

CCMS 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 CCMS! 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 CCMS. The following information applies to both virtual and in-person learning at CCMS.

The Basics

- Communicate, communicate, communicate! Effective communication is key to success at CCMS. Administration and facilitators are highly available via email for any and all questions or concerns.
- Each CCMS 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 7:45 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 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.

CCMS LANGUAGE

CCMS 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.

CCMS Language

- **Agenda:** The digital document posted on Canvas for every day for every class. The agenda includes all information about homework, e-labs, projects, class activities, assessments, etc. Agendas are posted 5 days in advance of class.
- **Flipped Classroom:** Learners will be introduced to content prior to coming to class via e-labs. Specific work to be completed in preparation of the next class block. Preparation for class by completing all e-labs is essential to successful use of time in the classroom.
- **E-Lab:** 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 7:45 AM on the date they appear on the agenda.
- **Homework:** Any activity, assignment, quiz, etc. that demonstrates knowledge and understanding of a concept/content already covered in class. This can include, but not limited to, on-going reading, project work, and extension activities.
- **Integrated Content:** CCMS 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
 - Bible and PE
- **Modified Days:** Each Wednesday is a “Modified” day. Learners will begin the day with their Advisor, where they will complete weekly grade-checks and receive guidance and support on maintaining academic excellence.
- **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 CCMS. Advisors provide prayer, advice, grade accountability, a touch point for questions or concerns, etc.
- **Grade Check:** Grades are updated weekly through Canvas. Each Wednesday learners 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.
- **Open LAB:** Open Learning Assistance Block is a time set aside for learners to connect one-on-one or in small groups with facilitators for additional assistance and support. Learners may also use this time to work on team projects. Learners are encouraged to utilize this time in a productive manner – effectively communicate, ask questions, and work together. Facilitators are “open” and waiting to assist.

CANVAS

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

- For the Virtual Classroom model, Agendas for *every day* of every class are posted on Canvas five days in advance of class. The agenda numbering system denotes “Class Unit Week Date” of the agenda. For example, “USH8 Unit 1.2, September 7, 2020” would refer to the daily agenda for Unit 1, Week 2, and date of that class meeting.
 - The on-site model for Canvas Agendas follow a *weekly* schedule. The weekly numbering system denotes “Class, Unit, Week, Dates of week”. For example, “USH8 Unit 1.2, Sep. 7-11, 2020”.
- 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.**
 - 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
 - Files- class specific documents and resources
 - Modules- Commonly referred to as “Agenda”. Daily (or weekly) assignments, homework, and e-labs are posted here.
 - Quizzes- All assessments can be found here.
 - 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

CCMS 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 CCMS 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.

2020-2021 Integrated Team Project Schedule:

Unit 1: 7th - Humanities
8th - STEAM

Unit 2: 7th - STEAM
8th - Humanities

Unit 3: 7th - Humanities
8th - STEAM

Unit 4: 7th - STEAM
8th - Humanities

Unit 5: 7th - Humanities
8th - STEAM

Unit 6: 7th - STEAM
8th - Humanities

Unit 7: 7th - Humanities
8th - STEAM

Unit 8: 7th - STEAM
8th - Humanities

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
- In cases where teams are made up of 3 learners, the Communicator will assume the Compass role as well.

Action Plan Format

- The Action Plan includes several columns, each designed for a Team Time workday
- **Date:** Denotes the Team Time day
- **Tasks:** Lists the specific tasks on which teams should focus that day
- **Due Today:** Filled out by the team and listing each team member individually, this section describes in detail what each team member will complete that day.
- **Due Next Team Time:** Completed by the team at the conclusion of class, each team member lists what they will be responsible for completing and bringing to the next Team Time.
- Format of Action Plan may vary slightly according to the project requirements.

Reflect/Connect

- 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

Actions Plans will be tailored to meet the requirements of each Unit project.

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</u> and <u>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>

Date	Date	Date	Date	Date
Task:	Task:	Task:	Task:	Task:
Due Today:				
Due Next Team-Time:				

GRADING

CCMS 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

- Coursework (e-labs, homework, classwork)
- Projects
- Quizzes and Assessments
- Participation

Notes on Grading

- Percentages for each specific category vary slightly from course to course in order to fairly balance workload and grade impact.
- Due to the inclusion of collaboration in CCMS'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.
- 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).

CCMS
Virtual
Learning

VIRTUAL LEARNING GUIDE AND CODE OF CONDUCT

CCMS heavily integrates technology into the education experience. Due to this, as well as a focus on communication, personal responsibility, and collaboration, CCMS 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 CCMS 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.
- CCMS learners will be in uniform during Virtual Learning.
- 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.
- If possible, learners should use a laptop or desktop, as opposed to other technology (i.e. phones, iPads, etc.), to log in to class except in extreme circumstances.
- 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 when relevant questions or concerns arise. Additionally, the chat feature is not to be used for personal conversations; all comments should be directed toward the Facilitator, or the class as a whole.
- 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.

- 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 or a parent/guardian to the CCMS Office Coordinator, Mrs. Herring, at hherring@crossroadsschool.org by no later than 7:45 AM on the day of the absence. Additionally, communication to the Facilitators is highly recommended.
- Learners are also expected to communicate with their unit team regarding their 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.
- If the absence is excused, learners have the same number of days to make up their missed work as they were absent.

ZOOM PROCESS

The system used by CCMS 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.
- Reoccurring Zoom links are posted on the course's Canvas Agenda page.
- 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.

Block Schedule

- Block 1/2 7:45 AM - 9:05 AM
- Block 3/4 9:15 AM - 10:35 AM
- Break 10:35 AM - 10:55 AM
- Block 5/6 11:00 AM - 12:20 PM
- Lunch 12:20 PM - 1:00 PM
- Open LAB 1:00 PM - 2:45 PM
 - Blocks 1, 3, and 5 meet on Mondays and Thursdays
 - Blocks 2, 4, and 6 meet on Tuesdays and Fridays

Virtual Class Rotation Schedule - Visit bit.ly/ms-virt-rotation to access

Modified Wednesday Schedule

- Advisory 7:45 AM - 8:15 AM
- Block 1 8:20 AM - 8:50 AM
- Block 2 8:55 AM - 9:25 AM
- Block 3 9:30 AM - 10:00 AM
- Break 10:00 AM - 10:15 AM
- Block 4 10:20 AM - 10:50 PM
- Block 5 10:55 AM - 11:25 AM
- Block 6 11:30 AM - 12:00 PM

CONTENT AREA SPECIFICS - STEAM

- Communication with your STEAM facilitators will need to be emailed to ccmssteam@crossroadsschool.org
- STEAM will have a FAQ Discussion Board, where learners can ask questions regarding class content. Personal questions should be emailed.
- STEAM requires learners to have a spiral notebook for each subject. (Science & Math)
- Math - Scientific calculators are required.
- Math - Learners will use MATHia as an interactive online resource. Training for this program will be provided to learners.

CONTENT AREA SPECIFICS - HUMANITIES

- Communication with your Humanities facilitators will need to be emailed to ccmshumanities@crossroadsschool.org
- Google Docs and Google Slides will be utilized in Humanities
- Reading for knowledge, skill, and appreciation is on-going in Humanities. Not every reading assignment will have a grade attached, however, will be necessary for application and skills practice (i.e. book reports, learning activities, projects, etc).

CONTENT AREA SPECIFICS - BIBLE/PE

Bible

- All communication from parents and learners regarding Bible class should be sent to: ccmsbible-pe@crossroadsschool.org
- Every learner should come to the virtual Bible classroom with a traditional paper/book Bible. A student or study edition of the NIV (New International Version) is preferred.
- Learners often ask if they may use an electronic Bible. Paper/book Bibles are strongly encouraged; however, electronic Bibles are acceptable provided they are not on the same device the learner is using to Zoom. It should also have the capability of underlining and highlighting biblical passages.
- Why is the traditional Bible preferred? One of the objectives for this Bible class is to give an overarching view of the Bible as the greatest work of literature that has ever been written. Most importantly to provide an understanding of the relationship we have with our God and His story of Creation, Fall, and Redemption. Part of this understanding is visual... where each book has been placed in its history as well as the relational size of the Old and New Testament.

Physical Education

- All communication from parents and learners regarding PE should be sent to: ccmsbible-pe@crossroadsschool.org
- Agendas may look a little different than the other core subjects on Canvas.
- The weight of grades will differ from other core subjects. Most credit will come in the form of Participation Points, whether in the Virtual Learning Classroom or on-site.
- Learners will be required to dress for P.E. while online unless specified beforehand.

FREQUENTLY ASKED QUESTIONS

Where do I find my homework?

- Homework at CCMS 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, homework, and classwork due?

- E-labs and homework are due by 7:45AM on the due date listed on the agenda. Classwork in the Virtual Learning Classroom may be due by the end of the class meeting time, just as on-site classwork would be.

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 ccmssteam@crossroadsschool.org rather than directly to the math facilitator only).
 - Humanities: ccmshumanties@crossroadsschool.org
 - STEAM: ccmssteam@crossroadsschool.org
 - Bible/PE: ccmsbible-pe@crossroadsschool.org
 - Dean of Learners and Dean of Academics: ccmsdeans@crossroadsschool.org

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 CCMS 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 CCMS, 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 CCMS'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.