. 	
2.0	<ul style="list-style-type: none"> <input type="checkbox"/> I can define these words: <ul style="list-style-type: none"> <input type="checkbox"/> Colony <input type="checkbox"/> Geographic features <input type="checkbox"/> Climate <input type="checkbox"/> Economy <input type="checkbox"/> Subsistence Farm <input type="checkbox"/> Cash Crop <input type="checkbox"/> Plantation <input type="checkbox"/> I can identify and label the New England colonies <input type="checkbox"/> I can identify and label the Middle Colonies <input type="checkbox"/> I can identify and label the Southern Colonies 	<p> MUST DO:</p> <ol style="list-style-type: none"> Read and annotate the article, "13 Original Colonies: Climate, Geography, Economy" Complete a Vocabulary Graphic Organizer for each word listed. You may use the 13 colonies Vocabulary Mini-Lesson to do this. Complete the 13 Colonies Map Activity <p>CHECKPOINT:</p> <ol style="list-style-type: none"> Complete and score 100% on the 13 Colonies: Level 2 Exit Ticket on Schoology. Complete the 13 Colonies: Level 2 Reflection
1.5	<ul style="list-style-type: none"> <input type="checkbox"/> I can complete some (not all) of Level 2. 	
1.0	<ul style="list-style-type: none"> <input type="checkbox"/> With help from a teacher or peer, I can reach all or parts of level 2. 	



At UCS, we want to empower you with the right and responsibility for having a voice in what you learn. By allowing you time to connect with your best ideas, we want you to experience your passions. Through these passion projects, you should unleash your potential, embrace your failures, work hard, take risks, and experience creative breakthroughs. This is your time to shine. This is your time to make a difference. This is YOUR TIME.

Begin here by watching this [video](#) entitled "The Future is Ours".

Scale 4.0

I can teach others and apply the concept to new ideas/problems.

Scale 3.0

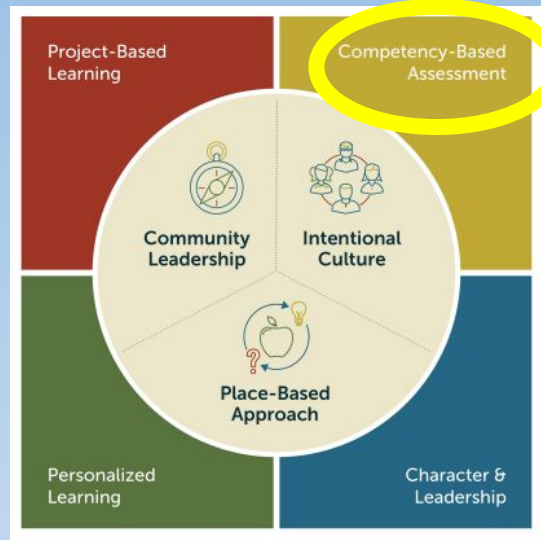
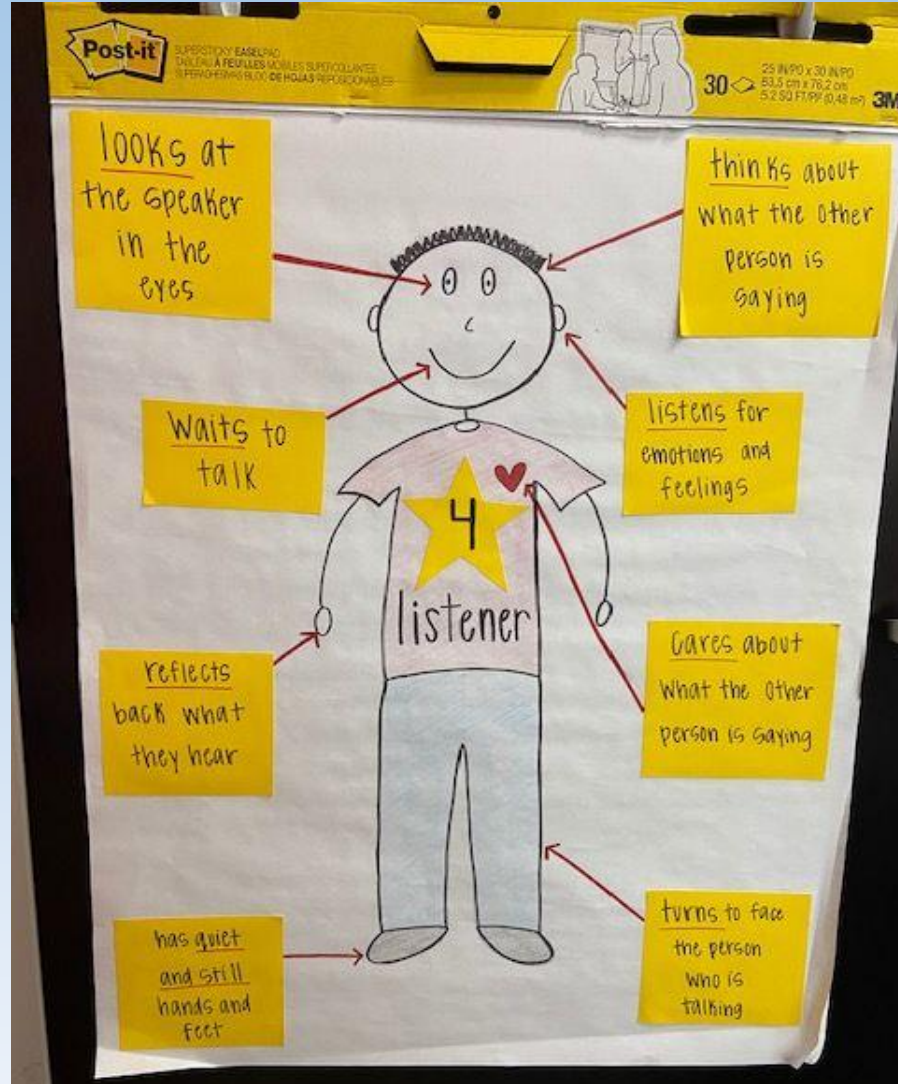
I can explain the task and support my outcome.

Scale 2.0

I can identify and perform basic skills required for the task.

Scale 1.0

With help, I can successfully complete the task and reach Scale 2.0.



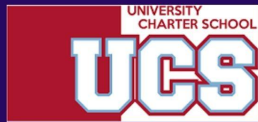
Wisdom Writers Teen Mental Health Conference

Friday, May 13, 2022
9:30 a.m.-11:30 a.m.

UCS Auditorium

Free and open to students
in grades 6-12 and
community members.

[Register Your Group Here!](#)



Virtual Option Available!

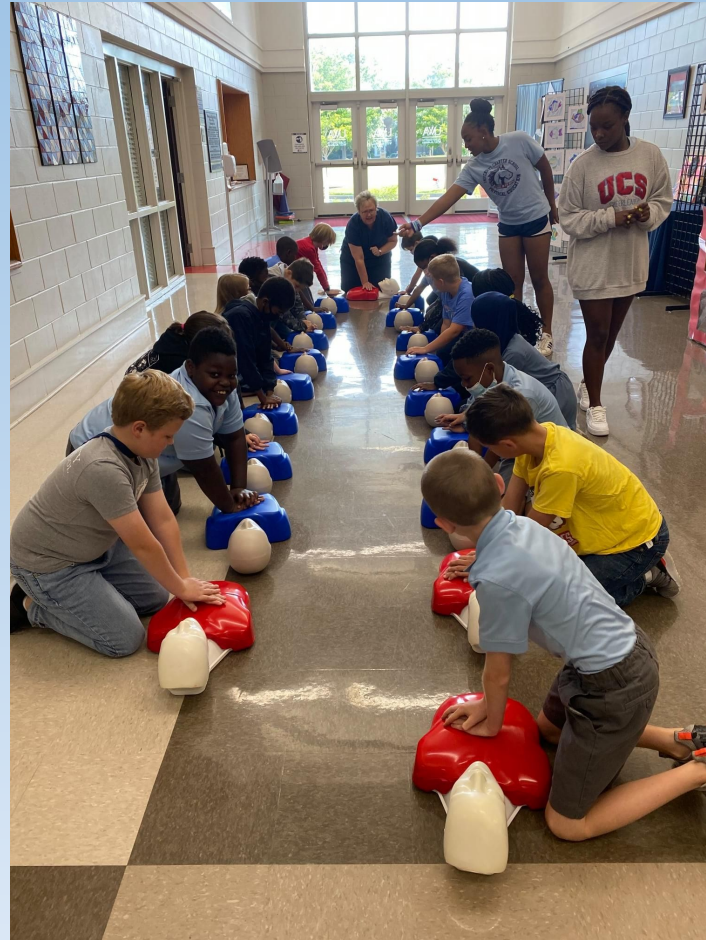
For more information, contact
Morgan Allen at mallen@universitycharterschool.org

THE
WISDOM
WRITERS

BY UCS STUDENTS



Copies of the book are
available on Amazon
and the day of the
event for \$20.



BOLD &
BALANCED

Blazers are not afraid to take risks, but also understand and possess the ability to self-manage and self-regulate tasks, duties, and ambitions.

LEADERS &
LCOLLABORATORS

Blazers lead by example, but also contribute their strengths and abilities through the power of a team, bringing together the abilities of many to accomplish goals.

ADAPTABLE &
AMARKETABLE

Blazers can pivot and suit changing and evolving needs through a robust skillset, which makes them attractive and qualified for beautiful opportunities.

ZEALOUS
ZLEARNERS

Blazers are hungry for knowledge and continue learning and growing well after their formal education concludes.

EMPOWERED &
ETHICAL

Blazers possess the ability and drive to accomplish big dreams, take on difficult tasks, and overcome challenges and difficulties, while using those skills to live with a strong sense right and wrong.

RESPONSIBLE
RCITIZENS

Blazers contribute purposefully and positively to society, using their knowledge and skills to move their communities forward.

SKILLED
SCOMMUNICATORS

Blazers can articulate ideas, thoughts, and opinions effectively through diverse channels and mediums to engage in discourse with diverse stakeholders.

UCS PORTRAIT OF A GRADUATE

BEING A STUDENT AT UNIVERSITY CHARTER SCHOOL MEANS SOMETHING- NOW AND FOREVER. IT IS A SHARED MISSION OF ALL STAKEHOLDERS TO INSTILL A CORE SET OF COMPETENCIES IN EACH STUDENT TO ENSURE A LIFE FULL OF SUCCESS, POSSIBILITY, AND IMPACT.

We are LEADERS. We are INNOVATORS. We are TRAILBLAZERS.





2ND ANNUAL
GOVERNOR'S WORK-BASED LEARNING
BEST PRACTICES WINNERS

★★★★★

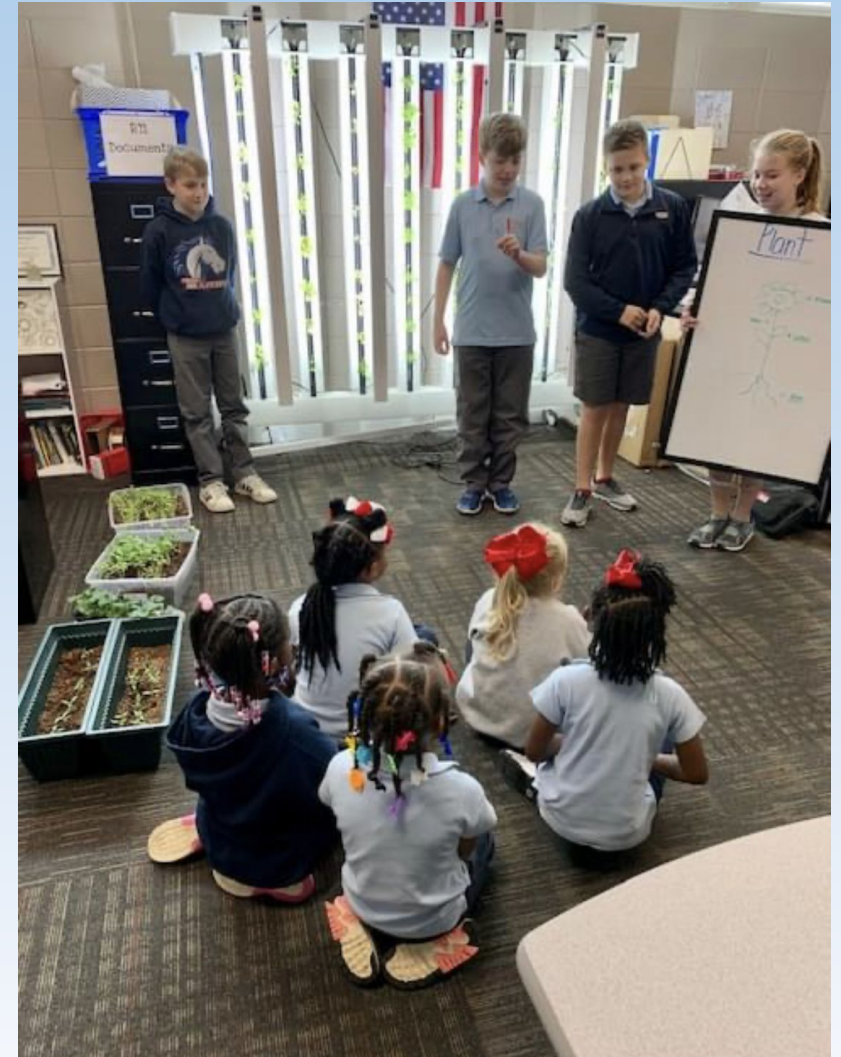
REGION 3

UNIVERSITY
CHARTER
SCHOOL

ADA ALABAMA APPRENTICESHIP

ALABAMA WORKS!

WWW.ALAPPRENTICE.ORG







INQUIRY-BASED

Define: Driving Question
How can we educate our community on how to care for their health?

Brainstorm:

- posters
- videos
- website
- presentation
- clinic

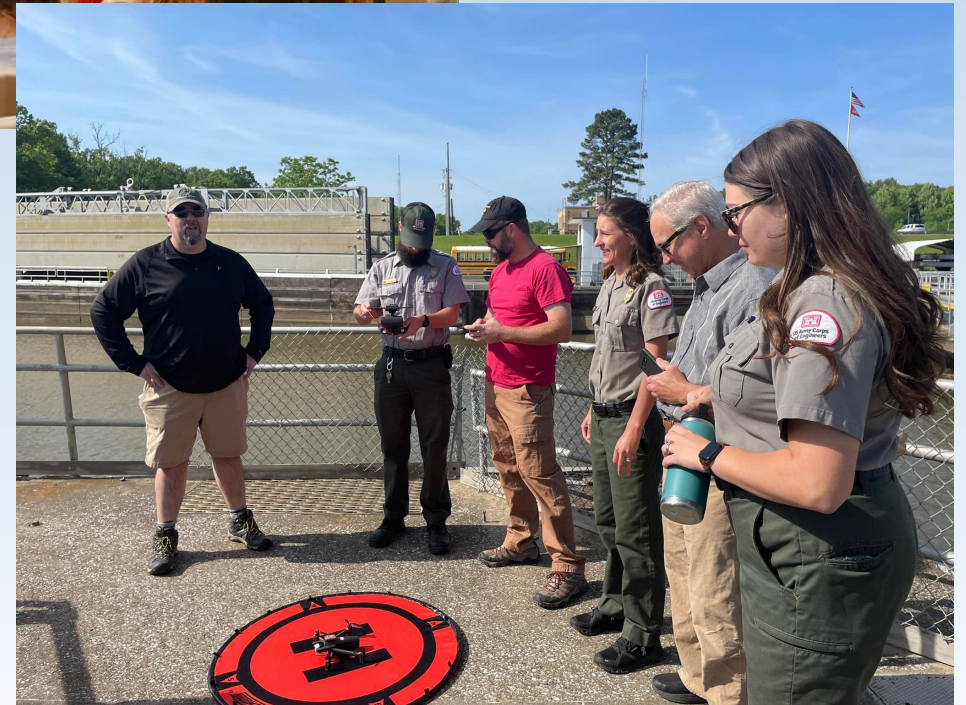
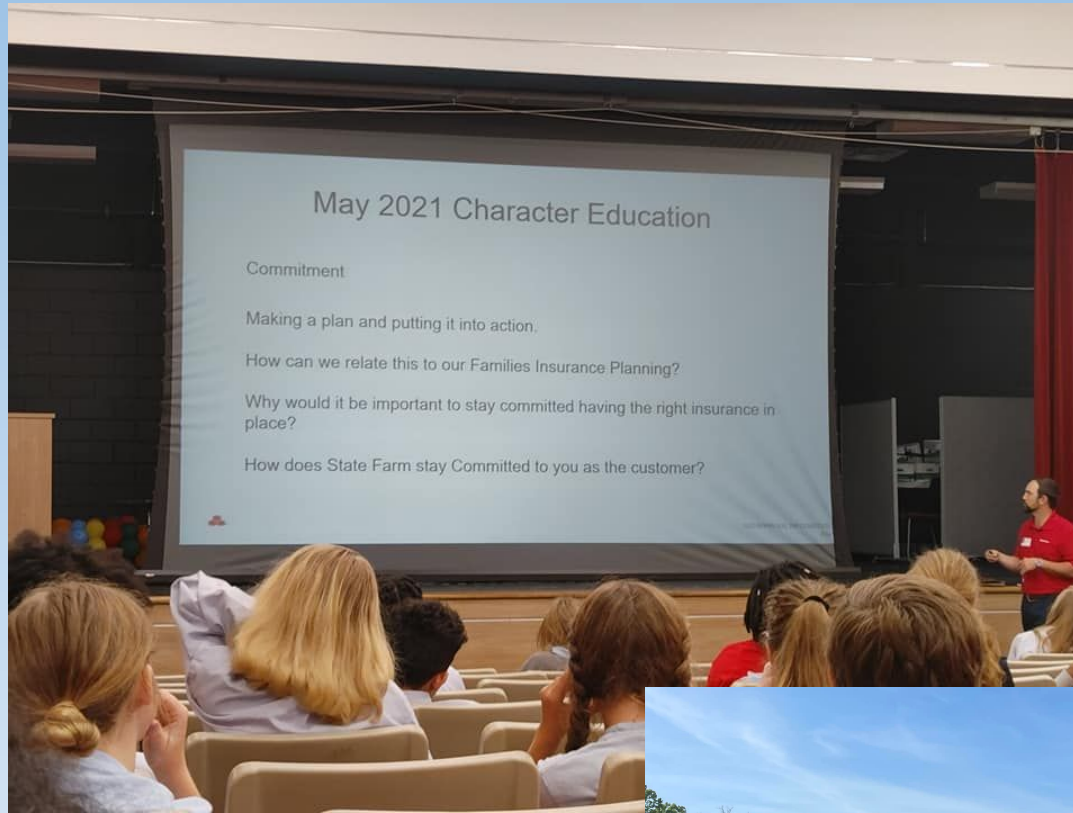
Research:
zoom calls with medical professionals!
Group research using the internet!

Plan and Prepare

Results and Reflections

Why do people **REVOLT?**





Course Innovations



Standard	Road Map Mile Marker	Lesson	Activity	Reflection
Academic Planning & Career Development #3 & #4	Plan for Your Future	Who do you want to be? https://www.youtube.com/watch?v=R7iN71uJcG0	Mentimeter Word Cloud: What are a few adjectives that describe who you want to be as an adult?	"This is who I'm meant to be" Reflection Upload this as a JPEG image on the Vision for the Future page.
Academic Planning & Career Development #3 & #4	Plan for Your Future	Choosing a Career Job vs Career https://www.youtube.com/watch?v=p_0HeokTrc0 Choosing the Right Career https://youtu.be/zhpcgppWc1Q	al.kuder.com 1. Career Interest Assessment 2. Skills Confidence Assessment 3. Super's Work Values Inventory MyNextMove.org 1. O*Net Interest Profiler Activity	"Assessment Results" Upload the slide deck to the Vision for the Future page. O*Net Interest Profiler Activity Upload this completed activity to the Vision for the Future page.
Academic Planning & Career Development #3 & #4	Plan for Your Future	University vs Trade School: The Importance of Career Prep https://vimeo.com/67277269	Virtual Career Exploration Activity	Virtual Career Exploration Activity Upload this completed activity to the Choosing a Career page
Academic Planning & Career Development #3 & #4	Plan for Your Future	The Reality of Career Exploration https://www.youtube.com/watch?v=d-DoNgtfNcQ	A Visit from the Career Coach - Schedule Advising Session - Kuder Profile/ Plan for Education	Career Coach Advising Plan Upload your advising plan to the Choosing a Career page. Upload Kuder Plan for Education Upload your educational plan to the Education & Training page.

New Course Innovations



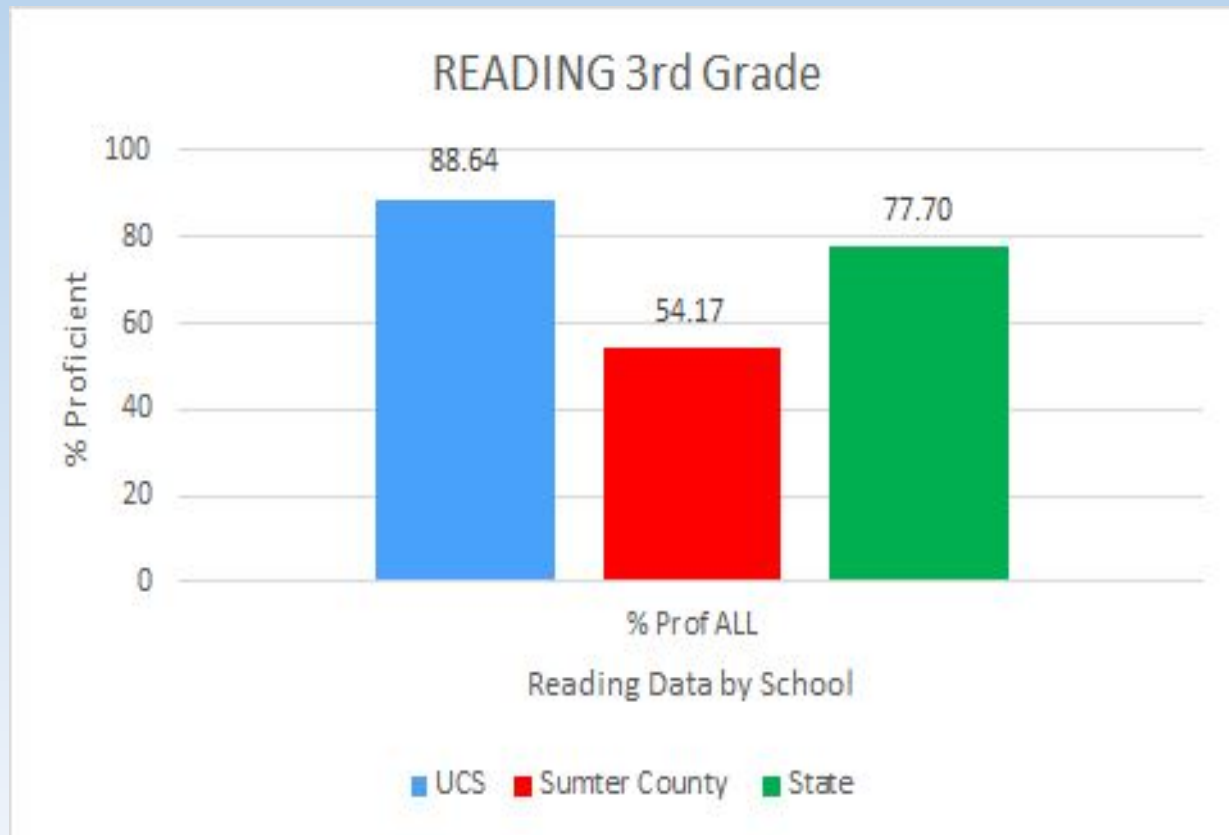
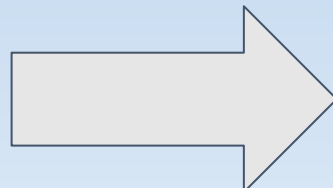
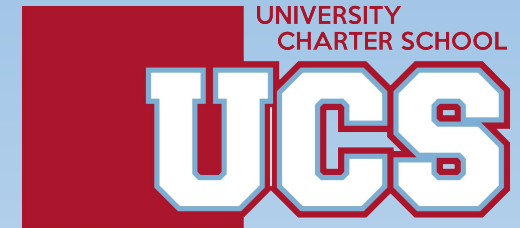
DISCOVER
INVESTIGATE
VENTURE
EMBODY

A graphic featuring a teal background. On the left, the words "DISCOVER", "INVESTIGATE", "VENTURE", and "EMBODY" are stacked vertically in white, sans-serif, all-caps font. On the right, there is a black silhouette of a diver in a scuba suit, floating horizontally. Several black circles of varying sizes represent bubbles rising from the diver.

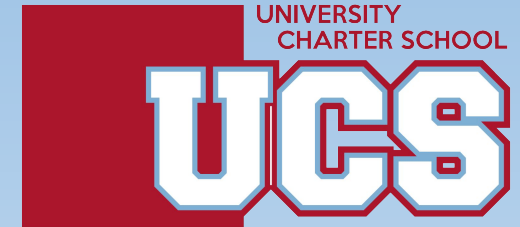
New Course Innovations



Model Outcomes



Model Outcomes



- **Gifted and Talented:** 27% of our 2nd grade students qualified for gifted and talented services last year, showing the impacts of a strong educational foundation.
- **Culture and Climate Data:**
 - 94% favorable rating for teachers regarding the school environment
 - 89% favorable rating from parents regarding their children's instructional experience
 - 86% favorable rating from parents regarding the school's intentional culture, community leadership, equity and inclusion, and overall climate

Closing Thoughts

**Give the pupils something to do,
not something to learn;
and the doing is of such a nature
as to demand thinking;
learning naturally results.**

– *John Dewey*

**“If we teach today’s
students as we taught
yesterday’s, we rob
them of tomorrow.”**

–*John Dewey*





Questions?



The Power of Place

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