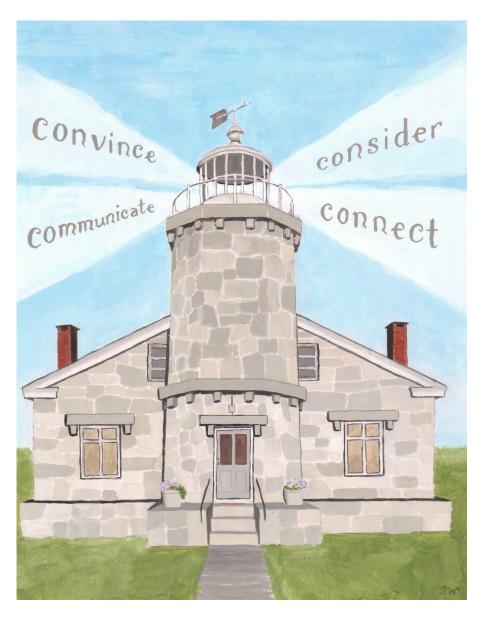# Stonington High School
21st Century Learning
Summer Assignment

Drawing by Sara Wrotniak, SHS Class of 2017
Adopted May, 2016

The Stonington High School
Incoming Sophomore Summer Assignment

Purpose:
The mission of Stonington High School is to foster a lifelong pursuit of learning. The summer is the perfect time to extend the classroom beyond the confines of Stonington High School. Our expectation is that our students will engage in meaningful, authentic learning experiences that they will share with their classmates at the start of each school year. It is in this spirit that Stonington High School has transitioned from a Summer Reading Assignment to a new Summer Learning Experience that will incorporate the 21st Century Learning Expectations embedded in our traditional classroom learning.

Learning Expectations:
Stonington High School expects that our graduates will use the 21st Century Skills to:
1. Convince: Use critical thinking skills and a variety of relevant evidence to solve a problem, support a position, or present an idea.
2. Communicate: Use content area language clearly to convey ideas as an individual. Communicate with others in a way that facilitates a collaborative process.
3. Consider: Use all learning to develop innovative and/or creative options to solve challenging situations and/or problems.
4. Connect: Use technology to find, evaluate, create and/or share information, ethically and legally. Connect all learning to become a participative member in the social and civic community.

Overview:
Each year Stonington High School students will report on a learning experience related to an assigned 21st CLE. Each grade level will be responsible for addressing one of the 4Cs as identified below. We want our students to use their sense of exploration and personal interaction with the world around them to choose how they will meet the expectations of their 4C. Students entering their senior year should refer to the Senior Project materials to determine their summer assignment.

Students must document their experiences. However, students also have a choice regarding how they do this. A list of possible means for documentation has also been attached to this packet. Upon returning to school in August, students will be expected to present their Summer Assignment work in their Advisory rooms to their classmates.

Presentation Suggestions:
· The Summer Assignment is meant to provide students with options. Please take the time to review the suggested learning experiences and modes of documentation carefully. Students should choose activities that interest them.
· Students are encouraged to complete these activities with family, friends, and classmates. We hope families will actively participate in some of these activities with their students.
· We encourage students to come up with their own ideas for learning experiences and activities. If you have questions regarding a potential idea, please contact the principal.
· Please exercise common sense and good judgment when completing the Summer Assignment. Students and families should discuss the Summer Assignment and plan learning experiences together. Safety and proper supervision are the responsibility of the student's parents/guardians.

NOTES:
· All SHS students are expected to complete the Summer Assignment.
· Students taking Advanced Placement/ECE or some Honors courses may be required to complete additional summer assignments.

--CONSIDER--

Think of a challenge you faced, problem you solved, or obstacle you overcame during the summer and explain what it was, and the steps you went through to solve or address the situation. What information did you need? What knowledge did you use? Who did you turn to for help (if anyone). How did you end up solving or addressing the situation? How did your approach work out?

Example of Learning Experiences:

Note: The activity or challenge you choose need not be "life changing" or "major." Everyday we consider ways to solve problems and overcome obstacles. You could explain how you…
--learned a new skill   --changed something in your living environment   --cooked a meal
--planned a trip   --organized an event
Your everyday activities offer many small obstacles and challenges. Consider challenges and/or problems posed by…
--participating in sports (formally or as a hobby)   --working at a job--engaging in a hobby
--spending time with friends or family   --budgeting your time or your money

Examples of Documentation:
This list is in no way meant to be exhaustive. It is simply to serve as a jumping off point.
Write about it: keep a journal; write a blog; write a news article; write a letter; write an opinion piece; write a critique or review
Take a picture of it: create a photo essay or collage; share it via Instagram; put together a photo book; make a video or a vlog (video blog)
Be artistic about it: keep a sketchbook; paint a picture; create a scrapbook
Be scientific: write a lab report; create a chart, graph, or table

Assessment: During the first week of school, you will present your learning in your advisory group. Your presentation should meet the standards listed below.

Consider/Communicate Summer Assignment Rubric	
Criteria - Consider	**Meets Standard**
Think	Shows understanding of the situation/problem. Summarizes the challenges posed. Identifies the desired outcome.
Plan	Identifies and selects a strategy/plan to address the situation or problem.
Apply/Adapt	Follows identified strategy/plan. When necessary, adjusts identified strategy/plan.
Reflect	Reflects on the outcome of the completed process.
Criteria COMMUNICATE (Individual)	**Meets Standard**
Organize Ideas	Organizes ideas and/or information in a structure that shows a logical progression of ideas from beginning to end
Exhibit Fluency	Uses language that is generally appropriate for the audience and purpose.

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