

All About CCLCS



Key Concepts:

- Academic Achievement
- Community Partners
- Environmental Studies
- Ethical Community
- Global Awareness
- Intellectual Development
- Interdisciplinary Studies
- Project Rich Learning

Mission Statement

The mission of the Cape Cod Lighthouse Charter School is to foster intellectual development and academic achievement by providing a school centered around challenging interactive learning experiences that consistently bridge traditional disciplines. Employing an interdisciplinary approach which utilizes the unique natural resources on Cape Cod and which are developed and implemented with local resource partners, the school's approach breaks down the boundary between school and community, practical and theoretical. As students develop basic problem-solving skills while studying thematic units focused in large part upon these local resources, they will recognize that real life cuts across disciplines, combines the practical and theoretical, and can be enhanced through education.

Essential to the achievement of this mission is the establishment of a community of learning -- a community built upon the values of personal responsibility, consideration for others, respect for the environment, academic integrity, and perseverance.

CCLCS POPULATION

Founded in 1994, the Cape Cod Lighthouse Charter School (CCLCS) is a public middle school serving Cape Cod students in grades 6, 7, and 8. Two hundred and forty students from nearly every town on the Cape attend. Classes are small (usually no more than 20 students).



Seminars



A Sampling of Seminars

- Animal Tracking
- Adopt a Grandparent
- Archaeology
- Art History
- Fiction Writing
- Finding the Cornerstone
- Ham Radio
- Lord of the Rings
- Math In Action
- Mock Trial
- Newspaper
- Portrait Painting
- Pottery
- Preschool Book Buddies
- Tennis
- The Seuss Seminar
- Timber Framing
- Quilting
- Salem Witch Trial Hysteria
- School Musical
- Wellness
- Yearbook
- Yoga
- Zumba

Each term, students at CCLCS have a choice of elective courses, known as Seminars. Fifteen to twenty different seminars, in subjects ranging from Mock Trial Competition to Forensic Science to Songwriting, are offered each term so students are able to explore their own interests in greater depth, or to try out new things that intrigue them. Seminars are an integral part of the Lighthouse School philosophy and curriculum. Meeting once a week for an hour and 45 minutes a session, the seminars are a way for students and teachers to explore in-depth subjects which might not be covered under the traditional parameters of a middle school curriculum. Each term the seminar offerings change to reflect both the instructional interests of the faculty as well as the learning interests of the students. The seminars also provide a window of opportunity for community members to act as resource partners and share in the education of our local students.



Academics



How do CCLCS students learn?

CCLCS curriculum designers (the teachers) venture beyond the confines of the MA Curriculum Frameworks and Common Core State Standards to create programs that teach to the whole child. While instruction does not revolve around MCAS test preparation, our students still perform consistently well, usually outperforming schools whose sole mission focuses on test prep. Feel free to visit our school's website to see detailed analyses of school performance on the MCAS.

CCLCS was founded on the belief that middle school students have a tremendous capacity to learn. We believe that learning should be hands on, fun and challenging.

The curriculum follows a grade level approach combined with a subject-centered approach. All students are enrolled in Language Arts, Social Studies, Math, and Science. In addition, they take studio art, health and physical education once a week. Sixth grade students also take Explorations while most seventh and eighth graders take French or Spanish.

CCLCS is proud of its excellent music department, which offers a wide selection of vocal and instrumental opportunities for musicians at all levels.

Curricular content and skills are coordinated with the

Massachusetts frameworks and the Common Core State Standards but are approached in ways that draw relationships between the practical and the theoretical and that engage students in the process of discovery.

Teachers challenge students to become problem-solvers and encourage students to pursue their intellectual curiosity. Long-term projects, class presentations, performance assessments, and reading and writing assignments further motivate students to perform to their highest individual potential.



PROJECTS AT CCLCS

The traditional boundaries existing between disciplines are frequently crossed by the curriculum and the learning experiences used to teach it. This occurs in the daily classroom experience and through the school's seminar program. Projects which bridge traditional disciplines often serve the mission element of "looking beyond" by working with local resource partners.

The hands-on nature of a project rich school engages students actively in the learning process, provides a "real life" context for academic work, and allows students to demonstrate depth of understanding in a variety of formats including performances, presentations and portfolios. Highlights of the sixth grade academic program include the following:

In Language Arts, students compose and publish their very own folktales when reading *Mountain Meets the Moon*. For the Africa unit in Social Studies, the Giraffe project is a major focus. In this project, students create a Keynote presentation on a group or person who is focused on improving the conditions of people living there. In Science, students create an organism that can adapt to an alien planet in the adaptation project. Math students collect data from their classmates on various topics and represent that data in multiple graphs and formats.

Project work is continued across the curriculum in the seventh and eighth grades. A heavy emphasis on writing is inherent in each assignment.

Seventh grade L.A. students complete a "Choose Kind" research project that focuses on accepting differences in peers, picking up on themes from the book *Wonder*. In social studies, students curate a virtual exhibit of Mesopotamian artifacts. They conduct research, identify a common theme and discuss preservation and conservation issues in addition to making a replica of one of the objects. In 7th grade Science students study and learn that all

of Earth's systems and processes are the result of a dynamic energy flow between water, atmosphere, the geosphere and all living organisms. By studying Earth's four systems, students will understand the importance of the role they play in maintaining this delicate balance.

In eighth grade, science students learn about the body's systems in the Body Biology project. For Social Studies, students work with the historical society and local library to research an artifact from their town and its connection to the Early Republic Period. They also engage in town politics by researching, forming opinions and advocating for an article at their annual spring town meeting. In 8th grade math students use linear relationships and data analysis skills to investigate and describe global social, financial, or population trends.

French and Spanish classes "travel" abroad through the Global Simulation project and acquire language skills through various cultural interactions.



Activities

Activities Offered

- Athletics (Soccer, Field Hockey, Basketball, Softball, Baseball)
- Art Spark
- Band & Jazz Band
- Bird & Nature Club
- Chorus, Select Chorus & A Capella
- Destination Imagination
- Newspaper
- Roots and Shoots
- Strings
- Student Government



CCLCS students have a number of opportunities to participate in a wide variety of clubs and activities. In keeping with the school's mission, a number of environmental studies and activist groups are sponsored as well as those focusing on the global community.

In the fall, each homeroom holds elections for student government representatives who meet weekly.

All students take art each week and those interested may participate in the school's chorus, string ensemble, a cappella group, or band.

All clubs are facilitated by a member of the CCLCS faculty who are often assisted by parents or community members.

SPECIAL EVENTS

Each fall, the entire school participates in a community-building experience at the Cape Cod Sea Camps. Students engage in a number of team exercises which serve to foster bonds and friendships across the grades and give teachers the opportunity to work with all students. A highlight of the trip is the annual talent show.

Sixth graders participate in a week-long trip to Nature's Classroom in September giving them the chance to build confidence and get to know each other

and their teachers beyond the confines of the classroom. Seventh graders participate in an archeological dig here on Cape Cod, and also strengthen their community bonds through a ropes course training in Plymouth.

Eighth graders take a trip to the White Mountains in the fall and to Gettysburg in the spring to cap their CCLCS experience.



Sports



Athletic Teams

Seventh and eighth graders may elect to join one of the CCLCS athletic teams and participate in interscholastic competition.

FALL SPORTS

- Boys' Soccer
- Girls' Soccer
- Field Hockey

WINTER SPORTS

- Boys' Basketball
- Girls' Basketball

SPRING SPORTS

- Boys' Baseball
- Girls' Softball



The Lighthouse Charter School provides a diverse recreational program for its students, including such activities as ultimate frisbee, basketball, and yoga. Seventh and eighth grade students may also participate in interscholastic competition in soccer, field hockey, basketball, baseball and softball.

The CCLCS athletic program fosters self-

discipline, respect for self and others, and ethical competitiveness in order to promote personal responsibility, moral courage, altruism, as well as an appreciation for team and school spirit. The program operates under the guidance of adult school community members. The school maintains a policy of inclusion for all teams. Coaches make the final determination (based on safety, health,

transportation, facility issues, skill level, attendance, and attitude) regarding how many players will actually "suit up" for each game.

