



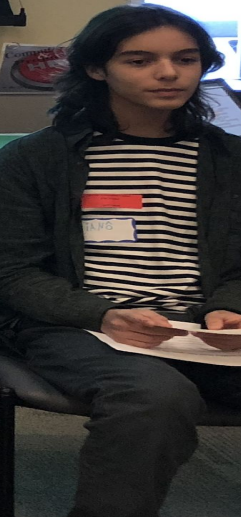
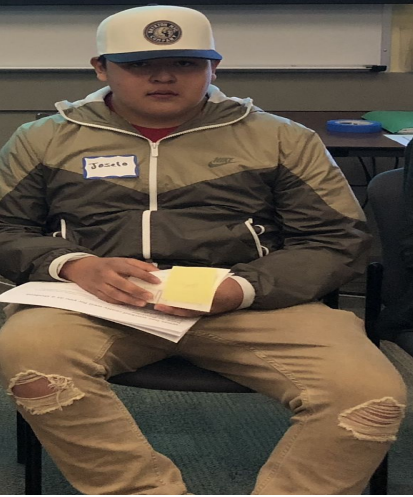
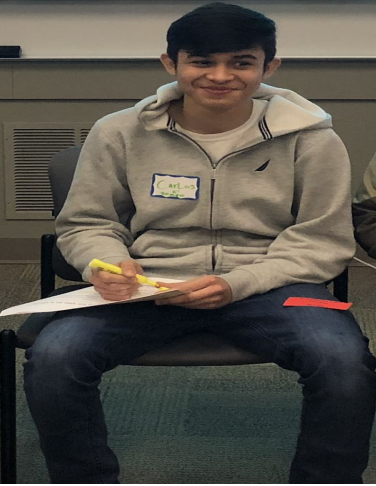
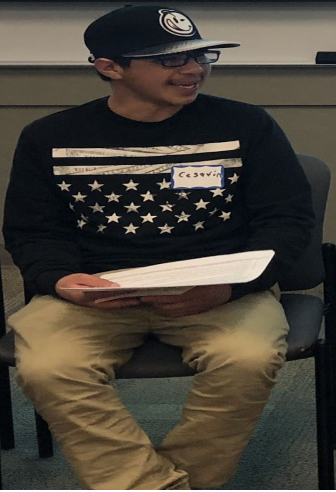
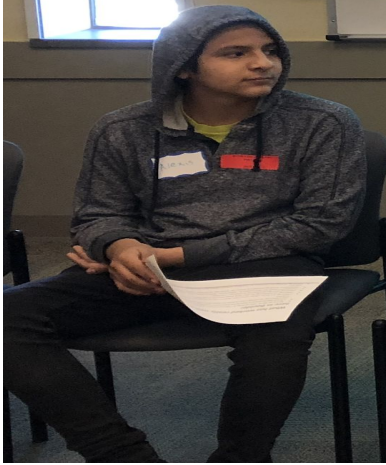
**BOULDER VALLEY**  
SCHOOL DISTRICT

# **High School CLDE Course for the prepared graduate**

**CABE conference 2020**

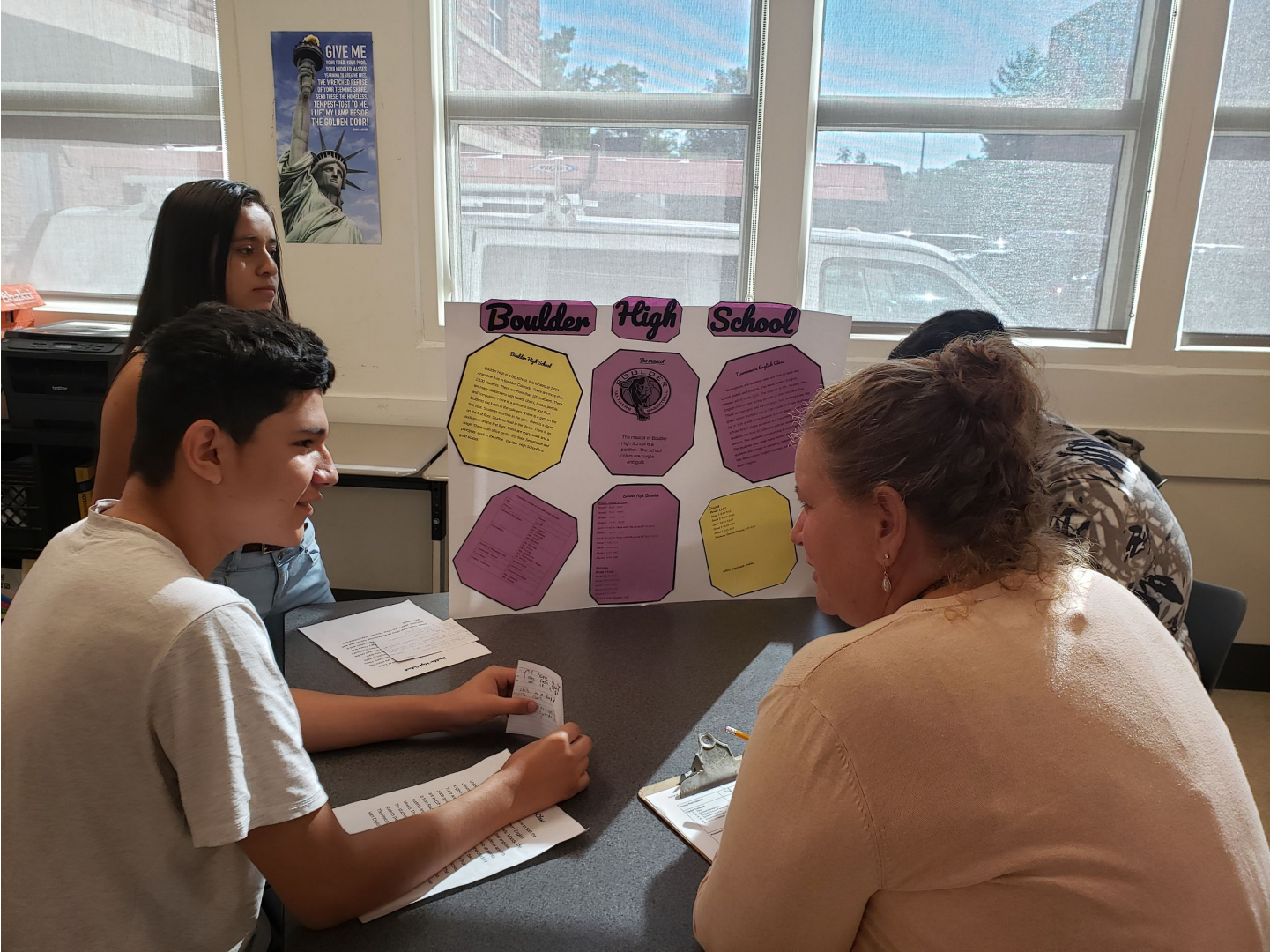
whole-child  
vision/action family  
force support advocacy  
equity doors  
outcomes empowerment laughter  
stories sel open fire driving  
collaboration growth relationships  
professional learning

Poll Everywhere



# Collaborative Development Process

- Started with student voices
- Started with Language Development Team
- Moved to all HS ELD teachers
- Met in summer HS ELD teachers
- Created CEDs, Syllabi, and began outlining Scope and Sequence
- Future: Complete final 3 scope and sequences that did not get done
  - Application and Transition
  - Seminar
  - ASC




# Boulder High School

### Boulder High School

As a member of the Boulder High School community, you are responsible for the success of our school. We are committed to providing a safe, supportive, and challenging environment for all students. Our goal is to ensure that every student has the opportunity to succeed and reach their full potential.

### Perseus



The House of Boulder High School is a proud member of the Perseus community. We are committed to providing a safe, supportive, and challenging environment for all students. Our goal is to ensure that every student has the opportunity to succeed and reach their full potential.

### Thomson Capital One

Thomson Capital One is a proud member of the Boulder High School community. We are committed to providing a safe, supportive, and challenging environment for all students. Our goal is to ensure that every student has the opportunity to succeed and reach their full potential.

### Senior High School

Senior High School is a proud member of the Boulder High School community. We are committed to providing a safe, supportive, and challenging environment for all students. Our goal is to ensure that every student has the opportunity to succeed and reach their full potential.

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Document with text, possibly a form or checklist.

Document with text, possibly a form or checklist.

Clipboard with a pen and a document.

# A place to start...

Student Needs

Newcomer Intro to US Schools  
ELD Content lang Belong

LTELL Re-Engage in his repair relationship w/ BUSD Find joy success Have "cool" to grad Belong

FSP-M Success in BUSD Graduate joy Engage Belong

NEP/LEP Direct lang Engage Belong

Former EB may need dit. Grad pathway  
Bridge/Reach

Entering  
Emerg  
Develop  
Expanding  
Bridging  
Reaching

Course

- Newcomer of ELD<sup>CLDE</sup> Direct Lang Instruction
- Newcomer Content lang Support
- ELD HS Intro + Exploration Intro-Developing
- ELD ASC Content Support
- ELD HS Application + transition Developing expanding
- Post PSAT
- CLDE Seminar

up to 1.5 years  
3 semesters

Content

9<sup>th</sup> grade LA

Post Sec prep

Ethic Studios

personal awareness

Capstone portfolio

Citizenship

Systemic repair artifacts

presentation/  
demonstration of  
readiness

Direct lang instruction

Jeal o r biliteracy

-have-  
had  
-come-  
came  
-live-  
lived

dry

ughed  
last



# Newcomers Program Project

What are the most important components of an effective Newcomer Program?



Can I please borrow pencil?

Slowly please

# 3 full days of work with BVSD High School Teachers

## **Day 1: Backwards Design**

Driving Assessments/Themes/Evidence \*To be brought by teachers\* Books they use, etc.

Evidence and Artifacts Capstone

Sort into classes

Match to Essential Skills and Can Do's and RWC standards - Highlight Strands

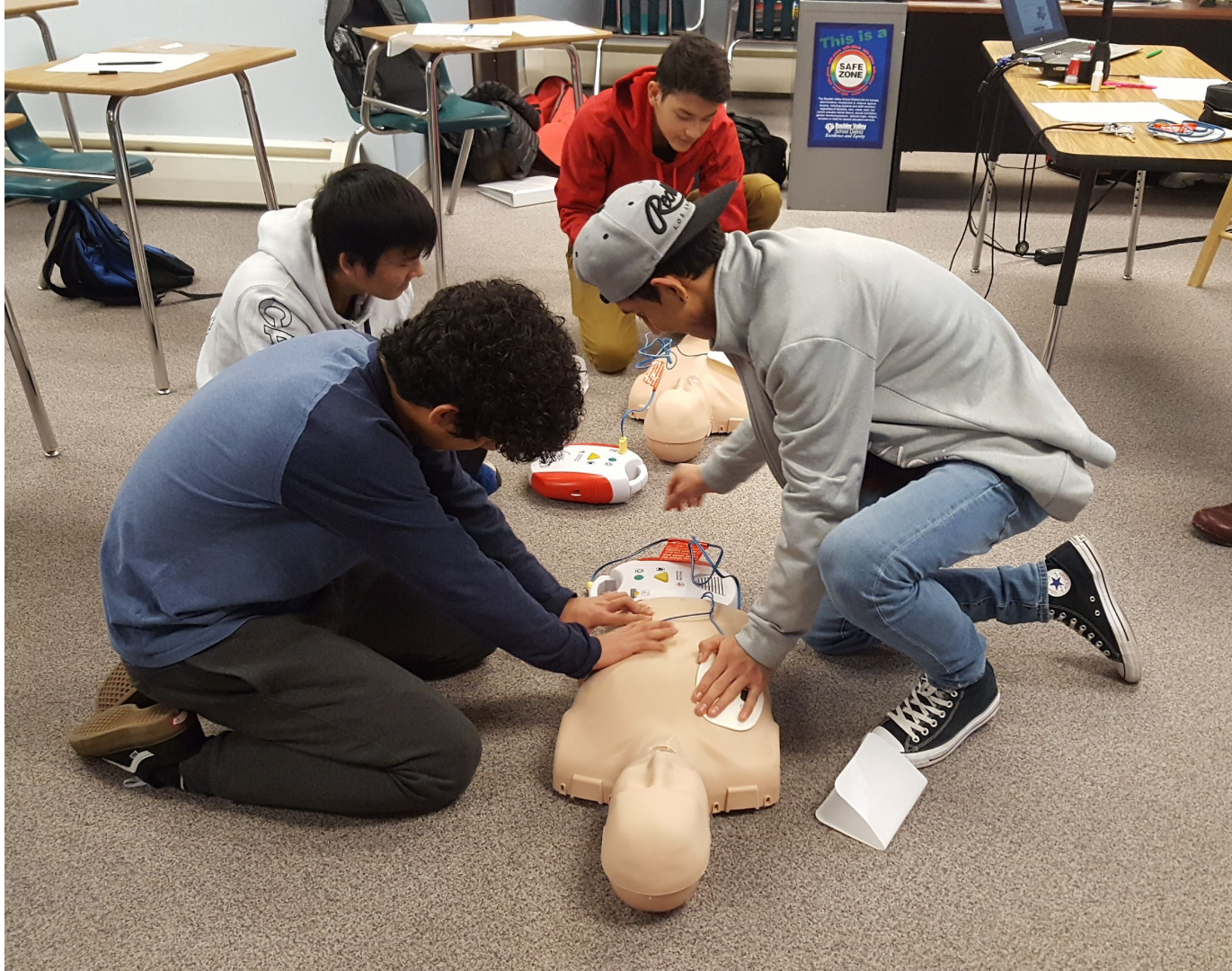
Start to craft Class Description, Syllabus

## **Day 2: Syllabus**

Build Syllabus for each class, using the google drive template

## **Day 3: CED**

Complete the CED for the course using the google drive template. Backfill all Standards, Skills, Can Do's according the highlighted charts





# Resources used

- [CDE Essential Skills Framework](#)
- [CDE Prepared Graduate](#)
- [BVSD Prioritized LA standards](#)
- WIDA Can-Dos grades 9-12
- Speaking and Writing Interpretive Rubrics
- 2020 Colorado Academic Standards- math, science and social studies

# CLDE Themes:

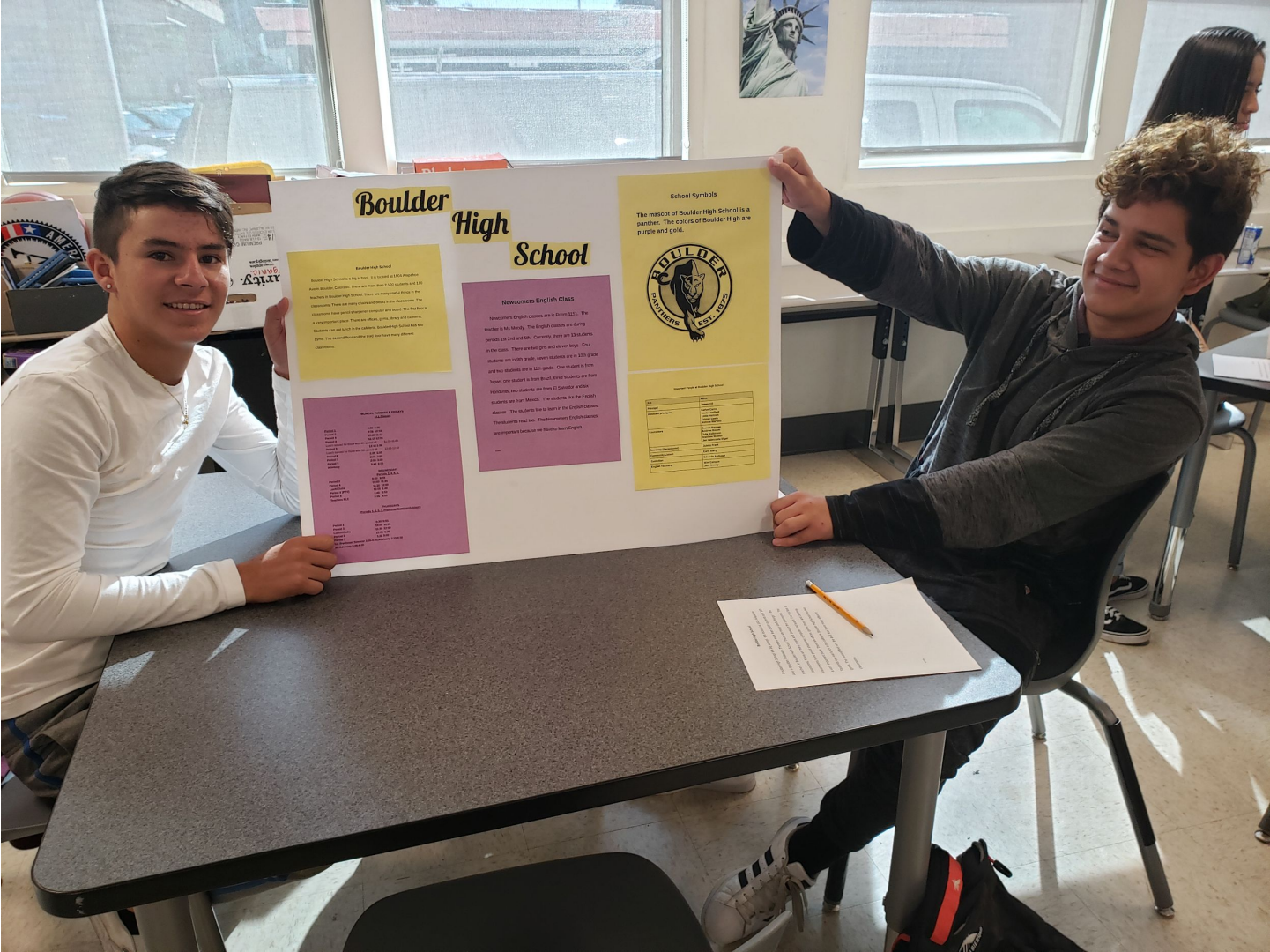
- Identity and Belonging
- School Success
- Post Secondary Readiness
- Global Citizenship



# Courses Proposed

- Newcomer English Language Development
  - [CED](#)
  - [Syllabus](#)
  - [Scope and Sequence](#)
- Newcomer Content Language Development
- CLDE Introduction and Exploration
- CLDE Application and Transition
- CLDE ASC
- [CLDE Seminar](#)





# Boulder High School

**Boulder High School**  
Boulder High School is a public school in Boulder, Colorado. It was founded in 1922 and is one of the oldest schools in the state. The school is known for its strong academic programs and its commitment to providing a high-quality education for all students. The school is located in the heart of Boulder, Colorado, and is easily accessible by public transportation.

**Enrollment**  
Enrollment for the 2023-2024 school year is currently open. For more information, please contact the school office at (303) 440-1234. The school is currently accepting applications for the 9th, 10th, and 11th grades. The deadline for applications is October 15th, 2023.

**Admission**  
Admission to Boulder High School is open to all students who are currently enrolled in a public school in the Boulder School District. The school is currently accepting applications for the 9th, 10th, and 11th grades. The deadline for applications is October 15th, 2023.

**Newcomers English Class**  
Newcomers English classes are offered for students who are new to the United States. These classes provide students with the English language skills they need to succeed in the classroom. The classes are designed for students who are currently in 9th, 10th, and 11th grade. The classes are offered in both English and Spanish.

**School Symbols**  
The mascot of Boulder High School is a panther. The colors of Boulder High are purple and gold.



Year	Enrollment
2023-2024	1,234
2022-2023	1,123
2021-2022	1,012
2020-2021	901
2019-2020	890
2018-2019	789
2017-2018	678
2016-2017	567
2015-2016	456
2014-2015	345
2013-2014	234
2012-2013	123

Document on the desk with a yellow pencil.

# New Course Content

## 1. CED- All All 6 Courses

- Standards Addressed

## 2. Syllabus- All 6 Courses

- Course Description
- Grad Requirements met
- Credits
- Objectives
- Units of Study
- Themes addressed

## 3. Scope and Sequence

- 3 Courses already completed
  - Newcomer CLD, Newcomer ELD, [Intro and Explore](#)
- Includes
  - Unit Development
  - Materials
  - Content
  - Suggested artifacts and Evidence Outcomes



# CLDE Capstone Portfolio

## Description





INCA CIVILIZATION  
KEEPING RECORDS  
The Incas had a writing system  
and used to keep records  
by drawing lines on stones or  
clay tablets to represent numbers  
and space to record information about their  
country.

Howards  
Tens



Inca  
1) The Inca believed  
2) Inca was an son  
- He was the s  
3) In Inca, they be  
the sun god.  
4) The Inca worshi  
5) The Inca had  
priests who use  
ritual music.  
Inca worship





