

Charleston Collegiate School

Curriculum and Academics 2021-2022



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Charleston Collegiate School's mission is to inspire students to become passionate, lifelong learners by empowering them with knowledge, creativity, curiosity and confidence to mindfully embrace the opportunities of tomorrow.

School History & Overview

Established in 1970, Charleston Collegiate School is a co-educational, non-sectarian, independent day school nestled under grand, moss-laden live oaks. Charleston Collegiate School offers a thirty-acre campus of vast playing fields and wooded trails. Located only twenty minutes from Charleston's historic district on one side and Kiawah Island on the other, the school stands in the middle of the rural beauty of Johns Island. Because of its unique program and its diversified population, Charleston Collegiate attracts students from far-reaching areas such as Mount Pleasant, Sullivan's Island, the Isle of Palms, and Summerville.

The Charleston Collegiate environment values creativity, compassion for others, a passion for learning, and vibrant diversity. Charleston Collegiate School is organized into three divisions: Lower School (PS-4th), Middle School (5th-8th), and Upper School (9th-12th). Each division uses our Four Pillars of a CCS Education - Project-Based Learning, Arts and Creativity, Outdoor Education and Leadership, Financial Literacy and Entrepreneurship - to teach students traditional, academic values in nontraditional ways.

Charleston Collegiate School is accredited by the Southern Association of Independent Schools (SAIS) and the Southern Association of Colleges and Schools (SACS). The school and its faculty are members of: Coalition of Essential Schools (CES), National Association for College Admission Counseling (NACAC), National Association of Independent Schools (NAIS), Palmetto Association of Independent Schools (PAIS), South Carolina Independent School Association (SCISA), Southern Association for College Admission Counseling (SACAC), Southern Association of Colleges and Schools (SACS), Southern Association of Independent Schools (SAIS), and Tri-County Admissions Council (TCAC).

Guiding Principles – The CCS Pillars

Charleston Collegiate School's philosophy for educating well-rounded citizens is to actively engage them in experiences to prepare them for success in today's world. We consider the following areas of focus to be the pillars of this success:

- **Project-Based Learning**
- **Fine Arts and Creativity**
- **Leadership through Outdoor Education**
- **Financial Literacy and Entrepreneurship**

Project-Based Learning

On a normal day at CCS, students will explore real-world problems and challenges, framed by essential / driving questions, using creative thinking, problem-solving skills, and collaboration, through a learner-centered approach. In order to create high-quality projects, teachers utilize a framework focused on what CCS calls the 7 A's of Project Design. With these 7 A's, our projects lend rich opportunities for learning at every step of the process. The CCS 7 A's are described below:

Academic Rigor: Projects will address key learning standards and help students develop habits of mind and work associated with academic and professional disciplines.

Authenticity: Projects are designed with an essential question that provides purpose and passion by connecting project work to real-world issues that engage students.

Applied Learning: Projects engage students in solving semi-structured problems, calling for competencies expected in high-performance work organizations, including teamwork, problem-solving, and communication.

Active Exploration: Projects extend beyond the classroom and connect to the world beyond the classroom.

Adult Connections: Projects connect students with adult mentors and coaches from a wider community.

Assessment Practices: Projects include quality assessment practices that provide opportunities for students to receive relevant feedback during and after their project work.

Applied School Pillars: Projects engage students in one or more of the school's other three pillars (Fine Arts and Creativity, Leadership through Outdoor Education, and Financial Literacy and Entrepreneurship).

Fine Arts and Creativity

Fine arts and creativity at CCS is embedded throughout all of our academic courses, together within multiple arts mediums. CCS encourages students to harness the power of the mind to conceive new ideas through experimentation, interests, or sensations of art.

Leadership through Outdoor Education

Charleston Collegiate utilizes our beautiful 30+ acre campus to develop student leadership skills, knowledge and appreciation of natural surroundings, and foster lifelong stewardship. The facilities include an Outdoor Leadership and Education Center with nature trails, a hard-bottom swamp with a dock, kayak program, and low ropes and high ropes courses.

Financial Literacy and Entrepreneurship

Charleston Collegiate prepares our students to enter the 'real world' with an entrepreneurial spirit of problem-solving, exploring college and career opportunities, and seeking to be proactive and well informed with financial literacy.

Guiding Principles – The CCS Core Values

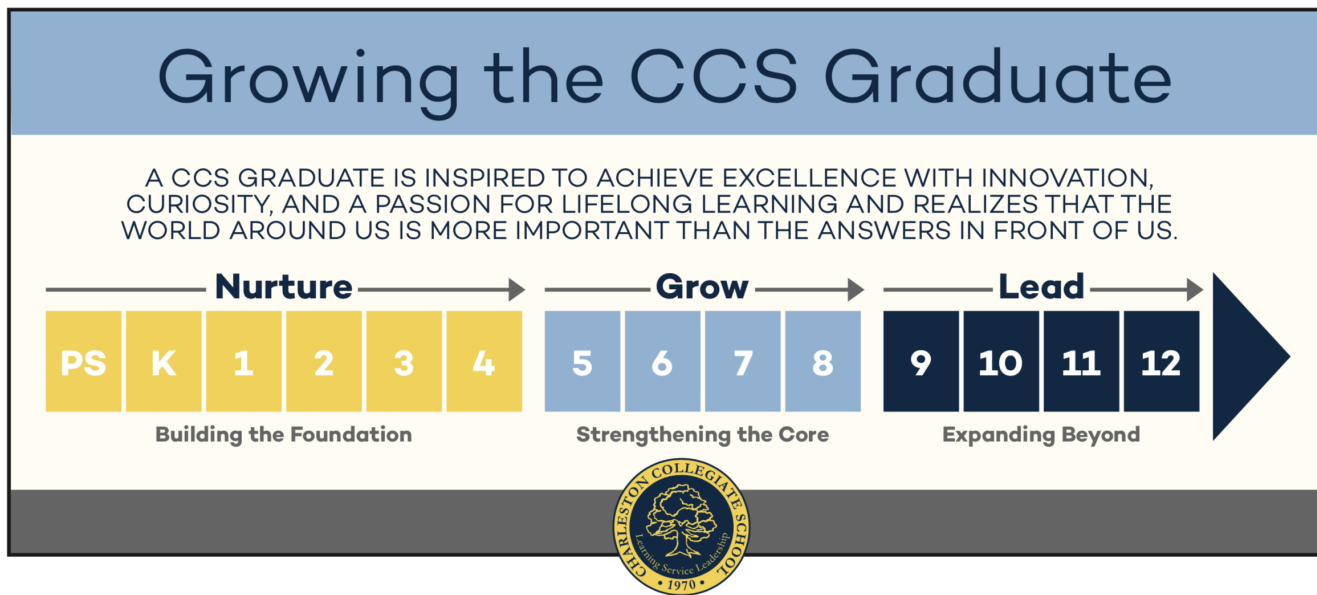


Common Principles of Learning

Charleston Collegiate School believes strongly in the **learner-centered classroom** where the **teacher is the coach** and the student is the worker. Likewise, allowing students to **investigate real-world problems** and challenges as a means of acquiring skills and knowledge is at the core of our learning process. Publicly presenting their findings through **exhibitions** and engaging in **meaningful reflection** of the process of learning are at the core of the Charleston Collegiate educational experience. While the foundation of the curriculum is traditional content, the approach to acquiring that knowledge is focused on the process of learning and the critical application of that knowledge to the real world.

- **Learner-Centered Classrooms**
- **Teacher as Coach**
- **Real-World Application**
- **Exhibition of Mastery**
- **Meaningful Reflection**

The CCS Portrait of a Graduate



Curriculum Overview

Charleston Collegiate School's expectations are challenging with an emphasis on exposure to broad artistic, cultural, and social experiences. Students in all divisions take core academic classes in English/Language Arts, Global Studies, Health, Mathematics, Science, and Spanish; students also explore various forms of the fine arts: drama, music, film, and media. The students are under the guidance of a core group of teachers dedicated to the developmental readiness within their division. Realizing that we are nurturing the skills that will garner success in the 21st century, we ready students for Exhibition of Mastery projects at the fourth, eighth, and twelfth grade levels. Through individually created projects that demand problem-solving, researching, and writing skills - and ultimately a public presentation - the Charleston Collegiate student becomes the expert on his or her topic. Our teachers are also experts in the developmental needs of the students they teach, and receive continuous professional development training in this area. The teachers have common planning time to discuss and address the needs of each of our learners both socially and academically. During their team plan time, teachers are also able to develop interdisciplinary units of instruction, as we know that students at this age need to be able to see the connections between what they are learning in each subject area to attend to their cognitive development.

Students are expected to take increasing responsibility for their learning as they move from the teacher-directed work of the early childhood program through the explorations encouraged in the Middle School. They enter the Upper School prepared to become independent, critical thinkers. The School's mission is rooted in a commitment to helping students learn to use their minds well and to articulate their thoughts in a learner-centered, demanding, and supportive environment.

Charleston Collegiate School provides small class sizes allowing each student to be involved in a learning community that enables him or her to receive individual guidance and support. At Charleston Collegiate, we strive to promote the personal qualities that make each individual unique, as well as to develop responsible global citizens and effective future leaders.

Character, Citizenship, and Skills (C.C.S.) Program

In addition to the academic program at Charleston Collegiate School, we recognize the value of developing the whole child. As we develop the content areas of traditional academics, we also place a premium on curriculum to develop students' intrapersonal and interpersonal skills that will set learners on the path for their healthy wellbeing and for their success in their futures.

In Lower School, the school family is created by consciously utilizing inclusive language that fosters a caring and compassionate environment. In Middle and Upper School, the school family is developed even more with devoting each Wednesday (Wellness Wednesday) to the Character, Citizenship, and Skills (CCS) Curriculum.

This program allows for students to develop the skills that reach beyond the core subject areas and provides them the opportunity to develop critical habits for success. This program, held on Wednesdays, for all 5th - 12th grade students, is made up of four elements which are studied over the four quarters. The program includes the following courses:

- RISE - the conscious exploration of equality, diversity, and social justice
- Character Education - the deliberate teaching of social and emotional skills e.g empathy, active listening skills, and resilience
- Success Skill I - the deliberate teaching of a specific success skill e.g. critical thinking
- Success Skill II - the deliberate teaching of a second specific success skill e.g information and data management.

Other components of Wellness Wednesdays include time for:

- Standardized test prep
- Creating and maintaining an electronic portfolio, which is a student-created website to catalog the student's learning journey and project reflections.
- Middle School Majors and Pre-Majors for ninth and tenth graders
- Advisory time
- Project time



Lower School

Curricular Philosophy

The Lower School curriculum is designed and implemented to provide a strong foundation of skills learned through application and practice. Students are learning new concepts while encouraged to use critical thinking and problem-solving skills to become inquisitive, independent learners. Students are respected for their learning styles and appreciated for their individual strengths and talents. Cooperative learning and leadership skills are promoted through our Outdoor Education classes and the Classroom Jobs Program. Teachers provide a challenging, stimulating environment with alternative assessments, hands-on activities, and off-campus outings to enrich the students' active learning. All students study the core curriculum of language arts, math, science, and global studies. In addition, students experience additional classes in art, Spanish, music, physical education, character education, outdoor education, and drama. The Lower School program strives to instill a love of learning in all students.

PreKindergarten

Students begin their PreK year adapting to the school setting while practicing leadership skills, cooperation, and work habits. Through creative, exploratory play and learning with a centers-based approach, teachers work to build a foundation for the students' love of learning. Group work and individual attention provide the nurturing environment needed to build independence and confidence - all while making sure our youngest learners have fun at school. Students learn to read simple sentences and write consonant-vowel-consonant words in language arts. They also begin using introductory sight words to build a reading foundation. Students enjoy science through hands-on activities with topics such as body systems, ecology, and marine life. In math, our young students learn to recognize and accurately form numbers 1-20, build number sense, problem solve, learn sequence numbers, recognize place value, and count by 10s.

Kindergarten

The centers-based approach continues to be the model for learning in Kindergarten, allowing students to learn using all of their senses. This model gives the opportunity to learn in different settings either through group work, one-on-one teacher-guided or independent work. Students are continuing to secure skills with consonant-vowel-consonant words, growing their lists of sight words, and developing new skills to form words using the phonics and rules-based, Orton-Gillingham approach to decoding words and reading. The writing process begins in kindergarten with pre-writing, editing, and publishing. In math, students are writing numbers, practicing their computations, sequencing, telling time, and measuring. Through the global studies curriculum, kindergarteners learn about community helpers, studying and understanding the roles that people play in our community. Farmers, medical field workers, teachers, police, and first responders are just a few examples of the many visitors who come to the kindergarten classroom and present to the children their roles in the community. The students, in turn, go to visit these community helpers and find ways to give back to them. As a culminating activity to the year, our students will research their favorite community helper and present to peers and parents their understanding of that person's role in the community.

Grade 1

First graders build upon their sense of community through cultivated experiences and intentional exploration. With a greater focus on empathy and the connections we can make through geography, the students are given a full grasp on our home and the vast world around us. Through our year-long Community Service Project with Bishop Gadsden Retirement Home, the students have an opportunity to get hands-on experience in their local community and to build meaningful relationships outside of Charleston Collegiate School. Students further explore and enhance their understanding of our local geography by participating in many project- and research-based learning activities. They fully embrace their learning as they work towards the selection and completion of their own Country Research Project. In First Grade, the reading and writing curriculum exposes the students to various types of genres and literature. Students analyze these types of literature for structure and meaning. The students begin to strengthen and secure their reading skills by becoming independent readers. We continue to build on our literacy through the Delta Science program. This is an innovative, researched-based science program that teaches science and literacy simultaneously. The program combines first hand (hands-on) and second hand (reading/research) investigations to teach students valuable strategies, including observing and recording, searching for evidence, making explanations from evidence, and recording and interpreting data on their own and with peers. The Charleston Soil and Water Conservation District has served as a wonderful partnership for our First Grade scientists to collaborate and spread their learning Charleston-wide. In math, the Bridges program is designed to offer the students multiple opportunities to make connections between mathematics and the real world. Students analyze and interpret mathematical concepts through exploration and cooperative work. This curriculum further enhances their abilities as they apply their knowledge and strengthen their basic skills.

Grade 2

Project-based learning is at the center of the second grade learning experience, and students culminate every project with a demonstration of skill mastery through writing, art, and presentation. With a focus on economics and service, second graders expand and deepen their connections to a greater understanding of community. Each year, students focus on a service project by identifying a way they can make a difference in the community. The students build an understanding of the scientific method through a study of the senses, matter, food chains and webs. In addition to learning science concepts, the Second Grade science curriculum helps students develop responsibility and group work skills. Second graders culminate their food chains and webs study with an overnight field trip to the Riverbanks Zoo. The second grade literacy curriculum builds upon the spiral curriculum of kindergarten and first grade, continuing the work of increasing text complexity through independent and guided practice. They also become secure in skills they need to understand their own reading habits, strengths, and interests so they can, for example, go to the library and choose their own books. Students participate in shared reading and novel studies, and respond to literature through reading response journals. Students write for a variety of purposes, and continue to develop an understanding of the writing process. Rubrics and peer feedback groups are introduced to guide students through the process of revising their written work. In math, second graders are exposed to a variety of strategies to solve problems. Learning that there are multiple ways to problem-solve allows them to choose their best path. The Bridges math program helps students to secure and expand upon basic math skills by applying their knowledge to explorations and games.

Grade 3

Our community grows and expands for third graders as they explore and study the entire state of South Carolina. Students study factors that help shape a community, region, or state. Science is integrated into the study of our region when students learn how natural resources encourage growth and movement of communities. Students strengthen their science skills during Third Grade by developing a hypothesis, conducting research, and forming conclusions. Guest speakers and field trips around the Lowcountry give students a real-world connection to these topics. In reading, students spend the year exploring different types of literature such as poetry, letters, non-fiction, realistic fiction, and historical fiction texts. In writing, students use the literature being studied as texts to model their own writing. Students write their own poetry, letters, non-fiction, fiction, and historical fiction. Students use writing to strengthen their penmanship and the mechanics of grammar while supporting their growing vocabulary and writing skills. As students continue to compose their own pieces of writing, their revision skills grow as well. In math, the emphasis is on applying previously mastered skills such as fluently adding and subtracting with 20 and expanding students' math literacy to include fluent multiplication fact recovery. Students practice critical thinking and problem-solving skills through a wide variety of mathematical content such as geometry, measurement, and algebra. Math tools and manipulatives are central to the Third Grade math experience, utilizing the Bridges math program. Mastery of key concepts in all subjects is shared with members of our CCS community throughout the year using visual and verbal formats of communication. Students write persuasive papers, display research results using charts and graphs, create informational posters, and speak to groups in order to share their mastery of learned concepts.

Grade 4

In a final year of foundational work in the Lower School, Fourth graders work to build academic perseverance. Students expand their community knowledge to the national level by exploring the United States of America through five themes of geography, leading to an understanding of what unites us as Americans and what makes us unique. In reading, students share and respond to a variety of literature including biographies, historical fiction, mysteries, adventure, short stories, and non-fiction. In Word Study the focus is on Greek and Latin roots so students can learn more about the English language. Grammar instruction is integrated throughout the reading and writing programs, with an emphasis on comma usage and commonly confused words. In the Fourth Grade, students focus on the writing process through descriptive, narrative, expository, and research writing. They strengthen their ability to revise and share constructive feedback with their peers through the revision process of writing. In science, students focus on the world of living things, learning about cells and ecosystems. Students also investigate animal classification and how animals fit into the world's biomes. The Bridges math program allows students to apply their previously learned math skills to geometry and algebra, also expanding their application to multi-digit multiplication with regrouping and long division, as well as fractions and their uses.

Fourth Grade Exhibition

Fourth Grade Exhibition is the cumulative project of the Lower School experience. This exhibition is designed for the student to demonstrate mastery of a set of academic skills: questioning, developing organization, time management, researching, writing, and public speaking. Using their public speaking skills and a visual display, students engage in a presentation to the CCS community.

Curriculum Summary

Grades PK-1	Grades 2-4
Core Classes Language Arts Global Studies Math Science	Core Classes Language Arts Global Studies Math Science
Special Area Classes Art STEM Spanish Music Physical Education Character Education Outdoor Education Gardening	Special Area Classes Art STEM Spanish Music Physical Education Character Education Outdoor Education Gardening

Lower School Academic Life

Academic Communication

Academic communication between teachers, guardians, and students is essential to a successful school year. The Lower School will communicate regularly in the following ways:

- Learning opportunities are documented and shared through the Seesaw platform. In addition, Seesaw is where you can find class news, calendars and teacher messages or announcements.
- Report Cards sent quarterly.
- Student Conferences are held each semester to review student progress. Guardians and teachers may also set up conferences as needed throughout the school year.
- Teachers provide regular feedback to each child, communicating academic goals and areas of strengths on a consistent basis.

Student Support

The goal of the Student Support is to create an educational atmosphere that is beneficial to a child's success. When providing academic assistance, Charleston Collegiate recognizes that each student is a unique learner and seeks to find academic strategies that fit the student's learning style. The objective of student support is to give each student the skills he or she needs to succeed academically and become an independent learner.

Building a strong academic foundation in core academic areas of reading, writing, math, are the focus of the Lower School.

Reading skills include:

- Phonemic Awareness
- Phonics
- Sight Word (heart words) recognition
- Fluency
- Vocabulary and Word Study
- Comprehension

Writing skills include:

- Handwriting
- Spelling
- Writing Process
- Writing Structure

Math Skills include:

- Concepts
- Application
- Problem Solving
- Math Computation and Fluency
- Mathematical Practices

In order to serve our students with documented learning disabilities, Charleston Collegiate provides reasonable accommodations. If accommodations are requested, guardians are required to provide a copy of any psycho-educational, neuropsychological, speech/language, or other evaluation to a Student Support Specialist. All evaluations must be kept current (no more than four years old). A Student Support Specialist will summarize and share the results of the academic testing with teachers and administrators. The Student Support Specialists will collaborate with classroom teachers to identify the skills that will be remediated, in order to aid in the student's success. Student Support Specialists and classroom teachers will monitor student progress on an ongoing basis. Charleston Collegiate does not guarantee that all accommodations recommended in a testing document will be provided.

Student Support Specialists will provide targeted instruction with identified students who demonstrate a significant need in reading and writing. The classroom teacher and Student Support Specialists will collaborate to identify the skills that will be remediated in order to aid in the student's success.

Grading Scale

Lower School uses a skills checklist to assess academic progress and performance.

Academic Skills

S = Secure Skill: Proficient-Students demonstrate this skill with consistent mastery and application. The student is able to demonstrate this skill in many different learning situations with a variety of examples.

D = Developing Skill: The student is developing proficiency on this skill with teacher guidance, questioning and support. Continued exposure, growth and practice are being provided to meet consistent mastery level.

E = Emergent Skill: With guided questioning and teacher support, the student is not demonstrating this skill yet. Exposure, practice and intervention are needed to support the student.

Extra Help

Students may be invited by teachers to stay in the classroom from 3:00-3:30pm for additional support of emerging skills.

Middle School

Curricular Philosophy

Charleston Collegiate recognizes that students make the transition from childhood to young adulthood during their years in Middle School. During this time, students are discovering themselves as well as figuring out the balance between the desire for independence and need for supportive and nurturing adult guidance. Middle School students are under the advisement of a core group of teachers dedicated to their social, emotional, physical, and intellectual development. This is a responsibility that the Charleston Collegiate Middle School team of faculty embraces with enthusiasm and great care. In the Charleston Collegiate Middle School, teachers use a balance of structure and freedom to nurture self-sufficiency and independence.

Students in the Middle School benefit from a smaller average class size, and are each involved in an advisory system that enables them to receive individual guidance and support. We strive to promote the personal qualities that make each student unique, as well as to develop responsible global citizens and effective future leaders.

The academic expectations in the Middle School are challenging, with an emphasis on exposure to broad artistic, cultural, and social experiences. Students take core academic classes in humanities, S.T.E.M., and Spanish. In addition to these core classes, students are exposed to various forms of fine arts, outdoor education, and technology.

Middle School Intermediate Program (Grades 5-6)

The Intermediate Program is the initial phase of the Charleston Collegiate Middle School program, and is designed to meet the physical, cognitive, and social needs of early adolescents. Fifth and sixth grade is a time of growth and transition when students have a need to become more independent and engaged. As students are experiencing this period of change, they are advised by an intimate group of teachers to use their creativity and strong problem-solving skills to positively impact the world around them. Using a balance of structure and freedom, the Intermediate Program provides the perfect environment for nurturing self-sufficiency and independence, while creating a seamless transition between the Lower School and Middle School programs.

The Intermediate Program places great importance on aiding the growth of students' individual strengths while engaging them in collaborative activities that help build the necessary alliances needed during early adolescence. Our outdoor classrooms, ropes courses, and character education classes, help to create a feeling of unity and camaraderie. All students go through unique developmental stages as they grow. While students grow in height and weight, their social and cognitive abilities mature as well. The Intermediate Program uses a holistic approach to meet all of the physical, cognitive, and social needs of fifth and sixth grade students.

Middle School Junior High Program (Grades 7-8)

The final phase of the Charleston Collegiate Middle School program is the Junior High Program. This program is designed to meet the physical, cognitive, and social needs of early adolescence. Seventh and eighth grade is a time of maturation, when students are searching for a sense of individuality and independence. As students are experiencing this rapid, erratic period of change, they are given more opportunities for self-exploration and leadership. The Junior High Program places great importance on aiding self-sufficiency while advising students to become responsible citizens that positively impact the world around them. This program creates a seamless transition between our Middle School and Upper School programs.

Sample Schedule

Grade 5	Grade 6	Grade 7	Grade 8
Humanities (Language Arts, Literature, and Ancient History)	Humanities (Language Arts, Literature, and United States History)	Humanities (Language Arts, Literature, and United States History)	Humanities (Language Arts, Literature, and Current Events)
S.T.E.M. (Earth Science, Astronomy, Robotics, Engineering, and Mathematics)	S.T.E.M. (Introductory Physics, Computer Programming, Engineering, and Mathematics)	S.T.E.M. (Life Science, Technology, Engineering, Mathematics and Pre-Algebra)	S.T.E.M. (Ecology, Marine Biology, Technology, Engineering, Pre-Algebra and Algebra I*)
Pillars and More (Art- Animation and Film, OEC, Music, Spanish, Wellness)	Pillars and More (Art- Drawing and Painting, OEC, Music, Spanish, Wellness)	Pillars and More (Art- 2D and 3D Design, OEC, Music, Spanish, Wellness)	Pillars and More (Art- Graphic Design, OEC, Music, Spanish, Wellness)
Project Time (Further exploration through project-based learning)	Project Time (Further exploration through project-based learning)	Project Time (Further exploration through project-based learning)	Project Time (Further exploration through project-based learning)

*Denotes courses earning graduation credits on the Upper School transcript

Fine Arts

The objective of the Middle School Fine Arts program is to give all students the opportunity to experience a variety of fine arts during their adolescent years, so they may discover which discipline affords them the best outlet for their expression. In Studio Art, students investigate art forms of drawing and painting, and primitive and modern art are explored as students create their own pieces. In Musical Theatre, students learn improvisation techniques as they work toward the creation of their own scripted pieces for performance. The plays they create are performed for the school. In Digital Art, students explore the areas of animation, 2D/3D modeling, digital photography, and graphic design. In Elements of Film/Film Making class, students create and edit films, using Final Cut Pro to edit their news stories and documentaries.

Wellness Education

Middle School students need active, hands-on learning that expands beyond traditional academics and exercise. Through a holistic approach to total wellness, students experience character education, the Outdoor Education Center (OEC), and physical wellness with sports, dance, and personal fitness.

Character Education

In Fifth and Sixth Grade Character Education, individualized lessons are designed and implemented to meet the developmental needs of the group. Much of the focus is on the topics of team building, stress management, and peer relationships, and includes lessons and discussions on communication techniques, self-esteem, and anger/conflict resolution. In Seventh Grade Character Education, students are given a safe, comfortable environment where they can ask questions without judgment as they are introduced to topics such as human behavior, sexual health, problem solving, family systems, diversity, and acceptance. In Eighth Grade Character Education, students are again given a safe, comfortable environment to discuss topics such as human reproduction (conception through birth) and career exploration.

Physical Wellness

Physical Wellness at Charleston Collegiate is more than just physical education. Through games and activities, Middle School students develop the physical and athletic skills required for sports, as well as explore other healthy physical activities such as personal fitness, yoga, Krav Maga (self defense), and dance.

Computer Science and Technology

Students use technology daily in the Middle School, and by exposing them to computer science, students enhance their critical thinking skills and their ability to learn through trial and error. Starting in Fifth Grade, students begin with an introduction to programming and expand to more complex formats in robotics and in HTML. The end product is students developing their skills at applying their knowledge to the digital world, and at the same time, practicing safe and responsible use of everyday and emerging technologies.

Outdoor Education Center (OEC)

Every student will participate in OEC for an entire quarter. This unique curriculum is designed for each grade. Through the use of our challenge course, kayaking program, and archery program, students will learn the importance of team building and problem solving while increasing their knowledge of our local environment. At the start of this program, every middle school student will be taught how to be safe in our environment and will also have the opportunity to become certified in CPR and First Aid.

Spanish

The Intermediate School approaches its Spanish language curriculum with a holistic focus on vocabulary and culture. Students focus on Spanish vocabulary and utilize age-appropriate materials such as songs, rhymes, and stories to explore the different cultures of Spanish-speaking countries. Students develop a cultural awareness and appreciation for the customs, celebrations, ancient civilizations, geography, and authentic materials specific to countries such as Spain, Mexico, Costa Rica, Dominican Republic and Argentina.

The Junior High World Languages program integrates speaking, writing, reading and cultural instruction using the target language. Through the study of Spanish, it is expected that each student will be able to apply the language in real-world situations such as simple conversations and readings. Students learn to perform basic communicative functions in Spanish, such as expressing likes and dislikes, describing themselves and others, talking about their after-school activities and their participation in sports, and also learn to manipulate the present tense.

S.T.E.M. (Science, Technology, Engineering, and Math)

Intermediate school S.T.E.M. uses an inquiry approach, which makes the content more accessible to students of all ability levels. By studying science, technology, engineering, and math in tandem, students infuse their scientific study with their math skills and connect them

to real-world issues, understanding the relevance and importance of learning these disciplines. The program uses a balanced, guided inquiry approach. Students learn to make decisions and solve problems based on evidence, and they gain a better understanding of the application of concepts through a hands-on approach. As they develop higher-level critical thinking skills, they begin to identify the trade-offs in the decision making process.

In Fifth Grade S.T.E.M., students will extend their science knowledge and apply it to the topics of astronomy and the Earth's environment. Specifically, students will learn about the universe, solar system, planets, the birth and death of stars, and the Sun's impact on the Earth. They will begin with the Earth's surface and the history of the surface. After moving below the surface, students study the atmosphere. Afterwards, they move beyond the atmosphere into space. With their inquiry-based approach, students end the year finding answers to how the solar system works and how integral the Earth/Sun/Moon system is to us every day. The Bridges math program allows students to develop fluency with all operations involving whole numbers, decimals, and fractions. They expand their knowledge of fractions by solving for operations involving mixed numbers and percentages. Students extend their study of geometry through graphing points and incorporating measurements of area and volume in order to solve real-world problems.

In Sixth Grade S.T.E.M., students reach beyond the classroom and discover the difference between sciences and pseudosciences, and explore topics such as the engineering process, how technology is useful in the field of science, Newton's Laws and the forces of motion, light and sound, magnets, and electricity. These topics are integrated in real-world projects and demonstrate the continuity between the topics. With the Illustrative Math program, students continue developing their math skills and begin connecting ratios and rates to whole number multiplication and division, using these concepts to solve real-world problems. They also refine their understanding of division of fractions and extend it to the notion of rational numbers, including negative numbers. They expand their geometry knowledge to include surface area of regular prisms. In solving real-world problems, students continue writing, interpreting, and using expressions and equations, which begins to develop their understanding of statistical thinking.

Seventh Grade S.T.E.M. emphasizes the concepts of problem solving, everyday applications, and the use of technology and reading while developing and maintaining basic skills. Science topics focus on cells and heredity, specifically on the processes of mitosis and meiosis, while integrating real-world projects based on DNA and genetics. All parts of the cell are analyzed, as well as their integral role in all life. By the end of the year, students are able to list the characteristics that all living things share. They are also able to distinguish the eight levels of classification and how each level interacts with the others. With the Illustrative Math program, students take a broader look at computational and problem-solving skills while learning the language of algebra. Students translate word phrases and sentences into mathematical expressions; analyze geometric figures; solve problems involving percentages, ratios, and proportions; graph different kinds of equations and inequalities; calculate statistical measures and probabilities; apply the Pythagorean theorem; and explain strategies for solving real-world problems. After completion of this course, students are prepared for Algebra I.

Eighth Grade S.T.E.M. concepts focus on ecology and marine biology. Students learn about the various ecosystems, the organisms that live in each, and the effect that these organisms have on the environment and vice versa. The subject of marine biology directs its focus on oceanography and the inhabitants of various marine environments. Students engage in the real-world exploration of the ocean and the organisms that inhabit it by participating in various dissections. This provides tangible evidence of the different characteristics of marine life and

allows for an in-depth analysis of several marine organisms. The Illustrative Math program focuses on the foundations of algebra when students explore the language of algebra and the nature of the real number system. Students analyze, manipulate, and express linear, non-linear, and polynomial functions numerically, graphically, and algebraically.

Humanities (English and History)

The Humanities Department's objective is to infuse history with literature, allowing students to connect and apply the lessons learned to their personal environment and to world events. Throughout Middle School, the students are exposed to a variety of literary genres, and are encouraged to read for pleasure and to acquire knowledge. Vocabulary skills center on students learning how to use affixes and roots to work out the meanings of words, as well as learn higher level tier two and tier three words. Students use word analysis and vocabulary strategies to read fluently. Each year in their writing, students learn strategies to help them communicate and convey their ideas and research. Students create narrative, opinion, and informational writing pieces in which they are drafting, planning, rereading, revising, proofreading, and talking with others about their writing pieces. Students analyze mentor texts and are encouraged to experiment with literary strategies and techniques of "good writing."

In Fifth Grade Humanities, the course focuses on developing a strong foundation in literacy and informational texts, oral and written communication, as well as, studying the ancient world and its impact on today's cultures. Following Lucy Caulkin's Reading Workshop Curriculum, the students will learn new ways to write about reading in order to gain a deeper understanding of the texts. Throughout the year, the students will analyze literature, participate in book clubs, tackle the skills to delve deep into complex nonfiction, scrutinize arguments, and explore the different worlds within the fantasy genre. Literature selections are chosen to complement what the students are learning in history, and science. Students will use the techniques and writing goals of real-life authors to create their own narrative, argumentative, and informative writing pieces. For vocabulary, the fifth graders will study Greek and Latin root words. The history content focuses on ancient history around the world. Students compare, contrast, and critique the main features that compose a civilization. Fifth-grade students analyze and evaluate a wide range of texts and develop a deeper understanding of the different ancient civilizations. There is an emphasis on creating connections between cultures through reading traditional folktales from different regions of the world. Students conduct credible research to gain background knowledge and formulate their own ideas on specific subjects. They demonstrate mastery of subjects by answering essential questions that allow them to craft a summative exposition for each civilization. Additionally, during units of study, students will collaborate and work on various projects that accurately display a chosen aspect from the unit.

Sixth Grade Humanities is a course that focuses on creating thoughtful readers and writers. The reading portion of this course emphasizes student reading comprehension across literature and informational texts while utilizing a variety of strategies. Students grow their nonfiction reading skills by studying how the United States of America came to be and how its past affects us today. They learn about what it was like to live during the time when important events in our nation took place. They study some of the people who took part in those events and about the places where each event happened. During units of study, students will collaborate and work on various projects that accurately display an aspect from each unit. Students write in multiple styles throughout the year; these writing styles include narrative, information, and persuasive writing. The writing process, peer editing, and a strong understanding of in-class content assist students in completing their writing pieces. The literature selections help improve reading skills within the English Language-arts curriculum. Students learn strategies for analyzing literary texts to make inferences, break down an overall plot into a diagram, and make direct connections back to the history content. Overarching

literary skills that will be practiced throughout the year are to interpret figurative language, identify characterization through the use of supporting evidence, find the main idea, recall facts, examine the characteristics of poetry and myths, and find word meaning in context. The sixth-grade curriculum will also continue to help them build and enhance their vocabulary, draw conclusions, and identify different sides of a debatable topic.

In Seventh Grade, the historical content focuses on themes throughout American history. This enables students to gain an understanding of how the choices we make as a country, in order to survive, contribute to our uniqueness. The historical content and literary study are integrated in order to allow students the opportunity to see how the two connect in theme and meaning. In choosing literary texts, teachers mix the classic authors with ones who are new on the award-winning lists in order to engage these maturing readers. Students read a variety of literary forms, including poetry and plays, and reading units are geared toward continued development of characterization and analysis of various genres. While they read texts as a class, guided by their teachers, students also read independently and are encouraged to become excited about reading. In writing, as the students' thoughts begin to take on a very complex nature, students must practice how they communicate through writing. Students also continue to apply rules of grammar in order to edit their writing pieces; however, seventh graders begin to focus more on sentence fluency and writing more compound/complex sentences. Students also begin strengthening the foundation of research and presentation skills that will help them be successful with their future exhibitions. Students continue to clarify and refine research topics, but begin to use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others (MLA format). Students continue to develop their language skills through their study of affixes and Greek and Latin roots, as well as tier two and tier three vocabulary words.

The objective of Eighth Grade humanities is to provide the student with foundational information in order to gain an understanding of today's world. Students will analyze social, political, religious, and cultural events in different countries and regions in order to better understand the varying perspectives of the current world and how those perspectives affect human rights. The major focus will be studying current events (their origins and causes) and trying to come up with solutions to those events as well as attempting to predict the outcome to those events. Students will analyze and evaluate primary and secondary sources to help develop a deeper understanding of the connection between past and present pivotal events and answer document based questions. The literature studied allows students the opportunity to bridge the past with current events in order to connect to the thematic focus of people's challenges in the real world. Students will design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, and organizing information. In eighth grade, students will use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others (MLA format). Students will continue to develop their language skills through their study of affixes and greek and latin roots, as well as, tier two and three vocabulary words.

Eighth Grade Exhibition

During the second semester, the eighth graders engage in a major investigative project involving research, interviews, surveys, data collection, a paper, and a presentation. Supported by the Middle School teachers and evaluated by a committee of teachers and administrators, the eighth grade student will explore his or her future career path. Although

the bulk of the work is completed in the Humanities class, this investigative project is interdisciplinary in nature and students acquire skills and receive guidance for the project in many of their classes. This Exhibition of Mastery serves as the second semester final exam grade for the Humanities class.

Middle School Academic Life

Advisory

Every Middle School student is assigned an advisor. Teachers, as advisors, are an integral part of Charleston Collegiate School's student support program, and they serve as the student's advocate. The advisor monitors the student's academic progress, assists with curricular and extracurricular choices, represents the student in academic or disciplinary situations, advises on personal matters if requested, and provides regular and frequent communication with guardians. Advisory groups meet daily in the morning for registration and to share notices and then once a week for activities and lessons related to character education, life skills, leadership, academic goal-setting and planning, and organizational/study skills during the advisory period. However, if a Middle School guardian has a question about a particular class, the guardian may contact that teacher directly.

Academic Communication

CCS Connect is our online assignments and grade book program. Students can use their accounts to view all of their assignments and graded work at any time. Each guardian and student is given a unique login and password to access this information through CCS Connect. CCS Connect is the school's program for assignments that are submitted digitally. If you have forgotten your CCS Connect login or password, please contact the school office or your child's Dean.

Daily assignments will be recorded by the student in his or her Reminders app or agenda. Teachers will post daily assignments in their classrooms, and students are responsible for recording assignments each day. In the event there is a conflict between CCS Connect and the assignment posted in the classroom, the student will default to the daily assignments posted in the classroom which will be reflected in the student's agenda.

One of the goals of the Middle School is to promote independence and self-advocacy, so in the event a guardian or student has questions about a particular assignment, the student is encouraged to first contact the teacher, before the guardian gets involved. If the Middle School guardian still has a question about a particular class, the guardian may contact that teacher directly, but we encourage you to involve your child in the communication. In the event a student fails an assignment, the teacher will have the student email his or her guardian. If any larger concerns are presented, academic advisors will contact guardians. Guardians should consider the advisor as the primary contact for student-life concerns.

Academic Support Services

The goal of Student Support Services is to create an educational atmosphere that is beneficial to a child's success. When providing academic assistance, Charleston Collegiate recognizes that each student is a unique learner and seeks to find academic strategies that fit their learning style.

Teachers, guardians, or students may utilize Student Support Services by first requesting a student observation from the Student Support Specialist. The Student Support Specialist will

complete a Student Observation Form, talk with the student's teachers, and review academic data about the student. Once all of the necessary information is gathered, the Student Support Specialist will meet with the student, guardians, and other necessary team members to discuss appropriate strategies to meet the student's learning needs. The Student Support Specialist may then work with the family to determine if there is a need for a psycho-educational evaluation. *Students in grades 5 – 12 must have a full scale psycho-educational evaluation, 504 plan, or IEP on file in order to receive academic accommodations, which may include a Student Support Class.*

Charleston Collegiate School acknowledges and accommodates diverse learning needs and welcomes students who can benefit from the curriculum without significant modifications. Charleston Collegiate School uses a team approach to help students identify learning strategies that will help them navigate our curriculum.

In order to serve our students with documented learning disabilities, Charleston Collegiate provides reasonable accommodations. If accommodations are requested, guardians are required to provide a copy of any psycho-educational, neuropsychological, speech/language, or other evaluation to the Student Support Specialist. All evaluations must be kept current (no more than four years old). The Student Support Specialist will summarize and share the results of the academic testing with teachers and administrators and develop an Academic Accommodation Plan that reflects the needs of the student. Charleston Collegiate does not guarantee that all accommodations recommended in a testing document will be provided.

College Counseling

The College Counseling program starts in eighth grade as advisors begin mapping a student's academic course progression towards graduation, helping each student set and achieve academic goals. Specific college-related lessons will begin in eighth grade and continue – through classes and advisory – through twelfth grade. In the spring, eighth grade students go on a college admission tour to get firsthand information, guidance, and exposure to the college admissions process.

Middle School Honors Program

The Charleston Collegiate Middle School values our students' unique learning styles and strengths. We believe that allowing students to access knowledge through their strengths and abilities nurtures them to become lifelong learners. We academically acknowledge honors-level work, though CCS believes in integrating a variety of learners and learning styles together in classes. At CCS, students are not separated into standard and honors-level classes; instead, we use tiered assessments to ensure every Middle School student has the ability to strive for a deeper learning experience and receive an honors notation on his or her academic transcript. To receive this academic notation, a Middle School Honors students will follow the 80-80 Rule; meaning that throughout the year, students must complete 80% of the honors-level assessments and receive a grade of 80% or higher on each of those assessments. Honors notations will be awarded by class and will be calculated at the conclusion of the academic year.

Middle School Academic Policies

Grading

The student's individual grade per class will be based on two categories: Process and Application. The Process component involves the everyday learning steps needed to achieve the overall goal of applying knowledge. Steps in the process include group work, daily work, homework, quizzes, etc. The Application component includes major assessments and projects. Process will count 60% of the final grade, and Application will count 40% of the final grade.

High School Credit for Middle School Courses

Charleston Collegiate School offers 8th grade students the ability to take high school level courses (Algebra I). During their 8th grade year, students must earn at least an 80% in the course to receive high school credit and progress to the next level course.

Academic Recognition

Charleston Collegiate School believes in awarding students for their dedication to achieving academic excellence. The Middle School recognizes these students during semesterly academic awards ceremonies, where students have the opportunity to receive one of three academic awards.

Honor Roll: Student must have no grade less than an 85

Dean's List: Students must have no grade less than an 90

Head of School's List: Students must have no grade less than an 95

Late Work

All late assignments and assessments will be penalized 15% per class meeting; assignments and assessments not received by the beginning of the fifth class meeting will result in zero credit.

Oops Policy

Although the expectation is that students turn in all assignments on the day they are due, we recognize that, occasionally, things do happen. If a student misses an assignment in the "Process" category, students will be allowed to turn the assignment in by 8:00 AM at the start of the next school day without any point deduction. Students will be allotted one Oops per class each semester. Teachers will track the Oops in their CCS Connect Gradebook.

Report Cards & Progress Reports

Charleston Collegiate School values providing frequent communication with families regarding each child's progress. Therefore, academic grades are always available to view via CCS Connect. Report cards at the end of semester and become part of the student's academic file, and Progress Reports will be issued mid-semester. Unless paper copies are requested, guardians will receive notification when reports may be accessed online through CCS Connect.

Grading System

Middle and Upper School academic courses at Charleston Collegiate School are graded on a numerical scale. Expectations for the grade in each course are established and communicated in a published syllabus for each course.

Grading Scale

A++ (above 100)
A+ (100-96)
A (95-93)
A- (92-90)
B+ (89-86)
B (85-83)
B- (82-80)
C+ (79-76)
C (75-73)
C- (72-70)
Failing (below 70)

Summer School

Charleston Collegiate does not offer a formal summer session. If a student fails a course during the school year, he or she may enroll in a summer school session at another academic institution. Summer School enrollment must be pre-approved by the Dean in order for the student to receive credit. At the conclusion of the summer school course, students must show the Dean a certificate of completion that confirms a grade of 70 or above.

If a student fails a course at the end of the school year, the credit may be recovered during a Summer School class for less than 120 hours; however, the maximum grade that can be earned in this case is 70. The program must be pre-approved by the Dean.

Upper School

Curricular Philosophy

In the Upper School (grades 9-12) at Charleston Collegiate, we believe in creating a supportive environment which serves the needs of the whole student while providing a rigorous educational program. Through a project-based, learner-centered environment, students are given the opportunity to develop their interpersonal skills and connect content knowledge with real-world applications. The academic curriculum prepares students for the challenges that they will face after high school, and readies students for college and beyond, while the CCS Wellness program promotes building an inclusive and supportive environment for all students, centered on its core values.

As students grow and learn, an advisor system facilitates communication between home and school, providing students with individual guidance and support. The advisory program also supports students through their community service learning projects, which promote the personal qualities that are necessary to develop responsible citizens and effective future leaders. Athletic opportunities, on-stage performances, and academic competitions allow students to express aspects of their talents and passions. The Jobs Program fosters skills in leadership, cooperation, and responsibility, and the Oaks to Acorns mentorship program provides the Upper School students opportunities to gain confidence and model organizational skills while building relationships with the younger students on campus.

S.T.E.M. (Science, Technology, Engineering, and Math)

The Upper School S.T.E.M. curriculum continues to build on students' foundations in its study and application of the concepts of science, technology, engineering, and math. We use an inquiry-based approach to learning, where students are guided to make discoveries through problem solving. This model of inquiry-based learning ultimately strengthens students' abilities to become self-sufficient learners who are not only able to make connections between the content of the material and the world in which they live, but also to critically evaluate and problem solve to find real-world solutions with a creative approach.

In the mathematics curriculum, a learner-centered approach allows students to assume responsibility for the mathematics they explore. Students question, investigate, analyze critically, gather and construct evidence, problem solve, and communicate rigorous arguments to justify their thinking. Our curriculum is guided by three research-based principles. First, students should engage in problem-based lessons structured around a core idea. Second, guided by a knowledgeable teacher, students should interact in groups to foster mathematical discourse. Finally, practice with concepts and procedures should be spaced over time; therefore, mastery comes over time. Students in the Upper School S.T.E.M. programs find traditional topics of biology, chemistry, environmental science, forensics, and physics; however, the design of those courses allows for discovery in all areas. Throughout our S.T.E.M. courses, we integrate the content of science, mathematics, engineering, and technology through exhibitions and digital portfolios. In their technology study, students explore advanced concepts of problem-solving, programming, and software design using a variety of languages and engaging contexts. Students will also master the use of multimedia, digital devices, and digital communication.

Mathematics

Algebra I is the first course in a five-year sequence of college preparatory mathematics courses that continues through Calculus. This sequence aims to deepen and extend student

understanding built in previous courses by focusing on developing fluency with solving linear equations, inequalities, and systems. These skills are extended to solving quadratic equations, exploring linear, quadratic, and exponential functions graphically, numerically, symbolically, and as sequences, and by using regression techniques to analyze the fit of models to distributions of data.

Geometry is the second course in the five-year sequence, and aims to formalize and extend the geometry that students have learned in previous courses. This is accomplished by focusing on establishing triangle congruence criteria using rigid motions and formal constructions, while building a formal understanding of similarity based on dilations and proportional reasoning. This also helps students develop the concepts of formal proof, explore the properties of two- and three-dimensional objects, work within the rectangular coordinate system to verify geometric relationships, and prove basic theorems about circles. Students also use the language of set theory to compute and interpret probabilities for compound events.

Algebra II is the third course in the five-year sequence, and aims to apply and extend what students have learned in previous courses by focusing on finding connections between multiple representations of functions, transformations of different function families, finding zeros of polynomials and connecting them to graphs and equations of polynomials, modeling periodic phenomena with trigonometry, and understanding the role of randomness and the normal distribution in making statistical conclusions.

Precalculus with Trigonometry is a fourth course in the five-year sequence. In addition to covering all of the key concepts found in traditional trigonometry, pre-calculus, or math analysis courses, this course emphasizes several big ideas that form a foundation for calculus and other college mathematics curricula.

Statistics is a fourth course in the sequence. This introductory course provides students with the basics of data collection and analysis and statistical computing. Several key focus topics in this course include one and two variable data analysis, data collection, distributions of data, probability theory, and game theory.

The Calculus course is the fifth course in the five-year sequence, further building on traditional Precalculus concepts from the eleventh grade and beginning a comprehensive and inductive approach to the study of Calculus. Topics include complex numbers, polar coordinates, probability, recursion, functional notation, slope, velocity, asymptotes, the fundamental constant e , the Euler identity, and applications of the preceding. Students learn to read the language of differential equations and to appreciate the two principal divisions of Calculus - that differential (rate problems) and integral (accumulation problems) are unified by the Fundamental Theorem of Calculus. Working within contexts whenever possible, key concepts are developed using labs with applications in mind. Honors-level students who excel in this class will have all of the tools necessary to complete the AP Calculus AB exam if they wish to do so.

Science

In Biology, students connect their mathematics study to the field of biology, doing a number of hands-on labs that require them to collect data, make conjectures, and draw conclusions. Students undertake a lab- and inquiry-based study of cells, genetics, genes and DNA, biological diversity, plants, and animals. Discovery labs give students the opportunity to learn about each of these organisms, and projects are developed in order to connect the material to the world around them. Skills emphasized include laboratory safety; collecting, analyzing, and

interpreting data; thinking critically; and comparing and contrasting viewpoints, perspectives, and information.

In Chemistry, students explore a lab-enhanced study of essential chemical principles. The curriculum asks the question: "What is change and how does it occur?" The course emphasizes atomic structure, nomenclature, chemical bonding, basic stoichiometry, and states of matter. Students write and conduct S.T.E.M. labs for in-depth analysis of topics. Skills include collecting, analyzing, and interpreting data; applying the Scientific Method; thinking critically about chemistry in their lives; and comparing and contrasting viewpoints, perspectives, and information.

In Physics, students explore a lab-enhanced study of essential physical principles. The curriculum asks the question: "What causes matter to move the way it does?" The course emphasizes motion, forces and interactions, energy, and waves. Students write and conduct S.T.E.M. labs for in-depth analysis of topics. Skills include collecting, analyzing, and interpreting data; applying the Scientific Method; thinking critically about where physical principles are seen in their lives; and comparing and contrasting viewpoints, perspectives, and information.

Once students have completed the science prerequisites, they enter into upper level courses that challenge them to apply their knowledge in specific areas.

Environmental Science allows students to integrate earth science, biology, chemistry, physics, ecology, economics, sociology, and political science in order to assess and discuss problems and solutions facing our planet in the next 50 years, such as pollution and waste, global climate change, biodiversity, sustainability, and energy use. Students analyze their actions and choices and explore how politics and economics combine with the energy exchanges in their lives by analyzing, interpreting, comparing, and contrasting viewpoints, perspectives, and information.

Forensic Science is the application of science to criminal and civil laws that are enforced by police agencies in a criminal justice system. Forensic Science has become a comprehensive subject incorporating biology, chemistry, physics, entomology, earth science, anatomy and physiology, as well as other aspects of science. Major topics in this course include processing a crime scene, collecting and preserving evidence, identifying types of physical evidence, organic and inorganic analysis of evidence, hair, fibers, and paint, toxicology, arson and explosion investigations, serology, DNA, fingerprints, firearms, and document analysis. The main focus of this course is to emphasize the evidential value of crime scenes and related evidence, as well as the services of what has become known as the crime laboratory. This course combines basic theory and real laboratory experiments, creating an experience-based situation for better understanding by the students. The experiments used reinforce previously learned scientific principles rooted in biology, chemistry and physics.

In addition to the core S.T.E.M courses, students in upper grades may choose to enroll in elective courses. In Civil Engineering, students will plan, design, and construct bridges, houses, and road designs. By applying principles in math and physics, students will make informed decisions for construction and testing designs. After planning, designing, prototyping, and testing, students will construct a bridge to be installed on campus.

Humanities (English and History)

The Humanities Department's objective is to infuse history with literature, allowing students to connect and apply the lessons learned to their personal environment and to world events. Throughout Upper School, students read and comprehend a variety of literary and

informational texts in print and nonprint formats. Vocabulary skills continue to center on students learning how to use affixes and roots to work out the meanings of words, as well as higher level tier two and tier three words. Each year in their writing, students learn strategies to help them communicate and convey their ideas and research. In Upper School, students continue to build the foundation of solid writing and researching skills that will carry them later in life. Students create narrative, opinion, and informational writing pieces in which they are drafting, planning, rereading, revising, proofreading, and talking with others about their pieces. Students begin to refine how they incorporate primary and secondary sources into their writing.

In Ninth Grade, students study literary topics that connect to ancient civilizations in Europe, Africa, and Asia. Students work to compare and contrast the global human rights among these civilizations and analyze the progression of these human rights. They interpret historical documents and consider the impact of the written word on the development of government, and also identify historical trends and apply them to current events. In their study, students incorporate all of the components of language arts including reading, writing, speaking, vocabulary building, and grammar. Significant emphasis is also put on further developing writing skills with a focus on informational and narrative essays. Students also continue to refine their research and presentation skills.

In Tenth Grade, as students broaden their literary landscape with texts that reinforce the study of culture and perspective throughout world history. Students work toward a definition and an understanding of commonalities and differences among human cultures as represented in literature, media, and nonfiction from around the world. Students further their understanding of global human rights and recognize the progression of these human rights by integrating topics from modern world history. Students continue to interpret historical documents and consider the impact of the written word on the development of government, recognize the different political systems and how these systems affect society, identify historical trends and apply them to current events, and distinguish the role of the individual as an agent of change throughout history. Students use geographic tools and technology to explain the interactions of humans and the larger environment, as well as the evolving consequences of those interactions. Additionally, students are asked to research, analyze, write, and present about ways cultures communicate, about conflicts that arise, and about the perspectives of all of those involved. Students continue to improve their writing, reading, vocabulary, punctuation, and editing skills.

Eleventh graders integrate American literature, history, and government as they study the major cultural events of the twentieth century. They investigate the evolution of America's unique literary tradition and how it reflects the changing attitudes of our nation. By studying American history from the turn of the 20th Century to the present day, students discover the country's history by examining challenges evident in the current landscape. They continue to analyze the value of "authentic" sources as they evaluate the development of society in terms of political, social, and economic terms. In order to incorporate a comprehensive understanding of the operation of American national government and politics, students study the Constitution, American political culture, political institutions and policy making, and civil liberties. Students explore the rights and responsibilities of an American citizen within the world community, and compare and contrast global human rights. Students continue to improve their writing, reading, vocabulary, punctuation, and editing skills.

In the Twelfth Grade, students engage in a study of rhetoric and the devices utilized in persuasive techniques. English IV also allows for students to survey genres of literature through a comparison of time-honored classics and modern literature that speaks to those

classics. As students work toward refining their persuasive writing and argumentative writing techniques, they also refine their researching skills and literary analysis. Ultimately, students use their Twelfth Grade English study as the opportunity to apply their acquired skills to their Senior Major projects.

Spanish

In the 21st Century, the ability to communicate in more than one language is an essential skill for all students. Developing multiple perspectives and understanding other cultures are critical skills students need to be prepared for the real world. Through the progression of the Spanish courses in the Upper School, students engage in conversations, understand and interpret written and spoken language, and present information and ideas in Spanish. Additionally, they examine the perspectives and relationships between other cultures and their own.

In Spanish I, students build upon the foundation from previous years as they are introduced to the essential grammatical structures, lexicon, and phonetics of the Spanish language. Spanish I introduces the language learners to the culture and customs of the Spanish-speaking world, and focuses on the development of the four pivotal skills: listening comprehension, speaking, reading and writing. This course is designed to provide a strong foundation in the target language in order to promote future success.

Spanish II is a continuation of Spanish I, and is designed to further promote proficiency in the target language. This class focuses on giving the language learner the necessary tools to decipher, process, and produce the language spontaneously. The students are able to express themselves in the present, past and future tenses. The learners are introduced to more complex grammatical structures and continue to expand on vocabulary. Spanish II continues to focus on the four pivotal skills: listening comprehension, speaking, reading and writing. The culture and customs of the Spanish-speaking world are presented through the use of media, games and authentic materials.

While only two courses of Spanish are required, students who choose to extend to Spanish III will experience a continuation of Spanish at a more advanced level of study. This course is designed to increase students' proficiency in the language, challenge the student in all language skills previously learned, and prepare for college study by increasing the amount of class time in which Spanish is used exclusively. Speaking, listening, reading, and writing skills are strengthened, and accuracy increases as students develop a better understanding of the structure of the language. A major goal is to develop greater oral proficiency by focusing on extemporaneous speech. Particular emphasis is placed on the acquisition of extensive, practical vocabulary and idiomatic usage. The culture of the countries studied is integrated with listening and reading activities as literature is introduced at this level.

Students can extend their study and continue on to Spanish IV. This course is designed to challenge the student in all language skills previously learned. Advanced vocabulary topics, as well as the finer points of grammar, are studied and continue to be perfected. Students read and analyze literary selections to enhance their interpretive skills. Students must speak only Spanish in class, and oral proficiency continues to be stressed as students engage in extended conversations and interact appropriately in Spanish in a variety of real-life situations. Written composition is also emphasized through the creation of in-depth written reports on research-based topics.

In Spanish V, students continue to acquire the ability for more proficient communication in the Spanish language. Students continue to apply previously learned verb tenses and moods in the verb system. Readings may include Hispanic novels, plays, short stories and poetry. Discussions and conversations are conducted on subjects that students might encounter in

Hispanic society. This course is designed to increase competence and self-confidence for living and working in today's global society. Students communicate more idiomatically in Spanish, gain knowledge and understanding of their own culture and other cultures, acquire information that connects with other disciplines, develop insight into the relationship between language and culture, begin reading adolescent novels in the target language, and build a lifelong interest in acquiring and maintaining proficiency in Spanish.

Fine Arts Education for the Upper School

Following the pillars of Charleston Collegiate School, Fine Arts is not only integrated into all disciplines across the curriculum, but is also offered as its own course in performing, visual, and media arts (digital arts, photography, computer graphic design, and film). The objective of the Upper School Fine Arts program is to allow students to bring forth the innate creativity and rigorous cognition required to produce a work of art. The curriculum asks students to participate in the creative process inherent in each art's discipline: understanding, creating, performing and presenting, and refining and critiquing.

Utilizing an integrated approach to performing arts, media arts, and visual arts in ninth and tenth grades, students focus on the inherent characteristics and expressive features of arts, including the historical and cultural contexts. As students study the purpose and function of the specific areas of art and design, they produce and evaluate art with various materials and methods and ready themselves for making decisions on refining their focus areas for their chosen majors.

Once students enter the eleventh and twelfth grades, students choose a major and many choose to extend their fine arts study during their junior and senior years. The major courses allow students the opportunity to refine their skills in their chosen discipline, ultimately fostering their appreciation for lifelong learning in the arts.

Business and Technology

Aligning with one of the CCS Pillars for success, students take courses designed to prepare them to enter the 'real world' with an entrepreneurial spirit of problem solving, creating solutions to problems in all areas of life. Public speaking, entrepreneurship, and personal finance are foundational skills for future success. Additionally, foundational skills in technology are a primary focus of the Upper School, and students are expected to understand how they can use technology to their advantage in acquiring knowledge, presenting to others, and reaching out into the world.

With an integrated approach to public speaking, students practice their skills, aiming to learn about and improve communication skills through oral presentation in all of their courses. During each year, students write, rehearse, and deliver multiple speeches as they deliver their findings through small and larger assessments and through their exhibitions.

Entrepreneurship

The Entrepreneurship Program introduces students to all aspects of starting a business. Students create a business with a marketable product for the purpose of serving a small community and then learn the daily operational elements of businesses to create a business plan for starting and financing a small business. They then continue to acquire skills for expanding business opportunities and develop the ability to adapt to the changing environment of their consumers.

In the upper grades, students have the opportunity to cross their entrepreneurial skills with fine arts in Creative Technologies. Students will study music fundamentals in order to apply their knowledge to creative technologies such as Digital Audio Workstations (DAW's),

electronic instruments, and a variety of creative apps used by professionals today in the Arts industry. Students will explore big questions in the music industry such as the relevance of record labels during a time where all aspects of the industry can be done by the individual. Students will navigate the industry as an indie (individual) artist who is not signed to a record label. Marketing, production, and songwriting are just a few of the industry elements students will learn for themselves, through hands-on experiences, applying knowledge gained while studying music fundamentals. By the end of the year, students will have published albums as both indie artists and label teams and will have created the necessary album covers, marketing campaigns, tour routes, singles, and music videos.

Outdoor Education

The Outdoor Education Pillar at CCS strives to provide students with hands-on opportunities to learn risk management concepts, effective communication skills, group dynamics, and survival skills in an outdoor classroom setting. Courses in these areas are designed to enhance how students collaborate socially and in other areas of academics throughout their daily lives.

In Ninth Grade, students take the Leadership course and have the opportunity to increase their understanding and effectiveness in areas that are critical in becoming effective leaders. Through communication, students study the impacts of speaking and listening in group settings. They study different leadership styles and effective motivational and involvement techniques. Goal setting is explored, along with positive reinforcement and honest communication. Throughout the course, students are building the foundations for becoming leaders for life.

In Tenth Grade, students enter into Outdoor Education and Ecology, the outdoor portion of the curriculum. This course aims to increase awareness of how we impact one another's lives and the impact we have on our environment. The immediate goal is to reconnect students with their natural surroundings and with their fellow man. Subject material runs the gamut of biodiversity, sustainability, teamwork, group dynamics, effective communication skills, outdoor and survival skills, and risk management. Students in this course have the opportunity to be leaders in the school and facilitate outdoor education opportunities for younger students.

In Eleventh and Twelfth Grades, students are given opportunities to expand their outdoor educational interests and take courses in wilderness survival and other special areas driven by student interest.

Upper School Academic Life

Public Presentations and Exhibitions

Students engage in deeper learning through project-based, cross-curricular projects, gaining knowledge and skills by working for an extended period of time to investigate and respond to engaging and complex questions, problems, or challenges. Students collaborate, problem-solve, make decisions along their journey, create something new, present their work, and reflect on their learning experiences. By publicly presenting and displaying their work, students are allowed to demonstrate their depth of knowledge to the community.

A project allows students more time to work, and is an application of knowledge rather than just memorization of material. Therefore, for classes like English, history, and sometimes even languages or science, a project may be assigned in place of a traditional examination or assessment. This practice can help students communicate to the teacher a deeper level of

comprehension of the material - as opposed to a traditional assessment where students define memorized vocabulary terms or historical facts that likely have a much lower rate of long-term retention.

Entrepreneurship Exhibition

The Junior Exhibition is a defining experience for Charleston Collegiate School's 11th grade students; it is a personal affirmation and a public celebration of what they have gained from their time at this school. Throughout the Entrepreneurship Exhibition process, students meet demanding evaluation criteria and exhibit habits of mind and heart characteristic of inquisitive, responsible, and caring young adults ready for the demands of college. Supported by a joint committee of adults and peers, each junior will create a unique business plan and compete in the *YesCarolina* Competition.

College Preparatory, Honors, Advanced Placement, and Dual Credit Courses

The Upper School curriculum is designed to allow each student to reach a level of academic challenge that allows for growth and development as a whole student. College Preparatory benchmark outcomes are required for all students; however, students who extend beyond those expectations earn Honors, Advanced Placement, or Dual Credit distinction. Upper School students who wish to take Advanced Placement exams may choose to do so in any subject, or students who score highly on the Accuplacer exam and receive teacher recommendations may take a dual credit course, counting for both CCS graduation credit and college credit.

Winterim

Using CCS's **Four Pillars of Academic Success** (Project-Based Learning, Arts and Creativity, Leadership through Outdoor Education, and Financial Literacy and Entrepreneurship), Upper School students embark on a week-long program that allows students to apply what they learn through the CCS curriculum to real life experiences, found outside of the traditional classroom. This academic experience is required for all Upper School students and all school policies will be enforced throughout Winterim.

L.E.A.P.

LEAP is an Upper School program that takes place the first day(s) of each school year, carefully designed to allow students and teachers to get to know one another while exploring the Four Pillars of the CCS learning experience: **L**eadership through Outdoor Education, **E**ntrepreneurship, **A**rts and Creativity, and **P**roject-Based Learning. Students follow an alternative schedule each day to allow for field trips, group projects, and collaborative learning. LEAP is the ideal platform for students, teachers, and administrators to work together in pursuit of a common goal while practicing the skills and protocols that students need to reach their full potential as learners and as active citizens of the Charleston Collegiate community.

Advisory

Every student is assigned an advisor. Teachers, as advisors, are an integral part of Charleston Collegiate School's Student Support Program, and they serve as the student's advocate. The advisor monitors the student's academic progress, assists with curricular and extracurricular choices, represents the student in academic or disciplinary situations, advises on personal matters if requested, and provides regular and frequent communication with the guardians. If an Upper School guardian has a question about a particular class, the guardian

may contact that teacher directly. However, if a guardian has a question about the overall well-being of a child, the guardian should contact the child's advisor. Advisory groups meet once weekly for activities and lessons related to academic goal-setting, planning and organization, and study skills. Advisors can coordinate any communication or meetings with the other academic teachers as well. If a student is struggling in any way, advisors and the Dean may refer him or her to work with the Guidance Counselor. Students may also seek assistance from the Guidance Counselor at any time during office hours.

Academic Communication and Accommodations

CCS Connect is our online learning management system. Each guardian and student is given a unique login and password to access this information through CCS Connect. CCS Connect is the school's program for assignments that are submitted digitally. Students can use their accounts to view all of their assignments and graded work at any time.

College Counseling

We maximize the College Counseling experience in Upper School to ensure each student gains admission to the college or university of his or her choice. We do this by offering consistent hands-on support throughout the entire college application process. We host about twenty College Information Sessions a year. These sessions allow students an opportunity to build rapport with their preferred school, to fully understand the application process, to gain useful tips for enhancing their competitive edge, and to learn about the variety of academic options that are available to them. We provide information and encouragement for students to start their own CommonApp and Coalition online applications, provide practice tests including the PSAT and the ACT Aspire, and provide an on-campus SAT prep class available for eleventh graders. Our seniors are enrolled in a semester-long College Seminar class providing direct staff support and supervision for the completion of college applications. College Seminar provides a collaborative space where we discuss essay writing tips, resume building, scholarship information, the application process, and life transition support (such as how to budget money in college, reduce anxiety, and improve study habits). Because we have a family environment at CCS, our seniors receive strong letters of recommendation that highlight their personal strengths in a meaningful way, and our Director of Upper School Counseling works as a liaison between students and the schools to which they are applying. Our competitive and creative curriculum is promoted to ensure the school of choice is aware of the CCS Jobs Program, our Oaks and Acorns program, personal websites created by students, and our Majors Program. This provides an incredible advantage for CCS students as these are often program components that colleges and universities are marketing. Students and parents receive educational emails related to FAFSA, available scholarships, deadlines, and reminders as needed.

Grading System

Upper School academic courses at Charleston Collegiate School are graded on a numerical scale. Expectations for the grade in each course are established in a published syllabus for each course.

Grading Scale

A++ (above 100)
A+ (100-96)
A (95-93)
A- (92-90)
B+ (89-86)

B (85-83)
 B- (82-80)
 C+ (79-76)
 C (75-73)
 C- (72-70)
 Failing (below 70)

Charleston Collegiate Majors Program

Charleston Collegiate School believes in letting students unleash their passions into their academic world. To this end, we allow a Declaration of Majors for 11th and 12th graders. Allowing students to be the keystone of their education enables them to become excited about the possibilities beyond graduation. Throughout their twelve-plus years at Charleston Collegiate, our students are provided with a great deal of academic enrichment, challenging coursework, intense project-based learning, and a phenomenal arts program. Our students internalize these experiences and have aspirations for college and beyond.

Our Majors Program moves students out of the traditional classroom and toward an environment that has a deeper focus on their passions, success skills, and professionalism. With this program, we give our students a jumpstart on their college and professional careers by providing dynamic and focused instruction that is unparalleled in other high school programs.

The Majors Program allows students to embark on an internship opportunity, and be mentored by a CCS teacher or community member. With faculty and community members mentoring students and helping them create their own niche in their academic career, students in their junior and senior years are allowed to declare a specific focus for an extensive, dedicated study.

In addition to fulfilling all of the responsibilities assigned by their mentors, students must complete the following:

Juniors (1 Credit Course)	Seniors (2 Credit Course)
<ul style="list-style-type: none"> • 1 day a week • 30 hours per semester *at least 2 hrs/day • Digital Portfolio with weekly blogs (Weebly) • Public Exhibition with product presented at CCS • Annotated Bibliography • Quarterly Student Evaluations • What, So what, Now what 	<ul style="list-style-type: none"> • 1 day a week • 75 hours per semester *at least 5 hrs/day • Digital Portfolio with checkpoint blogs (Weebly) • Public Exhibition presented at the internship workplace • Literature Review Paper • Quarterly Student Evaluations • What, So what, Now what

Toward the conclusion of their sophomore year and junior year, students choose a major. On campus majors may include one of the following, or a student may declare an approved off campus major of choice that is not listed:

Arts Majors	Education Majors	S.T.E.M. Majors	Community Management Majors
Acting Ceramics Creative Writing Dance Digital Art Drawing Fashion Design Industrial Art Jewelry Painting Sculpture Culinary Arts Antique Restoration Beginning Fabric Construction Costume Design	Art Biology Elementary Ed. Secondary Ed. Hispanic Studies Humanities Outdoor Ed. S.T.E.M.	Agronomy Chemistry Ecology Engineering Info. Technology Mathematics Marine Biology Mechanics	Behavioral Health Communications & Mass Media Entrepreneurship Exercise Science Finance Health & Fitness Political Science Business Sports Management General Management Accounting Human Resources Development

The Majors Program culminates in the spring with the Majors Exhibition. Preparation for this event is key; therefore, a great deal of rehearsal and feedback time is built into the process. The Majors Exhibition allows students the opportunity to display and discuss the lessons they have gleaned from their Majors Program experience.

Sample Schedule

Grade 9	Grade 10	Grade 11	Grade 12
Humanities (Language Arts, Literature, and Ancient History)	Humanities (Language Arts, Literature, and Modern World History)	Humanities (Language Arts, Literature, American History, and Government)	Dual Credit English or AP Language and Composition or English IV
S.T.E.M. (Biology, Technology, Engineering Design Process, Algebra I or Geometry)	S.T.E.M. (Chemistry, Technology, Engineering Design Process, Geometry and/or Algebra II)	S.T.E.M. (Physics, Technology, Engineering Design Process, Environmental Science, and Algebra II or Precalculus)	S.T.E.M. (Forensics, Engineering Design Process, Environmental Science, PreCalculus or Calculus)
Spanish I or II	Spanish II or III	Spanish III or IV	Spanish IV or Advanced Spanish
Pillar Elective in Outdoor Education-Leadership	Pillar Elective in Outdoor Education-Ecology	Pillar Elective in Outdoor Education or Fine Arts	Pillar Elective in Outdoor Education or Fine Arts
Pillar Elective	Pillar Elective in Arts	Junior Majors classes	Senior Majors classes
	Health and Wellness	Junior Exhibition in Entrepreneurship (Business and Economics)	

Upper School Academic Policies

Late Work

9th & 10th Grade

For all assignments with grades, 15% will be subtracted for each day the assignment is late; assignments not received by 8:00 AM on the beginning of the third day will receive a zero.

11th & 12th Grade

For all assignments with grades, 25% will be subtracted for each day the assignment is late; assignments not received by 8:00 AM on the beginning of the third day will receive a zero.

Oops Policy

Although the expectation is that students turn in all assignments on the day they are due, we recognize that, occasionally, things do happen. If a student misses an assignment in the "Process" category, students will be allowed to turn the assignment in by 8:00 AM at the start of the next school day without any point deduction. Students will be allotted one Oops per class each semester. Teachers will track the Oops in their CCS Connect Gradebook.

Academic Recognition

Charleston Collegiate School believes in awarding students for their dedication to achieving academic excellence. The Upper School recognizes these students during academic awards ceremonies held at the conclusion of each semester, where students have the opportunity to receive one of three academic awards:

Honor Roll: Students must have no grade less than an 85

Dean's List: Students must have no grade less than an 90

Head of School's List: Students must have no grade less than an 95

Repeating a Class

If a student wishes to retake a class, the student will receive a "P" or "F" on his/her transcript for the first time the course was taken. The grade earned the second time the course is taken will appear on the transcript and will be calculated into the student's GPA. One credit will be earned for graded courses only.

A student may earn a high school credit for Algebra I (or a higher level math class) or Spanish I (or higher) class that is taken in 8th grade. Whether the class is passed or failed, the student may retake the class if so desired. *If the class is repeated*, the course taken in the 8th grade will not appear on the high school transcript. Only the course taken during the student's high school years will be included on the transcript and factored into the student's GPA.

Summer School

Charleston Collegiate does not offer a formal summer session. If a student fails a course during the school year, he or she may enroll in a summer school session at another academic institution. Summer School enrollment must be pre-approved by the Dean in order for the student to receive credit. At the conclusion of a summer school course, students must show the Dean a certificate of completion that confirms a grade of 70 or above.

If a student fails a course at the end of the school year, the credit may be recovered during a Summer School class for less than 120 hours; however, the maximum grade that can be earned in this case is 70. The program must be pre-approved by the Dean.

College Preparatory and Advanced Course Distinction

The Upper School curriculum is designed so that each student can reach a level of academic challenge that allows for growth and development as a whole student. College Preparatory benchmark outcomes are required for all students; however, students who extend beyond those expectations may work to earn an Honors and Advanced Placement distinction. A limited number of Advanced Placement and Dual College Credit classes are available for Juniors and Seniors. Students may also take Advanced Placement classes online through VirtualSC.

Graduation Requirements

The curriculum for the Upper School offers a challenging series of core subjects well-suited for the college-bound student. Students are required to complete 25 credits for graduation. All curricular information and requirements can be found in the CCS Curriculum Guide.

Dual Credit and Outside Course Programs

Upper School students are encouraged to enroll in online courses when interested in pursuing a course topic that CCS does not offer, when scheduling conflicts do not permit entry into a CCS course, or when a student wishes to advance his/her transcript. Upper School students may enroll in an online course through VirtualSC, K12/Keystone, Trident Tech, or a College of their choice for credit on a Charleston Collegiate High School transcript with prior approval from the Director of Upper School Counseling. Additionally, families are responsible for the full CCS tuition as well as any fees for the outside programs and course work. No tuition discounts will be given in these circumstances. Students interested in taking online courses must discuss their plan with the Director of College Counseling, and must submit the [Online Course Commitment Form](#) signed by a guardian prior to course enrollment for formal CCS approval. These forms are also provided by the Director of College Counseling. Students who elect to take an online course, do so with the understanding that course dates will not correlate to Charleston Collegiate's academic timeline and calendar. In these circumstances, students have the option of a study hall, additional online course enrollment, mentoring in the Middle School or Lower School, or Internship hours for Juniors and Seniors as appropriate. Please note that add/drop expectations do still apply when altering an existing schedule.

Transferability of Course Credits and Student Transcript Policy

Due to our PBL approach to education, CCS does not offer the same courses or the same sequence of courses, as do many other schools. In some instances, this has caused 11th and 12th grade students transferring to other schools to need to make-up courses that were not offered in the traditional sequence, or at all, at CCS. Students and parents/guardians are advised to take CCS's unique academic program into account when making decisions to enroll at CCS and to transfer to other schools.

CCS can only be responsible for calculating GPA's on transcripts for coursework completed at CCS. Therefore, students who come to CCS from another school during their high school years will have one transcript as described below.

- A transcript listing courses taken at CCS.
- This transcript will include the yearly CCS GPA and a cumulative CCS GPA for courses taken at CCS.
- Courses from other academic institutions will be listed on the transcript but will show a yearly GPA from that academic institution and not from CCS.

Class Registration Procedures

The College Counselor helps students determine class composition and assigns students to classes after a spring pre-registration process. To be placed in Honors and AP courses, students must meet the prerequisites and have a teacher recommendation. During the first week of each semester, students may add courses with the approval of the Dean, College Counselor, and his or her parents.

When a student wishes to drop a course, he or she must first consult with his or her parents, and then submit a form in writing to the Director of Upper School Counseling. A student has one week after the start of the year to request to drop a year-long course and one week after

the start of the semester to request to drop a semester-long course. Changes made after the one week drop/add period will be documented as an incomplete. In the case of Honors or AP classes, the Dean may remove students from courses at any time if their skills demonstrate that they are not placed in the correct level course. Also in the Upper School, those students who are in the Honors and AP courses will have their grades weighted for GPA and for in-state college and scholarship applications.

Homework and Testing

Homework assignments are given in most classes to reinforce skills and knowledge gained during class; teachers balance the demands based on grade level and course load. Homework and daily work are counted as a substantial portion of a student's overall course average, and students are expected to complete all assignments. Without student responsibility and cooperation, it is impossible to accomplish academic goals.

Public Presentations and Exhibition Requirements

Because CCS is a project-based learning school, we value the process and application of exhibition, and students who miss Exhibition Days, Exhibition Nights, and / or their interview should plan in advance for these special dates in order to receive full credit for their exhibition. This deduction could affect 20% of their class average.

Report Cards

Charleston Collegiate School values providing frequent communication with families regarding each child's progress via CCS Connect. Therefore, academic grades are provided on a regular basis. Report cards (end of quarter and semester) are issued every nine weeks and become part of the student's academic file. Unless paper copies are requested, guardians will receive notification when reports may be accessed online via CCS Connect.

Academic Probation

Charleston Collegiate is a college-preparatory school and we expect students to perform at the best of their abilities in all of their courses and at a level that meets or exceeds the college-recommended grade of 70, which is passing. The following policy governs academic progress/probation:

- ❑ At the end of each quarter, any student who meets either of the following criteria is placed on Academic Probation, which may jeopardize continuing enrollment:
 - ❑ Grades in two or more courses are below 71. OR
 - ❑ The overall average of the student's grades is below 71.
 - ❑ If a student is placed on Academic Probation, enrollment contracts may not be finalized for the next year and will be delayed until completion of the spring semester. If two or more classes do not have yearly passing grades, the student may be asked not to return to CCS or may be required to attend Summer School.
 - ❑ Any student who is placed on Academic Probation is required to attend mandatory after-school help ("Extra Help") with a classroom teacher. A student's status will be re-evaluated every nine weeks.

A student on Academic Probation will be monitored closely during the semester of probation and also may be restricted in his/her participation in extracurricular activities (athletic, theater, student government, senior privileges, etc.). The Dean will review each case in consultation with the Academic Committee at the end of the probation semester, and on the

basis of student progress and academic performance, will determine whether to remove the student from the probationary status or to recommend dismissal.

Graduation Requirements

The curriculum for the Upper School offers a challenging series of core subjects well-suited for the college-bound student. Students are required to complete 25 credits in order to graduate. Students may qualify for credit waivers.

Department		Credits	Clarifications of CCS Offerings
Humanities	English	4 credits	One each year of Upper School
Humanities	Social Sciences	3 credits	Ancient History, Modern World History, American History
S.T.E.M.	Mathematics	4 credits	One each year of Upper School; an additional credit may be earned in the eighth grade for high school level math.
S.T.E.M.	Science	4 credits	All S.T.E.M. science courses count as lab sciences.
S.T.E.M.	Technology	½ credit	One half-credit of technology is required.
Languages	World Languages	2 credits	One credit may be earned in the eighth grade for high school level language courses, and at least two additional credits must be earned in Upper School.
Public Speaking	Public Speaking	½ credit	Public Speaking is required.
Government	Government	½ credit	Government is required
Physical Education	Wellness and Athletics	1 credit	Athletics (¼ credit may be earned for each season in which the student participates in CCS Varsity or Junior Varsity athletics), Physical Education (½ credit per semester), Outdoor Education (½ credit per semester), and Fine Arts (¼ credit per dramatic performance).
Pillar Electives	Fine Arts, Business, and Outdoor Education	2 credit	Art Foundations, Heros in Contemporary Media, Industrial Arts, 2D Design, Leadership, Ecology, Wilderness, Film Studies, Film Making, Theater Studies, Drawing & Painting, Practical Geometry, etc.

Junior Entrepreneurship and Economics	Entrepreneurship	½ credit	May only be taken junior year.
Junior Major Exhibition	Junior Majors	1 credit	May only be taken junior year.
Senior Major Exhibition	Senior Majors	2 credits	May only be taken senior year.