

# Wild Scholars

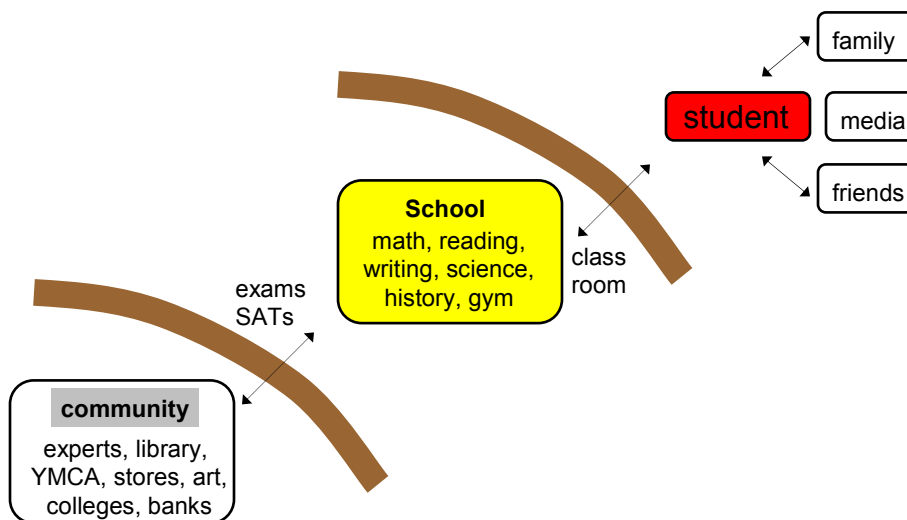


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04jan2010

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## School is remote from student and community



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## Usual school "curriculum" = "academic subjects"

Pennsylvania Department of Education



COMMONWEALTH OF PENNSYLVANIA  
DEPARTMENT OF EDUCATION  
333 MARKET STREET  
HARRISBURG, PA 17126-0333

### PA BoEd "academic standards"

Arts & Humanities  
Final Form Career Education & Work  
Civics and Government  
Economics  
Environment and Ecology  
Family and Consumer Sciences  
Geography  
Health, Safety & Physical Education  
History  
Mathematics  
Reading, Writing, Speaking, & Listening  
Science and Technology

## 90-80-70-60 grading inhibits "try try try"

### Grading

Letter grades and their suggested percentage equivalents are:

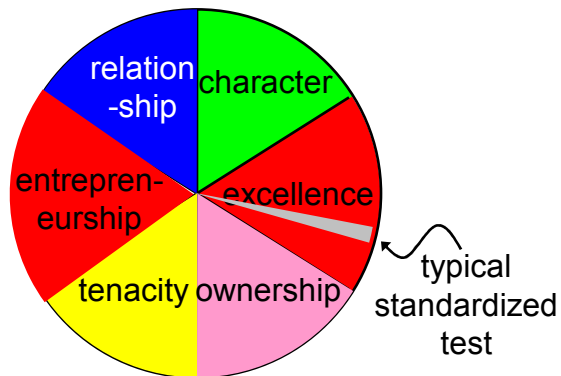
90 - 100% = A

80 - 89% = B


70 - 79% = C

60 - 69% = D

0 - 59% = F




## Etymology of "curriculum" (Webster)

Main Entry: **cur·ric·u·lum** 

Pronunciation: \-ləm\

Function: *noun*

Inflected Form(s): *plural* **cur·ric·u·la**  \-lə\ *also* **cur·ric·u·lums**

Etymology: New Latin, from Latin, running, course

Date: 1824

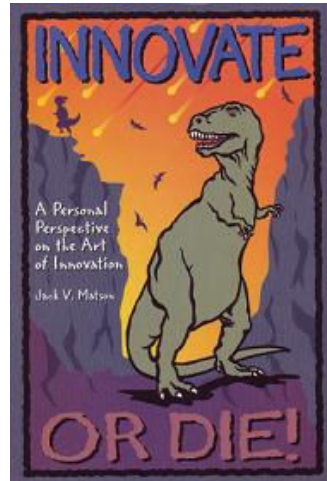
**1** : the courses offered by an educational institution

**2** : a set of courses constituting an area of specialization

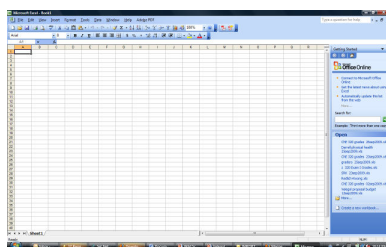
## 1 "Race course" = real problems in community



## 2 Learn rapidly by intelligent fast failure!



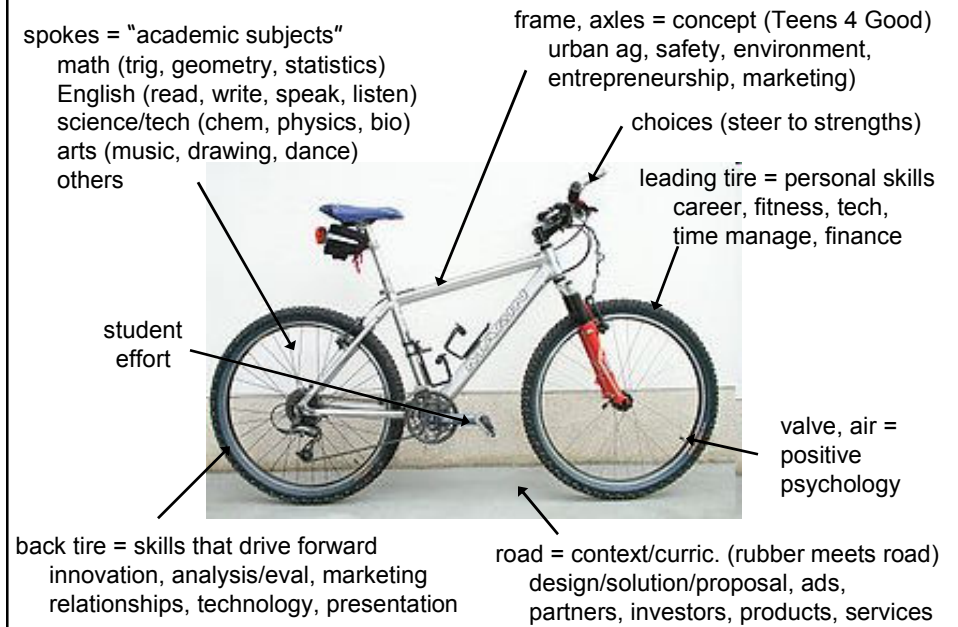
## Others have used IFF successfully



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Suzuki Music Academy children, ages 2 - 12

## The "bicycle model" of curriculum



## Math subject material from PA Core

2.6. Statistics and Data Analysis			
2.6.3. GRADE 3	2.6.5. GRADE 5	2.6.8. GRADE 8	2.6.11. GRADE 11
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills to:</i>			
A. Gather, organize and display data using pictures, tallies, charts, bar graphs and pictographs.	A. Organize and display data using pictures, tallies, tables, charts, bar graphs and circle graphs.	A. Compare and contrast different plots of data using values of mean, median, mode, quartiles and range.	A. Design and conduct an experiment using random sampling. Describe the data as an example of a distribution using statistical measures of center and spread. Organize and represent the results with graphs. (Use standard deviation, variance and t-tests.)
B. Formulate and answer questions based on data shown on graphs.	B. Describe data sets using mean, median, mode and range.	B. Explain effects of sampling procedures and missing or incorrect information on reliability.	B. Use appropriate technology to organize and analyze data taken from the local community.
C. Predict the likely number of times a condition will occur based on analyzed data.	C. Sort data using Venn diagrams.	C. Fit a line to the scatter plot of two quantities and describe any correlation of the variables.	C. Determine the regression equation of best fit (e.g., linear, quadratic, exponential).
D. Form and justify an opinion on whether a given statement is reasonable based on a comparison to data.	D. Predict the likely number of times a condition will occur based on analyzed data.	D. Design and carry out a random sampling procedure.	D. Make predictions using interpolation, extrapolation, regression and estimation using technology to verify them.
	E. Construct and defend simple	E. Analyze and display data in stem-and-	E. Determine the validity of the sampling

# English subject material from PA Core

## Academic Standards for Reading, Writing, Speaking and Listening

1.5. Quality of Writing			
1.5.3. GRADE 3	1.5.5. GRADE 5	1.5.8. GRADE 8	1.5.11. GRADE 11
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>			
<p>A. Write with a sharp, distinct focus identifying topic, task and audience.</p> <p>B. Write using well-developed content appropriate for the topic.</p> <ul style="list-style-type: none"> <li>• Gather and organize information.</li> <li>• Write a series of related sentences or paragraphs with one central idea.</li> <li>• Incorporate details relevant and appropriate to the topic.</li> </ul> <p>C. Write with controlled and/or subtle organization.</p> <ul style="list-style-type: none"> <li>• Sustain a logical order.</li> <li>• Include a recognizable beginning, middle and end.</li> </ul>	<p>A. Write with a sharp, distinct focus identifying topic, task and audience.</p> <p>B. Write using well-developed content appropriate for the topic.</p> <ul style="list-style-type: none"> <li>• Gather, organize and select the most effective information appropriate for the topic, task and audience.</li> <li>• Write paragraphs that have a topic sentence and supporting details.</li> </ul> <p>C. Write with controlled and/or subtle organization.</p> <ul style="list-style-type: none"> <li>• Sustain a logical order within sentences and between paragraphs using meaningful transitions.</li> <li>• Include an identifiable introduction, body and conclusion.</li> </ul>	<p>A. Write with a sharp, distinct focus.</p> <ul style="list-style-type: none"> <li>• Identify topic, task and audience.</li> <li>• Establish a single point of view.</li> </ul> <p>B. Write using well-developed content appropriate for the topic.</p> <ul style="list-style-type: none"> <li>• Gather, determine validity and reliability of and organize information.</li> <li>• Employ the most effective format for purpose and audience.</li> <li>• Write paragraphs that have details and information specific to the topic and relevant to the focus.</li> </ul> <p>C. Write with controlled and/or subtle organization.</p> <ul style="list-style-type: none"> <li>• Sustain a logical order within sentences and between paragraphs using meaningful transitions.</li> <li>• Establish topic and purpose in the introduction.</li> <li>• Reiterate the topic and purpose in the conclusion.</li> </ul>	<p>A. Write with a sharp, distinct focus.</p> <ul style="list-style-type: none"> <li>• Identify topic, task and audience.</li> <li>• Establish and maintain a single point of view.</li> </ul> <p>B. Write using well-developed content appropriate for the topic.</p> <ul style="list-style-type: none"> <li>• Gather, determine validity and reliability of, analyze and organize information.</li> <li>• Employ the most effective format for purpose and audience.</li> <li>• Write fully developed paragraphs that have details and information specific to the topic and relevant to the focus.</li> </ul> <p>C. Write with controlled and/or subtle organization.</p> <ul style="list-style-type: none"> <li>• Sustain a logical order throughout the piece.</li> <li>• Include an effective introduction and conclusion.</li> </ul>

# Art subject material from PA Core

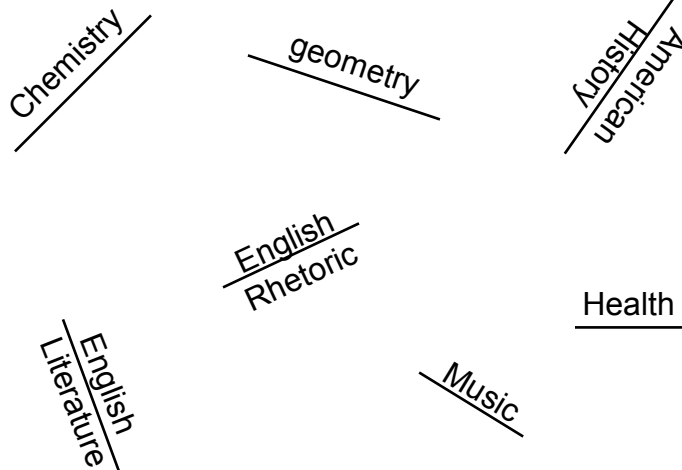
## Academic Standards for the Arts and Humanities

<p>D. Use knowledge of varied styles within each art form through a performance or exhibition of unique work.</p> <p>E. Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works in the arts.</p> <p>F. Identify works of others through a performance or exhibition (e.g., exhibition of student paintings based on the study of Picasso).</p> <p>G. Recognize the function of rehearsals and practice sessions.</p> <p>H. Handle materials, equipment and tools safely at work and performance spaces.</p> <ul style="list-style-type: none"> <li>• Identify materials used.</li> <li>• Identify issues of cleanliness related to the arts.</li> <li>• Recognize some mechanical/electrical equipment.</li> <li>• Recognize differences in selected physical space/environments.</li> <li>• Recognize the need to select safe props/stage equipment.</li> <li>• Identify methods for storing materials in the arts.</li> </ul>	<p>D. Describe and use knowledge of a specific style within each art form through a performance or exhibition of a unique work.</p> <p>E. Know and demonstrate how arts can communicate experiences, stories or emotions through the production of works in the arts.</p> <p>F. Describe works of others through performance or exhibition in two art forms.</p> <p>G. Identify the function and benefits of rehearsal and practice sessions.</p> <p>H. Use and maintain materials, equipment and tools safely at work and performance spaces.</p> <ul style="list-style-type: none"> <li>• Describe some materials used.</li> <li>• Describe issues of cleanliness related to the arts.</li> <li>• Describe types of mechanical/electrical equipment usage.</li> <li>• Know how to work in selected physical space/environments.</li> <li>• Identify the qualities of safe props/stage equipment.</li> <li>• Describe methods for storing materials in the arts.</li> </ul>	<p>D. Demonstrate knowledge of at least two styles within each art form through performance or exhibition of unique works.</p> <p>E. Communicate a unifying theme or point of view through the production of works in the arts.</p> <p>F. Explain works of others within each art form through performance or exhibition.</p> <p>G. Explain the function and benefits of rehearsal and practice sessions.</p> <p>H. Demonstrate and maintain materials, equipment and tools safely at work and performance spaces.</p> <ul style="list-style-type: none"> <li>• Analyze the use of materials.</li> <li>• Explain issues of cleanliness related to the arts.</li> <li>• Explain the use of mechanical/electrical equipment.</li> <li>• Demonstrate how to work in selected physical space environment.</li> <li>• Demonstrate the selection of safe props/stage equipment.</li> <li>• Demonstrate methods for storing materials in the arts.</li> </ul>	<p>D. Demonstrate specific styles in combination through the production or performance of a unique work of art (e.g., a dance composition that combines jazz dance and African dance).</p> <p>E. Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.</p> <p>F. Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition.</p> <p>G. Analyze the effect of rehearsal and practice sessions.</p> <p>H. Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces.</p> <ul style="list-style-type: none"> <li>• Evaluate the use and applications of materials.</li> <li>• Evaluate issues of cleanliness related to the arts.</li> <li>• Evaluate the use and applications of mechanical/electrical equipment.</li> <li>• Evaluate differences among selected physical space/environment.</li> <li>• Evaluate the use and applications of safe props/stage equipment.</li> <li>• Evaluate the use and apply safe methods for storing materials in the arts.</li> </ul>
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## Career subject material from PA Core

13.1. Career Awareness and Preparation			
13.1.3. GRADE 3	13.1.5. GRADE 5	13.1.8. GRADE 8	13.1.11. GRADE 11
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his maximum potential and to acquire the knowledge and skills needed to:</i>			
<p>A. Recognize that individuals have unique interests.</p> <p>B. Identify current personal interests.</p> <p>C. Recognize that the roles of individuals at home, in the workplace and in the community are constantly changing.</p> <p>D. Identify the range of jobs available in the community.</p> <p>E. Describe the work done by school personnel and other individuals in the community.</p>	<p>A. Describe the impact of individual interests and abilities on career choices.</p> <p>B. Describe the impact of personal interest and abilities on career choices.</p> <p>C. Relate the impact of change to both traditional and nontraditional careers.</p> <p>D. Describe the range of career training programs in the community such as, but not limited to:</p> <ul style="list-style-type: none"> <li>• Two-and-four year colleges</li> <li>• Career and technical education programs at centers (formerly AVTS) and high schools</li> <li>• Career centers</li> <li>• Community/recreation centers</li> <li>• Faith-based organizations</li> <li>• Local industry training centers</li> <li>• Military</li> <li>• Registered apprenticeship</li> <li>• Vocational rehabilitation centers</li> <li>• Web-based training</li> </ul> <p>E. Describe the factors that influence career choices, such as, but not limited to:</p>	<p>A. Relate careers to individual interest, abilities, and aptitudes.</p> <p>B. Relate careers to personal interest, <del>abilities</del> and aptitudes.</p> <p>C. Explain how both traditional and nontraditional careers offer or hinder career opportunities.</p> <p>D. Explain the relationship of career training programs to employment opportunities.</p> <p>E. Analyze the economic factors that impact employment opportunities, such as, but not limited to:</p>	<p>A. Relate careers to individual interest, abilities, and aptitudes.</p> <p>B. Analyze career options based on personal interests, abilities, aptitudes, <del>abilities</del> and goals.</p> <p>C. Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices.</p> <p>D. Evaluate school-based opportunities for career awareness/preparation, such as, but not limited to:</p> <ul style="list-style-type: none"> <li>• Career days</li> <li>• Career portfolio</li> <li>• Community service</li> <li>• Co-operative education</li> <li>• Graduation/senior project</li> <li>• Internship</li> <li>• Job shadowing</li> <li>• Part-time employment</li> <li>• Registered apprenticeship</li> <li>• School-based enterprise</li> </ul> <p>E. Justify the selection of a career.</p>

## "Curriculum" is often taught as "pile of spokes"



## Monday morning! Day 1. Boundaries.

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- 7:45 Greet each student at the door. Lesson in finding location.  
"Welcome. Please take this index card and find your place - A3, C2, E5."
- 8:00 rules discussion.  
R = C + C ... responsibility = choices + consequences.
- Brainstorm examples. Getting a driver's license.
  - Coach decides 5 (e.g., one person talks at a time); students decide 5.
  - "Respect each other." Discuss meaning of "respect".
  - Pair-share about consequences. Consequence specifics?!!!
- 9:00 develop a presentation on rules in groups of 3.
- Learn basic computer skills: Powerpoint, web, writing.
  - Learn basics of "good slides".
  - Analysis, thinking things through.
  - Presentation practice.
- 11:45 lunch
- 12:30 in-group practice presentations. Place in portfolio to mark the beginning.
- 2:00 exercise (shower?)
- 3:30 revisions of presentation
- 5:00 dismissal

## Day 2. Creativity.

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- 7:45 Greet each student at the door. Responsibility (checklist for visuals etc.).
- 8:00 presentations.
- practice first.
  - actual presentations. Write actual rules on board.
  - circle repeated words, show evaluation of "brainstormed ideas".
  - summarize rules, type, and make copies for everyone.
- 10:00 self-evaluation
- 10:30 creativity lesson.
- Discussion on, "Who is creative? What makes a person creative?"
  - Example with making money!
  - Brainstorm and evaluation (fluency and flexibility). Categories.
- 11:45 lunch
- 12:30 develop presentation on your own original watch idea. Elaboration.
- 2:00 exercise (shower?)
- 3:30 practice presentations.
- 5:00 dismissal

## **Day 3. Entrepreneurship Convention!**

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- 7:45 Greet each student at the door. Entrepreneurship.
- 8:00 teamwork.
- collaboration checklist. Encouragement. Constructive criticism.
  - develop presentation further.
  - setting up meetings with Mrs. Butler, when she is busy.
- 10:00 Entrepreneurship Convention.
- Students choose which watch to buy.
  - Analyze the results.
  - Presentations in portfolios.
- 11:45 lunch
- 12:30 self-evaluation. Analyze how to improve your teamwork, other skills.
- 2:00 exercise (shower?)
- 3:30 compare and contrast Wild Scholars with usual public schools.
- 5:00 dismissal

## **Day 4. Teens 4 Good**

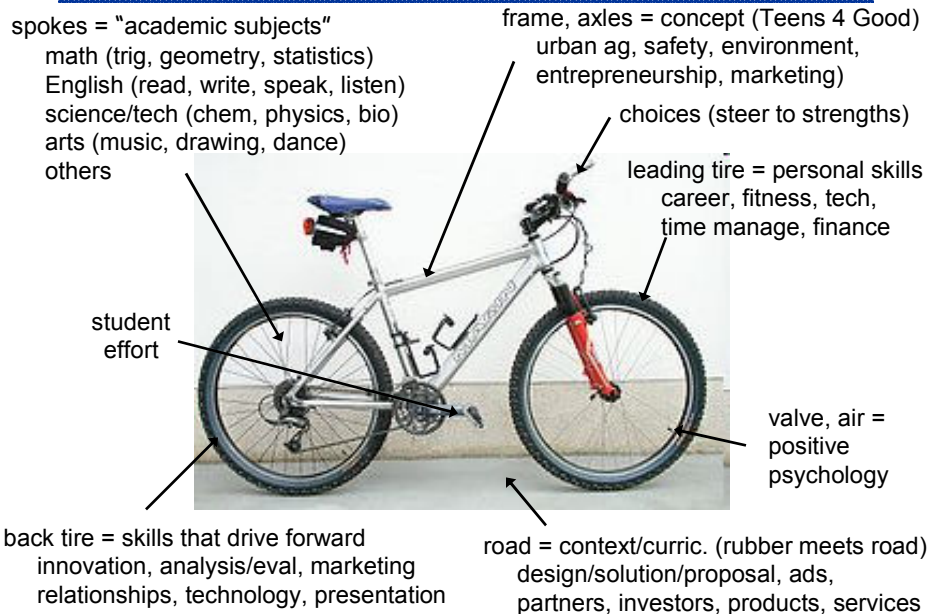
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- 7:45 Greet each student at the door. Guest speaker.
- 8:00 teamwork.
- listening skills.
  - brainstorm/evaluation on greeting an invited speaker.
- 9:00 develop simulation on treating an invited speaker.
- teamwork, internal flu/flex.
  - presentations.
- 10:30 presentations
- 11:45 lunch
- 12:30 invited speaker about Teens 4 Good
- 2:00 exercise (shower?)
- 3:30 flu/flex possibilities.
- 5:00 dismissal

## Day 5. Business trip

- 7:45 Greet each student at the door. Business trip.  
8:00 teamwork.  
- What will happen on this trip?  
- brainstorm/eval ideas.  
10:00 visit Teens 4 Good.  
11:45 lunch  
2:00 exercise (shower?)  
3:30 compare and contrast Wild Scholars with usual public schools.  
5:00 dismissal

## The "bicycle model" of curriculum



# 1 "Race course" = real problems in community

