

CCHS 2020-2021
Learning
Model

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GENERAL INFORMATION

Welcome to your one-stop shop for all the information you will need for a successful year at CCHS! Below, you will find some basic information to get you started. From there, each section contains key information about our education model, including a section devoted to providing a snapshot of our Virtual Learning experience at CCHS. The following information applies to both virtual and in-person learning at CCHS.

The Basics

- Communicate, communicate, communicate! Effective communication is key to success at CCHS. Administration and facilitators are highly available via email for any and all questions or concerns.
- Each CCHS course maintains its own dedicated page on Canvas where you can find e-labs (homework), project guidelines, grades, and everything else you need.
- All assignments for classes are due by 8 AM on due date unless otherwise noted.
- All specific information for daily activities, assignments, and announcements can be found on the Agenda posted on Canvas for that day. These agendas are posted *at least* five days in advance of class.
- Each learner is part of a specific advising team led by a facilitator that provides direction, guidance, assistance, and accountability.

CCHS LANGUAGE

CCHS is a unique educational environment that seeks to develop the whole learner in body, mind, and spirit. Part of this approach includes terminology specific to our environment that develops the type of culture conducive to achieving our educational goals.

CCHS Language

- **Agenda:** The digital document posted on Canvas for every day for every class. The agenda includes all information about e-labs, projects, class activities, assessments, etc. Agendas are posted **at least** 5 days in advance of class.
- **Flipped Classroom:** Learners will be introduced to content prior to coming to class via e-labs. Preparation for class by completing all e-labs is essential to successful use of time in the classroom.
- **E-Lab:** The CCHS term for homework. This may include videos, terminology definitions, articles to read, quizzes to take, etc. Information gained through e-labs is put into practice in class. E-labs are due by 8 AM on the date they appear on the agenda.
- **Integrated Content:** CCHS takes an integrated approach to content areas. Class time and much of the content, including unit projects, are integrated across appropriate content areas.
 - STEAM: Science and Math
 - Humanities: English and History/Geography/Government/Econ
 - Bible and College Prep Classes
- **Flex Days:** One day each week is a “Flex” day (usually Wednesday). Learners will spend the day with their team working on projects in each content area. No e-labs are due on these days and there are no posted agendas. ***Note: On weeks with less than 5 school days, there is no Flex day.**
- **Action Plan:** The key accountability and planning document used to complete team projects each unit. The Action Plan is an essential tool used by all learners. As such, it has its own detailed section found below.
- **Advisors:** Each learner, along with a portion of his or her class, is assigned to a facilitator advisor for the duration of their time at CCHS. Advisors provide prayer, advice, grade accountability, a touch point for questions or concerns, etc.
- **Grade Check:** Grades are updated weekly through Canvas. Each week (usually on Monday), each learner will check grades in all classes and report, via email, any grades at or below the level of C- to his or her advisor, along with an explanation and a plan for raising that grade to passing. **Note: No grades below C- are considered passing at CCHS.**

CANVAS

Canvas is the learning management system used by CCHS. It is the place where learners can find all assignments, e-labs, projects, grades, class announcements, assessments, and everything else they need for class. Most assignments for CCHS are submitted via Canvas. Canvas can also be utilized to communicate with facilitators, ask questions, and assess progress in courses.

- Agendas for every day of every class are posted on Canvas at least five days in advance of class. The agenda numbering system denotes “unit-day#” of the agenda. For example, “Agenda 2-5” would refer to the daily agenda for Unit 2, Day 5 of that course.
- All information for class is posted and always accessible on Canvas.
- Grades are live on Canvas. Facilitators update grades on a weekly basis.
- Navigation tabs are on the left on the Canvas page:
 - **General Canvas Tabs**
 - Account - account information
 - Dashboard - all courses are listed here
 - Courses - a shortcut popout course list
 - Calendar - calendar listing due dates and upcoming noteworthy class items ***NOTE: The calendar is not where all e-labs are found! Always check the agenda for all assignment and due date information.**
 - Inbox - Canvas’ email communication system
 - Help
 - **Class Specific Tabs**
 - Announcements - facilitators post announcements to the class
 - Assignments - learners can find specific assignments
 - Grades - all grades, live (fully updated weekly)
 - Syllabus - each course posts a syllabus here
 - Discussions - threaded discussions used for class
 - Settings
 - Note: Some other tabs may or may not be visible for every class, depending on the specific needs of that course.
- Often included with assignment grades on Canvas are rubrics, detailing where points for that assignments were lost or gained. Feedback may also be written in the form of comments on the assignment. Learners may also communicate with facilitators via this comment feature.
- Other useful features can be found to the right on the Canvas pages (i.e. course stream, calendar, notifications, to-do list at-a-glance)

TEAM PROJECTS

CCHS functions in a collaborative, project-based learning environment. Learners work in unit teams to complete content-specific integrated projects for each unit. These teams are the same for every content area. Projects are foundational for success at CCHS and carry a large portion of the overall grade for each course.

- Projects are content-integrated (for example, a project for STEAM will serve as the project for both math and science).
- The goal is for each learner to be a valued contributor to the team effort, exploring and utilizing their specific gifts to complete the project.
- Collaboration invites discussion, consensus, and conflict resolution as a part of the project process.
- Each learner will have a specific role to fulfill for the team for each unit. These are discussed in greater detail in the “Action Plan” section below.
- Projects may take a variety of forms including, but not limited to, verbal/digital/video presentation, physical construction, video creation, research, artistic creativity and expression, digital skill development, website design, etc.
- Projects allow learners to not only engage with the content in creative ways, but to learn together and from each other through presentation.
- Projects encourage the development of life experience and essential life skills like communication, time management, conflict management, collaboration, brainstorming, reaching team consensus, and much more.
- The primary means of accountability is the Action Plan.
- Learners are never encouraged to complete project work on behalf of other team members. The Action Plan is designed to establish accountability and protect teams from grade reduction based on the choices of specific team members.
- Healthy accountability is achieved through use of email communication, good use of the Action Plan.
- Significant class time is given on most days, including nearly all time on Flex Days, to work on and complete project elements. Most project requirements can be completed using very little time outside of class.
- All communication between team members via email should “CC” facilitators for that course. This ensures accountability as well as proper communication conduct.

ACTION PLAN

The Action Plan is the key tool used to complete projects effectively. It provides a plan to plan, assign roles and tasks to team members, offer feedback to team members, keep track of progress, and provides accountability for all team members. Action Plans are part of the project grade each unit and are used by facilitators to keep team accountable to project requirements, track progress, and assess and grade final projects and project elements.

Action Plan Basics

- The Action Plan is a document shared and managed via Google Drive.
- A blank Action Plan is provided to each team by each class each unit. Action Plans are prepared by each team and then shared via Google Drive with all team members and facilitators for that course.
- Action Plans are updated every class day with project progress, plans, and team feedback for individual team members

C4 Roles

- Each learner fulfills a specific team role for each unit project.
- **Coordinator:** Ensure contribution, consensus, action planning & hard work from all
- **Communicator:** Facilitate communication between all teammates and facilitators
- **Clerk:** Make sure the Action Plan is filled out thoroughly, correctly and neatly
- **Compass:** Make sure teammates stay on task, following all rubrics and directions

Action Plan Format

- The Action Plan includes several columns, each designed for a specific purpose.
- **Day:** Denotes the day of the unit/week for reference
- **Checkpoints:** Lists due dates and expected completion dates for specific project items
- **Tasks:** Lists the specific tasks on which teams should focus that day
- **Plan:** Filled out daily by the team and listing each team member individually, this section describes in detail what each team member will complete that day.
- **Feedback:** Completed by the team every day at the conclusion of class, each team member shows the progress he or she made, and comments are written about adjustments or future steps that need to be taken. This section is essential for accountability.

Reflect/Connect

- At the close of each week, and at the end of the unit, each team member reflects on progress made, goals achieved or missed, and changes to future approach to projects and team collaboration.

Grading Action Plans

- Some project elements are assessed for the team as a whole and some are assessed individually. For team tasks, the Action Plan is essential.
- Learners are individually assessed on how well they performed their specific C4 role on the team.
- In the event that project elements are not completed properly, specific learners are assessed for their contributions. Should a team member not complete his or her assigned tasks, the team is protected from grade reduction so long as the Action Plan was fully detailed and utilized well in an attempt to hold that member accountable to his or her tasks. Daily feedback and email communication should reflect consistent attempts by the team to hold all members accountable.

ACTION PLAN TEMPLATE

Action Plan

Unit 1: Synergy

Team Member	C4 Role	Responsibilities
	Coordinator	Ensure contribution, consensus, action planning & hard work Action Plan Responsibilities: <i>Make sure consensus is reached through specific individual plans that are <u>thorough</u> and <u>measurable</u> with <u>corresponding quality feedback</u> regarding work in progress.</i>
	Communicator	Facilitate communication between all teammates and facilitators Action Plan Responsibilities: <i>Email team <u>a minimum of once a week</u>; notes of encouragement, reminders, absent teammate's make up work; <u>document</u> team <u>absences</u> and <u>who fulfilled absentee's role</u> on the Action Plan</i>
	Clerk	Make sure the Action Plan is filled out thoroughly, correctly and neatly Action Plan Responsibilities: <i>Plan is <u>formatted correctly and completely</u>, using appropriate <u>color-coding system and correct grammar</u>, including individual plans and feedback, as well as <u>weekly reflect-connects</u>.</i>
	Compass	Make sure teammates stay on task, following all rubrics and directions Action Plan Responsibilities: <i>Ensure that the plan reflects that <u>work is balanced</u> among the teammates and accounts for the <u>team working efficiently</u> during time allotted for working.</i>

Week	Checkpoints	Tasks	Plan	Feedback
1	<i>Checkpoints are due at the beginning of class on the day they are listed.</i>	<i>Tasks include all actions your team as a whole must accomplish during this class period.</i>	<i>Each team member lists the specific tasks he/she is to accomplish/work on during class.</i>	<i>As a team, give both positive and constructive feedback on each team member's effort and work. List any individual tasks or deadlines to be accomplished outside of class in the "checkpoint" column.</i>
5.1				
5.2				

Reflect-Connect: Answer the following questions as a **TEAM** using formal writing skills.

1. What are some obstacles that your team foresees in successfully building the Stirling engine? Explain.
2. What are some strategies that your team can use to keep everybody actively involved in the process and working efficiently?

GRADING

CCHS grades are completed by semester (with checkpoints at each quarter to ensure passing grades). Grades are weighted based on categories. This means that each category contributes a certain percentage to the overall class grade regardless of the amount of individual points in that category. This style ensures that learners are not overly hindered by one specific type of assignment or grade.

Weighted Categories

- E-labs and Classwork
- Projects
- Quizzes and Assessments
- Participation
- Final Assessment

Notes on Grading

- Percentages for each specific category vary slightly from course to course in order to fairly balance workload and grade impact.
- Science includes an additional category for “Lab Experiments”.
- Due to the high level of collaboration included in CCHS’s style of learning, participation is an essential element to ensure high class performance.
- Participation is assessed differently in each integrated content area due to the varied nature of in-class activities. See each individual syllabus or communicate with facilitators for a clear understanding of how participation works in each course.
- Specific assignment grades can be accessed via Canvas, many of which have specific rubrics attached explaining how points were earned.
- Integrated projects for each content area influence the project category for both included courses (for example, a STEAM project will be entered for both math and science, since the content in the project applies to both specific areas).

CCHS
Virtual
Learning

VIRTUAL LEARNING GUIDE AND CODE OF CONDUCT

CCHS heavily integrates technology into the education experience. Due to this, as well as a focus on communication, personal responsibility, and collaboration, CCHS is able to shift seamlessly between in-person and virtual instruction. The following information is an at-a-glance look at Virtual Learning processes and expectations for CCHS learners and families.

***Note: The Virtual Learning Classroom includes all the expectations and content of the in-person classroom. As such, full participation and engagement with facilitators, teams, and content is expected from every learner.**

Virtual Learning Guidelines and Expectations

In order to appropriately engage and maintain professionalism during Virtual Learning, the following **Code of Conduct** is expected to be followed by ALL participants:

- Learners will be engaged in class at all times.
- The CCHS dress code still applies in its entirety.
- Conduct is expected to be professional and respectful at all times.
- Learners should not be eating or engaging in other potentially distracting activities during class.
- Learners must be in a location conducive to learning and use of technology. For example, seated at a desk or table rather than reclining on the couch or lying in bed.
- Learners should be in an environment as distraction free as possible. For example, free of distracting pets, no television or music on in the background, invasive noise or activity kept to a minimum.
- Learners should plan to be at home except in extreme extenuating circumstances. As learners would normally be in school anyway, learners should avoid participating in class from other locations or while in transit elsewhere.
- Learners should use their laptop, as opposed to other technology (i.e. phones, iPads, etc.), to log in to class except in extreme circumstances that have been communicated to facilitators.
- Should any technical issues arise, learners should communicate their problem directly to facilitators via the chat feature on Zoom or email.
- The chat feature is reserved for appropriate class use and should only be utilized at the instruction of the facilitator.
- Participation points can be earned and/or lost based on conduct during virtual instruction and class time.
- Any violation of these rules may result in the dismissal from the online conference and possible disciplinary action.

VIRTUAL LEARNING ATTENDANCE

As with any learning environment, consistent attendance is essential for success. This is especially true in a collaborative environment like CCHS.

- Attendance in the Virtual Learning Classroom will be taken every day and for every class.
- All school attendance policies are still in place in the virtual environments.
- Any absences must be communicated by the learner to facilitators by no later than 8 AM on the day of the absence.
- Learners are also expected to communicate with their unit team regarding their absence.
- E-labs due on the day of the absence are still due by 8 AM except in extreme circumstances communicated to facilitators prior to the absence.
- In-class activities, assignments, etc. can be made up provided the absence is excused and the details for making up anything that was missed are arranged by the learner with the appropriate facilitator.

ZOOM PROCESS

The system used by CCHS for virtual instruction will be ZOOM. You can access it [here](#). The following information describes the basics of using Zoom as an instructional platform and the expectations of all learners when using this tool.

- Zoom conferences serve as the primary means through which learning occurs during our time in the Virtual Learning Classroom. As such, be engaged and invested in the learning process.
- Zoom links for class are sent via email to the learners within 30 minutes of the start of class.
- Class will begin promptly at the start time. Expected tardiness, as always, should be communicated to facilitators.
- Due to the virtual nature of Zoom, learners should plan to log in **a few minutes early** in anticipation of potential loading times or other technological inconveniences.
- To begin, microphones should be muted, and **cameras should be on**.
- Learners may not leave the meeting until excused by facilitators.
- The chat feature of Zoom should be utilized only for appropriate class communication or communication with facilitators.
- No use of distracting or animated backgrounds.
- Learners should make sure Zoom is fully downloaded, installed, and updated before class is set to begin.
- Technical difficulties should be communicated via direct message to the facilitator; if unable to do so, send an email to facilitators and communicate with a classmate
- See the Virtual Learning Code of Conduct for appropriate behavior during Virtual Learning.

VIRTUAL LEARNING SCHEDULE

Class time and content level are fully maintained in the Virtual Learning Classroom to ensure seamless transition back to in-person learning. All E-labs, projects, presentations, and other forms of class content will be maintained whether class is taking place in person or online.

First Week of School Virtual Schedule - Visit bit.ly/hs-week-1-virt to access

Block Schedule

- Content Block 1.....8:00 AM - 10:00 AM
- Break.....10:00 AM - 10:15 AM
- Content Block 2.....10:15 AM - 12:15 PM
- Lunch.....12:15 PM - 1:15 PM
- Elective Block.....1:15 PM - 2:15 PM
- Virtual Support Lab.....2:15 PM - 3:00 PM
 - Appointments can be made with specific facilitators.

Virtual Class Rotation Schedule - Visit bit.ly/hs-virt-rotations to access

Virtual Flex Day Schedule

- Content Block 1.....8:00 AM - 8:55 AM
- Content Block 2.....9:00 AM - 9:55 AM
- Break.....9:55 AM - 10:10 AM
- Content Block 3.....10:10 AM - 11:05 AM
- Content Block 4.....11:10 AM - 12:05 PM

Notes for Virtual Flex Days:

- Attendance is still required for all courses on Virtual Flex Days.
- Flex Day absence must still be communicated prior to 8 AM.
- Leaving class still requires express permission from facilitators.
- Virtual Learning Code of Conduct and Expectations fully apply on Virtual Flex Days.

CONTENT AREA SPECIFICS – STEAM

CCHS Math E-Labs:

Every learner should complete the following steps for every math e-lab assigned.

1. Watch the videos
 - a. **Take detailed notes** on the processes taught and examples given.
 2. Complete every problem on the homework by showing thorough work.
 3. Check all answers (**answers are included on every assignment**).
 4. Summarize and document 'Top 3 Learning Points' from the lesson.
 - a. Example from a past learner:
 - i. Here are the top 3 most important learning points from the lesson today:
 1. Make sure to simplify your final answer
 2. When using a table, make sure you know what the problem is because sometimes you may think you have the answer, but you may just be solving it wrong.
 3. Watch out for negatives because with these problems it is very easy to get confused.
- *Note: Steps 1 – 4 must be uploaded to Canvas under “Math Process eLab” on One Word Document no later than 8am on the day it is due*
5. Complete the Math Journal every day.
 - a. This provides a more critical-thought approach to the content and helps learners apply what they have learned.
 6. Email steam@crossroadshs.com at any moment with questions.

FREQUENTLY ASKED QUESTIONS

Where do I find my homework?

- Homework at CCHS is referred to as E-Labs. Every required e-lab is listed on the agenda for that day posted on Canvas. All e-lab requirements are posted at least 5 days in advance to leave learners time to work ahead or ask questions prior to a due date.

When are e-labs due?

- E-labs are due by 8 AM on the date on which they appear on the agenda. For example, Agenda 2-3 might include a video and short quiz. These must be completed no later than 8 AM on the day in which the class will go through agenda 2-3.

How do I email facilitators?

- You may email facilitators at any time using the group email associated with that content area (see below). While facilitators often respond to emails very quickly, please allow 24 hours for a response whenever possible. Even emails for specific content can be emailed to the group email (i.e. a math question should be sent to STEAM@crossroadshs.com rather than directly to the math facilitator only).
 - Humanities: Humanities@crossroadshs.com
 - STEAM: STEAM@crossroadshs.com
 - Bible/College Prep: LAB@crossroadshs.com
 - Spanish: Spanish@crossroadshs.com

What do I do if a link does not work?

- First, *email your facilitators* about the problem, being specific about which link is not functioning and what you have done to try and solve the problem. We also recommend communicating with classmates and checking on the problem, or trying other means of accessing the link, such as using a different web browser, or trying on another device. Also, do not forget to check for responses to emails once a facilitator is alerted to a potential problem.
- Note: A broken link is ***not*** an excuse for a missed assignment if no communication was attempted.
- Note: This is a good reason to work ahead of schedule. If you encounter problems, you can solve them ahead of time.

What if Canvas is not letting me submit an assignment?

- First, *email your facilitators* about the problem. It is also a good idea to include your completed assignment in the email so, should the problem persist, the facilitator can easily see that you completed the assignment on time. We also recommend trying to use a different browser or, if you are ahead of schedule, try again another time. Again, it is always a good idea to send the assignment in to your facilitator in another way to ensure you receive credit for completed work.

Can I submit assignments late?

- As per CCHS policy, no late work is accepted. If there are extreme circumstances, please communicate with facilitators and we are always happy to work with you. Never let issues, questions, or problems go uncommunicated!

What if my teammate is not doing his or her part, or not responding?

- First, all communications to teammates should CC facilitators on the email. This way, facilitators are aware of all attempts at communication and the results of those attempts. If repeated attempts at team accountability are unsuccessful, and the Action Plan has been used appropriately, appointments can be made with facilitators as an individual or with your entire team to work out the issue. At CCHS, we welcome conflict and the opportunity it provides to practice resolution and communication. Please see the Action Plan section of this guide for more detail on this process.

What do I do if ZOOM is not working properly?

- First, email your facilitators about the problem. Try another internet browser or try using the Zoom app. Make sure Zoom is fully updated and installed correctly and verify your connection to the internet. Attempt to close and re-open the application and try again. If continued attempts do not help, communicate with facilitators and your team and inform everyone of the problem, while you attempt to get it solve. We understand that technology does not always function properly, and we are always willing to work with you.

What do I do if my computer breaks?

- Communicate as soon as possible with facilitators and administration. If the computer is in need of lengthy repair, keep the school apprised of the situation and attempt to find alternate equipment if possible. iPad's, phones, etc. can be used to access most of the features we use in class and, while not ideal, can certainly help fill a gap if necessary.

What if I am still confused or I have a question that is not answered above?

- Don't worry! Questions are a natural part of the learning process and we all know that CCHS's approach to education is unique. We are used to questions and are always happy to answer them. We encourage learners to always communicate with facilitators and/or administration if ever the need should arise. Always feel free to email anyone of our staff or faculty! We are always willing and able to answer your questions.