**Force**

The underlying theme for Force’s master plan is **cultural literacy**. Force teaches cultural literacy through math, science, music, technology, art, and other various academic curriculum. The school is a bi-literacy school, meaning that both English and Spanish are the predominant languages spoken. Cultural literacy will be tied into the learning landscape through ‘literacy stations’, these stations will provide the students with the facilities to learn symbolically, conceptually, and perceptively. The stations will allow for the students to learn about cultures that they might not come into contact with outside of Force. These stations will allow for students to learn both by programmed and unprogrammed methods.

In order to work cooperatively with individuals from vastly different backgrounds, students must appreciate and understand the beliefs and values that drive them. These qualities must reflect a notion of **cultural literacy** that is broader than it has been in the past: first, it must be sensitive to the many sub-cultures that exist within the larger American society; second, it must include newly developing technological cultures such as virtual workspaces, and chatroom environments; and third, it must recognize the evolutionary nature of culture and the impact that technology had and will continue to have on cultures worldwide.

Understanding other cultures has two notable benefits: 1) it multiplies our access to practices, ideas, and people that can make positive contributions to our own society; and 2) it helps us understand ourselves more deeply. By understanding a range of alternatives, we become aware of our own implicit beliefs—beliefs so deeply imbedded that we routinely take them for granted (Stigler, Gallimore and Hiebert, 2000).

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**Way finding through landforms, and natural elements.**

*Image of world continents, geographic location, landforms, and bi-literacy.*

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**Issues with schematic**

1. Not enough shade along southern facade of building
2. Access to track
3. Emergency access
4. Too many swings, centrally located could be a danger
5. The school garden is out of place
6. Ordering system is strong
7. Move the shade structure/gathering area out further
8. Need for another basketball court
9. Urban farm? Need for?

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**Plan elements**

1. Ece
2. Primary play pit
3. Intermediate play pit
4. Shade structure
5. Gathering area
6. Literacy stations
7. Language station
8. Math station
9. Music station
10. Art station
11. Science station
12. Recycling education area
13. Playing field
14. Hard top play area
15. Swing pits
16. Amphitheater/stage area
17. School garden
18. Ece learning gardens
19. 14 track
20. Berm
21. Bioswale
22. Urban farm
23. Continental walk
24. Gateway
25. Additional teacher parking

---

**Ideograms**

- A.
- B.
- C.

---

**Schematic plan**
--areas of concentration--

**Force**

- Materials on site:
  - Steel
  - Sandstone boulders
  - Perforated corten/steel
  - Stamped/colored concrete

**Plan for referencing areas of concentration**

- a. Section from entrance where building creates a right angle through the continental/landform walk.
  - 1" = 20'.0"
- b. Shade structure and continental/landform walk.
- c. Outdoor classroom at the end of the continental/landform walk.
  - Sandblasted dancing steps of Africa and musical instruments sandblasted in seating boulders.
- d. (L) Entrance to school from the southside of site.
- e. (R) The outdoor classroom designated to music.
  - Elevation of the wind chimes.
  - Sandblasted visuals of mountains and wording. The latitude and longitude of Denver will be perforated in the metal overhead of the shade structure.

Looking up into the shade structure, the underside of the structure is reflective stainless steel.
--Site inventory and analysis--

- **mission** - Force elementary school is a safe and trusting culturally sensitive community where you, the students, parents, and staff take ownership and accept responsibility for the students' learning and behavior through valuable, active, inquiry-based activities.

- **vision** - The Force Community ensures the education of the whole child, allowing them to compete as 21st century learners.

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**--site context--**

Denver, CO 80219

1550 S. Wolff Street

--Site inventory and analysis--

- Building access
- Main access points
- ECE area
- Parking issues
- Drainage issues
- East un-used

---

**--site visits with stakeholders--**

- Information gained

---

**--future goals--**

- Create independent learners through literacy stations
- Teach students how to maintain the landscape
- Encourage learning by the school that students don't get outside school
- Give students community and semi private areas for learning exploration
- More horizontal learning experiences
- Inviting entrance/arch
- A stage for the students to have symbolic play
- Upper body strengthening equipment
- Playing field with grass
- Storage area for play equipment
- Truck needed

---

**--program elements--**

- Arrange the site around the gathering area
- Allow for teachers to easily see all areas of the site
- Have natural buffers on the perimeter, and allow for shade and vegetation on site
- Reduce the asphalt area, and give organization to the court games

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**--cultural literacy theme layers--**

- Use of concentric circles (latitudes) as an organizing element
- Axis are aligned with the gateway and the equator on the south american continent graphic
- The axis work as way finders across the site

---

**--Design development--**

**--site statistics--**

- ECE - 5,000 sq. ft. (1 ac)
- Soft surface - 35,387 sq. ft. (0.85 ac)
- Asphalt - 21,700 sq. ft. (.5 ac)
- Grass - 21,700 sq. ft. (.5 AC)
- Total site - 186,200 (4.3 ac)

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**--site context--**

The force master plan was completed in 2005, without moving into the design development phase, or having a recent survey.

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**--site visits with stakeholders--**

- Information gained

---

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