



ENGAGE, ENRICH, EMPOWER.

# UPPER SCHOOL COURSE CATALOG

Ninth – Twelfth Grades  
2022 - 2023

SHELTON SCHOOL AND EVALUATION CENTER



# June Shelton School and Evaluation Center

DALLAS, TEXAS

## History

The June Shelton School and Evaluation Center was founded on April 2, 1976, by Dr. June Shelton and Lawrence and Suzanne Beeman at the request of and with the help of a group of parents of language-learning different children. The School and Evaluation Center were chartered under the Texas Non-Profit Corporation Act. The purposes for which the Corporation is organized and operated are educational, charitable and scientific.



*Dr. June Shelton*

## Philosophy

It is the philosophy of the June Shelton School that students with learning differences learn best in a supportive environment that stresses multisensory learning techniques.

### *Mission Statement*

Shelton  
on a mission  
a school and resource center dedicated to  
- making a difference -  
by serving and empowering the lives of  
- students who learn differently -  
Because Not All Great Minds Think Alike

### *Vision Statement*

~ a world model in education ~  
of  
~ individuals who learn differently ~  
through  
Education  
Evaluation  
Therapy  
Research  
and  
Outreach

Shelton School is accredited by the Independent Schools Association of the Southwest (ISAS) and is a member of the Texas Private Schools Association (TPSA).

June Shelton School and Evaluation Center  
17301 Preston Road, Dallas, TX 75252  
972.774.1772 [www.shelton.org](http://www.shelton.org)



# Objectives

June Shelton School and Evaluation Center is a private, state-chartered, non-profit, nondenominational day school for children with specific language-learning differences. A language-learning different child shall be defined as a child with average or above-average intelligence, with adequate vision and hearing, without primary emotional disturbance and who has failed or is at high risk to fail when exposed to school experiences using conventional educational techniques. Language-learning differences are the result of auditory and visual processing dysfunction and include the specific language disorder, dyslexia, and the related disorders of ADHD, specific math disability, specific written expression disability, specific oral language disorder, and developmental motor disorder.

Shelton admits students with learning differences of any race, color, religion, national and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students of the school. We do not discriminate on the basis of race, color, religion, national and ethnic origin in the administration of our educational policies, admission policies, scholarship and loan programs, and athletic and other school-administered programs.

The objectives of the program are the following:

1. Provide classroom settings that are structured (predictable), that reduce distractions to a minimum, and that give individualized instruction;
2. Present a coordinated multi-sensorial curriculum designed to develop the symbolic tools (reading, writing, spelling, speaking, listening, and math) necessary to gain, retain, and express information;
3. Develop and present a curriculum which increases an awareness of one's world (social studies and science);
4. Develop and present opportunities for experiences aimed at cultivating aesthetic values and recreational skills (art, drama, music, and sports);
5. Provide the technology which enables the student to develop basic computer skills and the knowledge to use this technology to assist in written expression and research (computer);
6. Provide experiences that teach how to develop, use, and care for one's body (physical education, perceptual motor skills, and health science);
7. Create an atmosphere conducive to emotional health: feelings of success, fairness, concern, and respect for one's self and others;
8. Prepare all students to reach their full potential.

## UPPER SCHOOL DIVISION FOCUS

- ★ INFORMED
- ★ ENLIGHTENED
- ★ INSPIRED

# Shelton Upper School Profile

**Size of Upper School:** 380 students

**CEEB/SAT Code:** 441810

Executive Director / Head of School

Suzanne Stell, M.Ed., CALT

Associate Head of School

Mellany Barnett, M.Ed.  
Amy Cushner, M.Ed., LDT, CALT, QI

Head of Upper School

Jenny Cheatham, M.S., L.P.C.-S

Director of Testing

Cecilia Davis

Director of College and  
Career Advising

Debbie Knox, M.Ed.

Assistant Head of Upper School

Zac Ladd, M.A.

Assistant Head of Upper School

Terri Wilson

Upper School Faculty

50 faculty members

## Educational Objective

- Shelton School provides a full academic curriculum to students diagnosed with learning differences.
- Learning differences include Dyslexia, Dysgraphia, Math Disorder, Written Language Disorder, Attention Deficit/Hyperactivity Disorder, and Speech and Oral Language Disorders.
- Shelton School emphasizes an individualized, structured, multisensory approach to teaching and learning.

## Grading

- All grades on transcripts and report cards are numeric, based on a 100-point scale. The passing mark is 70%.
- The cumulative grade point average does not include physical education/athletics courses with the exception of Health.
- A modified designation next to a course title on a transcript indicates that the curriculum in that course has been modified for a specific student. The modifications may include less content, less complexity, and/or fewer and shorter assignments than the regular course. Posted grades are grades earned, but grades on the transcript are reduced by five points when the cumulative grade average is computed.
- An honors designation next to a course title on a transcript indicates a course with more in-depth content, more rigor, and more outside reading assignments than a regular course. Posted grades are actual grades, but are automatically increased by five points when the cumulative grade average is computed.
- Advanced Placement courses are not offered at Shelton School.



# 2022-2023 Shelton School Graduation Plan

Shelton Upper School students will be placed on a graduation plan per the recommendations of the school faculty and administration. Students may be moved from one plan to another, as appropriate, to meet the educational needs of each student. Credit requirements for graduation are listed below.

## Requirements specified by Texas Education Code

Subject	Minimum Program	Recommended Program
<b>English</b>	<b>4 credits</b> <ul style="list-style-type: none"> <li>English I, II, III, and IV</li> </ul>	<b>4 credits</b> <ul style="list-style-type: none"> <li>English I, II, III, and IV</li> </ul>
<b>Math</b>	<b>3 credits</b> <ul style="list-style-type: none"> <li>Algebra I, Geometry, and one of the following: <ul style="list-style-type: none"> <li>Algebra II or Math Models</li> </ul> </li> </ul>	<b>4 credits</b> <ul style="list-style-type: none"> <li>Algebra I, Geometry, Algebra II, and one of the following: <ul style="list-style-type: none"> <li>Math Models (before Algebra II), College Algebra, Pre-Calculus, or Calculus</li> </ul> </li> </ul>
<b>Science</b>	<b>3 credits</b> <ul style="list-style-type: none"> <li>Biology, Chemistry, and Physics</li> </ul>	<b>4 credits</b> <ul style="list-style-type: none"> <li>Biology, Chemistry, Physics, and one of the following: <ul style="list-style-type: none"> <li>Anatomy, Physics II, Earth &amp; Space Science or Engineering Design &amp; Problem Solving</li> </ul> </li> </ul>
<b>Social Studies</b>	<b>4 credits</b> <ul style="list-style-type: none"> <li>World Geography, World History, US History, Government (one semester) and Economics (one semester)</li> </ul>	<b>4 credits</b> <ul style="list-style-type: none"> <li>World Geography, World History, US History, Government (one semester) and Economics (one semester)</li> </ul>
<b>World Languages</b>	<b>0 credit</b>	<b>2 credits</b> (same language) <ul style="list-style-type: none"> <li>Spanish or American Sign Language</li> </ul>
<b>Physical Education</b>	<b>1 credit</b> <ul style="list-style-type: none"> <li>Choose from PE, Foundations of Fitness, Athletics, Cheerleading, Dance Team, Drumline or approved off-campus program</li> </ul>	<b>1 credit</b> <ul style="list-style-type: none"> <li>Choose from PE, Foundations of Fitness, Athletics, Cheerleading, Dance Team, Drumline or approved off-campus program</li> </ul>
<b>Speech</b>	<b>.5 credit</b>	<b>.5 credit</b>
<b>Fine Arts</b>	<b>1 credit</b> <ul style="list-style-type: none"> <li>Choose from Visual Art, Theatre Arts, Film, Band, or Choir</li> </ul>	<b>1 credit</b> <ul style="list-style-type: none"> <li>Choose from Visual Art, Theatre Arts, Film, Band, or Choir</li> </ul>
<b>Elective Courses</b>	<b>5.5 credits</b> <ul style="list-style-type: none"> <li>Must include: <ul style="list-style-type: none"> <li><b>1.5 credits</b> in Ethics, Sociology, and Psychology</li> <li><b>1 credit</b> in Technology in Computer Applications, Web Design, Coding &amp; Robotics, Digital Animation, Advanced Photography, Yearbook, or Film III or Broadcast Journalism</li> <li><b>.5 credit</b> in Health</li> </ul> </li> <li>May also include reading courses and additional electives courses listed in the Upper School Course Catalog</li> </ul>	<b>5.5 credits</b> <ul style="list-style-type: none"> <li>Must include: <ul style="list-style-type: none"> <li><b>1.5 credits</b> in Ethics, Sociology, and Psychology</li> <li><b>1 credit</b> in Technology in Computer Applications, Web Design, Coding &amp; Robotics, Digital Animation, Advanced Photography, Yearbook, Film III or Broadcast Journalism</li> <li><b>.5 credit</b> in Health</li> </ul> </li> <li>May also include reading courses and additional electives courses listed in the Upper School Course Catalog</li> </ul>
<b>Total</b>	<b>22 credit minimum required by the State of Texas</b>	<b>26 credit minimum required by the State of Texas</b>

# Shelton Graduates Go Everywhere

The following is a list of colleges and universities where Shelton graduates were accepted. We salute all graduates as they embark upon their future educational endeavors.

Abilene Christian University	Lynn University	The University of Tampa
Agnes Scott College	Lyon College	The University of Texas at Arlington
American Musical and Dramatic Academy	McMurry University	The University of Texas at Austin
Auburn University	McPherson College	The University of Texas at Dallas
Austin College	Michigan State University	The University of Texas at Tyler
Baylor University	Missouri Southern State University	Trinity University
Brigham Young University (Idaho)	New York University	University of Arizona
Centenary College of Louisiana	Niagara University	University of Arkansas
Chapman University	Ohio Wesleyan University	University of Colorado Boulder
College of Charleston	Oklahoma State University	University of Denver
Collin College	Pace University	University of Florida
Colorado State University (Fort Collins)	Pennsylvania State University	University of Houston
Columbia College (Chicago)	Purdue University	University of Iowa
Connecticut College	Rhodes College	University of Kansas
Dallas College	Rider University	University of Mary Hardin-Baylor
Denison University	SUNY College at Cortland	University of Massachusetts (Boston)
Dickinson College	Saint Edward's University	University of Miami
Drexel University	Saint Louis University	University of Mississippi
Eckerd College	Sam Houston State University	University of Missouri (Columbia)
Elon University	San Diego State University	University of Nebraska (Lincoln)
Embry-Riddle Aeronautical University (Daytona Beach)	Savannah College of Art and Design	University of New Hampshire
Fordham University	Schreiner University	University of North Carolina at Greensboro
Gettysburg College	Sewanee: The University of the South	University of North Texas
Hardin-Simmons University	Simmons University	University of Oklahoma
Hendrix College	Southern Methodist University	University of Portland
High Point University	St. Olaf College	University of South Carolina
Hiram College	Stephen F. Austin University	University of St. Thomas
Hofstra University	Syracuse University	University of Tulsa
Illinois Wesleyan University	Tarleton State University	University of Washington (Bothell)
Indiana University (Bloomington)	Temple University	University of Washington (Seattle)
John Carroll University	Texas A&M University	University of Wyoming
Knox College	Texas Christian University	University of the Ozarks
Long Island University (Post)	Texas Southern University	Utah State University
Louisiana State University	Texas State University	Utah Valley University
Loyola Marymount University	Texas Tech University	West Chester University of Pennsylvania
Loyola University Chicago	The College of Wooster	
	The Ohio State University	
	The University of Montana	



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# Reading

It is the recommendation of Shelton Upper School that students remain in a US Reading class until their reading and spelling scores and skills are at or above grade level, based on the annual progress testing, in-class assessments, and teacher recommendations. Based on the testing and teacher assessments, students may be placed in one of five US Reading classes:

## READING PROGRAM A

**Two semesters, 1 credit**

**9th, 10th, 11th grade levels**

Reading A focuses remediation on decoding accuracy and spelling skills through the direct teaching of vowel sound options, syllable types and division, spelling patterns and options, morphemes (prefixes, suffixes, roots), and fluency strategies. Students strengthen reading accuracy and spelling skills through direct instruction, based on the Shelton therapeutic and multi-sensory reading curriculum, oral reading, fluency drills, spelling practice, and other repetitive drills.

## READING PROGRAM B

**Two semesters, 1 credit**

**9th, 10th, 11th grade levels**

Reading B focuses remediation on decoding accuracy skills through the direct teaching of vowel sound options, syllable types and division, morphemes (prefixes, suffixes, roots), and fluency strategies, all designed to help students decode and read multi-syllabic words more accurately. Students strengthen decoding skills through direct instruction, based on the Shelton therapeutic and multi-sensory reading curriculum, oral reading, fluency drills, and other repetitive drills. Vocabulary development is also included in this course.

## READING PROGRAM C

**Two semesters, 1 credit**

**9th, 10th, 11th grade levels**

Reading C focuses skill development on improving reading comprehension. Students learn and apply reading comprehension strategies such as active reading, paraphrasing, summarizing, and annotation to various texts, including textbooks in the content areas, novels, short stories, and short passages. Vocabulary development and morpheme development are also stressed in this course.



# Reading continued

## READING PROGRAM D

**Two semesters, 1 credit**

**9th, 10th, 11th grade levels**

Reading D focuses skill development on improving reading comprehension and reading accuracy. Students learn and apply reading comprehension strategies such as active reading, paraphrasing, summarizing, annotation (note-taking) to various texts, including textbooks in the content areas, novels, short stories, and short passages. Vocabulary development and morpheme development are also stressed in this course, and students work on oral reading, fluency practice, and decoding skills to improve reading accuracy skills.

## READING 12: COLLEGE READING AND STUDY STRATEGIES

**Two semesters, 1 credit**

**12th grade only**

In this course, students will learn and practice strategies for reading and studying college-level texts. Students will explore their individual learning styles, reading strengths, and reading challenges to help them identify effective study strategies to meet their individual needs. Students will learn and practice strategies for reading different college texts, including Social Studies, Math, Arts and Humanities, Literature, and Science. Students will also learn strategies for effective note-taking, preparing and taking exams, and summarizing and analyzing texts. Throughout the course, students will continue to strengthen their comprehension and fluency skills.

# English

Four English credits are required for graduation.

Placement in honors level English classes requires teacher recommendation and administrative approval.

## ENGLISH I

**Two semesters, 1 credit  
Required**

The purpose of this course is to teach students to read analytically and thoughtfully, discuss what they have read, formulate opinions about what they have read and provide evidence for their opinions, respect the opinions of others, and ask helpful questions. English I includes an overview of major literary forms, including short story, novel, mythology, drama, and non-fiction. A novel is assigned for summer reading, and the course begins with students' study questions, essays, and class discussion. The course assists students in developing abilities involved in cohesive writing. Research skills are introduced, and a research project is produced. Standard English grammar rules are studied and applied in common usage. Vocabulary is taught through assigned reading of short stories and novels.

## ENGLISH II

**Two semesters, 1 credit  
Required**

This course covers literature from around the world, and many genres of writing are studied, including the short story, poetry, Shakespearean drama, and complete novels. A novel is assigned for summer reading, and the course begins with students' summaries, essay questions, and class discussion. Vocabulary is taught from assigned texts. Research skills are further developed for all facets of research from note-taking, outline, use of various sources, and proper citation through the final product. Grammar, paragraph writing, and composition are covered as well.

## ENGLISH III — AMERICAN LITERATURE

**Two semesters, 1 credit  
Required**

American Literature is the study of the prose and poetry of significant writers who have observed and commented on American culture over the last five hundred years. The reading selections include all genres of literature: short story, non-fiction, poetry, drama, and novels. A novel is assigned for summer reading, and the course begins with discussion of the summer novel and related assignments. The literature curriculum is coordinated with the U.S. History course to broaden the students' understanding of the interconnection between historical events and creative expression, i.e. literature, films, music and art. The writing curriculum focuses on the multi-paragraph format, and vocabulary is integrated from the literature program.

# English continued

## ENGLISH IV—BRITISH LITERATURE

**Two semesters, 1 credit**

**Required**

The course is composed of a study of short stories, poetry, drama, and several complete novels from significant British writers. In preparation for a college level class, writing and gaining experience with MLA format is emphasized. In addition to writing about the texts they read, students write an extensive research paper, which covers all facets of research. Grammar and composition skills are further developed in the context of interacting with classic literature and outside reading. Leading up to their senior year, students will read their summer reading novel and write both short essay responses and a 5-paragraph essay.

## ENGLISH IV / ENGLISH 1301, 1302 (Dual Credit Course)

**Two semesters, 1 high school credit, 6 hours of college credit**

**Pre-approval required**

This course consists of two semester-long college level courses, English 1301 and 1302. English 1301 focuses on the development of effective rhetorical strategies in academic writing, while also reinforcing grammar and mechanics knowledge. Students compose argumentative papers in MLA format in preparation for further university-level work. English 1302 begins with a review of the concepts covered in 1301, followed by extensive exploration of academic research skills including evaluating sources, compiling an annotated bibliography, and further developing students' skills in rhetoric and argument. English 1302 also emphasizes timed writing exercises in preparation for in-class timed writing assignments and assessments. Successful completion of these courses results in six hours of college credit.

## COLLEGE WRITING

**One semester, .5 credit**

**Elective**

This is a one-semester college preparatory writing course for juniors and seniors in which all forms of writing expected of students at the university-level are explored. Students explore different aspects of expository and argumentative writing and improve their ability to analyze and present information cohesively, coherently, and in Standard English with effective structure and mechanics.

# Mathematics

Four math credits are required for the Recommended Graduation plan.  
Three math credits are required for the Minimum Graduation plan.

Honors level classes are offered in Algebra I, Geometry, Algebra II, Pre-Calculus, and Calculus and require teacher recommendation and administrative approval.

## Math Department Placement Guidelines:

- Freshmen students will be placed in Algebra I.
- Freshman students who successfully completed Algebra I in the 8th grade will be placed in Geometry.

## ALGEBRA I

**Two semesters, 1 credit**

### Required

This course covers variables and expressions, operations with real numbers, equations and inequalities, exponents, polynomial operations, rational expressions, quadratic expressions, and radical expressions. This course has additional emphasis on graphing and word problems.

## GEOMETRY

**Two semesters, 1 credit**

**Pre-requisite: Algebra I**

### Required

This course covers segments and angles, parallel and perpendicular lines, polygons (with special emphasis on triangles and quadrilaterals) similarity, area and volume, circles, and right triangle trigonometry. Students are expected to do some independent learning through activity-based projects.

## MATH MODELS

**Two semesters, 1 credit**

**Pre-requisites: Algebra I, Geometry, and teacher's recommendation**

This course reviews and extends the principles of Algebra I and Geometry. It combines re-teaching of the concepts and practical applications of these two courses and provides students with an excellent preparation for Algebra II. This course, if taken, must be completed prior to Algebra II.

## ALGEBRA II

**Two semesters, 1 credit**

**Pre-requisites: Algebra I, Geometry**

### Required

This course reinforces Algebra I concepts and expands to study functions and their graphs, word problems, factoring, quadratic functions, rational expressions, radical expressions, logarithmic functions, and conics. Matrices and polynomial equations, as well as systems of equations, will be explored.

# Mathematics continued

## INDEPENDENT STUDY IN MATH: COLLEGE ALGEBRA

**Two semesters, 1 credit**

**Pre-requisites:** Algebra I, Geometry, Algebra II

This course helps students maintain and extend algebra skills in preparation for college-level Algebra or other college-level math courses. This course includes a study of all types of functions, inequalities, logarithms, and polynomials. An emphasis is placed on graphing all of the types of functions.

## PRE-CALCULUS HONORS

**Two semesters, 1 credit**

**Pre-requisites:** Algebra I, Geometry, Algebra II

**Math faculty and administrative recommendations**

This course moves at a rapid pace, and students are expected to do some independent learning. Course topics include functions, matrices, the nature of graphs and polynomial equations, trigonometric functions and identities, vectors, conics, sequences and series, limits, and probability.

## CALCULUS HONORS

**Two semesters, 1 credit**

**Pre-requisites:** Algebra I, Geometry, Algebra II, Pre-Calculus

**Math faculty and administrative recommendations**

This is an introductory course in differential and integral Calculus with elementary functions. Topics are presented using graphical, numerical, algebraic, and verbal approaches with an emphasis on the use of appropriate technology.

## PERSONAL FINANCE

**One semester, .5 credit**

**Pre-requisites:** Algebra I, Geometry

**Math faculty and administrative recommendations**

**Elective**

This course covers different investments, such as stocks, bonds, and mutual funds, basic tax regulations, income tax returns, how to complete tax-related documents, personal budgeting, check writing, balancing checkbooks, and understanding different banking options. Terminology in all areas is reinforced and assessed regularly. Students are expected to complete various independent and group-related projects to explore the concepts further.



# Social Studies

Four credits in Social Studies are required for graduation.

Placement in honors level Social Studies classes requires teacher recommendation and administrative approval.

## WORLD GEOGRAPHY

**Two semesters, 1 credit**

**Required**

This course is the study of the interrelationships of cultures, politics, and economies of the international community in correlation with the Five Themes of Geography (location, human-environment interaction, place, region, and movement).

## WORLD HISTORY

**Two semesters, 1 credit**

**Pre-requisite: World Geography**

**Required**

This class is an introduction to the history of the world with emphasis on specific political, social, economic, and religious events that have influenced the world's cultures. Major topics are the origins of man, early river civilizations, major religions of the world, empire building, and the development of culture in Western Europe.

## UNITED STATES HISTORY, 1865 – PRESENT

**Two semesters, 1 credit**

**Pre-requisites: World Geography, World History**

**Required**

This course explores major events and cultural developments that occurred during this time period. Beginning with the reconstruction period after the Civil War, the first semester continues with industrial growth, immigration, and progressive reforms. During the second semester, the twentieth century is studied with emphasis on World War I, the 1920s, the Great Depression, and World War II.

## UNITED STATES HISTORY, POST WORLD WAR II HONORS

**Two semesters, 1 credit**

**Pre-requisites: World Geography, World History, U.S. History**

**Honors level elective for seniors**

This honors level elective course examines the period of history from the end of World War II to present, focusing heavily on the Cold War, which dominated U. S. foreign policy from 1945 to 1991, and the decade of the 1960s, including the Vietnam War. Students analyze events during this important period of history and respond in writing or class discussions. A research paper is assigned each semester.

# Social Studies continued

## ECONOMICS

**One semester, .5 credit**

**Pre-requisites:** World Geography, World History, U.S. History  
**Required**

The Economics curriculum shows students the big picture of economic principles, while preparing them to live in a world where people work, buy, sell, and actively participate as citizens who make economic choices. Critical thinking and problem solving skills that students will need for making economic decisions are stressed.

## AMERICAN GOVERNMENT

**One semester, .5 credit**

**Pre-requisites:** World Geography, World History, U.S. History  
**Required**

This course is a study of political theories and governmental structures, with emphasis placed on those of the United States. Students also study U.S. foreign policy and its effect on international relations. The course prepares students to become responsible and well-informed citizens.

## HUMANITIES

**One semester, .5 credit**

**Elective**

In Humanities, students study the arts, culture, science, philosophy, and music of the major periods of history including the Ancient World, Middle Ages, Renaissance, Baroque, Romantic, and Modern/Post Modern periods. Students will continue to develop their skills in close reading, writing, note-taking, research, critical thinking, and making cross-curricular connections.

## COLLEGE TRANSITION

**One semester, .5 credit**

**Elective for seniors only**

This course provides students with important information and guidance as they plan for the transition from high school to college. Topics covered in this course include High School vs. College: What to Expect, Planning for Academic Success, Introduction to Technology for College, College Resources, Developing and Maintaining Healthy Routines, Managing Finances, Informal and Formal Communication Styles, and Campus Living.

# Ethics

Three semesters are required for graduation.

## ETHICS

**One semester, .5 credit**

**Required**

The principal focus of this course is on developing an understanding of choices in daily life. Choices are broken down into two categories, and a nine-step procedure is taught to assist in the decision-making process. The class explores current events in the local and global communities to study social issues concerning our society. Additionally, students examine the causes and signs of violence to help make better choices in their own relationships. Through the study of the Nobel Peace Prize winners, students learn how individuals who strive to make good choices can impact the human race.

## SOCIOLOGY

**One semester, .5 credit**

**Required**

In this course, students learn to be more aware of human social behavior and functions, how to investigate and analyze social activities and behaviors, and how social activity and behavior influences laws, social structures, and social functions. Students also identify and explore important social issues and learn how they impact and influence people and institutions.

## PSYCHOLOGY

**One semester, .5 credit**

**Required**

In this course students consider the development of the individual and the personality and how the knowledge, methods, and theories of this discipline are applied to the explanation of human behavior. The study of psychology is based on an historical framework and relies on effective collection and analysis of data. Content emphasizes theoretical approaches and research methods, biological bases of behavior, human development, elements of learning, motivation, personality, abnormal psychology, and careers in psychology.

# Science

Four science credits are required for the Recommended Graduation plan.  
Three science credits are required for the Minimum Graduation plan.

Placement in honors level Science classes requires teacher recommendation and administrative approval.

## BIOLOGY

**Two semesters, 1 credit**

### **Required**

Biology is a laboratory-based course examining general life processes, including biochemistry, cellular processes, genetics, classification and taxonomy of micro-organisms, invertebrates and vertebrates. Computer applications are used to facilitate learning. Laboratory skills, critical thinking, summary writing, and vocabulary development are emphasized. Some dissection is required.

## CHEMISTRY

**Two semesters, 1 credit**

**Pre-requisite: Biology**

### **Required**

Chemistry is a laboratory-based general chemistry course, including topics such as metric measurement in the laboratory, identification and function of scientific instruments, classification of matter, basic atomic structure, characteristics of elements, structure and patterns of the periodic table of elements, chemical reactions and chemical formulas, and characteristics of compounds. Computer applications are used. Critical thinking and laboratory skills are stressed. Basic math skills are necessary.

## PHYSICS I

**Two semesters, 1 credit**

**Pre-requisites: Biology, Chemistry**

### **Required**

Physics I is a laboratory-based introductory Physics course that includes concepts of energy, forces, and work and motion as well as wave motion, electricity, magnetism, and optics. Problem solving and critical thinking skills are emphasized and further developed throughout the course.

## EARTH AND SPACE SCIENCE

**Two semesters, 1 credit**

**Pre-requisites: Biology, Chemistry, Physics I**

**Option for required 4th science credit**

Earth and Space Science is a laboratory-based course, which includes studies in astronomy, atmospheric dynamics, meteorology, oceanic and fresh water kinetics, topography, landmasses, tectonics, geologic time, petrology (rock studies), paleontology, and mineralogy. Computer software is used extensively. Emphasis is placed on observation of natural phenomena, models and simulations, as well as collection and analysis of laboratory data.

## Science continued

### ANATOMY

**Two semesters, 1 credit**

**Pre-requisites: Biology, Chemistry, Physics I**

**Option for required 4th science credit**

**Additional requirement: Recommendation of previous science teacher**

This course explores the major underlying principles of anatomy and physiology of the human body. Topics include the structure of the body: cells, tissues, organs, systems, and function of these structures. This course also explores disease, health issues, and reproduction. Students receive training and certification in CPR. Emphasis is placed on laboratory work, observation, and analysis of animal anatomy as it correlates to human anatomy. Dissection of a cat is required.

### PHYSICS II HONORS

**Two semesters, 1 credit**

**Pre-requisites: Biology, Chemistry, Physics I**

**Option for required 4th science credit**

**Additional requirements: Recommendation of Physics I teacher**

**Student should have fluent, advanced math skills or concurrent enrollment in Pre-Calculus**

Physics II continues the Physics I course with exploration of topics in electricity, magnetism, light, and 20th Century Physics. Applications in Astronomy, Engineering, and other related areas are studied, and problem solving and critical thinking skills are further developed and emphasized throughout this course.

### ENGINEERING DESIGN AND PROBLEM-SOLVING

**Two semesters, 1 credit**

**Pre-requisites: Biology, Chemistry, Physics I**

**Option for required 4th science credit**

**Additional requirements: Science teacher and administrative recommendations**

Students are introduced to the fundamentals of the engineering process through a variety of project-based learning experiences in several of the engineering sub-disciplines (civil, mechanical, electrical/electronic, and computer engineering). Students identify solutions to problems and implement solutions based on the use of engineering design techniques. Disciplined problem-analysis and problem-solving techniques are a key requirement. Use of mathematical modeling, computational resources, and data analysis are required.



## Science continued

### FORENSIC SCIENCE

**One semester, .5 credit**

**Pre-requisites: Biology, Chemistry**

**Additional requirements: Science teacher and administrative recommendations**  
**Elective**

Forensic Science allows students to explore and apply concepts learned in Biology and Chemistry. Students become part of a crime scene investigation team to solve crimes ranging from theft and fraud to homicide. Students learn how to collect, process, and analyze data using the scientific method. Lab exercises include finger printing, handwriting analysis, ballistics, blood typing, hair and fiber examination, and DNA analysis. Case studies and current events are explored.

### NEUROSCIENCE STUDIES

**One semester, .5 credit**

**Pre-requisites: Biology, Chemistry**

**Additional requirements: Science teacher and administrative recommendations**  
**Elective**

The Neuroscience Studies course covers topics related to brain development and function: diseases, research for understanding scientific methods and current results and treatments, beginning with a single neuron and synaptic connections to development and degeneration. The course will review science disciplines such as the basics of biology, physics, and chemistry.

# Technology

One technology credit is required for graduation.

## COMPUTER APPLICATIONS

**One semester, .5 credit**

**Required**

The Computer Applications I course provides a foundation for the use of computer technology as an educational tool. Students use the Internet for research and learn to use a variety of productivity software including word processing, spreadsheets to create personal budgets, movie editing, and presentation software to make effective presentations. Students also learn computer organization skills. A variety of assistive technology tools are introduced, and current trends and events in technology are discussed. Finally, students are introduced to the basic concepts of computer coding (programming).

## CODING AND ROBOTICS

**One semester, .5 credit**

**Pre-requisite: Computer Applications**

This course is designed to give students a deeper experience in both coding and robotics. Using modern programming languages, students learn to identify problems that a computer program can solve, plan program objectives, and design and code real-world software. Students then apply coding concepts to the world of robotics. Using a small robot kit, which includes a processor and controller board, motors, servos, circuits, and sensors, students design robot solutions to real-world physical problems and use coding concepts to program the robot's actions.

## YEARBOOK

**Fall and Spring semesters, 1 credit**

Students in this course will ultimately produce the school yearbook. The class combines production training and practice with deadline management. Students learn to work within an organizational structure that includes student editors and become proficient in caption writing, photography, and desktop publishing. This course meets zero hour before school.

## DIGITAL ANIMATION

**One semester, .5 credit**

**Pre-requisite: Computer Applications**

The class will cover 2D computer animation along with technology-based media. Students will be encouraged to become proficient in animation as well as coding. An emphasis will be placed on creativity and media editing skills.

# Technology continued

## ADVANCED PHOTO EDITING

**One semester, .5 credit**

**Pre-requisite:** Computer Applications

The class reviews basic concepts of digital images and introduces advanced photo editing. Students are encouraged to become proficient using advanced photo editing tools, including Adobe Photoshop. An emphasis is placed on tools, techniques, and advanced special effects. Students become proficient enough to teach a Photoshop lesson and to break down techniques used to create graphics.

## WEB DESIGN

**One semester, .5 credit**

**Pre-requisite:** Computer Applications

The class reviews basic concepts of HTML and Web Design. Students are encouraged to become proficient in text-based coding as well as using advanced web design tools including Adobe Dreamweaver and Fireworks. An emphasis is placed on design and website management.

## FILM III

**Two semesters, 1 credit**

**Pre-requisite:** Film I, II

See page 18 in the Fine Arts section for this course description.

## BROADCAST JOURNALISM

**Two semesters, 1 credit**

**Pre-requisite:** Film I, II

See page 18 in the Fine Arts section for this course description.

# World Languages

Two world language credits are required for the Recommended Graduation plan. It is recommended that students who plan to attend college take at least two years of the same language.

## SPANISH I

**Two semesters, 1 credit**

The goal of this level one course is to create a solid foundation in Spanish. Using a variety of teaching methods and comprehensible input, students focus on vocabulary acquisition, Spanish/English cognates, present tense verbs, subject/verb agreement, and sentence syntax. An emphasis is placed on correct pronunciation and oral practice with the goal of practical life application.

## SPANISH II

**Two semesters, 1 credit**

**Pre-requisite: Spanish I**

This course begins with a comprehensive review of all material learned in Spanish I. Students do intensive work on auditory skills, as well as using Spanish as a tool for communication in real life situations. Students work toward the improvement of their pronunciation and reading skills and mastery of all present tenses and basic past tense. Correct phrase and sentence production is emphasized. Students do basic translations of notable Hispanic authors and explore other cultural texts, and their awareness of Hispanic culture and history is expanded.

## SPANISH III

**Two semesters, 1 credit**

**Pre-requisite: Spanish II**

In this course, students extend grammar, translation, and composition skills, as well as auditory and vocabulary awareness. Geography and the civilization of Spain and other Hispanic nations are covered. An anthology of essays, poetry, short stories, comic materials, and films and videos are supplemental to the enhancement of cultural understanding as well as the students' ability to manipulate the language for effective communication.

## SPANISH IV

**Two semesters, 1 credit**

**Pre-requisite: Spanish III**

This course further builds upon the skills learned in Spanish II and III. More advanced conversational skills are taught including the usage of idiomatic expressions and verb tenses. Students continue to develop fluency. Students further their knowledge of the Hispanic culture and are encouraged to use Spanish outside of class as much as possible.

# World Languages continued

## AMERICAN SIGN LANGUAGE (ASL) I

**Two semesters, 1 credit**

This course is an introduction to ASL using an interactive, multi-media curriculum. It is taught predominantly in the target language in order to improve language acquisition. The focus is on practical, conversational skills so that students can begin using their new language from day one. Interpreting skills are introduced, and there is a focus on the knowledge and appreciation of Deaf culture and related issues. Students are encouraged to use ASL outside of class. Grammatical concepts include signer's perspective, yes/no and wh-word questions, personal and possessive pronouns, spatial referencing, real-world orientation, numbers, manual alphabet, negative responses, contrastive structure, past and future tenses, dual pronouns, role shifting, limb and descriptive classifiers, topic/comment structure, spatial and agreement verbs, and temporal sequencing.

## AMERICAN SIGN LANGUAGE (ASL) II

**Two semesters, 1 credit**

**Pre-requisite: ASL I**

This course is a continuation of the content learned in ASL I, using the same interactive class format and more advanced vocabulary and grammar concepts. Additional aspects of Deaf culture and issues are explored. Students are encouraged to use ASL outside of class through various projects. ASL poetry, storytelling, and performance art are introduced.

## AMERICAN SIGN LANGUAGE (ASL) III

**Two semesters, 1 credit**

**Pre-requisite: ASL II**

This course further builds upon the concepts learned in ASL I and II using the same format. More advanced conversational skills are taught, and students further their understanding of Deaf culture, ASL linguistics, and art forms.



# Fine Arts

Speech and one Fine Arts credit are required for graduation.

## SPEECH

**One semester, .5 credit**

### Required

This class covers the basic aspects of communication skills. Students learn interactive group communication through discussion formats such as business meetings, brainstorming sessions, and open forums. Interpersonal speaking skills are developed through speech presentations. Organizational skills and methods of effectively delivering ideas through prepared speeches are emphasized in this course.

## THEATRE ARTS I – GENERAL SURVEY

**One semester, .5 credit**

This course provides a basis for all subsequent Theatre Arts courses. Theatre Arts I includes an overview of all the elements of theatre including vocabulary, basic concepts, historical backgrounds, acting, writing, technical elements, and critical analysis of theatrical experiences.

## THEATRE ARTS II-P – BEGINNING ACTING

**One semester, .5 credit**

**Pre-requisite:** Theatre Arts I

This course covers the principles of acting, including vocal techniques for clarity and projection, awareness of body and movement, script analysis, character development, and various acting styles and techniques. Students learn to perform monologues and short scenes, as well as critical feedback techniques in reviewing the performances of other students.

## THEATRE ARTS II-T – INTRODUCTION TO TECHNICAL THEATRE

**One semester, .5 credit**

**Pre-requisite:** Theatre Arts I

This course covers the basic principles of theatrical design and gives students a working knowledge of the different aspects of technical theatre (scenic, lighting, sound). Students also learn the elements, materials, tools, and equipment used in a theatrical production. Students learn the safety rules and procedures of the theatre and technical shops and learn to incorporate the broader lessons that can be taught as part of technical theatre, including math, physics, cooperation, communication, collaboration, creative thinking, and problem-solving.

## THEATRE ARTS III-P ADVANCED ACTING

**Two semesters, 1 credit**

**Pre-requisite:** Theatre Arts II-P

**Additional requirement:** Recommendation of instructor

In this course, students begin to create believable characters that are engaged in relationships with other characters on stage. Students develop control of voice and movement, as well as learn further techniques to explore character development. Also, there is a significant amount of memory work in this course. Students will perform scenes and monologues and learn to improve that work based on critical feedback from their peers.

# Fine Arts continued

## THEATRE ARTS III-T — ADVANCED TECHNICAL THEATRE

**Two semesters, 1 credit**

**Pre-requisite:** Theatre Arts II-T

**Additional requirement:** Recommendation of instructor

In this class, students learn the elements of theatrical design in sets, lighting, and sound. Students apply their knowledge of theatrical design to in-class projects and to upcoming school productions. Students practice “hands on” application of production preparation: set construction, lighting hang and focus, sound equipment installation, and the safe and effective operation of the technology and equipment used in theatrical production.

## FILM I, II, III — BASIC AND ADVANCED FILM

**One semester, .5 credit or**

**Two semesters, 1 credit**

**Pre-requisite:** Courses must be taken in sequential order

These film courses introduce students to the historical evolution of the moving pictures industry and the art of filmmaking. Students survey the people and companies that made the technology currently used in this industry. Students conduct hands-on exploration of the equipment style and technology used to produce films. Students also examine the principles and practice of good filmmaking. The “Rules of the Art Form” are applied to this course. Art is breaking the rules, but ONLY after the basic rules are understood and mastered. By the second semester the students are writing, producing, and editing their own films/videos.

## FILM IV — SENIOR INDEPENDENT STUDIES PROJECT

**Two Consecutive Semesters, 1 credit**

**Pre-requisite:** Film I or II or any Fine Arts credits (Theater, Music or Dance)

This course is designed for the senior with advanced skills who is college-bound. The course is structured around independent (though supervised) research studies in film. The class begins with a teacher-directed research assignment, modeling college research and study habits, which students will synthesize into a film project. Students then propose a “treatment” for a project of their choice. Students defend the merits of the project and design how it will develop in content, and schedule deadlines of that development. Students will be critiqued on their development and are expected to produce updates periodically. A final project will be submitted at the end of the final semester.

## BROADCAST JOURNALISM

**Two semesters, 1 credit**

**Pre-requisite:** Film I, II

This course is dedicated to producing a daily news broadcast, which airs every day during Advisory. Students will gather important information relating to various upcoming events at Shelton, including athletics, fine arts, clubs, and assemblies. Students will then present these announcements in short, entertaining segments. The format of the class simulates a studio work environment. Students will be assigned jobs based on their interests, such as anchor, camera operator, and editor. They will fulfill their assigned duties on a daily basis, ensuring the broadcast goes up on time, and on schedule. Students will be graded on the fulfillment of their assigned duties in class.

## Fine Arts continued

### PHOTOGRAPHY

**One semester, .5 credit**

This is an introductory course that will familiarize beginning photographers with the basics of photography from visual, esthetic and technical viewpoints. The course will seek to foster an understanding of digital photographic tools. Students will be introduced to digital photographic techniques and new digital technologies.

### ART I — INTRODUCTION TO VISUAL ART

**One semester, .5 credit**

This class covers the basic elements and principles of design and serves as a foundation for future art classes. Students learn that artistic skills can be learned and are not simply a natural talent, and there is an emphasis on building confidence through skill development. Material presented covers the elements of design (shape/form, line, value, color, and texture) and principles of design (balance, emphasis, rhythm, space, contrast, movement, pattern, and unity). Each unit includes a presentation of information and practice activities, a major project, a critique of students' works, and a written test. Areas covered include drawing, painting, sculpture, ceramics, and collage, etc. Emphasis is placed on appreciating and evaluating the art of amateurs, professionals, and masters. When possible, field trips are used to reinforce the above.

### ART II — INTERMEDIATE VISUAL ART

**One semester, .5 credit**

**Pre-requisite: Introduction to Visual Art**

This course builds upon the students' understanding of the elements and principles of design learned in the introduction course. Students are introduced to the four major philosophies of art and are encouraged to develop their own styles and philosophies as they learn and improve their technical skills. There is a greater emphasis on projects. Specific media used will vary depending upon the interests of the particular students in a given class and the materials available, but will include portrait drawing, caricature, sculpture, and ceramics. Additionally, each student researches an individual master artist and completes a final project done in the style of the master artist. Field trips are used to reinforce learning whenever possible, including the ISAS Fine Arts Festival. Students are also encouraged to enter art competitions when appropriate opportunities exist.

# Fine Arts continued

## ART III, IV, V — STUDIO ART

**Two semesters, 1 credit**

**Pre-requisite:** Intermediate Visual Art

This course continues to encourage students to explore the unending possibilities within the field of visual arts. Students further their understanding of the elements and principles of design as well as their application and formation of philosophies of art. There is a greater emphasis on exploration of various media. A sketchbook is utilized for weekly drawing activities and project planning/conception. Field trips are used to reinforce learning whenever possible, including the ISAS Fine Arts Festival. Students are encouraged to enter art competitions when appropriate opportunities exist, and students have the opportunity to compete for a jewelry internship. Students may take Studio Art as many times as they like, moving toward more independent work as they mature artistically.

## BAND

**Two semesters, 1 credit**

The Shelton Upper School Band is an advanced performance ensemble featuring wind instruments, bass guitar, and drums. Band members rehearse and perform intermediate to advanced music from a variety of genres. Additional performances at select school events outside the normal school day, including the ISAS Fine Arts Festival, feature the Upper School Band members. Students of all experience levels with an interest in music are encouraged to join band.

## CHOIR

**Two semesters, 1 credit**

In this course, students learn the technical skills needed for choral performance, including vocal technique, music notations, music reading and sight-singing, and teamwork. Students also study music history and literature from early western music to modern music styles. The choir presents two major concerts each year as well as performing at various sports events, Grandparents' Day, and the ISAS Fine Arts Festival. Students are also encouraged to audition for TPSMEA All-State Choir and compete in solo and ensemble competitions.

## DRUMLINE

**One semester, .5 credit**

In Drumline students explore the snare drum, bass drum, and tenor drums. Drumline members are also members of the Upper School Band and perform at varsity football games, Grandparents' Day, Mayfest, pep rallies, holiday and spring concerts, and special events over the course of the year. Drumline is available to students of all experience levels—no previous band or music experience is required. Rehearsals are during the school day and after school on Tuesdays and Thursdays. **Students in Drumline will receive .5 credit for PE.**

# Physical Education

One physical education credit and one-half credit of Health are required for graduation. Participation in Foundations of Personal Fitness or Athletics may be applied to the physical education requirement. Players who elect to drop Athletics or are removed from their team will not receive credit. All Athletics/PE credit will be reflected as Pass/Fail, **with the exception of Health.**

Students involved in outside physical activity programs may get permission from the administration for credits to be awarded. Permission must be granted before the semester begins. Proof of hours must be documented on a Shelton-provided form and must be approved by the student's outside coach.

## FOUNDATIONS OF PERSONAL FITNESS

**One semester, .5 credit**

This is a comprehensive course covering major health topics such as designing physical activity and exercise programs, skill-related and health-related fitness, cardiovascular fitness, safety in fitness, flexibility, the basics of body composition, and developing muscular strength and endurance.

## HEALTH

**One semester, .5 credit**

**Required**

This is a comprehensive course covering major health topics such as mental health, mental illness, the effects of substance use and abuse, the effects of tobacco use, stress and stress management, the human body and its systems, disease prevention, environmental issues, and current health issues.

## PHYSICAL EDUCATION

**One semester, .5 credit**

**Required for all students not involved in a credit-earning athletic program.**

This course will emphasize lifetime activities, cardiovascular fitness, muscular endurance, non-traditional sports, and outdoor education. All points earned in class are participatory.

## DRUMLINE

**One semester, .5 credit**

See Drumline on page 20 in the Fine Arts section for this course description.  
**Students in Drumline will receive .5 credit for PE.**

# Athletics

## CROSS COUNTRY

### Fall semester, .5 credit

Practice times are before school. Meets are scheduled starting in August and continue through the end of October. Off-season conditioning encompasses physical training, spin bike training, and distance running. Team participation requires minimum performance standards. 8th Period Athletics is not required.

## VOLLEYBALL

### Fall and spring semesters, 1 credit

Practices are held after school. Games are scheduled starting in early August and continue through the end of October. Pre-season workouts and off-season conditioning are included for credit consideration. Participation requires try-out and selection to the team. 8th Period Athletics is required both semesters.

## FOOTBALL

### Fall and spring semesters, 1 credit

Practices are held after school. Games are scheduled starting in mid-August and continue through early December. Pre-season workouts and off-season conditioning are included for credit consideration. 8th Period Athletics is required both semesters. In season, team meets before and after school.

## BASKETBALL

### Fall and spring semesters, 1 credit

Practices are held after school. Games are scheduled starting in October and continue through the end of February. Pre-season workouts and off-season conditioning are included for credit consideration. Participation requires try-out and selection to the team. 8th Period Athletics is required both semesters.

## SOCCER

### Fall and spring semesters, 1 credit

Practices are held after school. Practices are scheduled starting in October and continue through the middle or end of February. Pre-season workouts and off-season conditioning are included for credit consideration. Participation requires try-out and selection to the team. 8th Period Athletics is required both semesters.

## SWIMMING

### Fall and spring semesters, .5 credit

Practices are held before school (off campus). Meets are scheduled starting in October and continue through early February. Participation requires try-out and selection to the team. 8th Period Athletics is not required.

# Athletics continued

## BASEBALL

### Fall and spring semesters, 1 credit

Practices are held after school. Games are scheduled starting in late January and continue through early May. Pre-season workouts and off-season conditioning are included for credit consideration. Participation requires try-out and selection to the team. 8th Period Athletics is required both semesters.

## TENNIS

### Spring semester, .5 credit

Practices are held after school (off campus). Matches are scheduled starting in February and continue through the end of April. Participation requires try-out and selection to the team. 8th Period Athletics is not required.

## GOLF

### Spring semester, .5 credit

Practices are held after school (off campus). Matches are scheduled starting in February and continue through the end of April. Participation requires try-out and selection to the team. 8th Period Athletics is not required.

## TRACK AND FIELD

### Fall and spring semesters, 1 credit

Practices are held after school. Meets are scheduled starting in February and continue through early May. Pre-season workouts and off-season conditioning are included for credit consideration. 8th Period Athletics is required both semesters.

## CHEERLEADING

### Fall semester, .5 credit

Practices are held before school. Participation requires try-out and selection to the squad. Summer camp, practices, and attending athletic events are required. 8th Period Athletics is not required.

## CHARGERETTES

### Fall semester, .5 credit

Practices are held before school. Participation requires try-out and selection to the squad. Summer camp, practices, and attending athletic events are required. 8th Period Athletics is not required.

# Athletics continued

## MASCOTS AND WRANGLERS

**Fall and spring semesters, .5 credit**

Practices are held before school. Participation requires try-out and selection to the squad. Summer camp, practices, and attending athletic events are required. 8th Period Athletics is not required.

## STUDENT ATHLETIC TRAINERS

**Fall and spring semesters, 1 credit**

Practices and games are held according to the assigned sports. Attendance at practices and games is required. Participation requires try-out and selection. 8th Period Athletics is required.

## STUDENT MANAGERS

**One semester, .5 credit**

Practices and games are held according to the assigned sport. Attendance at practices and games is required. 8th Period Athletics is not required.



# Upper School Recognitions

Upper School students may receive the following recognitions:

## A HONOR ROLL, A-B HONOR ROLL

### SHELTON AWARD OF EXCELLENCE

This quarterly award recognizes students who have shown a generosity of spirit and have consistently helped fellow students and teachers. These recipients exhibit excellence in their schoolwork, attitude, leadership, choices, and support for others. They have also fulfilled their academic responsibilities and have not received any behavior detentions during the nine-week period. Students who receive this award twice during their high school years become members of the Award of Excellence Hall of Fame.

### SHELTON AWARD OF EXCELLENCE HALL OF FAME

After a student receives the Shelton Award of Excellence twice, the student is not eligible to receive the award again but is named to Award of Excellence Hall of Fame, which will be listed in the end-of-year program annually.

### PRIDE

These quarterly awards are given for outstanding demonstration of Perseverance, Respect, Inspiration, Dedication, and Enthusiasm.

At the end-of-year Honors Program, students may receive the following recognitions:

- **Achievement Awards**
- **Presidential Community Service Awards** – These awards are given to students who demonstrate commitment to service, as evidenced by performance of 50+ hours of volunteer work.
- **Loyalty Awards** – This award is bestowed by the Executive Director to students who have attended Shelton for ten or more years. We honor the students' and parents' dedication and loyalty to Shelton and its programs.
- **Peer Tribute Award** – Recipients are selected by their peers for kindness, encouragement, and support of fellow students.
- **Will Holmes Memorial Scholarship** – The Will Holmes Memorial Scholarship Fund was established in 2021 to honor Will and support tuition assistance for a deserving student. He died on November 22, 2021, and was a Shelton ninth grader who earned straight A's in his last semester.
- **Andy Krippner Scholarship** – This scholarship is awarded to a Shelton student who most embodies the exceptional qualities of our beloved student, Private First Class Andy Krippner. Andy was a 2010 graduate of Shelton who gave his life in Afghanistan defending our country.
- **Cliff A. Samuelson Fine Arts Scholarship** – This scholarship is awarded to a graduating senior student who has made significant contributions to Shelton Fine Arts.
- **Audaciter Award** – This award celebrates the recipient's significant growth and praiseworthy improvement.
- **June Shelton Award** – Our founder, Dr. June Shelton, was widely respected and honored for her integrity, courage, and perseverance. The recipients of this award embody those qualities for which Dr. Shelton was revered.
- **Outstanding Male and Female Students** (Freshman, Sophomore, Junior, and Senior) – This award honors students who have had an exemplary year, demonstrating a commitment to learning, cooperation, maturity, involvement and service to the school.
- **Valedictorian, Salutatorian**
- **Top Ten Graduates**

## Upper School Clubs

The following is a listing of current clubs and organizations:

Anime Club  
Bowling Club  
Chess Club  
Creative Writing Club  
Esports  
History Club  
Improv Club  
Investment Club  
Military Club  
National Honor Society  
Performing Arts Club  
Photography Club  
Podcasting Club  
Quiz Bowl  
Recycling Club  
Scoreboard Club  
Shelton Ambassadors Club  
Student Council  
Teen Girls Book Club

INTEREST  
*PASSION*  
INVOLVEMENT

# Shelton Facts

Private, non-profit, non-sectarian co-ed school serving students age 3 through 12th grade.

The largest private school worldwide for students with learning differences.

Full-day school program.

Established in 1976.

Primary emphasis is to provide children with learning differences (average or above average intelligence) a full, effective curriculum through individualized, structured multisensory programming. Learning differences include Dyslexia, Dyscalculia, Dysgraphia, Attention-Deficit/Hyperactivity Disorder (ADHD), and speech and language disorders.

Accredited by Independent Schools Association of the Southwest (ISAS).

A national demonstration, training and referral center for educators, parents, physicians, psychologists, and student interns.

The Evaluation Center administers full clinical batteries of tests to determine the specific nature of learning difficulties. It offers comprehensive assessments for children and adults.

The Speech / Language / Hearing Clinic offers in-depth speech and language evaluations, screenings, individual and group therapy, and staff development for professionals.

The Outreach / Training Program includes the Scholars Program (Saturdays and summers) for children and adults who need intensive one-on-one remediation outside the school.

Collaborates on research with major medical institutions.

Enrollment for 2022-2023 — 1,066 students.

The Summer Program offers courses in Math, English, Reading, Study Skills, Computer Education, Speech and Health.

Shelton's four divisions include Lower School (EC-2nd), Upper Elementary School (3rd-5th), Middle School (6th-8th), and Upper School (9th-12th).

Shelton's Montessori Early Childhood Program serves children ages 3 to 5 years old.

Teacher to student ratio is 1:6 with average class size of 10.

165 instructional staff, with average teaching experience of 17 years; 93 with advanced degrees.

Goal: remediation, with the best individualized educational plan for students.

The Board of Directors includes 38 leaders from all areas of community life.





June Shelton School and Evaluation Center  
 17301 Preston Road, Dallas, TX 75252  
 972.774.1772    [www.shelton.org](http://www.shelton.org)

