

Innovative Project-Based Learning

What is **Venture**?

LMCSD's **Venture** program is a **project-based learning opportunity** built to serve students through the acquisition and **application of foundational knowledge to student-designed ventures**. Students begin by choosing a subject area of interest with a defined set of LMHS course associations and follow with learning through standards-referenced, project-based experiences.

Venture learning will emphasize ***Iowa Core Universal Constructs***

Critical Thinking	Collaboration
Complex Communication	Flexibility and Adaptability
Creativity	Productivity and Accountability

Venture projects and experiences will target LMHS Level 3 and 4 proficiency.... transfer, advanced application, extension, and innovation using foundational knowledge and skill.



What is Venture?

CREATE

PRODUCE NEW OR ORIGINAL WORK

Design, assemble, construct, conjecture,
develop, formulate, author, investigate

EVALUATE

JUSTIFY A STAND OR DECISION

Appraise, argue, defend, judge, select,
support, value, critique, weigh

ANALYZE

DRAW CONNECTIONS AMONG IDEAS

Differentiate, organize, relate, compare, contrast,
distinguish, examine, experiment, question, test

APPLY

USE INFORMATION IN NEW SITUATIONS

Execute, implement, solve, use, demonstrate,
interpret, operate, schedule, sketch

UNDERSTAND

EXPLAIN IDEAS OR CONCEPTS

Classify, describe, discuss, explain, indentify,
locate, recognize, report, select, translate

REMEMBER

RECALL FACTS AND BASIC CONCEPTS

Define, duplicate, list, memorize, repeat, state

Why **Venture**?

It is our Mission to ...

- inspire learning
- unlock potential
- empower achievement

We will consistently deliver using authentic experience to inspire, motivate, and engage learning in support of students and the traditional classroom.



Why **Venture**?

A Recent National Gallup
Student Opinion Poll...

SURVEYED STUDENTS WHO ARE ENGAGED
WITH SCHOOL

GRADE 5

74%

GRADE 12

34%

OPINION JUN 1, 2017

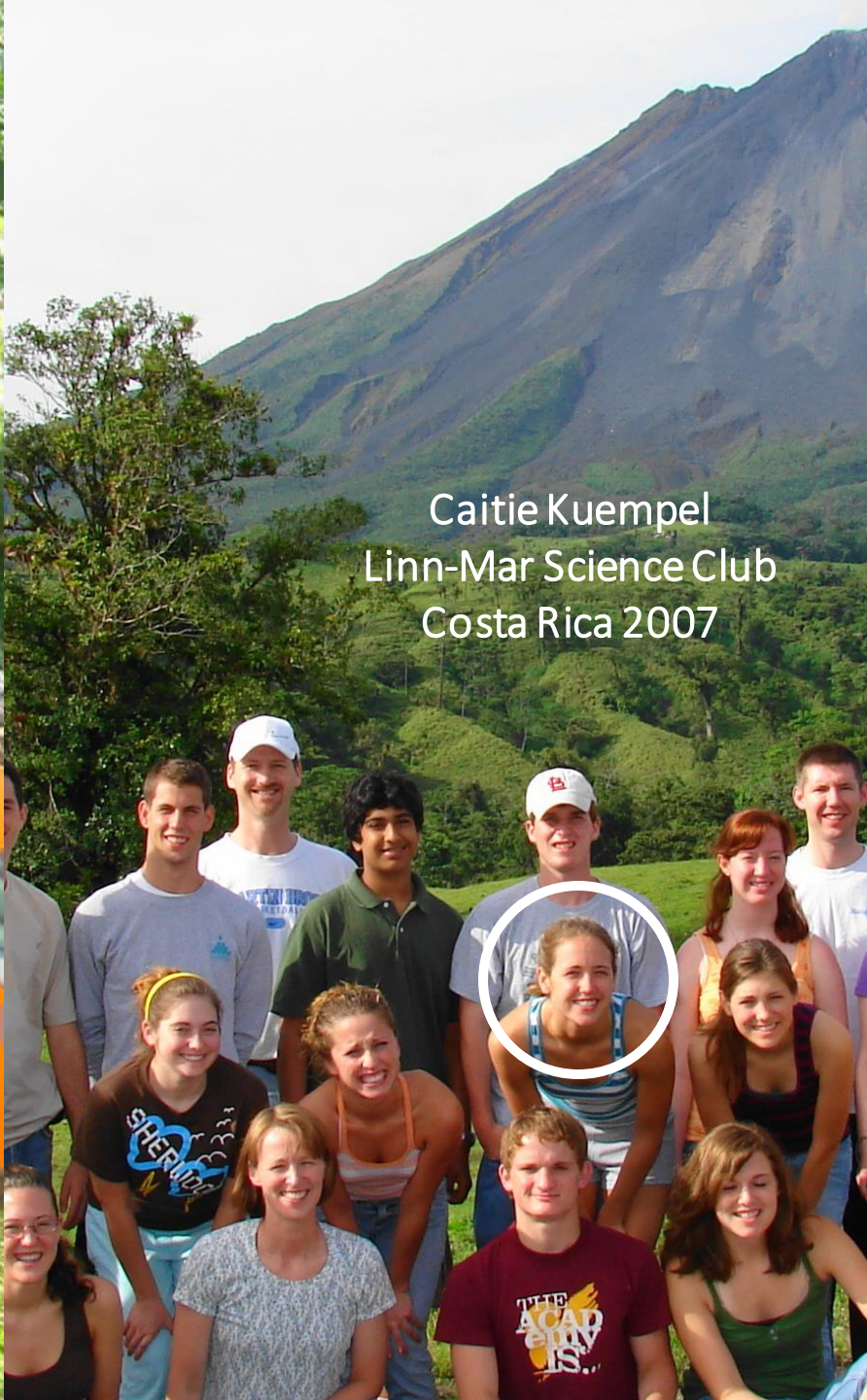
Student Enthusiasm Falls as High School Graduation Nears

by Valerie J. Calderon and Daniela Yu

Older students are much less engaged
with school than are younger students.



Caitie tries on a
Tortoise shell
Costa Rica 2007

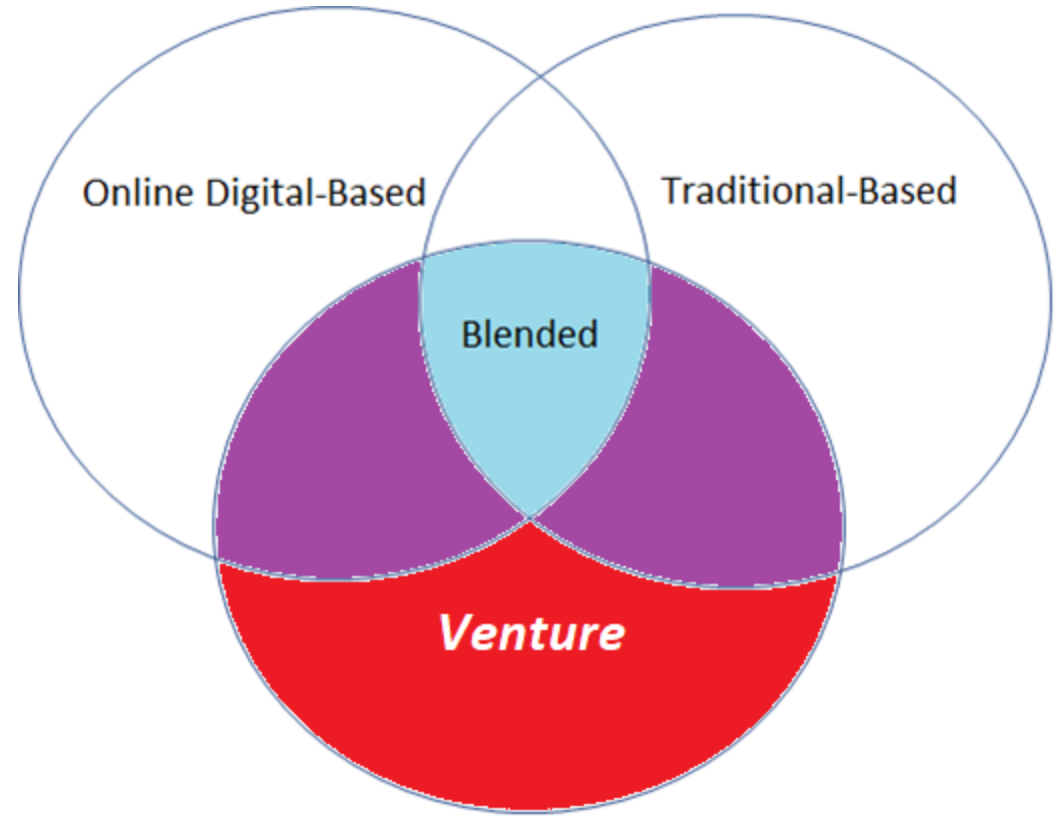
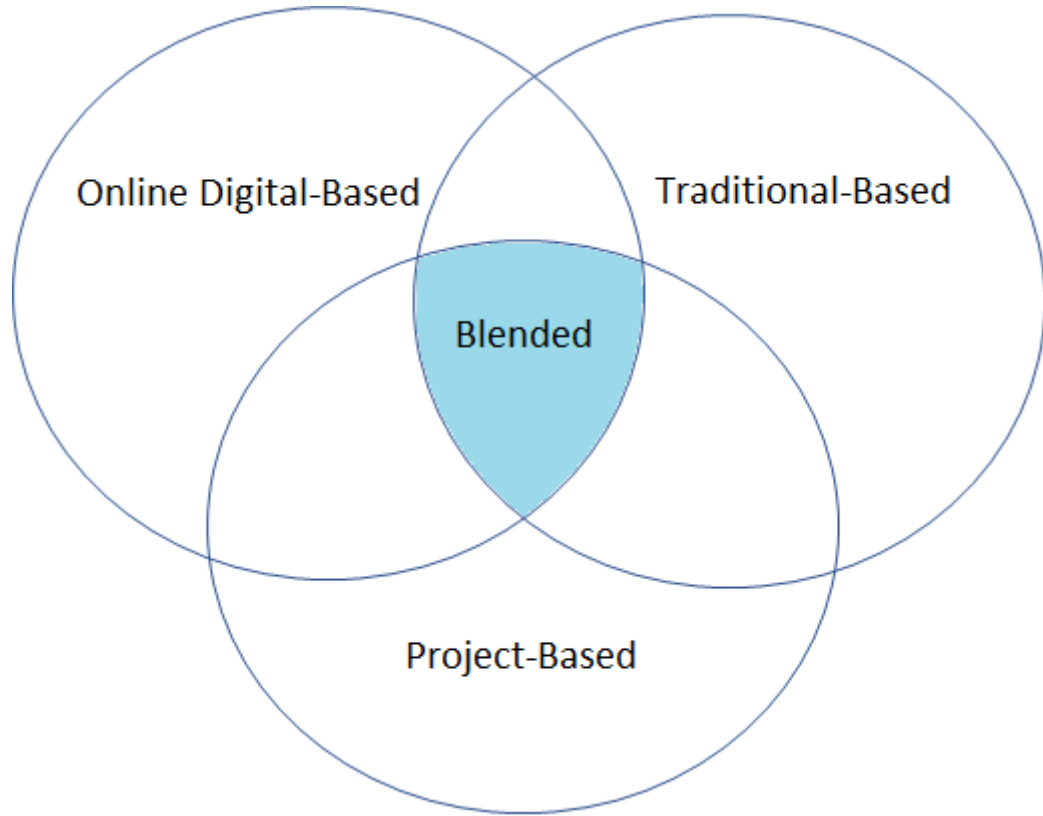


Caitie Kuempel
Linn-Mar Science Club
Costa Rica 2007



Dr. Caitie Kuempel
The University of Queensland
Australia 2020
PhD Conservation Science,
MS Marine Biology, BS Environmental
Science, BA French

Why **Venture**?



Why Venture?

- Student Access
- Availability of Resources
- Continuity of Learning



Why **Venture**?

Student Access

Onsite location acknowledges and addresses barriers to participation including those of;

- Proximity
- Transportation
- Time
- Timing

Committed to Reducing the Opportunity Gap

Reducing inequities of opportunity due to race, ethnicity, socioeconomic status, English proficiency, familial situations, or other factors contributing to or perpetuating lower educational aspirations, achievement, and attainment for groups and individual students.



Why Venture?

Availability of Resources

Facilities - classrooms, meeting rooms, kitchens, shops, labs, gymnasiums, fitness rooms

Materials, common and specialty equipment, supplies - art supplies, metal, wood, culinary equipment

Technical equipment - 3d printers, high-end computers and related software, centrifuges, lathes, specialized glassware, heart monitors, microscopes

People - 121 highly-qualified subject area specialists on campus. Ready access to Marion business, industry, and government.

Endorsements – On-campus teachers each with one or several State of Iowa licensed content-area endorsements (322 in total), recognized to provide course credit in endorsed areas.



Why Venture?

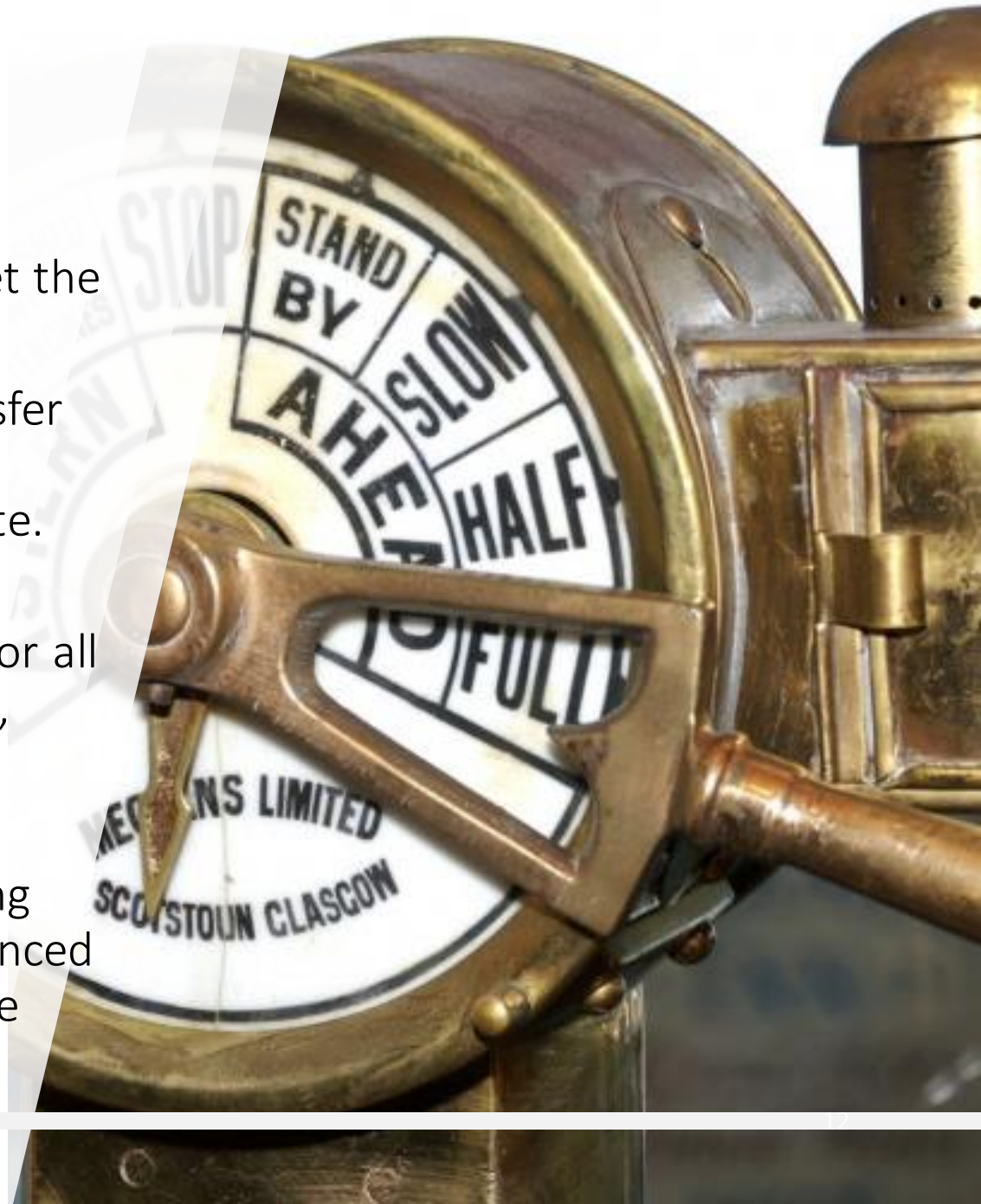
Continuity of Learning

- Managed *scope and sequence* of coursework across all delivery methods (traditional, online, blended, project-based)
- Proficiency *achievement on identical standards* at equivalent levels to those earning credit for stand-alone courses
- *Broad availability of project-based*, credit-bearing courses
- Focus on the *reciprocal relationship between traditional, online, blended, and project-based learning*.
- Teachers using each method will work collaboratively during *PLC-planning and progress-monitoring* time.



Why Now?

- Schools must make a full-throttled commitment to teaching the skills of creativity and innovation to meet the needs of present and future careers.
- Schools have reduced ability to provide learning transfer experiences. Limitations imposed by time, general funding, and added curricular requirements contribute.
- Systemically increase availability, reinforce traditional learning, and increase learning transfer opportunity for all LMHS students. Provision of an onsite, project-based, strand-focused (subject-area interest) learning model effectively serves the mission.
- Conceptual planning for an onsite experiential learning program began in earnest in 2018. Planning has advanced substantially since August. Details of execution will be completed over the next seven months.



Venture Academics

Works like this...

Project-based teaching is provided in strands. Strands are designed as immersive experiences in defined content-areas with defined content-associated coursework.

At inauguration, 5 teachers will staff Venture Center and work with students in semester-long, 3-hour super blocks. Project-based teachers lead strand learning in half-day, semester-long increments.

Planned strands include Graphic Arts, Life Science, Business Foundations, Advanced Business, Behavioral Science, Writing, Health, Earth Science, Environmental Science, and Government and Law.



Venture Academics

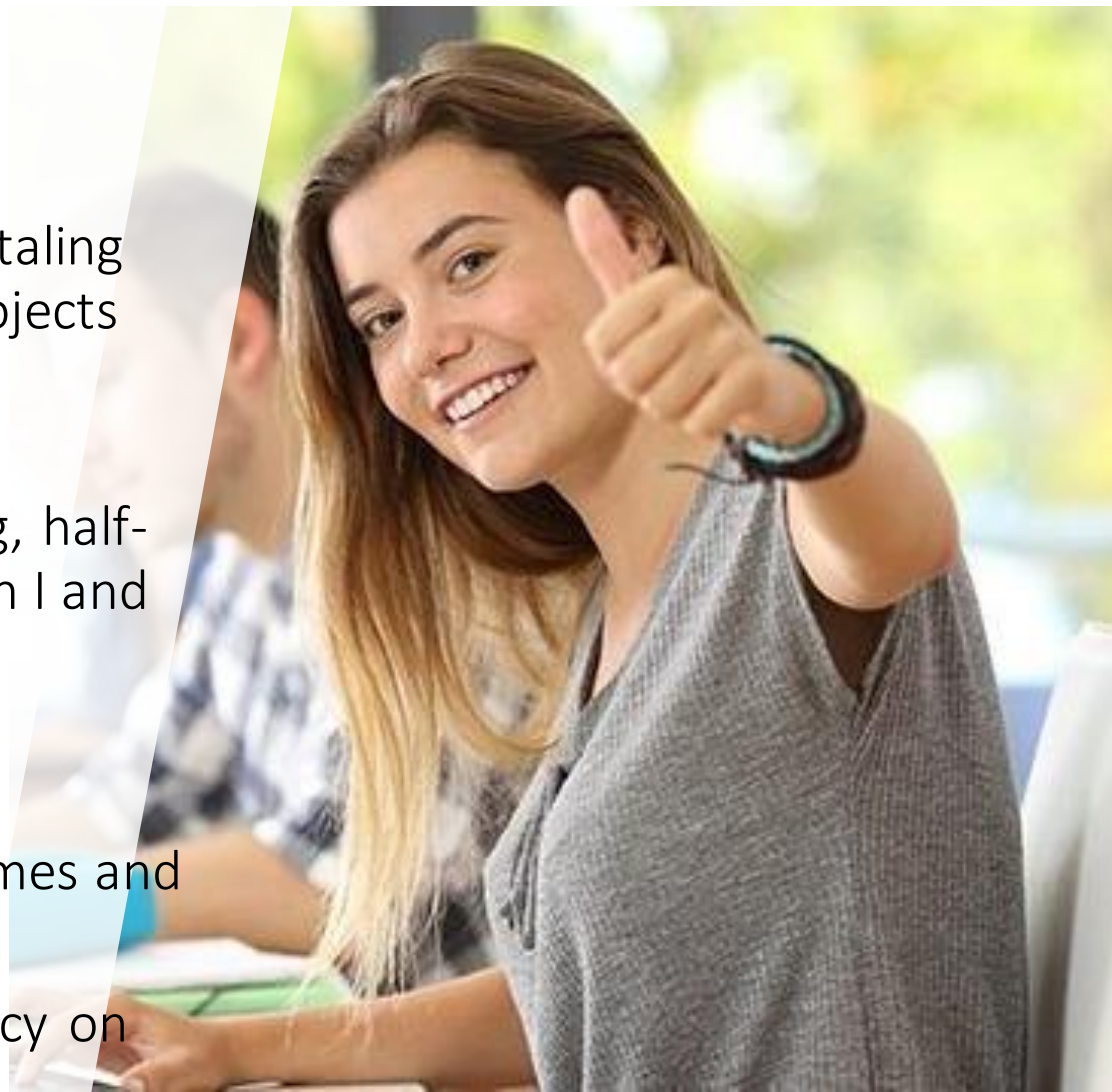
Works like this...

Each strand will include complementary coursework totaling 15 content-area credits and 5 project-work credits. Projects will be supported by community advisors, mentors, or partners.

Students will attend to strand learning in semester-long, half-day blocks of time. As an example, standards for Health I and Health II would be met through direct instruction, collaboration, and health-related project work during Semester 1 of 2021-2022 from 1 to 4 pm.

Teachers track student performance on learning outcomes and advise student project work.

Students earn course credit by demonstrating proficiency on course priority standards.



Planning (key to the following ...)

Unit of Instruction – one unit is the equivalent of one-half of a full-year-skinny course or a single-quarter of a block class

FTE – Full time equivalent, equates to the number of teachers needed, each teacher may teach 12 units of instruction

Course Number – SCI541, establishes the department affiliation and course placement in the LMHS sequence

SCED Code – *School Courses for the Exchange of Data* code – required by the Iowa Department of Education to accurately define course content, determines required teacher endorsements necessary to teach courses, only appropriately endorsed teachers may award course credit

Standards – expected learnings

Standard proficiency – defined level of learning(s) necessary to earn course credit

The State of Iowa requires Project-Based Learning courses (as well as online, blended, and traditional) and teachers of courses to meet defined criteria to provide course credit. LMCS D requires students to demonstrate priority learning to earn course credit.

Planned...

		12 UNITS = 1 FTE				S1				S1			
				Q1	Q2			Q1	Q2				
MORNING SESSION	SOC Teacher A (3 units)	B1	GOVERNMENT AND LAW				SOC400 04151G05001	GOVERNMENT	SOC320 04165G05001	LAW AND THE CONSTITUTION	VENTURE, GOVERNMENT, LAW AND THE CONSTITUTION, VENTURE, INTRO TO COLLEGE WRITING, VENTURE		
	ENG Teacher A (1 unit)	B2					ENG420 01102G05001	INTRO TO COLLEGE WRITING	GUI410 22997G05001	VENTURE			
	ART Teacher A (4 units)	B1	GRAPHIC ARTS				ART400B 11054G05000	DIGITAL PHOTOGRAPHY	ART410 05169G05001	GRAPHICS ONE	VENTURE, DIGITAL PHOTOGRAPHY, GRAPHICS ONE, VENTURE, GRAPHICS TWO, VENTURE		
		B2					ART420 05169G05002	GRAPHICS TWO	GUI410 22997G05001	VENTURE			
	SOC Teacher B (3 units)	B1	BEHAVIORAL SCIENCE				SOC340 04254G05001	INTRODUCTORY PSYCHOLOGY	GUI410 22997G05001	VENTURE	VENTURE, INTRODUCTORY PSYCHOLOGY, INTRO TO COLLEGE WRITING, VENTURE, SOCIOLOGY, VENTURE		
	ENG Teacher A (1 unit)	B2					SOC330 04258G05001	SOCIOLOGY	ENG420 01102G05001	INTRO TO COLLEGE WRITING			
	SCI Teacher B (3 units)	B1	LIFE SCIENCE				SCI210 03051G10011	GENERAL BIOLOGY	SCI210 03051G10011	GENERAL BIOLOGY	VENTURE, GENERAL BIOLOGY, VENTURE, INTRO TO COLLEGE WRITING, VENTURE		
	ENG Teacher A (1 unit)	B2					ENG420 01102G05001	INTRO TO COLLEGE WRITING	GUI410 22997G05001	VENTURE			

Planned...

- 4 subject-focused strands offered each half-day of each semester, a total of 16 strands (some duplicate where student requests dictate) over the course of the year.
- 10 strands offered – Advanced Business, Behavioral Science, Business Foundations, Earth Science, Environmental Science, Government and Law, Graphic Arts, Health Science, Life Science, and Writing.
- Most strands include an English (reading, writing, or communication) component.
- Strands earn 20 credits per term (in the traditional setting, full loads for full day terms equate to 80 credits, 250 are needed to graduate).

A day in the life of a Venture student...

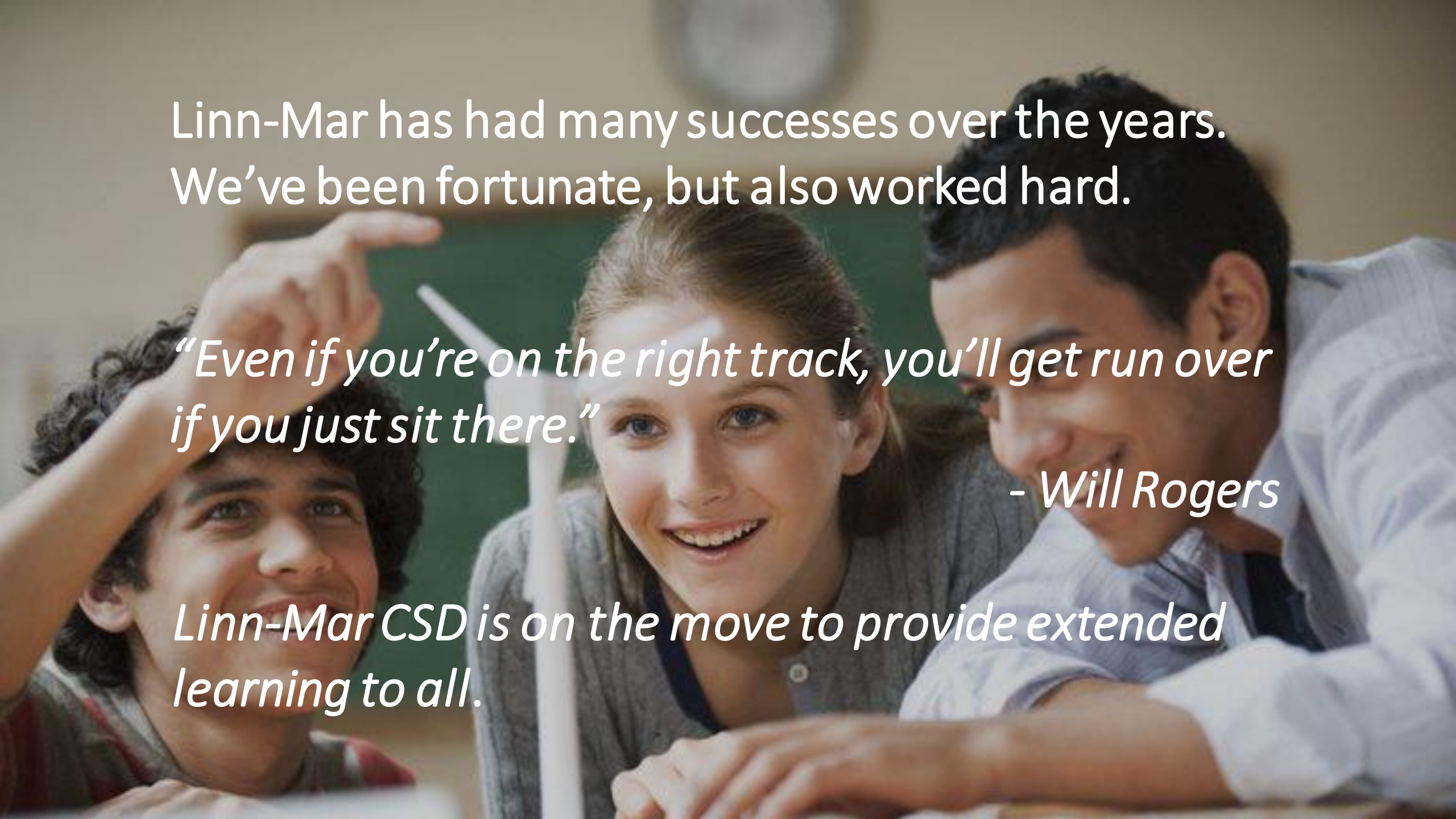
	Super Block AM				Super Block PM			
	Block 1		Block 2		Block 3		Block 4	
	P1	P2	P3	P4	P5	P6	P7	P8
Q1	VENTURE Life Science General Biology, Intro to College Writing, Venture Project				Design: Art Basics		Concert Choir	Geometry
Q2					Introductory Psychology			
Q3	World History		English II		Fundamentals of Lifetime Fitness			
Q4					Bioethics			

A day in the life of a Venture student...

	Super Block AM				Super Block PM			
	Block 1		Block 2		Block 3		Block 4	
	P1	P2	P3	P4	P5	P6	P7	P8
Q1	Symphony Strings	Spanish III	Algebra 2	Fitness - Aqua Fit	English III		Applied Chemistry and Physics	
Q2				Time Release				
Q3								
Q4					VENTURE Writing - Journalism, College Grammar, College Writing, Venture Project			

A day in the life of a Venture student...

	Super Block AM				Super Block PM			
	Block 1		Block 2		Block 3		Block 4	
	P1	P2	P3	P4	P5	P6	P7	P8
Q1	Fundamentals of Lifetime Fitness		Earth and Space Science		Symphonic Winds	Algebra 2B	English II	
Q2	Woods: Materials and Processes						English II	
Q3	VENTURE Business Foundations - Introduction to Business, Marketing, Communications, Venture Project						Sociology	
Q4							Construction II	

A photograph of three students in a classroom. On the left, a young man with dark curly hair is pointing upwards with his right hand. In the center, a young woman with light brown hair is smiling. On the right, a young man with dark hair is also smiling. They are all looking towards the left side of the frame. The background is slightly blurred, showing a green chalkboard and a clock on the wall.

Linn-Mar has had many successes over the years.
We've been fortunate, but also worked hard.

*"Even if you're on the right track, you'll get run over
if you just sit there."*

- Will Rogers

*Linn-Mar CSD is on the move to provide extended
learning to all.*

*Thoughts,
Questions?*

