

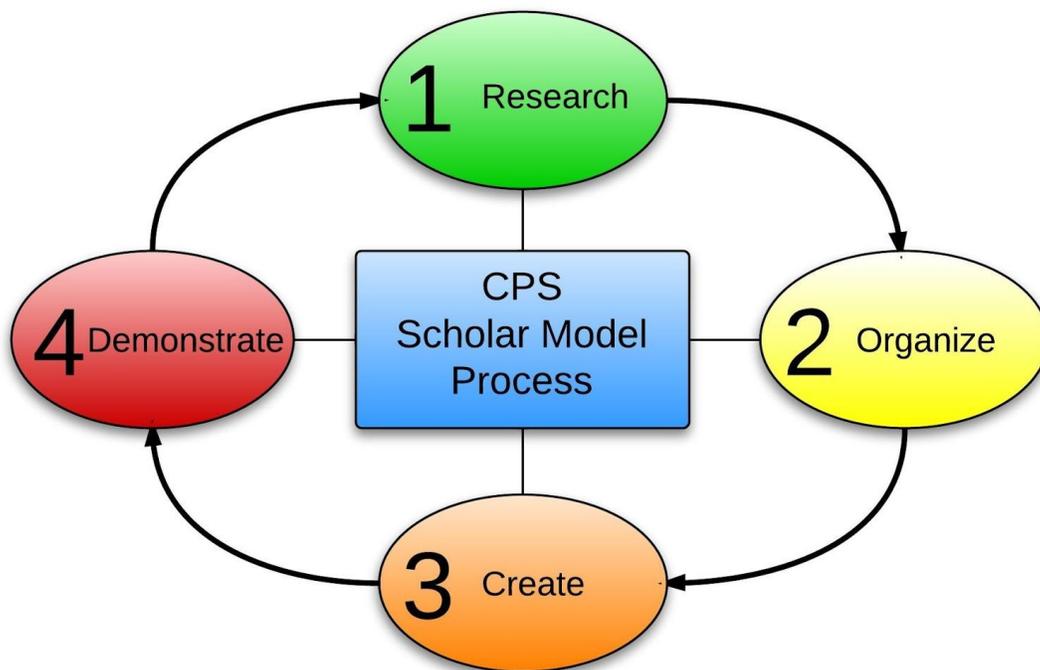
COMMUNITY PREP SCHOOL -- Scholar Model

The process a scholar uses to learn something has 4 basic steps:

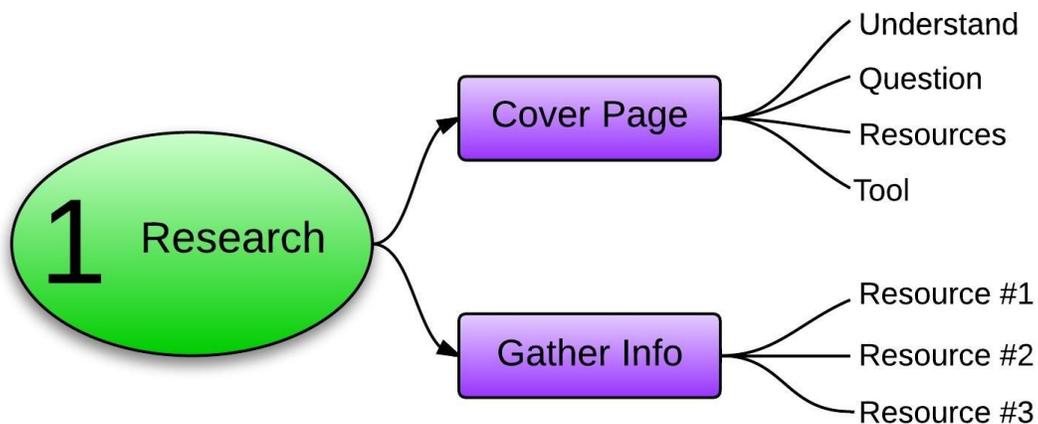
1. **Research**
2. **Organizing** the research in an understandable way to the scholar
3. **Creating** something new that uses the knowledge gained from the research
4. Communicating or **Demonstrating** the new knowledge to others

In the Scholar Model at CPS, students follow this same process to learn something new and communicate what they have learned to others. In traditional school, a student learns something by listening to a teacher or reading in a textbook, then the student shows what he or she learned by passing a test or quiz on the subject. A test is one way to show what you know, but there are many others. In the Scholar Model at CPS, students show what they know by creating something, known as a “tool” and then demonstrating that tool to others.

The four steps in the Scholar Model at CPS are illustrated below:



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1. Research Overview

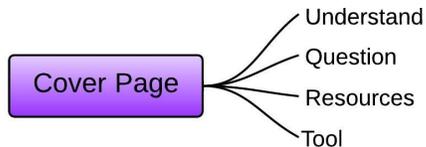
The first step in really learning something is to go out and get the information or have the experience wherever it is found. There are a lot of places where research can be done. The internet is an obvious and very useful source to research many things, but it's by no means the only place to research. Reading literature like books and magazines, interviewing experts, learning in the community from someone who knows what you want to learn, studying art, having an actual experience, resources at the library, learning in a group, experiments, personal knowledge gained through life experience, watching a video or movie are all ways to learn about a specific topic.

So, what will you research here at CPS? Well, the courses here that use the Scholar Model are broken into individual learning goals called "objectives." The word "objective" means a goal or something that is being pursued. So, an objective here at CPS is a goal for you to learn a specific thing that is based on the Colorado Standards of education. Those are things that the state considers valuable for everyone to know and understand in order to graduate from high school and be prepared for college and beyond. If you were studying a science course, you might see an objective that says, "Demonstrate Newton's Laws of Motion." The objective that you would research and eventually demonstrate would have to do with the laws that Newton identified; like that, for instance, objects will either stay still where they are or keep moving if they are moving unless something else gets in their way or starts moving it if it's still. An understanding of this law led to a better ability to build bridges and other structures and to create safer vehicles, etc.

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In researching Newton's Laws of Motion, for instance, you could look at videos, read on the internet or in a book, magazine or textbook. You could even interview someone who might really know about Newton's Laws of Motion. It doesn't really matter how you get the information as long as it's reliable. The important thing is that you get the knowledge in a way that fits the way you like to learn and the way you learn best.

Research, Step 1: Cover Page



The cover page is your first step in the Scholar Model process. It's called the cover page because it will be a general outline of your project and will be the cover page of all your work for each objective.

The cover page has several parts to it. The top of the page has the normal information to fill in: your name, the date, the class, the objective #, the teacher and the date the teacher reviews your cover page.

The next section has the four main parts of the cover page:

1. **Understand:** This part asks you to re-write the objective in your own words to make sure you understand what it is asking.
2. **Questions:** This part asks you to write out 3 questions you have about the objective that will guide your research. What questions will you seek to answer by doing your research?
3. **Resources:** This part asks you to list the resources you'd like to use to find out about this objective. For Discovery, this will mostly be the information packets we give you.
4. **Tools:** This part asks you to write down the tool or tools you think will be most effective in demonstrating this objective. You need to take into consideration which tool you would like to use and which tool might be most effective in communicating what you learned about the objective.

The last section of the cover page asks you the date you think you will be ready to demonstrate the objective and how many hours you think it will take you to finish this objective. This, of course, is an estimate you make. The more you make estimates about how long each objective will take you, the more accurate you will be in estimating the time it takes for you to accomplish something. This is a great skill to have in life!

More about number 2: Questions

Asking questions for research

The cover page asks you to write 3 questions about the objective you will research. One of the most important skills in life is the ability to ask good questions. Once you have

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learned to ask questions, you can learn whatever you need to know in life. Therefore, asking questions will train you to be a self-directed learner and an independent thinker.

In traditional schools, there is little time for asking questions so it is often not encouraged. Yet, when you were young, you had an insatiable (impossible to satisfy)—even obnoxious—desire to discover what, why, and how things are the way they are. Unfortunately, this “need to know” behavior comes to a near stand still not long after children enter school.

Therefore, in order to really thrive in life, you must re-learn the skill of asking questions. When you research course objectives, you need to know how to find the main points of the information. You do this by asking good, well thought-out questions. The better your questions, the quicker you will find the information you need.

This might seem like a simple thing to do, but it means thinking about things in a different way. For example, a traditional approach would ask: “Who discovered America?” whereas we want you to ask: “*Where do I find out* who discovered America?” Remember the following tips as you train yourself to ask good questions:

There are 5 basic motivations to any question: what, why, how, where, and when

Also, there are 3 basic ways to form questions:

- 1) Ask questions about one word in the objective.
- 2) Ask questions about a phrase in the objective.
- 3) Ask questions about an issue related to the objective.

For example, let’s look at the questions we could ask about the following objective:

Demonstrate the causes and results of Dogs who chase Cats.

Possible questions -

- a. What makes a dog chase cats?
- b. Why do cats run from dogs?
- c. How do you keep dogs from chasing cats?

*The motivations -
what, why, how,
where, or when*

- d. What is a “chase”?
- e. What dogs don’t chase anything?

*Ask about one word,
a phrase, or a related issue*

Now you can practice asking questions about another hypothetical course objective. Use the space provided below, and follow the same format as above, with three questions about motivations, and two about a word, phrase, or a related issue.

☸ Demonstrate the ways a house can be a home.

- a. _____
- b. _____

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- c. _____
- d. _____
- e. _____

This one is more difficult! Ask some questions about this course objective.

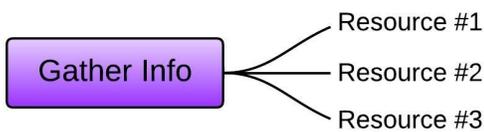
☼ Demonstrate rocks.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

☼ Get a cover page from the file and fill it out for

Objective 1: Understand and Demonstrate the Scholar Model
Process of Learning.

_____ *teacher initials*



Research, Step 2: Gather Info

After you have finished your cover page and gotten it approved by an instructor, you are ready to gather information.

Research in most of your classes will require you to use 3 different resources. In Discovery, you only need to use the resources provided for you, but feel free to find other resources if you'd like.

The questions you asked before beginning your research will guide how you gather information and what information you gather. Your questions will give you an initial direction, but that doesn't always mean you will stay on that path of research. Sometimes, as you research in one direction, it leads to something you didn't expect to learn about. This is fine, just remember that your research is meant to provide you with the knowledge and experiences to be able to truly understand the objective you are studying in a way that you can really make your own and communicate to someone else.

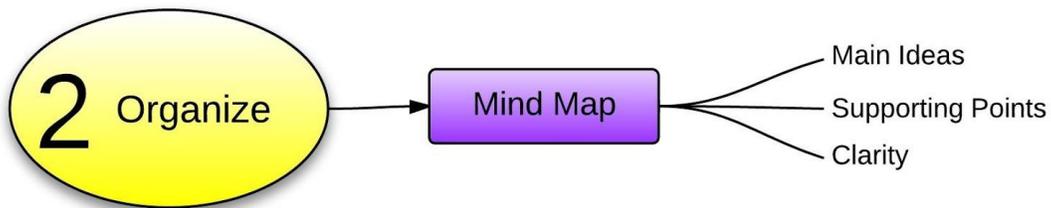
☼ Review the questions you wrote on the cover page for this objective, **Objective 1**, and answer the following questions:

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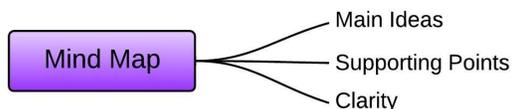
1. Have any of those cover page questions been answered already, explain?

2. What do you still need to know about this objective to truly understand it?

teacher initials



2. Organize



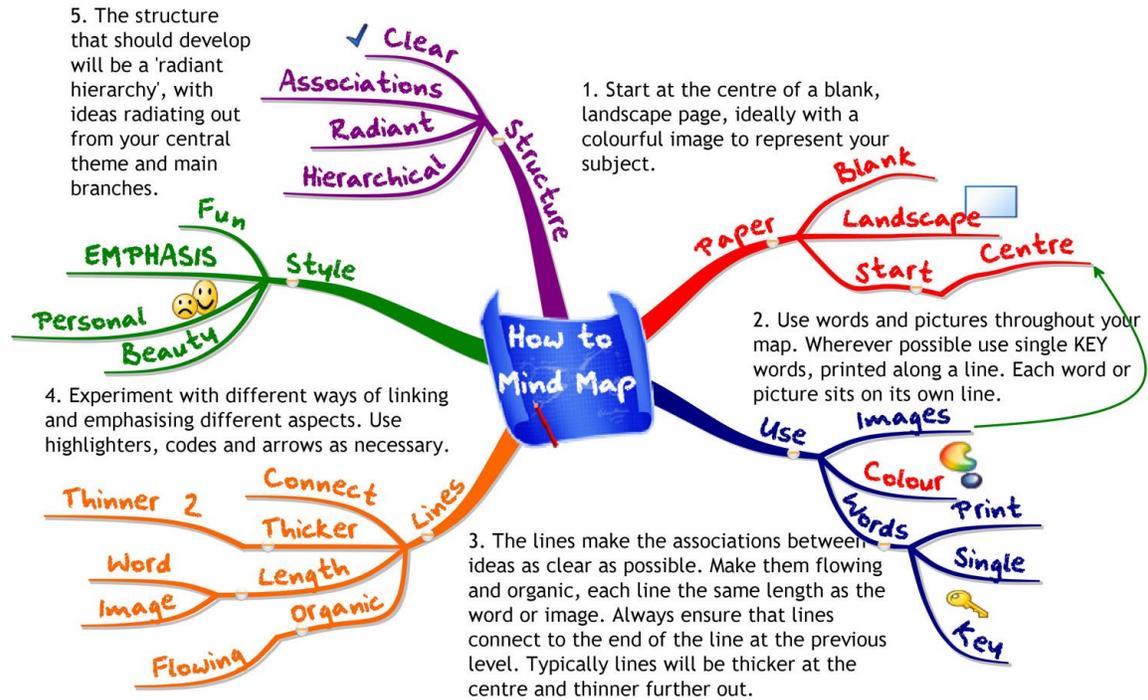
Mind Maps

Once you have researched your topic and have gathered all the information you need, you will now need to organize that information in a way that makes sense to you. The way we do that here at CPS is through a mind map. A mind map is an excellent way to visually organize your research into main concepts and the supporting concepts that fall under the main concepts. The images you have seen so far in these course

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materials are one form of mind map.

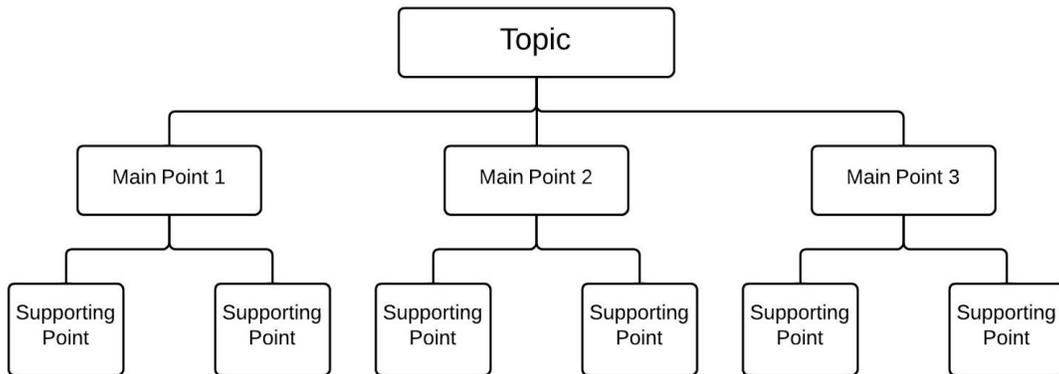
The image on the next page shows another way to make a mind map.



Laying out your main points and supporting ideas in a mind map can often be easier to understand than an outline because you can see the relationships between points easier than if they are just listed down the page like they are in an outline.

Still another way to mind map is to place your topic on the top of the page instead of the middle and have the main points underneath the topic. Like this:

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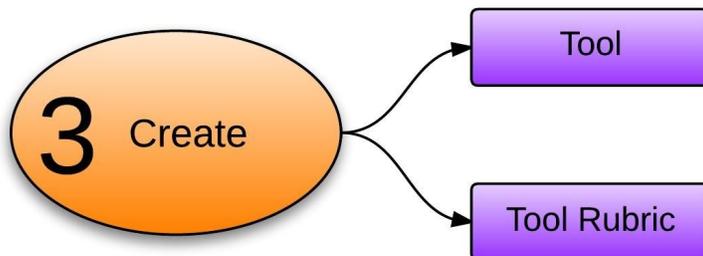


However you choose to mind map, the important thing to remember is that your mind map works best when organized in a way that shows relationships between different parts of a topic in a way that you can understand easily by looking at it.

✿ Create a mind map that demonstrates the two steps of the Scholar Model process you have learned so far: **1. Research** and **2. Organize**

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3. Create

Once you have researched your topic and organized your research into a mind map, the next step is to take what you learned and create something new out of it. Let's use

the example of the literary scholar we mentioned before. If someone is a literary scholar and is studying Shakespeare, he or she will come up with original ideas based on the research done. For example, some Shakespeare scholars have studied Shakespeare's plays, his other writings and evidence surrounding Shakespeare and have come to the conclusion that someone else actually wrote some or all of the plays said to have been written by Shakespeare. Other people studying the same material have come up with different conclusions from the same evidence. When a scholar comes up with new idea from his or her research, the scholar will usually write a book or article or give a lecture. In other words, the scholar creates a product (book, article, lecture, etc.) that communicates his or her new ideas.

After you research a topic enough, you will be able to come up with something new based on what you have studied. This is an essential part of the process a scholar goes through. At CPS, the way you create something new is through a tool.

Tool

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Tools and the Warehouse of Tools

The warehouse of tools is where you will find all the options available to you for demonstrating the objective you are working on. The tools include things like a computer presentation, an essay, a creative/artistic project, a discussion, etc. There are many tools you can choose from and you can even make up your own. The purpose of the tools is to communicate what you learned from your research in a way that is meaningful to you and expresses your individuality. People like to learn and express themselves in different ways. One person may be able to really understand something by discussing it with someone else, while another may understand the same topic better by writing an essay about it.

Your choice of tools works best when you consider the following questions:

1. Which tool uses my natural learning and communication style?
2. Which tool would best communicate this particular objective?
3. Which tool will challenge me to grow in my understanding of the objective and in developing new ways to learn and communicate?

Once you have chosen the tool you will use for the objective you are working on, you will do three things with this tool:

1. Read the directions and guidelines for your chosen tool
2. Create a product based on your research using the tool guidelines
3. Complete the rubric on the tool

Tool Rubric

Tool Rubric

A rubric is an assessment tool. It helps assess, that is find out the quality of something you have done. Each tool you will use has it's own rubric. Use this rubric in two ways: First, look at the rubric before you start working on the tool to get an idea of what the expectations are for creating this tool and what it looks like to create this tool well. Secondly, fill out the rubric after you have created the tool to see how well you think you did in creating the tool.

Let's look at the rubric for the graph tool as an example:

GRAPH - TOOL

1. The graph gives information that covers the objective.
0 1 2 3 4
none weak average good excellent
2. The graph is drawn by the student in a visually pleasing manner.

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| | | | | |
|--------------|------|---------|------|-----------|
| 0 | 1 | 2 | 3 | 4 |
| unacceptable | weak | average | good | excellent |

3. The graph is presented in a 8 x 11" or larger format.

| | | | | |
|--------------|------|---------|------|-----------|
| 0 | 1 | 2 | 3 | 4 |
| unacceptable | weak | average | good | excellent |

4. The kind of graph is identified and explained by the student.

| | | | | |
|---------|------|---------|------|-----------|
| 0 | 1 | 2 | 3 | 4 |
| nothing | weak | average | good | excellent |

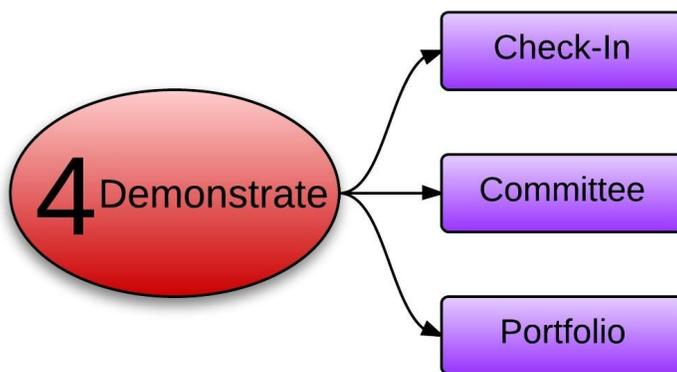
You can see above that the Graph Tool rubric is looking for 4 things:

1. Asks how well the graph covers the information for the objective
2. Asks if the graph is drawn well, does it have a pleasing look?
3. Asks whether the graph was created in a large enough format.
4. Asks if the student explains the graph well.

If you were going to make a graph to communicate what you learned in your research, you would want to look at the rubric before you start to make sure you consider the 4 points as you create the graph, then when you finish, you will circle the number for how well you think you did on each of the 4 points.

✿ Look at the warehouse of tools, choose a tool and explain that tool and the rubric for that tool to a teacher.

teacher initials



4. Demonstrate

The final step of the Scholar Model is demonstrating what you have learned and created. By this point, you have researched a topic, organized your research into a mind map and created a tool that will help you communicate what you have learned. Now it's time

to present it all. Your demonstration will be you presenting what you did to a committee made up of one staff member and two other students.

There is an old saying that to learn something, read about it, to know something, write

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about and to master something, teach it. You will really understand something if you take the time to work out how you would communicate it to someone else, how you would teach it. The demonstration is your opportunity to really understand what you studied by communicating to your committee and show them what you learned.

Check-In

Check In

When you are ready for your demonstration, you need to check in with a teacher to make sure you are ready to go.

The teacher will confirm that you have the following things ready:

1. A completed cover page
2. Mind Map
3. Tool
4. Tool rubric

There may be something the teacher thinks you need to do in order to really finish your project. In that case, you will complete that work, then have another check-in. If you are finished and ready to demonstrate, the next step will be to gather your committee.

Committee

Committee

Once you have been approved to demonstrate, you will need to gather 2 other students and a staff member to be your committee. Provide each committee member with a demonstration rubric and then present your cover page, mind map and tool.

Just like you review the tool rubric before you create your tool, you will review the demonstration rubric before your demonstration so you know what the committee is looking for, and you can be sure to cover each point. Here is the demonstration rubric:

Demonstration Rubric

1. The student could describe the concepts found in the course objective and demonstrated by a Mind Map:

| | | | | | |
|----------------|----------------------|--------------------------|----------------|--------------------|-----------------------|
| 0 | 1 | 2 | 3 | 4 | 5 |
| no description | student was not sure | very unclear description | somewhat clear | a good description | outstanding knowledge |

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2. The student showed confidence through the exhibit of material developed over this section of the course:

| 0 | 1 | 2 | 3 | 4 | 5 |
|-------------|-----------------------|----------------------|-----------------|----------------------------|------------------------|
| no material | s/he showed confusion | very little material | material was OK | material was prepared well | exceptionally prepared |

3. The Tool was used to demonstrate the course objectives:

| 0 | 1 | 2 | 3 | 4 | 5 |
|---------|---------------|-------------------------------|----|--------------------|-----------------------------|
| no tool | not well used | incomplete without evaluation | OK | complete and clear | excellent and well prepared |

4. The student could describe a sense of purpose or meaning or significance to his/her own life through study of the Course Objective:

| 0 | 1 | 2 | 3 | 4 | 5 |
|------|---------------------|-------------|----------------|----------------|-----------------------|
| none | very poor relevancy | some effort | with relevancy | good relevancy | outstanding relevancy |

5. The student exhibited documentation of at least three bibliographic sources utilized in his/her research of this course objective:

| 0 | 1 | 2 | 3 | 4 | 5 |
|------|------|-------------|---------------------|---------------------|-------------------------|
| none | weak | some effort | fair use of sources | good use of sources | excellent and well done |

6. The student showed he/she did planning and included a completed cover page:

| 0 | 1 | 2 | 3 | 4 | 5 |
|------|----------------------|---------------|-----------------------|----------------|---------------------|
| none | very little evidence | some planning | fair amount of effort | a good example | exceptional example |

You can see from the rubric that your committee will be looking for 6 things, and you want to make sure you consider all 6 points. Number 4 is one that you might not think about if you haven't reviewed the rubric. It asks that you relate the objective you are

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demonstrating to your own life in a significant way. Often in school, you are not taught or challenged to think about why a subject you are studying is important to your own life. Subjects are studied in school because they have been found to have value to our culture.

It may be difficult to understand why a subject or objective is important to your life, but if you think about it, you can always find value. There are two kinds of value a subject may have: value in society and personal value to you. For number 4 above, you are asked to communicate the personal value of this objective. You have probably found that it is difficult to learn something if you don't personally value it, so make sure that you find a good reason for you to have the knowledge you are gaining. It's not enough to just study for the credit.

✿ Discuss, with a teacher, points from the demonstration rubric that are confusing to you or that you need more clarification on. Also, discuss points that you find most valuable and why.

teacher initials

Portfolio

Portfolio

Now that you have successfully demonstrated your objective, all you have left to do is gather all your work and rubrics and store them in your portfolio. Make sure you have all your materials:

1. Cover page
2. Mind map
3. Tool
4. Tool rubric
5. Demonstration rubrics
6. Any other materials you want to keep from your work on the objective (like notes, etc)

Once you have stored your material in your portfolio, you are finished with the process and ready to start again on a new objective.

At the beginning of this material, you saw a diagram of the Scholar Model process in 4 steps: 1) Research, 2) Organize, 3) Create and 4) Demonstrate. On the next page is that same diagram expanded to include the specifics from each of the 4 major sections.

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Make sure you understand this diagram. If you don't understand it, talk it over with a classmate or teacher.

✿ As your final assignment for this objective, explain to a teacher your understanding of the Scholar Model process using the complete diagram (mind map) on the next page.

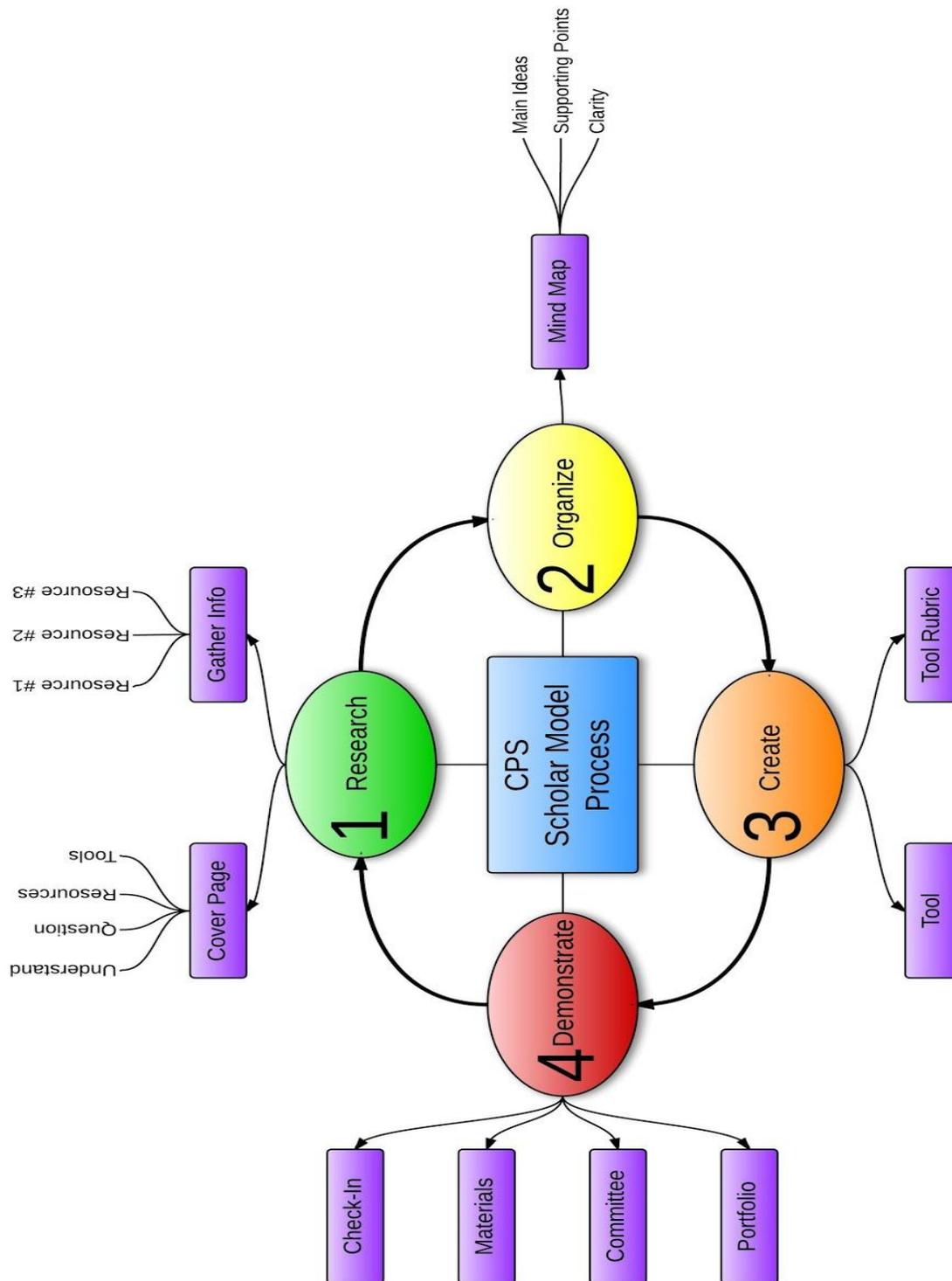
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Objective 1: COMPLETE!

date of completion

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