



Stamford American
INTERNATIONAL SCHOOL



SECONDARY SCHOOL

With choice comes great opportunities

GRADE 6 TO GRADE 12

INTRODUCTION

LIFE IS ABOUT MAKING CHOICES

With Stamford American International School, students can tailor their secondary education to their personal ambition and future plans.

Every student is an individual with a unique future, and a Stamford American secondary education ensures success along the path toward any number of diverse career opportunities.

Stamford American offers students the unique opportunity to graduate with a US-accredited High School Diploma derived from a choice between the College Board's Advanced Placement International Diploma (AP ID) courses, the International Baccalaureate Diploma Program (IB DP), or a blend of both, and the BTEC Diploma – a first in Singapore.

Ultimately, Stamford American students move on to success in college, career, and life as learned, thoughtful, courageous individuals and global citizens.

It's the Stamford American advantage!

Why choose Stamford American?

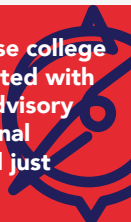
More course choices, for a completely tailored curriculum



Strong, positive relationships between students, parents and the school



Extensive in-house college program, supported with EducationUSA advisory
Holistic educational offerings beyond just academia

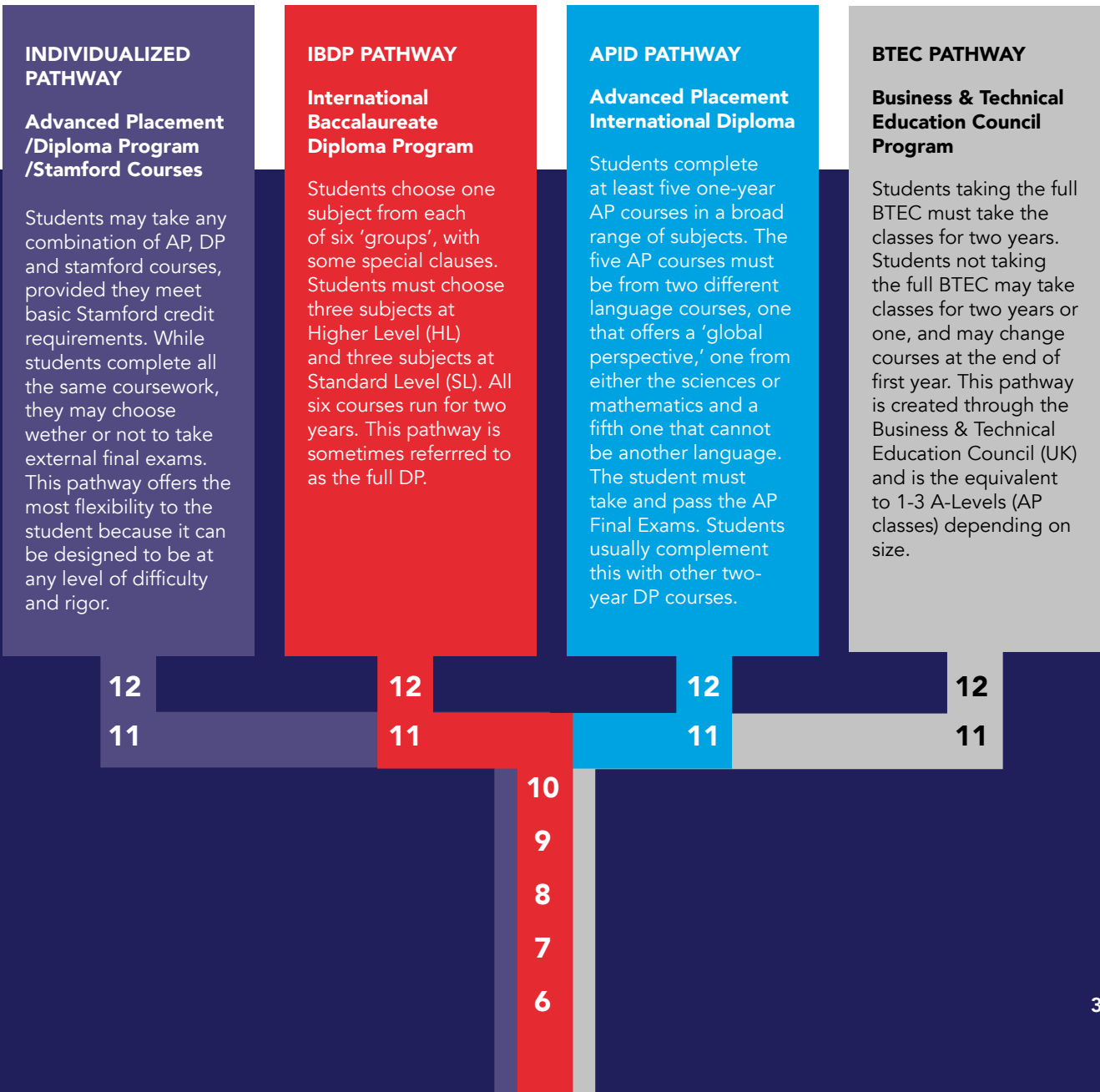


MULTIPLE PATHWAYS TO SUCCESS

Secondary schooling begins in Grade 6 with Middle School, involving the inquiry-based International Baccalaureate Middle Years Program (IB MYP) integrated with American Education Reaches Out (AERO) standards. The IB MYP framework is centered on the academic, emotional and social development of young individuals.

Students then transition to High School where they will continue the MYP program in Grades 9 and 10. In Grades 11 and 12, students have a choice between Stamford Courses, IB Diploma courses, AP courses, and BTEC courses. They may also choose a combination of courses from the various programs.

Students graduate with a US accredited Stamford High School Diploma alongside the opportunity to pursue the IB Diploma, AP International Diploma or BTEC Diploma that is aligned closely to their ambitions and future university or career plans.





WELCOME FROM OUR MIDDLE SCHOOL PRINCIPAL

Thank you for your interest in our Middle School at Stamford American International School. Here at Stamford we focus on the physical, mental and emotional well-being of every child, together with optimizing our students' academic growth.

We are a diverse and vibrant middle school learning community, with a range of learners from 75 different countries. Our students benefit from making friends with students from all parts of the world, from vastly different cultures to their own, and learn tolerance, plus appreciation of diversity through first-hand experience.

During the middle school years, children undergo a range of transitions, and begin to better understand their own identity, interests and strengths, prior to moving on to high school. Accordingly, we offer a broad multifaceted program to address the needs of students of this age.

For example, our advisory program is emphasized in middle school, so that students' social emotional learning receives appropriate attention. While we are large in number, we assign each student to an advisory group with an advisory teacher, so that he or she can feel safe and have a sense of belonging from the start. Advisory groups meet every day, and also twice a week for extended social emotional learning sessions. Students participate as an advisory group in our annual week-long Field Studies trips, to promote further cementing of this connection with their advisory group peers and teacher.

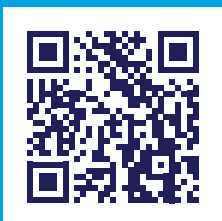
As an international school, global issues and international mindedness play an important role in our academic program and extracurricular activities. Our learning program is based on American content standards delivered within the IB MYP framework, so that knowledge and skills are framed within deeper universal concepts, stimulating students to take action as a result of their learning.

We are always striving to ensure our Middle School is an energized, happy place, where we celebrate student learning, and make sure every student receives the care and attention he or she deserves. We are fortunate to have a range of support faculty to meet the needs of a populous and diverse student body, and offer a first-class range of activities beyond the classroom to meet and foster the interests of every student.

We look forward to welcoming you and your child into our warm, happy, energetic community.

Elizabeth Durkin
Middle School Principal

Watch
Elizabeth's
personal
welcome





WELCOME FROM OUR HIGH SCHOOL PRINCIPAL

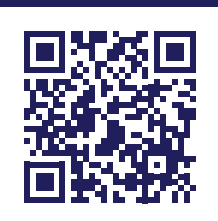
Welcome to the High School! We are delighted that you are interested in joining our vibrant, engaged, diverse, and spirited community. Stamford High School students have forged a reputation for their strong sense of community, international mindedness, commitment to service, academic prowess, sporting and artistic talent, and desire to lead. Stamford provides students with opportunities to grow and develop their unique abilities via a rigorous and diverse academic program stewarded by experienced and passionate educators. Most students earn two diplomas - American and International Baccalaureate with opportunity for Advanced Placement and Stamford courses - while balancing a rich program of co-curriculars. This is the Stamford Experience.

High School at Stamford is a busy place and on any given day, you will hear musicians rehearsing for performances, watch artists immersed in a wide variety of studio projects, and, in our world-class sporting facilities, see Stamford Lions training for local and international sporting events. Community service and engagement are pillars of the Stamford experience and throughout the school week and on weekends, students and staff work in and with our local community as they transform the lives of others. Stamford has a well-established community service program that serves not only our local community but also greater South East Asia. From participating in our Outdoor Education program and hosting international festivals, sporting events, and conferences on our campus to serving others through service, Stamford students constantly strive to become ingenuous, compassionate, courageous, ethical, and engaged global citizens.

Stamford is proud of the achievements of all its graduates, many of whom go on to further study at some of the world's best colleges and universities. Students who attend Stamford leave equipped to succeed and possess a desire to excel, a passion for impacting the world for good, and a willingness to take on leadership in an ever-changing and complex world. "The best years of my life" is how alumni have often described their years at Stamford.

As you explore our school we hope it draws you into the Stamford experience. We look forward to welcoming you!

Watch
Ocki's
personal
welcome



Ocki Fernandes
High School Principal

GRADE 6 TO GRADE 10

INTERNATIONAL BACCALAUREATE MIDDLE YEARS PROGRAMME

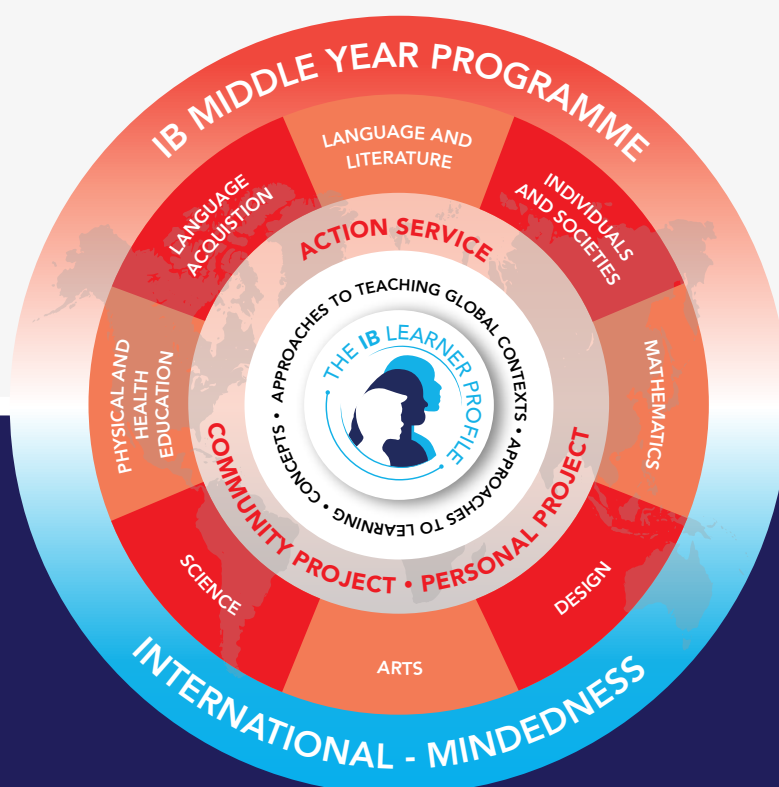
The International Baccalaureate Middle Years Programme (IB MYP) is a holistic course of study designed to meet the educational needs of students in Grades 6 - 10 (ages 11 to 16). It provides a framework for learning that emphasizes intellectual challenges and encourages connections between traditional subjects and the real world.

The MYP focuses on “learning how to learn” through the systematic development of Approaches to Learning (ATL) skills for improved communication, collaboration, organization, self-management, reflection, research, information literacy, media literacy, creative and critical thinking and transfer of learning.

Required subjects of study include English (Language and Literature), Mathematics, Science, Individuals and Societies, Languages (Language Acquisition), Arts, Design and Physical and Health Education, ensuring an all-rounded foundation for future educational challenges.

Learning framework

At Stamford, MYP students study eight subject groups integrated through six Global Contexts that provide a framework for learning within and across the subjects. Emphasis is on the fluidity of the curricular framework and the interrelatedness of subjects, ensuring it is aligned with and builds on the AERO curriculum standards.



Approaches To Learning

The focus of Approaches to Learning (ATL) in the MYP is on helping students to develop the self-knowledge and skills they need to enjoy a lifetime of learning. ATL skills empower students to succeed in meeting the challenging objectives of MYP subject groups, and prepare them for further success in the IB Diploma Program.

THE 5 ATL SKILLS CATEGORIES ARE:

THINKING SKILLS	COMMUNICATION SKILLS	SOCIAL SKILLS
<ul style="list-style-type: none">▶ Critical thinking▶ Creativity▶ Innovation transfer	<ul style="list-style-type: none">▶ Effective communication	<ul style="list-style-type: none">▶ Collaboration
SELF-MANAGEMENT SKILLS	RESEARCH SKILLS	
<ul style="list-style-type: none">▶ Organization▶ Affective skills▶ Reflection	<ul style="list-style-type: none">▶ Information literacy▶ Media literacy	

Assessment

At Stamford American, we believe that assessment is a vital part of the teaching and learning process. When planning assessments, teachers understand that students think and behave differently. Therefore, a variety of strategies and tools and multimodal formats for self-expression are critical. Students are involved in the assessment process and are empowered to view assessment as a vehicle for describing and improving their learning.

“I have seen Stamford flourish over the past seven years. Stamford’s inquiry-based learning program, caused me to question issues of global significance. As a result, I founded the Green Lions student club, successfully installing 845 solar panels within Stamford’s infrastructure. Swimming competitively at the Singapore Nationals, my entrepreneurial instinct saw a market gap amongst specialised swim products, prompting me to create a weighted kickboard as my MYP personal project. This later secured investment interest making me a Proud Stamford Lion!”

Mark McMahon, Class of 2020 graduate



GRADE 11 & GRADE 12

FREEDOM TO CHOOSE: ADVANCED PLACEMENT, INTERNATIONAL BACCALAUREATE & BTEC

At Stamford American we encourage students to be open-minded and reflective inquirers and thinkers, whether it be in terms of their academics, interests, or the world around them. We challenge students to intellectually engage, equipping them for excellence within and beyond Stamford American.

In support of this, Stamford American offers the unique opportunity to choose between the College Board's Advanced Placement Internal Diploma (AP ID) courses from Grade 10 (age 15), the International Baccalaureate Diploma Program (IB DP) from Grade 11, or a blend from both, on their path to graduating with a US-accredited High School Diploma. Starting in 2020, students also have the opportunity to follow a BTEC credential in Visual Arts or Drama.

These overarching frameworks bring the best of American and International curricula together in a unique blend of guaranteed and responsive education. Through our American standards, students are ensured of vertically aligned, connected learning within discipline areas. Through the IB Program frameworks, our students involve themselves as inquirers within disciplinary and interdisciplinary learning in order to construct and personalize their learning - much like the real world demands of all learners.

All this in a balanced interweaving of teaching, learning and multiple assessment methods, where each informs the other as learning unfolds.





How It Works

Our Curriculum Team, which consists of Program Coordinators in the MYP, DP, AP and BTEC and an Executive Director of Teaching and Learning, works alongside our experienced, professional faculty to develop curriculum throughout all divisions of the school.

Students and their parents spend several weeks during Grade 10 gathering information about the pathway choices and the courses available, allowing them to consider their options and make selections that will prepare them for life after high school.

In addition to a rigorous academic syllabus with a choice from more than 20 AP courses and over 40 IB courses, we advocate cultural understanding, positive social interactions and a thirst for lifelong learning.

Both programs include externally administered end-of-course examinations and students graduate in Grade 12 with the US High School Diploma derived from a choice of different pathways – the full IB Diploma, AP International Diploma or an individualized program, or the BTEC Diploma — the only school in Singapore to offer this.





THE PATHWAYS TO YOUR CHILDS UNIQUE FUTURE

Individualized Pathway

Stamford students have the opportunity to take a blend of IB, BTEC and/or AP courses to work towards the Stamford High School Diploma. Individualized pathway students are given the option to also take Stamford Courses such as Global Perspectives and Sports Management & Outdoor Education. This offers flexibility and choice for students in choosing their courses and rigor. There are no restrictions on the number and combination of courses from the two frameworks (IB and/or AP) that the student takes, so long as they meet the minimum credit requirements for graduation. Students in the individualized pathway also have the opportunity to take IB or AP external examinations. Students in the BTEC Diploma are more restricted to the courses they may take depending on the size of the diploma they are working towards.

Advanced Placement Program

(GRADE 10 TO GRADE 12)

The Advanced Placement Program® (AP) courses are one-year college-level courses where students can get a feel for the rigors of college-level studies while they still have the support of a high school environment. When students take AP courses, they demonstrate to college admission officers that they have sought out an educational experience that will prepare them for success in college and beyond. AP courses are available for students in grades 10, 11 or 12 here at Stamford, and students take AP exams at the end of the course in early May, measuring their mastery of college-level work. Rated 1-5, a score of 3 or higher on an AP exam can typically earn students college credit and/or placement into advanced courses in college in the USA—universities have different interpretation policies. For the exam-based university entrance systems (i.e., UK, Netherlands, Australia), AP exams can be taken instead. They are the equivalent of A-Levels.





International Baccalaureate Diploma Programme

(GRADE 11 TO GRADE 12)

The IB Diploma Programme (DP) is an academically sound and balanced program of education for students in grades 11-12. It prepares students for success at university and life beyond through a program that develops the intellectual, social, emotional and physical well-being of students. The program is acknowledged and respected by thousands of universities worldwide. Students taking the full Diploma must take the classes for two years. Students not taking the full Diploma may take classes for two-years or one year and may change courses at the end of first year.

Business & Technical Education Council (BTEC)

(GRADE 11 TO GRADE 12)

The Business & Technical Education Council (BTEC) International Level 3 is a vocational program of education for students in grades 11-12. It prepares students for success post-secondary whether at university, work, or life beyond through a career related program that develops practical skills as well as the theoretical knowledge of the chosen field. The program is acknowledged and respected by thousands of universities worldwide. Students taking the full BTEC must take the classes for two years. Students not taking the full BTEC may take classes for two-years or one year, and may change courses at the end of first year.

Stamford Courses

(GRADE 11 TO GRADE 12)

These are most similar to what US high schools call "On-Level" or "College Prep" courses. Stamford American's courses are internally evaluated against assessments that ensure students have met the Common Core or AERO standards for that subject. Students earn a Stamford American grade from 1-7 that will appear on their report card & transcript. However, since it is not an externally assessed subject, there is no ability to earn US university credit or to use these classes for entrance to university outside of North America. These courses are purely for students to accumulate the credits required for the Stamford American US High School Diploma.



LIST OF COURSES



International Baccalaureate Diploma Programme

- ▶ English B HL
- ▶ English A – Language and Literature SL/HL
- ▶ English A – Literature SL/HL
- ▶ Mandarin Ab Initio SL
- ▶ Spanish Ab Initio SL
- ▶ Mandarin B SL/HL
- ▶ Spanish B SL/HL
- ▶ Mandarin A: Language and Literature SL/HL
- ▶ Spanish A: Language and Literature SL/HL
- ▶ Language A: Self-Taught Literature SL
- ▶ History – 20th Century World and History of Asia SL/HL
- ▶ Economics SL/HL
- ▶ Business and Management SL/HL
- ▶ Psychology SL/HL
- ▶ Biology SL/HL
- ▶ Chemistry SL/HL
- ▶ Physics SL/HL
- ▶ Design Technology SL/HL
- ▶ Sports, Exercise, and Health Science SL/HL
- ▶ Mathematics: Analysis and Approaches SL/HL
- ▶ Mathematics: Applications and Interpretation SL/HL
- ▶ Theater SL/HL
- ▶ Visual Arts SL/HL
- ▶ Music SL/HL
- ▶ Theory of Knowledge

Advanced Placement (AP) Courses

- ▶ English Language and Composition
- ▶ English Literature and Composition
- ▶ Chinese Language and Culture
- ▶ Spanish Language and Culture
- ▶ World History
- ▶ United States History
- ▶ United States Government and Politics
- ▶ Comparative Government and Politics
- ▶ Macroeconomics
- ▶ Microeconomics
- ▶ Psychology
- ▶ Human Geography
- ▶ Environmental Science
- ▶ Biology
- ▶ Physics 1
- ▶ Physics C
- ▶ Statistics
- ▶ Calculus AB
- ▶ Calculus BC
- ▶ Computer Science Principles
- ▶ Computer Science A

Stamford Courses

- ▶ Global Perspectives
- ▶ Contemporary English 11/12
- ▶ Outdoor Education & Sports Management
- ▶ Art Foundation
- ▶ Spanish Diploma as a Foreign Language (DELE A1/A2/B1)
- ▶ Pre-Calculus
- ▶ Real World Science

BTEC International Level 3 Diploma Courses

- ▶ Art & Design
- ▶ Performing Arts: Acting

Middle Years Programme (including optional MYP Certification)

- ▶ Language & Literature A (Spanish, Mandarin, English)
- ▶ Language Acquisition (Spanish, Mandarin, English)
- ▶ Individuals & Societies
- ▶ Integrated Sciences
- ▶ Integrated Mathematics
- ▶ Physical & Health Education
- ▶ Design
- ▶ Choice of Drama, Visual Arts, & Music

ASSESSMENTS & GRADING

The purpose of grading is to communicate student progress within a set of clearly defined criteria, objectives, and/or standards. For Stamford American students to achieve more than they believe they can, we promote the following as it pertains to grading:

- ▶ Grades demonstrate progress on a continuum, and are based on several data points, not an average. These data points are shared with students and explained in advance.
- ▶ MYP grading is based on the most sustained level of achievement ("best fit" professional judgement) cumulative from the beginning of the year. Averages are not used to calculate final grades.
- ▶ Progress reports for AP courses use the "highest sustained level" principle and include elements of course-specific question-type frameworks. AP teachers do not average grades, but instead incorporate a holistic approach to arrive at a professional judgement of current performance level.
- ▶ Quarter progress reports and student-led conferences inform students, parents and guardians of current achievement levels.
- ▶ Reporting for MYP & BTEC use criteria, DP & Stamford Courses use grade descriptors, and AP uses course objectives.

Please note: MYP eAssessment/ePortfolio, DP final exams, BTEC portfolios, and AP final exams have specific sections within the frameworks that are weighted, moderated and graded using specific percentages and use grade boundaries that fluctuate each year, to maintain statistical integrity. The external assessments are different from the Stamford American grading policy outlined above.



SUPPORT FOR A FUTURE BEYOND STAMFORD AMERICAN

College Counseling

TAKING THE NEXT STEPS WITH CONFIDENCE

There is a great deal of uncertainty and confusion surrounding college admissions, particularly to the most selective institutions. Our College Counseling program offers support for both students and parents as they make the transition, providing the information and guidance they need for a successful and positive college application.

This process should be an exciting time of self-discovery and exploration, and we encourage students to focus on finding the 'right college match.' That means identifying and applying to colleges and universities where they will be intellectually challenged and socially engaged; schools which will encourage and inspire them as global learners, thinkers, and citizens.

BY THE NUMBERS



“I’d say for teachers, the most common characteristic between them would be the fact that they are all caring, whether it’s your advisors or your subject teachers. All of them aim to establish bonds between the students to understand their work ethic and how they can do better, and to encourage students to strive for the best that they possibly can. They help us understand our purpose and how the skills we learned in school can contribute towards making the world a better place, and it gives students in Stamford a strong sense of purpose.”

Seungbin Kang, Class of 2021 graduate



CONGRATULATIONS STAMFORD AMERICAN INTERNATIONAL SCHOOL'S CLASS OF 2021

We are pleased to announce that in this year, even with unprecedented challenges, Stamford students continued to achieve strong results in International Baccalaureate (IB) Diploma Program (DP) and Advanced Placement (AP) exams. We congratulate our Class of 2021 graduates for achieving the school's highest scores ever and our strongest performance yet on this year's IB exams.

80 students from the Class of 2021 took the exams, and we achieved a 100% passing rate. This is a powerful testament to our belief in the ability of each student -- and the support we provided to ensure that each achieved success.

Nineteen students -- about 20 percent of total test-takers -- scored 40 points or higher, and two scored a near-perfect score of 44. The maximum score is 45, with 40 points considered an outstanding achievement.

Stamford's average IB score was 35, three points higher than a year ago, and the exam average of 5.6 (out of 7) were also higher than in any previous years. 29% of students achieved the rigorous bilingual IB diploma. Nearly 90% of our diploma students achieved at least a score of a 6 or above, universally accepted as a very strong exam score. In fact over 50% of the individual exam scores achieved by our students were a 6 or above.

Our Advanced Placement results were equally impressive. These exams are scored on a scale from 1 to 5, and universities around the world consider a score of 3 or above on one of these exams as evidence of high academic standing. The average score this year at Stamford was a 3.3, with over 70% of the exam scores being a 3 or above. An indication of the strength of the AP Program at Stamford is that in 90% of our AP subjects, over half the candidates scored a 3 or above.

Our BTEC students have also accomplished great results in the first year of the programme, with two students earning a Distinction and a Merit respectively for BTEC Subsidiary Diploma in Performing Arts: Acting.



By the Numbers:

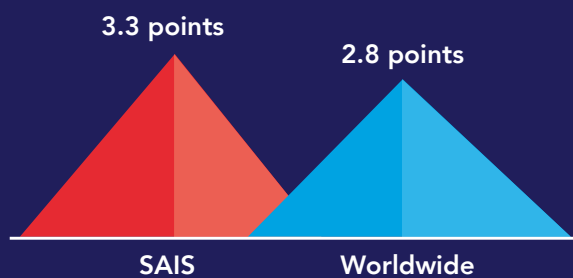
AVERAGE IB DIPLOMA SCORE:



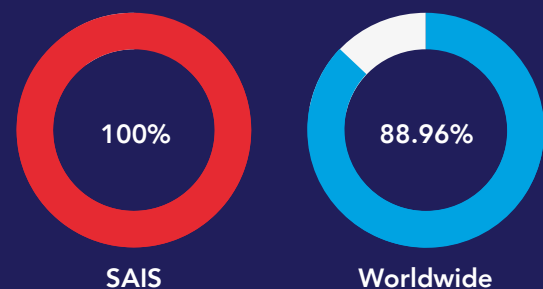
PERCENTAGE OF STUDENTS ACHIEVING BILINGUAL DIPLOMA

29%

AP AVERAGE GRADE:



IB DIPLOMA PASS RATE:



POST-GRADUATION PATHWAY:

95% accepted to 1st or 2nd choice of University



18 different countries across 5 continents



“This is a fantastic result. As you can imagine, we’re super proud of these results. To me, they speak eloquently of our dual focus on inclusion and academic excellence. We accept all who want to take on the challenge, and we work diligently to ensure that they reach their full promise. A huge shout out goes to the high school faculty, Principal Ocki Fernandes and Diploma Programme Coordinator Amit Khanna for their determined efforts to support our students throughout their learning journey. And, of course, a big “Hooray!” goes to the students themselves for grueling work in the DP the last two years. Such an impressive feat!”

More on Website





A HOLISTIC EDUCATION

STAMFORD AMERICAN HAS ROBUST ATHLETICS, THEATER AND MUSIC PROGRAMS THAT STUDENTS CAN PARTICIPATE IN OUTSIDE OF THEIR REGULAR SCHOOL HOURS.

Athletics

Stamford American's Athletic program commits to sport for all while developing student athletes to reach their full potential. The competitive and recreational sports program supports Stamford American's core values of growth, community, integrity and caring. This is achieved through fostering the development of character, lifetime wellness skills, teamwork, sportsmanship, integrity, and a sense of fairness and respect.

Stamford American offers appropriate pathways for sporting development all the way through to Grade 12 in a wide range of individual and team sports. Team sports offered include soccer, basketball, swimming, tennis, rugby, touch rugby, volleyball, cross country, track and field, badminton, gymnastics, softball and golf.

Theater

Stamford American Theater performances take place in our Black Box Drama Studio and on the big Reagan Theater stage. Students as young as Kindergarten 2 have the opportunity to audition for a stage production. Theater productions are age-appropriate, providing our younger actors a taster of what it feels to perform in front of an audience and our older ones a chance to hone their acting, singing, dancing and stage production skills. Stamford American also offers an International Baccalaureate (IB) Diploma in Theater as well as a BTEC Diploma in Acting that prepares interested students for a career in the dramatic arts.





Visual Arts

For students in Grade 11 and 12 we have a variety of opportunities for students to continue studying visual art. For those who choose to undertake the IB DP, the visual arts course encourages students to challenge their own creative and cultural expectations and boundaries. This is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking while working towards technical proficiency and confidence as art-makers. Towards the end of the course, students exhibit their artwork demonstrating the coherency of theme, skill, and technique.

The BTEC Art & Design course is has a more vocational focus and allows the study to learn practical knowledge and technical skills that they can use when in employment. There are four levels of diploma in which students can choose to study depending on their future needs - subsidiary diploma, foundation diploma, diploma, and extended diploma, each containing different modules such as responding to a brief, or creative industry response.

Students also have the opportunity to study the Stamford Art Foundation in grade 11, which helps students to continue to develop their artistic skills and techniques in a range of media. In grade 12 we offer the Stamford independent study, in which students can go on an independent learning project with supervision from an art teacher or spend time creating their portfolio for university/college applications.





STUDIES BEYOND THE CLASSROOM

Academic Field Studies

Stamford American's Academic Field Studies (AFS) Program provides a model of holistic, field-based learning to develop global citizens who are ecologically literate, compassionate, and engaged.

Through immersive and often challenging field study experiences, students develop self-efficacy, leadership traits, and communication skills which are salient to success in today's 21st century society.

This program is integrated into the curriculum such that it extends the classroom into real world contexts. Students participate in AFS as grade levels, with different locations and timings each year.

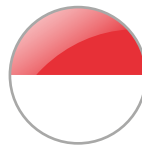


A SELECTION OF PAST FIELD STUDIES



Grade 6

Chanthaburi,
Thailand



Grade 7

Yogyakarta,
Indonesia



Grade 8

Gopeng,
Malaysia



Grade 9

Chiang Mai,
Thailand



Grade 10

Battambang/
Kampot,
Cambodia



Grade 11

Yunnan,
China



Grade 12

Kathmandu,
Nepal



After School And Co-Curricular Activities

Furthering our holistic approach to learning, Stamford American students are encouraged to try, explore and learn new skills after-hours, through the arts, sports, clubs and other Co-Curricular Activities.

Creativity, Activity & Service (CAS)

With the aim of helping students to understand and become responsible Global Citizens, students are encouraged to participate in Creativity, Activity & Service (CAS) and academic opportunities. Service opportunities are taken in both the local and global communities.

Service in Action

Some of the past opportunities for service have included the Student Buddy System, Student Council, Peer Mediation, the Positivity Club, Interact Club, Global Issues Network, Water for Sudan, Cambodia Hope School and Habitat for Humanity.

Clubs

We offer a huge range of exciting choices of Secondary Clubs which are both fun and rewarding. Activities include sports, crafts, language and performing arts among others, and vary by semester. Examples of Secondary Clubs include Model United Nations, Interact, EcoSchools, Yearbook, Habitat for Humanity and Stamford News.





SOCIAL AND EMOTIONAL LEARNING (SEL) ADVISORY & LEADERSHIP

SEL Advisory Curriculum

We believe that Advisory is connected to Stamford American's pillar, to develop lifelong academic and social behaviors to empower healthy relationships with self and others in order to thrive in our culturally diverse communities. We want to inspire students to make responsible decisions to create their own unique future with integrity, ingenuity, compassion and courage.

Through the advisory program we provide a common language to develop a clear set of skills and strategies needed for success at Stamford American, life and society.

A large part of the curriculum develops the SEL skills of self-awareness, self-management, social and cultural awareness, relationship skills and responsible decision making.



SEL Advisory Outcomes

Our curriculum focus supports students in being connected with their peers and teachers in meaningful ways using 21st century skills. Ways of working include, but are not limited to: Class discussions, Seminars, Workshops, Assemblies, Decision-Making opportunities, Celebrations, Reflections, Service opportunities, Develop/Build and Maintain relationships between and among Advisees and the Adviser.

The middle and high school Advisory Programs prepare students for:

1. **College and Career:** Students will understand how academic achievement plays an important role in developing effective skills for lifelong learning and post-secondary education
2. **Social and Emotional Development:** Students will develop strategies to become a successful member of our community.
3. **Life and Decision making:** Students will develop resiliency skills, self-care, self-advocacy and learn how to make decisions and solve problems.
4. **International Mindedness:** Students will understand the impact of their contributions as a member in our diverse and global community.





Leadership

Exposure to leadership opportunities during their schooling is crucial in order for students to identify and display effective communication and interpersonal skills. Learning the art of building relationships, working with different personality types, and effectively achieving tasks through others are additional important outcomes.

Leadership opportunities at Stamford American are offered through programs such as Model United Nations (MUN), National Honor Society (NHS), Global Issues Network (GIN), Student Council, Mission Discovery and more.

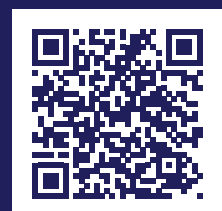




Stamford American INTERNATIONAL SCHOOL

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Period of registration: August 9, 2022 to August 8, 2026