

# Colchester High School



## Ninth Grade Program of Studies 2011-2012

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# **LEADERSHIP AND GOVERNANCE**

## **ADMINISTRATIVE OVERSIGHT**

### **Principal, Amy Minor**

Business  
Health  
Leadership Team  
Mathematics  
Physical Education  
Science  
Technology

### **Assistant Principal, Ryan Parkman**

Attendance  
Co-Curriculars  
Fine Arts  
Planning Room  
SAP Program  
Teacher Advisory  
World Languages

### **Assistant Principal, Timothy Emery**

Athletics  
Alternative Programs  
Attendance  
Learning Center  
Humanities  
Library  
Music  
Planning Room

### **Director of Student Support Services, Jean Shea**

504  
Educational Support Team  
English Language Learners  
Guidance  
Nurses  
Social Workers  
Special Education

## **TEAM LEADERS**

Vito Cannizzaro: Fine Arts and World Languages  
Will Warren: Health and Science  
Wayland Cole: Humanities (English and Social Studies)  
Bob Hall: Guidance and Physical Education  
Tara Sharkey: Mathematics and Business  
Melissa Vilmont: Colchester Alternative Program and Special Education

## ***WELCOME TO COLCHESTER HIGH SCHOOL***

Dear Parents and Students:

It is a pleasure to welcome you to Colchester High School. CHS is a vibrant learning community fueled by the energies of the committed teachers and staff, a supportive community, and exceptional students.

The CHS faculty and staff take our role in transitioning your student into the high school very seriously. In an effort to personalize learning for students and to meet their developmental needs the high school will be taking several steps to get to know your child prior to the 2011-2012 school year.

Students will experience diverse and challenging curriculum at Colchester High School. The main idea behind differentiated instruction is reaching each student where they are and taking them as far as they can go by responding to individual needs and abilities. In order for this to be successful, teachers need to know their students well. Therefore, students will develop their own learner profile identifying, among other things, their learning preferences.

Habits of Mind are embedded in the curriculum at CHS to reinforce the skills necessary for successful lifelong learning.

With a diverse offering of courses, co-curricular activities and sports, students have many opportunities to find their niche. One of the many factors that ensure success in high school is getting involved. As your student transitions into CHS please encourage her/him to get involved.

Please feel free to contact any member of the school administration if you have a question or concern. If there is anything we can do to ease your transition, please let us know.

Educationally,

Amy Minor

## OUR MISSION

The mission of the Colchester School District – *proud of its respect for individual needs and its commitment to integrated learning* - is to ensure that all students will develop the academic proficiency, social skill, and character to be fulfilled, responsible, and involved citizens; we will accomplish this by providing diverse, challenging educational experiences in partnership with families and the community.

### COLCHESTER HIGH SCHOOL'S ESSENTIAL EXPECTATIONS FOR STUDENT LEARNING

**1.0: READING:** CHS graduates comprehend, interpret, and evaluate a wide range of written material.

**2.0: WRITING:** CHS graduates write using standard English for a variety of purposes and audiences.

**3.0: PROBLEM SOLVING:** CHS graduates are able to problem-solve in a variety of contexts and content areas.

**4.0: LEARNING HABITS:** CHS graduates practice learning habits that promote their learning and the learning of others.

### COLCHESTER HIGH SCHOOL BELIEF STATEMENTS

- All students are capable of learning and succeeding when their developmental needs and learning styles are addressed.
- Students need to be exposed to a variety of learning opportunities—among them constructivist, multicultural, integrated, and differentiated instruction.
- All individuals in the school have a responsibility to contribute to the improvement of the school and the community.
- Teaching and learning prosper in a resource-rich environment characterized by respect, responsibility, and pride.
- Students thrive in a safe and secure school environment that honors diversity and tolerance.
- Team-work and collaboration are essential to the well-being of the school.
- Excellence in teaching and learning require ongoing and targeted professional development for the faculty, staff and administration.
- Students must engage actively in planning their education and make connections to the larger world.
- Student participation in school governance, through an active and engaged student government, is essential to the success of the school.
- Shared leadership and encouragement of teacher involvement are essential to the success of the school.
- Schools work well when they are supported by their community.

## **The Honors Distinction Program at Colchester High School Essential Expectation: Habits of Learning**

### **Honors Distinction:**

Students at Colchester High School have an opportunity to earn honors distinctions in their academic core classes. The honors distinction relies primarily on a student's adoption and practice of excellent habits of learning. The process should motivate students to work hard while rewarding them not only with "honors" noted on their transcripts, but also with the satisfaction of knowing that they choose to do their very best. All students have the opportunity to apply for honors distinction. Honors work will be relevant, meaningful, and show evidence of a deeper understanding of the course curriculum. Students who earn honors distinctions will also be leaders and role models for other students in their classes.

### **Green House (First-Years & Sophomores):**

#### **Core Classes (Humanities, Math, and Science)**

Students can earn honors distinctions to be reflected on their transcripts by demonstrating superb habits of learning throughout the year. Learning habits refer to the way people behave when faced with challenges. Throughout the year students will be required to document their learning habits, and teachers will periodically review this collection of work and give feedback to students. Although all students will document their habits of learning throughout the year, only students who have demonstrated *superb* habits of learning throughout the year and have demonstrated steady progress will earn honors credit.

Students obtain honors distinction through a portfolio process that is consistent in grades 9 and 10. The process will have some slight developmental adjustments from grade 9 to grade 10.

In grade nine students will have the opportunity to complete a portfolio for Earth Systems Science, Thinkers and Revolutionaries (English and Social Studies), and their mathematics course. The portfolio process is clearly connected to the Essential Expectations. The portfolio is one measure of the student's growth during the course. The portfolio is assessed by both the student and the teacher.

In grade ten students may opt into the portfolio process. The portfolio process is designed to move students out of their comfort level and to ensure that students are appropriately challenged in the classroom. Students apply to have their portfolio reviewed; parents are informed and are a part of the process. Determination of honors distinction occurs during fourth quarter.

All other content area teachers, Special Educators, and Guidance Counselors have an important role in the honors distinction process by supporting students through the process. All teachers at CHS should incorporate the learning habits into their curriculum.

## **First Year Student Information**

**Smart Start:** Smart Start is our orientation program for incoming ninth graders new to Colchester High School. It is a day for students to get to know teachers and systems of the school, as well as have an opportunity to explore the high school and ask questions about life at CHS.

Students go through a simulated school day to better understand block scheduling. In addition to meeting classroom teachers, students meet with guidance counselors, the administration and other pertinent educators. Lockers are assigned and students learn about clubs they can join and general rules at the school. The day serves to ease students' anxiety around their transition to high school and encourage enthusiasm for continued learning.

### **Guidance**

Bob Hall, School Counselor 264-5710

Julie Nadeau, School Counselor 264-5712

Claire Cantwell-Jones, School Counselor 264-5709

**Students are assigned to counselors by alphabet. Assignments for 2011-2012 will be complete by the end of the 2010-2011 school year.**

Jean Shea, Director of Student Support Services 264-5714

Renee deGrasse, Guidance Administrative Assistant 264-5713

**The courses in this Program of Studies are projected offerings. Courses and guidance counselor assignment may change due to enrollment and other factors.**

# COLCHESTER HIGH SCHOOL

## GRADUATION REQUIREMENTS 2014

English	4.0 (Essential Writings)
Social Studies	3.5 (American History, Senior Seminar)
Science	3.5 (Earth Systems Science, Biology, Physical Science, Essential Topics)
Mathematics	3.0 (Algebra, Geometry)
Business & Technology Skills I	0.5
Business & Technology Skills II	0.5
Fine Arts	1.0
Health	0.5
Physical Education	1.5
Electives	<u>6.5</u>
<b>Total</b>	<b>24.5</b>

**NOTE:** The courses listed in the Program of Studies are proposed offerings. Enrollment and staffing may result in changes and deletions. We are committed to offering a broad range of courses that enable all students to meet the graduation requirements.

### **Recommended Course of Study for Admission to Four Year Colleges**

4 Years of English  
 2-3 Years of Laboratory Science  
 4 Years of Mathematics (Including Algebra II/Trig)  
 3.5 Years of Social Studies  
 3 Years of the same World Language

### **Recommended Course of Study for Admission to Highly Competitive Colleges**

4 Years of English  
 3-4 Years of Laboratory Science  
 4 Years of Mathematics (Including Calculus)  
 4 Years of Social Studies  
 4 Years of the same World Language

# ACADEMIC COURSE OFFERINGS

## Humanities

### Green House English and Social Studies

The Humanities offerings attend to the developmental differences between students in the Green and Blue houses. The freshmen curriculum focuses on Asian studies; second year students complete a full year of American studies. In order to move on to the Blue House English offerings, students must pass their humanities Green House courses and complete their Green House essential writings to standard.

Upon successful completion of the Green House courses, students enter the Blue House, which offers some required courses in English and Social Studies, as well as a variety of semester-long courses that allow students to pursue their interests. With the exception of the Advanced Placement courses in the Blue House, there are no exclusively advanced level courses. Instead, students may choose to earn honors credit by committing to perform at an honors level, which requires them to complete an honors contract at the course's outset that indicates the students' willingness to work independently and meet raised standards, as well as their ability to demonstrate the habits of mind necessary for success.

## Grade Nine

### **#314 Thinkers and Revolutionaries: ♦**

Is a team-taught, two-credit course that integrates the study of English and Social Studies. All students will be challenged by a common, concept-based curriculum that steeps students in the study of the Eastern and Western traditions. Students will be asked to explore how, throughout history, the world's greatest thinkers and most legendary revolutionaries have shaped cultures and societies in the East and in the West. They will study ancient and modern cultures in China and its neighbors in order to gain a perspective of the Eastern tradition, and will study crucial moments from the history of Ancient Greece to gain a perspective of their own modern Western tradition. By studying both cultures — through the lenses of history, political systems, religious traditions, philosophies, literature, and art — students will be given ample opportunity to compare and contrast cultural developments within both Eastern and Western traditions. Students will also cultivate their own abilities to pose meaningful questions and think critically as they study the types of questions and responses that emerged from the *Thinkers and Revolutionaries* of the East and West.

Students will be grouped with intention so that each class includes the diverse range of students present in the entire ninth grade class. The defining element of the course is the approach to instruction known as differentiated instruction. Teachers of *Thinkers and Revolutionaries* are skilled practitioners of this pedagogy, which adjusts the course's process, products, and content, according to students' readiness, interests, and learner profiles. Differentiated instruction requires that teachers know their students well so they can meet them where they are and take them as far as they can go. Parents, teachers and students work together to make sure that all students are actively engaged in their learning.

**Prerequisite: Successful completion of CMS English and Social Studies requirements. Duration: Full Year.**

**Credit: 2 (1English & 1 Social Studies).**

**#334 Strategic Reader: (Grade 9):**

The Strategic Reader is a year-long course committed to helping first-year students become more competent and comfortable readers. Students will practice and master a repertoire of strategies for recognizing and making sense of narrative, informational, and poetic texts. Additionally, students will be supported as they read core readings in their grade-nine humanities class, *Thinkers and Revolutionaries*. This course seeks students who struggle with reading who are also eager to take advantage of an extended learning opportunity designed to help them handle the increased reading expectations at the high school. Students are selected for this course based on data from the middle school.

**Prerequisite:** Teacher recommendation. **Duration:** Semester. **Credit:** 0.5 Elective

**#995 English Language Learners (ELL):** ✓

Foreign exchange students and students new to this country are provided with support in learning the English language and adapting to American culture. ELL instruction is a special method for developing English proficiency for social and academic purposes. Beginning level students need to develop sociolinguistic proficiency. This means that they must internalize the sound and grammar systems of English. ELL students do this by using them in social, survival, or life skill situations. Students are provided meaningful learning experiences with the constant use of visual, phonetic, and oral instruction. ELL instruction for intermediate and advanced students emphasizes thinking skills and strategy-based activities that include gathering information, summarizing reading for information and content, and problem solving. Instruction also puts emphasis on oral reading, comprehension, verbal skills, and study skills necessary for successful participation in English language classrooms.

**Duration:** Full Year. **Credit:** 1. Up to 2 credits of ELL may be applied to the graduation requirement in English.

## Mathematics

Students are required to complete three credits of mathematics, including the mastery of the concepts of algebra and geometry. Most students transition from the middle school into Algebra I at the high school. At this time students who have successfully pursued Algebra I at the middle school may choose Geometry at the high school. Middle school students, who successfully complete Algebra I will be granted one elective credit (pass) for the class upon entering the high school. All students, regardless of which math classes they completed at the middle school level, must complete three credits of mathematics at the high school.

The Math Department recognizes that, in many cases, freshman and sophomores have different needs than juniors and seniors. The Math offerings attend to these differences. All students will be challenged in courses and by teachers that use differentiated instruction to teach their classes. Teachers of ninth grade math courses are well trained in this approach which adjusts the course's content, process and products according to student's different readiness levels, interests, and learning styles. It is the goal of every teacher in the math department to know each student well so that they can meet students where they are and then take them as far as they can go. The Math Department will continue to encourage students to pursue their interests through math electives and/or the advanced level offerings.

**#203 Strategic Math:**

This course is available to ninth grade students enrolled in Algebra 1. This course will give students an elective credit and is designed for those students who may find that they need more time and opportunities to master the algebra concepts and skills. It is a piggyback course which follows the same curriculum as the algebra course. This course is adapted to the pace of each individual learner. Enrollment is by recommendation only.

**Prerequisite: Teacher and guidance recommendation. Duration: Full Year. Credit: 1 Elective. Algebra 1 enrolled students.**

**#245 Algebra I: ♦**

This course introduces students to mathematical concepts that serve as the foundation for future high school courses and beyond. Major topics include: solving equations and inequalities, graphing lines and systems of equations, analyzing functions, probability, and data analysis. Considerable emphasis is placed on the process of problem solving rather than memorization of procedures.

**Prerequisite: Open to grades 9-10. Duration: Full Year. Credit: 1 Math**

**#260 Geometry: ♦**

This course is the study of Euclidean Geometry using an investigative approach. Through these investigations students will define geometric terms and discover conjectures about geometric figures. Major topics covered include: constructions, properties of polygons, congruence and similarity of figures, area and volume, and flowchart proofs.

**Prerequisite: Passing grade in Algebra 1 or teacher recommendation. Duration: Full Year. Credit: 1 Math**

## Science

Through the study of Science, at Colchester High School, students will develop a lifelong interest in science. Students will perfect the skills necessary to research scientific problems they encounter and come up with solutions on their own.

The primary goal of the Science Department is to facilitate the intellectual growth of students through the scientific method. An understanding of science, its purposes, principles, concepts and methods, must be an essential part of the science education of students. In order to live in a world of science and technology, students must attain a degree of scientific literacy. Consequently, each portion of the scientific program has a specific role to play appropriate to the academic level of instruction and related to other subjects in the curriculum. The Science Department provides students with the necessary course work for admittance to colleges and universities. The curriculum also provides scientific experiences for the non-college bound student.

Note: For students with a high interest in science, we are prepared to develop a four-year plan upon request. Please contact the science liaison and/or the science team leader for more information.

### **#110 Earth Systems Science: ♦**

This course is designed to serve as an introduction to earth and environmental science. Students will explore the science of our Earth and the role that humans play in shaping the natural world. Students will investigate the science of our Earth through the following units of study:

- Science as Inquiry
- Water: an essential chemical resource
- Energy: fuel for thought
- Atmosphere and Climate
- Geosphere

Each of the topics taught in this course will help students to understand how science is being used to solve problems or improve the quality of life in the world today. The primary goals of this course are to increase scientific literacy, develop students' abilities to obtain and apply scientific knowledge to real-life situations, and explore the naturally occurring human-influenced changes taking place in our natural world.

All students will be challenged by a common hands-on, inquiry-based curriculum that uses differentiated instruction to teach science. Students will be encouraged to set and meet their own goals and achieve their highest potential. Differentiated instruction consists of adjusting the course's content, process, and products according to students' different readiness levels, interests, and learning styles. ESS is a heterogeneous class: students will be grouped with intention so that each class includes the diverse range of students present in the entire freshman class.

**Prerequisite: None. Duration: Full Year. Credit: 1 Science**

## **World Languages**

### **French**

#### **#500 French I: ♦**

Students will practice expressing themselves in French in practical, real-life situations as outlined by the standards for foreign language learning (Communication, Cultures, Connections, Comparisons and Communities). They will develop their listening, speaking, reading, and writing skills through functional and proficiency based activities. Students will learn to understand and manipulate the structures of the language necessary for basic communication. They will receive an overview of French culture and customs including the United States, Canada, and France.

**Prerequisite: None. Duration: Full Year. Credit: 1. One credit may be granted for two years (C or better) at CMS.**

#### **#505 French II: ♦**

Students will continue language study in the five areas as outlined by the standards for foreign language learning (Communication, Cultures, Connections, Comparisons and Communities). They will continue to develop their listening, speaking, reading, and writing skills begun in French I. They will become more proficient in spontaneous use of the language and will continue to make real-life and functional applications. Audio-visual materials, the Internet, magazines and newspapers will supplement regular classroom activities. The students will study the culture of France, Canada and the former French colonies and will understand the role of Franco culture in the United States.

**Prerequisite: C or better in French I. Duration: Full Year. Credit: 1**

## Spanish

### **#525 Spanish I: ♦**

Students will practice expressing themselves in Spanish in practical, real-life situations as outlined by the standards for foreign language learning (Communication, Cultures, Connections, Comparisons and Communities). They will develop their listening, speaking, reading, and writing skills through functional and proficiency based activities. Students will learn to understand and manipulate the structures of the language necessary for basic communication. They will receive an overview of Hispanic culture and customs.

**Prerequisite: None. Duration: Full Year. Credit: 1. One credit may be granted for two years (C or better) at CMS.**

### **#532 Spanish II: ♦**

Students will continue language study in the five areas as outlined by the standards for foreign language learning (Communication, Cultures, Connections, Comparisons and Communities). They will continue to develop their listening, speaking, reading, and writing skills begun in Spanish I. They will become more proficient in spontaneous use of the language and will continue to make real-life and functional applications. Audio-visual materials, the Internet, magazines and newspapers will supplement regular classroom activities. The students will study the culture of Spain and Latin America and will understand the role of Hispanic customs and peoples in the United States.

**Prerequisite: C or better in Spanish I, Duration: Full Year. Credit: 1**

## Fine Arts

The arts are not only a means of expression, but have been proven to be a way to improve literacy, thinking skills and creative problem solving. Study of visual art or music is an important part of a student's complete educational experience at Colchester High School. Students must complete one fine arts credit for graduation, in either visual art or music.

## Art

In visual art, all students are required to take our foundation level art course called Art 1. Art 1 is a prerequisite for all other classes offered in the Art department. Art 1 prepares students for taking more advanced courses, such as Pottery 1, 2-D Art, or 3-D Art. All Art classes offered are one semester classes earning ½ credit per class.

### **#644 Art I:**

Art I is a foundation course in basic art and design. The student will be introduced to the Elements of Design and Principles of Composition, and learn about different art materials and techniques in a variety of media in the major art areas, including drawing, painting, graphic design, and sculpture. Students will be exposed to art history through many projects and a research unit. Students will also learn about art criticism and evaluating and presenting their own work in the annual Colchester School District Art Show. Emphasis is on the process of skill development and awareness of aesthetic choices in art. Art I is prerequisite for all other courses in the department.

**Prerequisite: None. Duration: Semester. Credit: 0.5 Fine Arts. This course is a foundation course required for all other art classes.**

**#660 Pottery I:**

Students enrolled in Pottery will have the opportunity to create dynamic, and thought provoking works of art in Clay, incorporating The Elements of Design and Principles of Composition learned in Art I. Students will create both functional and sculptural works of art in clay. This hands-on course allows students to construct pottery using a variety of methods, including: pinching, coiling, slab construction, and pressing (surface texture). Glazing application and other finishing techniques will be explored as an integral part of the course. Students will explore the historical and modern aspects of the art as a way to develop and express their own interests, ideas, and feelings. Participation in studio maintenance and cleaning is required. Students also learn to critically analyze their work and professionally prepare it for exhibition in the annual CSDArt Show.

**Prerequisite: Art I. Duration: Semester. Credit: 0.5 Fine Arts**

**#612 2D-Art:**

2D Art explores the Elements of Design and the Principles of Composition as they are applied to a variety of 2-dimensional techniques, including drawing, painting, printmaking, graphic design, illustration, and collage. A wide range of media are explored including charcoal, pen and ink, pastels, acrylics, digital media, and watercolors. Projects are connected to world cultures and art history through research and presentations. Students also learn to critically analyze their work and professionally prepare it for exhibition in the annual CSDArt Show.

**Prerequisite: Art I. Duration: Semester. Credit: 0.5 Fine Arts**

**#608 3D-Art:**

3D Art explores the Elements of Design and the Principles of Composition as they are applied to a variety of 3-dimensional techniques including low relief, high relief, and sculpture in the round. A wide range of media are explored including paper, clay, wood, metal, plaster, and recycled materials. Projects are connected to world cultures and art history through research and presentations. Students also learn to critically analyze their work and professionally prepare it for exhibition in the annual CSD Art Show.

**Prerequisite: Art I. Duration: Semester. Credit: 0.5 Fine Arts**

## **Music**

**#639 Chorus:**

Students enrolled in CHS Chorus will rehearse and perform music from many cultures, time periods and styles. Students will learn music fundamentals (rhythm, music notation, vocabulary), improve their understanding and control of basic vocal production (breath support, vowels, technique, etc.), and the art and skill of performing individually and in an ensemble. This class allows the opportunity for involvement in such activities as the CHS Concert Choir, CHS Chamber Singers, District III Choral Festival, All-State Music Festival and the New England Music Festival.

**Prerequisite: None: Duration: Full Year. Credit: 1 Fine Arts**

### **#622 Concert Choir:**

This class will offer intermediate to advanced level singers the opportunity to learn and perform choral music of various time periods, styles and cultures. Students will *continue* to learn music fundamentals (rhythm, music notation, vocabulary), improve their basic understanding and control of **excellent** vocal production (breath support, vowels, technique, etc.), and the art and skill of performing in an ensemble of more experienced singers, and individually. This class allows the opportunity for involvement in such activities as the CHS Chamber Singers, District III Choral Festival, All-State Music Festival and the New England Music Festival. *This course is not offered annually. It will be offered as enrollment and staffing allow.*  
**Prerequisite:** B or better in high school chorus, and ability to match pitch and hold harmony, or teacher's recommendation. **Duration:** Year. **Credit:** 1 Fine Arts

### **#618 Chamber Singers:**

This ensemble is made up of advanced singers who have successfully **auditioned the previous spring**. The group meets outside of the regular school day to rehearse and learn challenging repertoire, most of it performed a cappella. A diversity of choral styles ranging from tight jazz harmonies to traditional Renaissance madrigals will be performed several times per year. A strong commitment to learning assigned parts, working in a small group and reading music are requirements for this class.

**Prerequisite:** Successful audition. **Duration:** Full Year. **Credit:** 1 Fine Arts. This class meets after school.

### **#922 Basic Guitar:**

Basic Guitar is a semester course geared towards first time and beginning level guitar players. Students will become familiar with guitar vocabulary, building and playing basic chords, strumming patterns and tuning by ear. Student directed projects will be used to apply the fundamentals learned in class. No previous experience necessary. Guitars provided by the school. *This course is not offered annually. It will be offered as enrollment and staffing allow.*  
**Prerequisites:** None: **Duration:** Semester. **Credit:** 0.5 Fine Arts

### **#924 Guitar Workshop :**

Guitar Workshop builds on the techniques learned in basic guitar class. Transposition, music reading, soloing, transcription, ear training, songwriting, ensemble playing...all are possibilities in this course. Students will develop individual goals of what they want to accomplish throughout the semester and generate projects to be assessed on. Guitar workshop can be repeated. Guitars provided by the school.

**Prerequisites:** Basic Guitar or instructor approval. **Duration:** Semester. **Credit:** 0.5 Fine Arts

### **#635 Colchester Concert Band:**

The Colchester High School Band builds on the foundation students have developed in the middle school program. Students will have the opportunity to perform in various settings, including solo and chamber group performances, honors festivals, concerts (both within and outside of the school district) and travel experiences. Band students are also eligible to perform with the CHS Pep Band and register for the CHS Jazz Ensemble. Students without instruments can contact the director for information regarding the use of a school owned instrument.

**Prerequisite:** Previous band experience or instructor approval. **Duration:** Full Year. **Credit:** 1 Fine Arts

### **#619 Colchester Jazz Orchestra:**

The Colchester High School Jazz Orchestra strives to replicate the big band sound through the rehearsal and performance of traditional and contemporary jazz ensemble literature. Improvisation is a key element to this course, however no prior improve experience is necessary. This ensemble performs at all school instrumental concerts, and is regularly asked to perform outside of the school setting. The CJO rehearses Monday evenings from 6:30-8:30 pm.

**Prerequisite:** Previous band experience or instructor approval. **Duration:** Full Year. **Credit:** 1 Fine Arts

## **Business**

For graduation, students must have completed Business & Technology Skills I and II or successfully passed a proficiency examination in that skill. Students, beginning in the spring of Grade 8 and throughout the Green House, will be given the opportunity to take that exam. Parents and students are urged to review the criteria that must be met.

### **#570 Business & Technology Skills I:**

Business and Technology Skills I is a two-part course designed to teach students essential skills in keyboarding and electronic research. In the first quarter, students will use the computer programs Applied Microtype Pro and Key Champ to learn how to type using proper technique. The program aims to improve a student's gross words per minute and accuracy. In the second quarter, students will improve their information literacy skills, learning how to better find relevant information on the Internet and evaluate it. Students will learn how to perform database searches, use Boolean operators, RSS feeds, custom search engines, and online citation guides. This course emphasizes acceptable use and academic integrity.

**Prerequisite:** None. **Duration:** Semester. **Credit:** 0.5 Technology

### **#573 Business & Technology Skills II:**

Business and Technology Skills II is a two-part course designed to teach essential skills in computer applications and business writing. In the first quarter, students will use the Microsoft Office Suite to learn Word, Excel, PowerPoint and Access. Integration of these programs will be practiced through a variety of projects in the second quarter. Students will be introduced to proper format and tone for all forms of business communication. Resumes, cover letters, memos, business letters, reports, presentations, e-mail, executive summaries, proposals, and employment skills will be included to teach students to communicate in a clear, courteous, and concise manner.

**Prerequisite:** Business & Technology Skills I. **Duration:** Semester. **Credit:** 0.5 Technology

## **Health**

Students are required to complete one semester of health for graduation. Normally students enroll in Human Ecology in the Green House. Students may fulfill the health requirement in the Blue House through Life 101. In addition, Life 101 is a very valuable elective. The other electives listed below represent our expanded vision for meeting the needs of all students. These courses will be incorporated into our Pathways in the future and may become part of the Personal Learning Plan.

### **#750 Human Ecology:**

The purpose of this course is to give students an introduction to the information necessary in making educated decisions concerning their physical, mental, emotional, and social well being. Topics covered will include stress management, communications and refusal skills, disease prevention, human sexuality, tobacco, alcohol and drug education, and personal health.

**Prerequisite:** Grades 9-10. **Duration:** Semester. **Credit:** 0.5 Health

## Physical Education

### **#735/740 Physical Education:**

The major emphasis of the physical education department is to promote lifetime fitness through basic instruction in a broad range of physical activities. The department offers 25 different activities (units), with the majority being in the areas of individual sports and outdoor recreation. Units last approximately three weeks, or six to eight classes. In order to earn 1.5 credits students must successfully complete the equivalent of 18 units or, 3 semesters. Listed below is a complete listing of the activities offered throughout the year:

### **Lifetime Sports:** Students must take at least four different units

Aerobics	Floor Tennis
Archery	In-line Skating
Badminton	Racquetball
Dance	Table Tennis
Fencing	

### **Outdoor Recreation Activities:** Students must take at least two different units

Canoeing	Mountain Biking
Climbing Wall	Orienteering
Cross Country	Skiing/Snowshoeing
Ropes Course	

### **Teambuilding Unit:**

All students must take the 3-week *Team Building* unit which focuses on the elements of teamwork, self confidence, trust, and cooperation.

### **Fitness Programs:** (All students must take the *Personal Fitness* unit)

Personal Fitness and Nutrition (required 5 week program)  
CORE Training  
Strength Training and Conditioning

### **Team Sports:** Students need to take two different team sports

Softball  
Mini Unit of Team Sports (Basketball, Indoor Soccer, and European Team Handball)  
Volleyball

**Alternative Credit Options:** Students may earn partial credit for participation in one of the following programs during the semester in which they are enrolled in PE:

Interscholastic Sports (2 units per sport)  
Independent Study (2 units per activity taught by an instructor)

**Prerequisite: None. Duration: Semester. Credit: 0.5**

## Co-Curricular Activities

**ART CLUB:** The Art Club meets on a regular basis to create art. The members of the club are students who could not fit art into their schedule or who want to have more experience without the pressure of a grade. Some of the activities include trips to New York City, Fleming Museum, art stores and galleries. Extra projects have included mural paintings around the school, Thanksgiving basket centerpieces, holiday bazaar face painting, an art auction and much more. The Art Club is lots of fun and very creative.

**CHS CARES:** CHS Cares is a volunteer organization that meets regularly throughout the school year in support of various service projects. CHS Cares works within the school and community to create a caring environment. Projects they have been involved in are the Crop Walk, giving Thanksgiving baskets to Colchester families, Respect and Responsibility Day and entertaining the elderly in various resident homes. This organization is an opportunity for students to make a difference in the community in which we live.

**DEBATE/SPEECH TEAM:** While in the same league, Debate and Speech, also known as Forensics, are two separate teams. On the Debate Team, students investigate and argue the pros and cons of solutions to current issues against other teams and, using the art of rhetoric, persuade impartial judges to support their side of the argument. Unlike the two-way discourse of debate, Forensics offers students the opportunity to craft speeches on a variety of topics. There are a number of categories in which students can compete, from Impromptu (making up a short speech on the spot), to Poetry (delivering and interpreting a poem written by an established poet), to Radio (creating and delivering a radio broadcast), to many more. Students compete against other schools and are judged on their content and delivery. Both Debate and Forensics teams have a successful history in state competition. The skills learned in Debate and Forensics will serve you well in school, college and life.

**DRAMA:** The award-winning Colchester High School Theatre Company is a yearlong activity for students interested in theatre arts. A student can choose from several main stage plays or various technical job opportunities. Students learn the rewards that come from hard work, ensemble participation and a strong sense of commitment.

**DUMBLEDORE'S ARMY:** The DA is a new club at CHS which will provide students an opportunity to share their love for J.K. Rowling's *Harry Potter* world. Students will participate in book talks, character analysis, book and movie comparisons, Quiddich matches, movie viewings, cooking, and sharing their experiences with the novels. Students will be able to do so in a safe environment which is accepting of any member who shares the love for the *Harry Potter* series.

**GAY/STRAIGHT ALLIANCE (GSA):** Gay, Bi-sexual and questioning youth, along with their straight allies, meet twice each month to socialize and provide support to each other. Each meeting begins with a brief check-in, followed by discussions or small group activities. The GSA is a place for students to find answers to questions, become involved in social action projects and receive support from peers and CHS staff. Our overall goal is to help make Colchester High School a safe fun environment for all students.

**GMTI:** Green Mountain Teen Initiative is an organization that provides opportunities for students to promote positive choices and wellness (mind, body, and spirit) and to develop and exercise their leadership skills at CHS and in the larger community. They learn about everything from respecting peoples' differences to teaching others about the danger of drugs and alcohol. GMTI hosts a number of activities at CHS such as Red Ribbon Week and Wellness activities. In addition, students participate in activities in collaboration with the Vermont Student Leadership Program/SADD such as the Governor's Youth Leadership Conference.

**H20 CLUB:** H20, Help 2 Others, is a new club to Colchester High School that is dedicated to helping people around the world who are in need of the basic commodities of life. Various types of fundraising projects take place throughout the year to donate money to international projects around the world.

**MATH LEAGUE:** The Greater Burlington Math League consists of students from ten area high schools who get together five times during the school year to compete individually and as a team in solving a variety of math problems in various areas. Brainteasers, Geometry, Algebra, advanced math and team are just a few. Ninth graders enrolled in Geometry or Algebra II are eligible. Math Team provides an opportunity for students to represent their school in an academic setting, to meet other students with similar interests and abilities and to explore math topics beyond those normally studied in traditional courses.

**MEDICAL EXPLORER'S CLUB:** A great club for students interested in a medical career! Help your community by volunteering at various health related organizations as well as coordinating fundraisers for medical research. Meet with guest speakers who will talk about their career in the medical field. There will be opportunities for job shadowing as well.

**NATIONAL HONOR SOCIETY:** Membership in NHS is one of the highest honors that can be awarded to a high school student. Chapters across the nation strive to honor individuals who excel in the four areas of scholarship, leadership, service and character.

**NEWSPAPER:** *The Lakeside Voice* offers students an opportunity to get involved in all the dimensions of high school journalism: Reporting, writing, editing, photography, and artwork. The paper covers all aspects of CHS life.

**REFLECTIONS:** Reflections, the CHS literary magazine, is published twice annually. Student writers and artists contribute their work via the Writer's Workshop. A dedicated staff of student editors manages the details of the publication.

**SKI & BOARD CLUB:** Tear it up on the slopes this winter with the CHS Ski & Board Club. The Ski & Board Club travels to Bolton after school on Fridays in December and January for fun on the slopes. Whether you like it slow and easy or steep and deep, if you like to ski or board this is the club for you.

**STUDENT COMMITTEES:** There are several different faculty/student committees for students to join such as the Nutrition/Wellness Committee and Teacher Hiring Committees. We welcome student participation on these committees as they serve as a form of student empowerment and a way to evaluate how well we meet your needs.

**STUDENT GOVERNMENT:** Student Government is a wonderful way for students to get involved in CHS. This group is comprised of all class officers and organized various events throughout the year. School dances, community service events, school store, the blood drive and aid for the homeless are just a few of the activities.

**YEARBOOK:** Being a part of the yearbook club is a great chance for you to be creative, meet lots of new people, and help to immortalize your time here at Colchester High School.

## **ATHLETICS**

### **Fall**

Football  
Girls' Soccer  
Boys' Soccer  
Field Hockey  
Girls' Cross Country  
Boys' Cross Country

### **Winter**

Girls' Basketball  
Boys' Basketball  
Girls' Ice Hockey  
Boys' Ice Hockey  
Girls' Cross Country Skiing  
Boys' Cross Country Skiing  
Girls' Nordic Skiing  
Boys' Nordic Skiing  
Dance  
Wrestling

### **Spring**

Baseball  
Boys' Golf  
Softball  
Girls' Tennis  
Boys' Tennis  
Girls' Track & Field  
Boys' Track & Field  
Boys' Lacrosse  
Rugby (Club)