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).
--areas of concentration--

**Force**

- **a.** section from entrance where building creates a right angle through the continental/landform walk

- **b.** shade structure and continental/landform walk
  - Sandblasted visuals of mountains, and wording the latitude and longitude of Denver will be perforated in the metal overhead of the shade structure.

- **c.** outdoor classroom at the end of the continental/landform walk

- **d.** (L) entrance to school from the southside of site

- **e.** (R) the outdoor classroom designated to music

Options for the Gateway NTS

- materials on site
  - steel
  - sandstone boulders
  - perforated corten/steel
  - stamped/colored concrete

- **1/8” = 1’.0”**

- **1” = 20’.0”**

- **3-d visuals**

- **seating boulders**
  - shaded by allee of trees.
  - Sandblasted dancing steps of Africa and musical instruments sandblasted in seating boulders.

- **sandblasted** visuals of mountains, and wording.

- **the latitude and longitude of Denver will be perforated in the metal overhead of the shade structure.**
**--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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**--Design development--**

**--site statistics--**

- **3%** ECE - 5,000 sq. ft. (1 ac)
- **71%** soft surface - 135,387 sq. ft. (3 ac)
- **10%** grass - 21,700 sq. ft. (.5 AC)
- **16%** asphalt - 30,960 sq. ft. (.7 ac)
- **3%** ECE - 5,000 sq. ft. (.1 ac)

**Total site** 186,200 (4.3 ac)

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**--program elements--**

- Arrange the site around the gathering area to 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 concentric circles (latitudes) as an organizing element.
- Axes are aligned with the gateway and the equator on the south American continent graphic.
- The axis work as way finders across the site.
- South America is a unifying theme layer since 85% of the student population is Latino (Piton.org)

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**--Site visits with stakeholders-- Information gained**

- Cultural literacy taught through math/science/music/art/gym recipients of a recycling grant incorporate recycling into school curriculum.
- Bi-literacy school.
- Currently no PTA.
- No primary play equipment.
- Astroturf is a major theme at the school among the students.
- ‘The force be with you’
- Student asked to take a picture of favorite aspect of the playground, he took a picture of the pea gravel bid that is where he played football.
- The current playing field gets much use, football, soccer, softball.
- The goals were attained by the school through a personal fundraiser.
- Create independent learners through literacy stations.
- Teach students how to maintain the landscape.
- Cultural experiences to 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/archway
- A space for the students to have symbolic play.
- Upper body strengthening equipment.
- Playing field with grass.
- Storage area for play equipment.
- Truck needed.

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**--Site context--**

1550 S. Wolff Street
Denver, CO 80219

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**--Site visits with stakeholders-- Information gained**

- Current main entrance.
- By ECE entrance view.
- Teacher parking lot proposal for bio-swale.
- Run-off from.

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