



ENGAGE, ENRICH, EMPOWER.

UPPER SCHOOL COURSE CATALOG

Ninth – Twelfth Grades
2020 - 2021

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
15720 Hillcrest Road, Dallas, TX 75248
972.774.1772 www.shelton.org

Shelton moves to its new campus in
July 2020. The new address is

17301 Preston Road
Dallas, TX 75252

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: 319 students

CEEB/SAT Code: 441810

Executive Director / Head of School	Suzanne Stell, M.Ed., CALT
Associate Head of School	Mellany Barnett, M.Ed. Amy Kelton, M.Ed., LDT, CALT, QI
Head of Upper School	Jenny Cheatham, M.S., L.P.C.-S
Director of Testing	Jeff Pierce, Ph.D.
Director of College and Career Advising	Debbie Knox, M.Ed.
Assistant Head of Upper School / Dean of Students	Zac Ladd, M.A., CALT
Upper School Faculty	45 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 and Foundations of Physical Fitness.
- 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 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.

2020-2021 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
English	4 credits <ul style="list-style-type: none"> English I, II, III, and IV 	4 credits <ul style="list-style-type: none"> English I, II, III, and IV
Math	3 credits <ul style="list-style-type: none"> Algebra I, Geometry, and one of the following: <ul style="list-style-type: none"> Algebra II or Math Models 	4 credits <ul style="list-style-type: none"> Algebra I, Geometry, Algebra II, and one of the following: <ul style="list-style-type: none"> Math Models (before Algebra II), College Algebra, Pre-Calculus, or Calculus
Science	3 credits <ul style="list-style-type: none"> Biology, Chemistry, and Physics 	4 credits <ul style="list-style-type: none"> Biology, Chemistry, Physics, and one of the following: <ul style="list-style-type: none"> Anatomy, Physics II, Earth & Space Science or Engineering Design & Problem Solving
Social Studies	4 credits <ul style="list-style-type: none"> World Geography, World History, US History, Government (one semester) and Economics (one semester) 	4 credits <ul style="list-style-type: none"> World Geography, World History, US History, Government (one semester) and Economics (one semester)
World Languages	0 credit	2 credits (same language) <ul style="list-style-type: none"> Spanish or American Sign Language
Physical Education	1 credit <ul style="list-style-type: none"> Choose from PE, Foundations of Fitness, Athletics, Cheerleading, Dance Team, Drumline or approved off-campus program 	1 credit <ul style="list-style-type: none"> Choose from PE, Foundations of Fitness, Athletics, Cheerleading, Dance Team, Drumline or approved off-campus program
Speech	.5 credit	.5 credit
Fine Arts	1 credit <ul style="list-style-type: none"> Choose from Visual Art, Theatre Arts, Film, Band, or Choir 	1 credit <ul style="list-style-type: none"> Choose from Visual Art, Theatre Arts, Film, Band, or Choir
Elective Courses	5.5 credits <ul style="list-style-type: none"> Must include: <ul style="list-style-type: none"> 1.5 credits in Ethics, Sociology, and Philosophy 1 credit in Technology in Computer Applications, Web Design, Coding & Robotics, Creative Digital Media, Advanced Photography, Yearbook, or Film III .5 credit in Health May also include reading courses and additional electives courses listed in the Upper School Course Catalog 	5.5 credits <ul style="list-style-type: none"> Must include: <ul style="list-style-type: none"> 1.5 credits in Ethics, Sociology, and Philosophy 1 credit in Technology in Computer Applications, Web Design, Coding & Robotics, Creative Digital Media, Advanced Photography, Yearbook, or Film III .5 credit in Health May also include reading courses and additional electives courses listed in the Upper School Course Catalog
Total	22 credit minimum required by the State of Texas	26 credit minimum required by the State of Texas

Shelton Graduates Go Everywhere

The following is a list of colleges and universities where Shelton graduates were accepted in May 2019. We salute all graduates as they embark upon their future educational endeavors.

Abilene Christian University	George Mason University	Pace University, New York City
The University of Alabama	Georgia Institute of Technology	Penn State University
Arizona State University	Greenville University	University of Portland
The University of Arizona	Hamilton College, NY	Prairie View A&M University
University of Arkansas	Haverford College	University of Puget Sound
Auburn University	Hendrix College	Richland College
Austin College	High Point University	Rocky Mountain College of Art and Design
Baker University	Hofstra University	Rollins College
Baylor University	Indiana University at Bloomington	Sam Houston State University
Belmont University	The University of Iowa	Samford University
Bentley University	University of Kansas	San Diego State University
Boston College	Lafayette College	Santa Clara University
Bradley University	Lake Forest College	Southern Methodist University
Brookhaven College	LeTourneau University	Southern University and A&M College
Brown University	Lipscomb University	Southwestern University
Butler University	Louisiana State University	St. Edward's University
University of California, Davis	Louisiana Tech University	Stephen F. Austin State University
University of California, Los Angeles	Loyola Marymount University Los Angeles	Stetson University
University of California, San Diego	Loyola Marymount University New Orleans	University of Tampa
University of California, Santa Cruz	Lynn University	Tarleton State University
Carnegie Mellon University	Marquette University	Texas A&M University
Central Methodist University	Mary Baldwin University	Texas A&M University, Corpus Christi
Centre College	Marymount Manhattan College	Texas Christian University
Chapman University	University of Massachusetts, Amherst	Texas State University
College of Charleston	University of Miami	Texas Tech University
Chatham University	University of Mississippi	The University of Texas, Austin
Clemson University	University of Missouri, Columbia	The University of Texas, Dallas
Collin College	University of North Florida	Trinity University
University of Colorado at Boulder	New York University	Tulane University
Colorado State University	North Carolina A&T State University	University of Tulsa
University of Dallas	University of North Texas	University of the Incarnate Word
Dartmouth College	Ohio Wesleyan University	University of Washington
University of Denver	Oklahoma City Community College	West Texas A&M University
Des Moines Area Community College	Oklahoma State University	West Virginia University
Drexel University	The University of Oklahoma	Western Colorado State University
Fairfield University	University of Oregon	Westmont College
University of Florida		Whittier College
Fordham University		



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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 reading 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 reading 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 (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.

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

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.

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.

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.

PHILOSOPHY

One semester, .5 credit

Required

In this course students explore the philosophical foundation of ethics and the various related theories that influence our society. Topics include the philosophic method, the theory of knowledge, free will, philosophy of religion, and political philosophy. Through the study of these topics, students further develop analytical and critical thinking skills, and further enhance their ability to effectively communicate ideas and opinions orally and in writing.

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 0 hour before school.

CREATIVE DIGITAL MEDIA

One semester, .5 credit

Pre-requisite: Computer Applications

The class combines production training and desktop publishing skills with technology-based media. Students are encouraged to become proficient in photography and computer usage. An emphasis is placed on creativity and media editing skills, including Advertising and *Animate* animation using CC.

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.

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

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.

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.

Fine Arts continued

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.

Additional Electives

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.

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.
- **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**

Shelton Clubs and Organizations

The following is a listing of current clubs and organizations:

American Sign Language (ASL) Club

Anime Club

Band / Drumline

Chargers for Change

Dungeons & Dragons Club

Engineering Club

Film Club

Improv Club

Inclusion Club

Book Clubs

Math Club

National Honor Society

Performing Arts Club

Photography Club

Quiz Bowl

Shelton Mentors

Spanish Club

Strategic Gaming Club

Student Council

INTEREST
PASSION
INVOLVEMENT

Shelton Facts

Private, non-profit, non-sectarian co-ed school serving students grades pre-school through 12

The largest private school worldwide for learning-different students

Full day school program

Established in 1976

Primary emphasis is providing learning-different children (average or above intelligence) with full, effective curriculum through individualized, structured multisensory programs. Learning differences include dyslexia, attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), 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, student interns

Evaluation Center offers full clinical battery of tests to determine specific nature of learning difficulties. Comprehensive assessment for children and adults

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

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

Research collaboration with major medical institutions

Enrollment for 2020-2021 — 950 students

Summer Program offers courses in math, English, reading, study skills, computer education, speech, health

Four divisions include Lower School (EC-2nd); Upper Elementary School (3rd-5th), Middle School (6th-8th), Upper School (9th-12th)

Shelton Montessori EC / Preschool Program

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

175 instructional staff, with average teaching experience of 18 years; 50% with master's or doctorate degrees

Goal: remediation, with best individualized educational path for students

Board of Directors includes 39 leaders from all areas of community life



Shelton moves to its new campus in July 2020. The new address is

17301 Preston Road
Dallas, TX 75252



Shelton School and Evaluation Center
15720 Hillcrest Road, Dallas, TX 75248
www.shelton.org

