

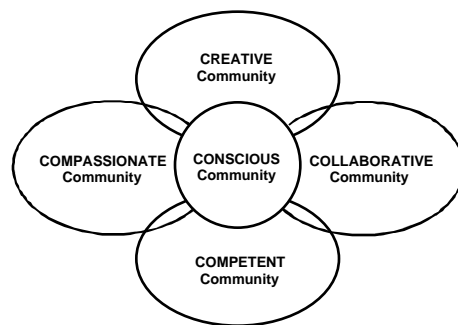
UPPER CHETCO CHARTER SCHOOL

LEARNING SYSTEM FRAMEWORK: The Five C's™

Many English words spring from the same Latin roots. Two such words in our language are *curriculum* and *career*. While historically both words came from a root meaning “a racing course,” they have taken on very different meanings as our language has developed. “Curriculum” seems to have retained the idea of a “racecourse” – something to be “run” in linear fashion from one end to the other. “Career,” however, has come to mean “life path” and sometimes it unfolds in unexpected ways.

Upper Chetco Charter School intends to shift the conventional meaning of the word *curriculum* from racecourse to life path. Learners at Upper Chetco are living life fully every day while simultaneously preparing for later stages of life. When they leave UCCS, their transition to other educational settings or to a career will be another familiar stage along their life path.

The core of the UCCS Curriculum is the Five C's™ Learning System Framework. These Five C's express themselves in the how the culture of Upper Chetco operates:



Compassionate Community:

A deep *sense of place* motivates learners to develop compassion for the land, for those who have come before, and for the world they occupy. As they interact with others, whether in Brookings or around the world via Internet, they will come to understand and value the interconnectedness of the planet's cultures and resources. Through individual and group projects, learners develop and express compassionate involvement with their world.

Creative Community:

The serene environment of Upper Chetco Charter School is an atmosphere in which all learners – children and adults alike – are able to access their creative essence. Time is structured to encourage creative exploration, new discovery, and imaginative expression. Adults will observe children as they pursue their interests and express their passion for new learning. They will provide encouragement and support and give guidance as necessary.

Collaborative Community:

Children must learn to work in social systems of varying levels of complexity if they are to succeed in life. Consequently, each UCC learner plays many different roles during the course of the day and week, just as they will in their adult lives. Since collaborative interaction is modeled and practiced at all levels, the UCC school day is structured to support young people working cooperatively and collaboratively in small local groups while learning to network with the expanding global community. In addition, children learn to express appreciation and gratitude, solve problems, and plan events in Morning Meetings held each day.

Competent Community:

Career competency comes from practicing the skills and processes of our culture on a daily basis. Children at Upper Chetco will read, write, compute, create, think, speak, perform, discuss, design, and present their ideas to their peers and community on a regular basis. Staff will assess, evaluate, and work cooperatively with parents and children to plan individual educational programs (ILPs) consistent with Oregon State Standards.

Conscious Community:

Self-awareness is the driving force behind all aspects of the Upper Chetco Curriculum, and self-awareness results in conscious self-discipline and self-control. Consequently, all UCCS learners spend time in reflection and self-assessment guided by adults who help them explore their own unique talents and gifts as they develop awareness of their life purpose. Rubrics, decision screens, and other evaluation tools based on the Five C's help learners honestly evaluate their personal strengths, motivation, and weaknesses in order to improve academically and socially.