

DukeOpoly
Windsor High School
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Vetted Project: Mrs. Lankford's English 9 freshman students created a Duke-opoly board game about Windsor High School courses, sports, activities, and events. The purpose of the game was to introduce and promote school culture "The Windsor Way", knowledge, and unity by integrating the school's GREAT citizen goal of promoting G-Growth, R-Respect, E-Empathy, A-Accountability, and T-Trustworthiness. The students, working in groups, created drafts, rule cards, and finally wooden playing boards. Student and teacher experts were used from CTE classes to aid the students in completing their vision. Students debuted the board games during our Spring EXPO of Deeper Learning. The boards will be used for upcoming freshmen classes to introduce "The Windsor Way"-our unique school culture. Sustainability: Future freshmen students will play this game to learn about Windsor High School and "The Windsor Way"-school culture. Driving Question: How can students create an interactive game to introduce freshmen to Windsor High School school culture-"The Windsor Way"? Student Reflections include: "Every time we thought we were finished, we would find a spelling error or have to rephrase a question or change a course subject. However, we learned a lot from our mistakes and never gave up." (JH) "People love playing our game!" (JO) "What better way to learn about our school and have fun at the same time? It was easy to find out what everyone in the team did best so that we could be successful." (AW) Teacher Reflection: Jane Lankford was the teacher. This was an extremely ambitious project, especially for ninth graders who were not that familiar with our school and have experienced very little of the "Windsor Way". It would be better suited to upperclassmen who know the ins and outs, the sports, clubs, fees at our school, etc. However, the students were very creative coming up with properties, using technology to make game tokens, and gearing the game to our school. Even though this project was not easy, my students showed lots of G.R.I.T. They were willing to learn what was necessary and help each other out, discovering their strengths and weaknesses in the process. They were determined to see it through. Because of their tenacity, they are definitely winners in the game of Duke-Opoly! Lessons Learned: I would have more definite deadlines and allow more for feedback. Teacher Rating: Definitely would recommend (5 out of 5). Additional resources are available at PBLounge.org.

I. Authenticity

Demonstrating: Students showcased the games at the Spring EXPO of Deeper Learning at Windsor High School.

Demonstrating

Event

Show / Program

Producing / Revising

Execute Multiple Drafts

Model or Prototype

Portfolio / Presentation Board

Product

Revise a Product or Service

Spec / Design

Storyboard

Presenting

Utilize Visuals

II. Media Produced

Computer-based: Board models were created in a powerpoint. Physical Drawings & Fine Arts: Students first created sketches and drafts, Final products were wooden playing boards.

Computer-based

Computer Model or Mapping

Artistic Composition

Journal / Diary

Physical Drawings & Fine Arts

Illustration

Product Drawing or Sketch

III. Challenging Problems

Questions

Assist Others

Build a Better World

Compassion for the Unknown

Express the Intangible Visually

Self Reflection & Evaluation

Strongly Held Beliefs

Themes

Community Outreach

Mentoring

Topics: Humans in the World

Ethics

Family, Friends & Relationships

Student Related Issues

Topics: Of the Mind

Implications of Decisions

IV. Achieved Literacy Skills

Project / Work

Adapt to Ambiguity / Changing Priorities

Address Setbacks / Criticism

Adjust to Schedules / Contexts

Balance Various Roles / Responsibilities

Learn / Develop Expertise

Manage Time / Workload

Take Initiative for Personal Success

Leadership

Balance Diverse Views

Influence through Leadership not Authority
Lead with Respect
Leverage Strengths of Others

I. Parameters & Feasibility

Authentic Audience: Students presented their boards at the Windsor High School Spring EXPO of Deeper Learning to members of the community.

Project Timeframe

7-8 Weeks

Assessment Timeframe

More than a Class Period

of Project Members

Small Group

Grade Level

High School (Grades 9-12)

Authentic Audience / Evaluators

Peers

Parents

Teachers & Administrators

Government Officials

Special Test Accommodations

Presentation of Materials / Directions

Setting

Student Response

Timing / Scheduling

II. Intended Learning Outcomes

Creativity

Brainstorm

Change

Design / Create

Elaborate / Expand

Envision / Invent

Improve / Refine

Recognize Limits

Communication

Engage Creatively

Instruct

Collaboration

Assume Shared Responsibility

Develop Trust

Encourage Others

Exercise Flexibility

Ignore Distractions

Incorporate Feedback

Manage People / Team

Respond to Failure

Value Contributions Made by Others

Work with Diverse Teams

Critical Thinking

Assemble Parts of a Whole

Clarify Meaning

Critique Reasoning of Others

Overcome Obstacles

Persuade

Reflect Critically on Learning

Solve Problems Innovatively

Instilled Citizenship Values

Habits of Mind & Heart

Sense of Public Duty

Social Responsibility

Strong Personal / Work Ethic

Student / School Governance

III. Success Skills & Depth of Knowledge

Cognitive Demand

Identifying / Remembering

Comprehending / Understanding

Applying

Analyzing

Evaluating

Creating

Social & Emotional Skills

Self-awareness

Self-management

Group-awareness

Group-management

Learning Styles / Intelligences

Bodily / Kinesthetic

Interpersonal / Social

Intrapersonal / Introspective

Logical / Mathematical

Verbal / Linguistic

Visual / Spatial

Assessment Structures / Resources

Checklists
Graphic Organizers
Journals
Learning Logs
Rubrics

IV. CTEs & Disciplines

Career & Technical
Education

Communication / Media
Speech Communication & Translation

History
Local History

Humanities
Composition & Linguistics
Cultural Studies



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