

# Colchester High School



## **Ninth Grade Program of Studies 2020-2021**

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## **Colchester High School Leadership Team**

### **Principal, Heather Baron**

Athletics, CAP, Leadership Team, Mathematics, NEASC, Professional Development Committee, Science, Technology, and Wellness Committee

### **Assistant Principal, Chad DeMagistris**

Athletics, Attendance, Colchester Alternative Program (CAP), Health, Humanities, Library, Physical Education, Planning Room, Project Checkpoint, Changes

### **Assistant Principal, Erica LeClair**

AT Program, Attendance, Co-Curriculars, Fine Arts, Music, Planning Room, Project Checkpoint, Smart Start, Target Graduation, Technology, and World Languages

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

504, Colchester Alternative Program (CAP), Education Support Team, English Language Learners, Guidance, Nurses, Social Workers, Special Education

## **Team Leaders**

### **Vito Cannizzaro**

Fine Arts, Music, and World Languages

### **Wayland Cole**

Humanities (English and Social Studies)

### **Bob Hall**

Guidance

### **Amber Keep**

Special Education

### **Marijke Reilly**

Science

### **Tara Sharkey**

Mathematics

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

Dear Families:

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 2020-2021 school year, such as having students complete a learning styles inventory and writing a letter to next year's teachers.

At CHS, students experience a diverse and challenging curriculum. We believe one of the key factors in a student's success, both academically and beyond, is their ability to know themselves as a learner, set goals, and plan for the future. Students will develop their own Personal Learning Plan (PLP) identifying, among other things, their learning preferences, goals (academic and other), and interests.

At CHS we work hard to help students develop and hone strong learning dispositions. Learning dispositions are the habits that students use to succeed academically and beyond. They include behaviors such as persistence, self-regulation, attending to commitments, collaboration, and organization. In classes at CHS, teachers help students develop and use strong learning dispositions in pursuit of academic excellence.

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 them 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.

Sincerely,  
Heather Baron

# COLCHESTER SCHOOL DISTRICT

## Vision Statement:

We strive to prepare each student for success in life by providing an enriching, welcoming and safe environment.

## Mission Statement:

Colchester Schools offer diverse educational experiences filled with rigorous and responsive teaching practices. In our collaborative learning community, students are inspired to think critically, act responsibly, communicate effectively, and learn continuously to achieve their fullest potential.

## COLCHESTER HIGH SCHOOL MOTTO

Excellence and Equity  
in a climate of Respect, Responsibility and Pride

## COLCHESTER HIGH SCHOOL CORE BELIEFS

1. We engage in **diverse learning experiences** rooted in relationships, relevance, rigor, and shared responsibility.
2. We **work together** to build on one another's strengths and perspectives.
3. We cultivate a **strong and connected community** that respects and celebrates all Lakers.
4. We demonstrate **respect and compassion** for ourselves, one another, and our school.
5. We create **safe spaces** where all Lakers can thrive.
6. We empower all Lakers to use their voice, pursue their aspirations, and be **active and engaged** members of our community

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

**LEARN: continuously and mindfully**  
**COMMUNICATE: thoughtfully and effectively**  
**THINK: creatively and critically**  
**ACT: responsibly and ethically**

## 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 educators. 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.

## Colchester High School AT Program

High performing schools systematically ensure that all students are meaningfully connected with at least one adult in the school and that there is a unified focus on high performance. CHS is an accredited school through the New England Association of Schools and Colleges (NEASC). One of the NEASC required standards for accreditation is:

*There is a formal, ongoing program through which each student has an adult in the school, in addition to the school counselor, who knows the student well and assists the student in achieving the school's 21st century learning expectations.*

CHS has a focused advisory structure we refer to as **AT**. The "A" represents Academic Acceleration, Access, Advising, and Activity. The "T" stands for Time. **AT** is designed to provide systematic opportunities for students to access academic acceleration, advising, intervention, activity, and support. **AT** focuses on academics within a structure of community building, service, and mentoring. To further elaborate upon this purpose, the following definitions are provided:

- **Community Building** - Developing positive relationships that foster pride, responsibility, and a desire to become contributing citizens by performing service to the school and greater community.
- **Mentoring** - Providing guidance to students as they navigate transitions and challenges that they encounter at the various developmental stages of their high school career.
- **Academic Enrichment and Support** - Ensuring deeper understanding of concepts through targeted academic grouping and instruction and evidencing and celebrating learning through the development of PLPs.

**HomeBase:** Each week, students meet with their Academic Advisor in a consistent "permanent" location for HomeBase. Most weeks HomeBase will take place on Monday. The main purpose of HomeBase is for students to meet with their Academic Advisor in order to book (schedule) their locations for the AT Mods for that week. HomeBase is an integral part of AT as a credit bearing class.

**AT:** Each week, students are booked to meet with their teachers during AT mods (mod 2). AT locations are usually in rooms other than the HomeBase location unless there is a legitimate academic reason for the student to book a day with their Academic Advisor. While at their AT location, students are engaged in academic activity.

**Personalized Learning Plan (PLP):** At Colchester High School we believe that a strong connection between future planning and what students are currently doing in academic classes is imperative in order to create life, career, and work-ready students. All students at Colchester High School will develop a Personal Learning Plan (PLP) that will evolve grades 9-12.

CHS PLPS are student driven and two-fold: **Guidance PLPs** and **Advisory PLPs**.

Students develop their Guidance PLP with the help of their guidance counselor during AT and track and store their learning in the computer software Naviance. The Guidance PLP is a tool which students use to set, track, and reflect upon goals and achievements and a mechanism to develop future plans and consider career interests.

Students develop Advisory PLPs with the support of their HomeBase advisor. Advisory PLPs allow students to set and achieve short-term and long-term goals and to celebrate and share things they do in and outside the classroom related to our Essential Expectations and Core Beliefs.

## **GRADUATION REQUIREMENTS**

All students must earn a minimum of twenty-four and a half (24.5) credits in Grades 9 – 12, as awarded by the Colchester High School which shall accept credits received from other accredited secondary schools, including summer school. Students entering the Colchester High School from a non-accredited school and alternative programs of study may establish credits through an examination given by the Colchester High School or by other means as determined by the Principal.

Colchester High School will provide students the opportunity to experience learning through flexible pathways, including but not limited to, career and technical education, virtual learning, work-based learning, service learning, dual enrollment and early college. All learning must occur under the supervision of an appropriately licensed educator.

At Colchester High School academic credit is awarded upon demonstration of proficiency in learning experiences through courses and other non-traditional learning experiences. In courses, students have the opportunity to demonstrate the knowledge and skills for proficiency through a variety of learning experiences and assessments. Each department has delineated 2-8 discipline-specific proficiencies that a student is required to meet for graduation. The scope and sequence of required courses in each department are designed to help students reach the graduation proficiencies (the CHS Essential Expectations and the CHS Discipline Proficiencies). *Please refer to the department specific pages of this Program of Studies for each department's proficiencies.*

When a student receives credit for a particular course that is an indication that the proficiencies have been met. Taken together, the proficiencies or credits gained will provide a cumulative body of evidence that students have met overall school-wide and discipline-specific graduation expectations and are ready to graduate.

In order for a student to participate in the graduation ceremony, they must have completed the twenty-four and a half (24.5) graduation requirements outlined in this policy.

English	4.0 (Essential Writings)
Social Studies	3.5 (American History, Senior Seminar)
Science	3.5 (Earth Systems Science, Biology, Chemistry, Physics)
Mathematics	3.5 (Algebra, Geometry)
Fine Arts	1.0
Health	0.5
Physical Education	1.5
Electives	<u>7.0</u>
<b>Total</b>	<b>24.5</b>

**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)
- 3.5 Years of Social Studies
- 2 Years of the same World Language

**Recommended Course of Study for Admission to  
Highly Competitive College**

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

**Guidance**

Robert Hall, School Counselor	264-5710
Katie Moran, School Counselor	264-5709
Julie Pastore, School Counselor	264-5712

**Students are assigned to counselors by alphabet. Assignments for 2020-2021 will be complete by the end of the 2019-2020 school year.**

Jean Shea, Director of Student Support Services	264-5714
Patricia Ward, Guidance Administrative Assistant	264-5713

**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.



# 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 grade nine curriculum focuses on world cultures and global 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.

### English Discipline Proficiencies

- **Read:** The CHS graduate can effectively summarize, analyze, interpret, and evaluate to comprehend a variety of complex texts.
- **Write:** The CHS graduate can produce clear and coherent writing for a variety of genres (narrative, informational, argumentative), purposes, and audiences.
- **Inquiry & Research:** The CHS graduate can inquire independently to develop and respond to relevant questions and challenging questions about the past and present, in order to demonstrate ability to evaluate multiple sources of information for bias, reliability, and credibility; synthesize information from multiple sources; make a well-informed claim; and present findings in a coherent, engaging way.
- **Speaking & Listening:** The CHS graduate can show ability to engage in a dialogue of ideas by listening actively and speaking with relevance and respect.

### Social Studies Discipline Proficiencies

- **Read:** The CHS graduate can effectively summarize, analyze, interpret, and evaluate to comprehend a variety of complex texts.
- **Write:** The CHS graduate can produce clear and coherent writing for a variety of genres (narrative, informational, argumentative), purposes, and audiences.
- **Inquiry & Research:** The CHS graduate can inquire independently to develop and respond to relevant questions and challenging questions about the past and present, in order to demonstrate ability to evaluate multiple sources of information for bias, reliability, and credibility; synthesize information from multiple sources; make a well-informed claim; and present findings in a coherent, engaging way.
- **Apply Content & Concepts:** The CHS graduate can demonstrate knowledge and understanding of essential topics in history, economics, geography, and civics and the patterns that emerge among them.
- **Perspectives:** The CHS graduate can articulate an awareness and understanding of multiple perspectives, cultures, and social groups.
- **Enact Citizenship:** The CHS graduate can engage actively with others as global citizens to deepen their understanding of how structures of government impact them and how participating in civic life may shape government's impact on their world.

## Grade Nine

### #314 Thinkers and Revolutionaries: ♦

Ninth grade humanities 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 asks them to explore how key historical events and literary achievements shaped the modern world. Students should expect to deepen their prior knowledge of ancient world cultures as they learn about the histories and cultures of the modern world — from approximately 1800 up until today – through the lenses of political systems, economic systems, religious traditions, philosophies, literature, and art. Students will be given ample opportunity to compare and contrast cultural developments among regions of the world, including *China, India, the Middle East, and South Africa*. 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:** 2.0 (1 English & 1 Social Studies).

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

*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 literary and informational 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:** Full Year. **Credit:** 1.0 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 their socio-linguistic awareness. 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:** 1.0 Elective. Up to 2 credits of ELL may be applied to the graduation requirement in English.

## Mathematics

The CHS Math Department creates an environment that cultivates mathematical reasoning and meets students at their current level of understanding, so all learners can grow and develop their knowledge and skills. We do this by providing multiple opportunities for learning, and by encouraging students to think flexibly and solve problems in a variety of ways. Our teaching methods stimulate curiosity, encourage persistence, and incorporate technology. We encourage students to be self-sufficient learners who know when to use tools and resources as they model and analyze problems. CHS graduates will achieve a level of math literacy appropriate to any future path they choose.

Students are required to complete three and a half credits of mathematics, including Algebra I and Geometry. Students are also strongly encouraged to continue their study of mathematics by taking Algebra II and Statistics. Most students transition from the middle school into Algebra I at the high school. Upon entering high school, students who have successfully completed Algebra I at the middle school should choose Geometry at the high school. Middle school students who successfully complete Algebra I, will be granted a total of 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 and a half credits of mathematics at the high school.

## Math Discipline Proficiencies

- **Problem Solve:** The CHS graduate can persist in solving a problem independently by analyzing, making predictions, and using mathematical methods to develop a reasonable solution.
- **Model:** The CHS graduate can use mathematics to explore the relationships among quantities in context and use these relationships to draw conclusions.
- **Number Sense:** The CHS graduate can reason, describe, and estimate using units and appropriate types of numbers that are precise and accurate to the context of a problem.
- **Construct Viable Arguments:** The CHS graduate can justify answers with a logical progression of evidence and explain their reasoning to others.
- **Algebra & Functions:** The CHS graduate can create, interpret, use and analyze expressions, equations, inequalities, and functions in a variety of contexts.
- **Geometry:** The CHS graduate understands geometric concepts and constructions and can use them to prove theorems and to solve a variety of problems.
- **Statistics & Probability:** The CHS graduate can interpret and apply statistics and probability to analyze data, reach and justify conclusions, and make inferences.

### #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 and graphing equations and inequalities, analyzing functions, exploring features of quadratic and exponential equations, and solving and graphing systems of equations. Considerable emphasis is placed on the process of problem solving in order for students to build mathematical meaning and draw connections between concepts.

**Prerequisite:** Open to grades 9-10. **Duration:** Full Year. **Credit:** 1.0 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: similarity and congruence of figures, circles, solids, and an introduction to trigonometry. The use of technology, proof, and problem solving are used regularly to help students visualize and explore these geometric concepts.

**Prerequisite:** Passing grade in Algebra I or teacher recommendation. **Duration:** Full Year. **Credit:** 1.0 Math.

### #203 Strategic Algebra:

This course is available to ninth grade students enrolled in Algebra I. This course gives students an elective credit and is designed for those students who may find they need more time and opportunities to master the algebra concepts and skills. Since it is taken concurrently with Algebra I, the skills and concepts taught in this course relate to those being taught in the Algebra I 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:** 1.0 Elective. Algebra enrolled students.

## Science

The CHS Science Department cultivates an environment that fosters lifelong intellectual curiosity and enables students to become scientifically literate citizens. This is achieved through a variety of interconnected, rigorous and authentic learning experiences in which students model concepts, investigate questions, analyze data and evidence, problem solve and communicate findings. Through their science experience students employ and hone lifelong learning habits to achieve proficiency in these skills across science disciplines.

The Science Department provides students with the necessary rigorous coursework for admittance to colleges and universities. The curriculum also provides scientific experiences for the work-ready student. ***Note: For students with a high interest in science, we are prepared to develop a four-year plan upon request. Please contact a guidance counselor or the science team leader for more information.***

For graduation, students are required to complete three and a half credits in science including Earth Systems Science, Biology, one full year of physical science, Chemistry or Physics. *We highly encourage students seeking to go on to a competitive college or who desire to pursue a science, medical, or engineering field in college take both Chemistry and Physics.*

### Science Discipline Proficiencies

- **Modeling:** The CHS graduate can construct, interpret and analyze models and systems to build understanding and test ideas across science disciplines.
- **Analyzing:** The CHS graduate can critically analyze information from a number of sources (written, graphical, verbal) to draw scientifically valid conclusions across science disciplines.
- **Communicating Scientifically:** The CHS graduate can effectively communicate scientifically valid evidence in a number of ways (written, graphically, verbally) to support an argument across science disciplines.
- **Investigating:** The CHS graduate can design, implement, and refine scientific investigations across science disciplines.
- **Engineering Solutions:** The CHS graduate can design, implement, and refine engineering solutions across science disciplines.
- **Connecting:** The CHS graduate can identify, describe and explain interrelationships and connections among science disciplines, technology, and society.

#### #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 through the following units of study: Earth history, structure and plate tectonics; properties of water, weathering, erosion, and river formation; and climate change. The primary goals of this course are to increase scientific literacy, develop students' abilities to obtain and apply scientific skills and knowledge to real-life situations, and explore the naturally occurring and human-influenced changes taking place in our natural world. All students will be challenged by a common hands-on, inquiry-based curriculum that is differentiated by content, process, or product 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:** 1.0 Science.

### **#111 Strategic Earth Systems Science:**

This course is available to ninth grade students enrolled in Earth System Science. 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 ESS concepts and skills. It is a piggyback course which supports the ESS curriculum and skills development toward proficiency. This course is adapted to the pace of each individual learner. Enrollment is by recommendation only. *This course is offered annually, but will only be taught as enrollment and staffing allow.*

**Prerequisite:** Current 8th grade Science Teacher recommendation and enrollment in Earth Systems Science in 9th grade. **Duration:** Full Year. **Credit:** 1.0 Elective.

### **#135 Experimental Biology (lab): ♦**

This fast-paced course is for highly motivated students interested in pursuing careers in the sciences. It approaches biology from a human perspective and will challenge and expand a student's work ethic. The topics covered in-depth are evolution, homeostasis, energy and matter in organisms, reproduction, inheritance and development, and ecology. The goals of the course also include learning some of what the life of a scientist is like and making connections between biological concepts and everyday life. Various in-depth research/presentation projects are completed throughout the year. Successful completion of the course should leave the student with a sense of academic confidence about studying independently and applying scientific and biological concepts to their life.

**Prerequisite:** Current 8th grade Science Teacher recommendation and enrollment in Geometry in 9th grade. **Duration:** Full Year. **Credit:** 1.0 Science.

## **SCIENCE ELECTIVES**

### **#118 Science of Survival:**

If you got lost in the wilderness with minimal supplies, how long would you last? Would you know what to do? Would you know how to make a shelter, a fire, or navigate out? The Science of Survival course will teach you basic skills needed if you are ever put in this situation. Science topics embedded in this class include engineering, biology, and physics. By understanding these embedded topics, students will use the engineering process to design and build shelters and create fire multiple ways, learn basic first-aid, plant and animal identification, understand what to pack before heading out into the wilderness, and basic navigation techniques. Students who enroll in this one semester course are expected to have an affinity with the outdoors because this class will often be held outside the classroom in the woods behind CHS. Skills will be assessed through hands on demonstrations and a large culminating activity at the end of the semester. Students will also be required to read and report on a non-fiction survival book of their choice. *This course is offered annually, but will only be taught as enrollment and staffing allow.*

**Prerequisites:** Open to Grades 9-10 (Green House). **Duration:** Semester. **Credit:** 0.5 Science.

### **#115 Breaking into Coding:**

We all know that electronic devices run by software surround us. Phones, tablets, and laptops immediately jump to mind. If one thinks a little further, vehicles, robots, and things like air traffic control probably also surface. With many of the "things," both seen and unseen, in our lives becoming increasingly software controlled, the opportunities for people with knowledge of computer science and coding are exploding. This course aims to introduce and give students chances to practice some of the fundamental attitudes, skills, and knowledge connected with computer science. Students will be coding (writing computer language) for a variety of purposes. Some will be solely computer-based while others will physically interact (input and output) with the real world. Students will work individually and collaboratively throughout the semester. *This course is offered annually, but will only be taught as enrollment and staffing allow.*

**Prerequisite:** Algebra I. **Duration:** Semester. **Credit:** 0.5 Science.

## Support Services

Colchester students are served through a variety of ways to support their academic, social and emotional growth. Some of the services and programs that are available for students are:

- ELL - for English Language Learner students requiring additional language supports.
- 504 - for identified students who are diagnosed with a disability and need accommodations as part of their school day.
- EST - for identified students requiring additional educational supports as part of their school day.
- Special Education - for identified students who are diagnosed with a disability and demonstrate a need for specialized instruction around basic skill areas and/or areas with adverse effect.
- School Based Clinicians - provided to students who are in need of family or social and emotional supports. Enrollment determined by teacher recommendation.
- Speech - 1:1, small group or large group instruction and supports around identified Speech & Language needs.
- Crossroads - School program which provides instruction and support for students identified with an intellectual disability. Instruction is focused on the acquisition of life and transitional skills. Enrollment determined by team recommendation.
- CAP - Colchester Alternative Program designed to support the instructional needs of students needing a smaller environment. Enrollment determined by need, application and teacher recommendation.

Additionally, there are some course offerings available to students within support services. Student enrollment within these courses is based on data collected, team discussions/decisions and teacher recommendations.

### **# 55/57 Direct Instruction:**

This course is designed to provide students with specialized instruction around identified academic, basic skill and/or behavioral needs. This course is taught by a special educator. This course is broken into two major parts:

- 1) specialized small group or individual instruction around identified academic, basic skill and/or behavioral needs.
- 2) additional in-class time and supports to complete homework

**Prerequisite:** Open to identified students in Grades 9-12 (with teacher recommendation). **Duration:** Full Year. **Credit:** 0.5 Elective.

### **#56 Supported Study:**

This course is designed to provide students with academic and homework supports in a smaller group setting. The structure of this class is similar to a study hall with additional scaffolded supports in place. Some student supports found as part of this class are: small class size, more frequent teacher check-ins, instruction around organization and executive functioning. A large portion of this course is designated to provide additional in-class time and supports to complete homework.

**Prerequisite:** Open to identified students in Grades 9-12 (with teacher recommendation). **Duration:** Full Year. **Credit:** 0.

### **# 929 Strategic Study:**

This course is designed to provide students with a structured setting to gain the skills they need in order to be a successful learner in, and beyond, high school. They will work to develop skills such as collaboration, self-advocacy, organization, time management, and goal-setting. Students will also work to develop awareness and responsibility for their learning style, needs, and strengths, and will be taught to access supports and resources to help them overcome obstacles and gain independence.

**Prerequisite:** Open to identified students in Grades 9-12 (with teacher recommendation). **Duration:** Full Year. **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.

**Prerequisite: None. Duration: Full Year. Credit: 1.0. Up to 2.0 credits of ELL may be applied to the graduation requirement in English.**

## World Languages World Language Discipline Proficiencies

- **Presentational:** The CHS graduate can engage in meaningful one-way communication (speaking and writing) to inform, explain, persuade and/or narrate to an intended audience on a range of content and contexts.
- **Interpretive:** The CHS graduate can interpret meaning and cultural perspective through reading, listening and viewing a variety of authentic materials.
- **Interpersonal Communication:** The CHS graduate can participate in conversations on familiar topics, using sentences and/or series of sentences, in appropriate time frames, as well as handle social interactions and everyday tasks by asking and answering a variety of questions.
- **Language Fundamentals:** The CHS graduate can recognize and make use of thematic vocabulary and grammatical conventions of increasing complexity as they communicate with the various modes and advance through the levels of language learning.
- **Culture and Connections:** The CHS graduate can interact with empathy and an awareness of the perspectives of self and others, while recognizing the factors that influence who people are and how they communicate.

## Arabic

### #530 Introduction to Arabic

أهلاً بكم! (Ahlan Bekom!) This course is an introduction to the phonology and script of Arabic and its basic vocabulary and fundamental structure. There will be a focus on simple interactive communicative tasks involving teacher with students and students among themselves. Basic grammar and cultural patterns are taught through proficiency-based listening, reading, writing and speaking skills. It will introduce students to the Arabic alphabet. Students will be able to use simple daily expressions during classroom interactions, out-of-class assignments, and conversations with the instructor. Students will enjoy wonderful online cultural tours to help them learn about Arabic countries and their history, traditions, and food. Music, audio-visual and internet resources will support the curriculum. Authentic Lebanese food sampling will be offered occasionally. This course will be offered annually but will only be taught as enrollment and staffing allow.

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

## French

### **#500 French I: ♦**

Students will practice expressing themselves in French in practical, real-life situations as outlined by the course proficiencies and 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 use the structures of the language necessary for basic communication. They will receive an overview of French culture and customs from around the world. Music, audio-visual and internet resources will support the curriculum.

**Prerequisite: None. Duration: Full Year. Credit: 1.0 Elective. One credit may be granted for a C or better (equivalent to development toward proficiency) in level one communication skills at CMS.**

### **#505 French II: ♦**

Students will continue language study in the five areas as outlined by the course proficiencies and 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. Music, audio-visual materials, the Internet and print material will support the curriculum. The students will study the culture of France, Québec and other francophone countries and regions.

**Prerequisite: C or better (equivalent to development toward proficiency) in French I and/or teacher recommendation. Duration: Full Year. Credit: 1.0 Elective**

## Spanish

### **#545 ¡Viva! Exploring Cultures of the Spanish Speaking World (in English):**

Taught in English this course will provide an opportunity to explore and interact with the rich cultures of the Spanish-speaking world. Themes include food, art, music, sports, education, politics, current events, social issues, customs and traditions. Where appropriate students will connect with organizations in Vermont that work directly with Hispanic/Latino people in VT and in their home countries. Students will be asked to reflect on elements of their own culture while drawing comparisons to cultures in other parts of the world. Students will gain perspective and be asked to think critically through a lens that is different from their own using modern, authentic materials that are relevant to their daily lives. This course is offered annually, but will only be taught as enrollment and staffing allow.

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

### **#525 Spanish I: ♦**

Students will practice expressing themselves in Spanish in practical, real-life situations as outlined by the course proficiencies and 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. Music, audio-visual materials, the Internet and print material will support the curriculum.

**Prerequisite: None. Duration: Full Year. Credit: 1.0 Elective One credit may be granted for a C or better (equivalent to development toward proficiency) in level one communication skills at CMS.**

### **#532 Spanish II: ♦**



Students will continue language study in the five areas as outlined by the course proficiencies and 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. Music, audio-visual materials, the Internet, and print material will support the curriculum. 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 (equivalent to development toward proficiency) in Spanish I and/or teacher recommendation. **Duration:** Full Year. **Credit:** 1.0 Elective

## Fine Arts

The arts are not only a means of expression, but have been proven to be a way to improve literacy, critical 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.

### Visual Art Discipline Proficiencies

- **Create:** The CHS graduate can generate, organize, develop, and refine artistic ideas to create works of art.
- **Present:** The CHS graduate can share artistic work through selecting, preparing, interpreting, and presenting in the CSD art show or other exhibition venue.
- **Respond:** The CHS graduate can understand how art conveys meaning through describing, analyzing, interpreting, and evaluating works of art.
- **Connect:** The CHS graduate can connect artistic ideas and work with societal, cultural, historical and personal meaning.

#### #644 Art 1:

The CHS approach to art engages students in the creative process through learning the vocabulary and techniques of a variety of art media, thinking through a personal plan for each project which applies new skills and knowledge, then creating personally expressive works of art. Students will also learn about art historical sources and how artists incorporate influences from other artists and their own culture in their work. The essential Elements of Design and Principles of Composition used to create all works of art will be introduced and used in fun ways in a variety of 2-D and 3-D media.

**Duration:** Semester. **Credit:** 0.5 Fine Arts.

#### #601 Drawing:

The **Drawing** course explores how to capture value, texture, form, movement, pattern and more in both traditional and non-traditional drawing media and techniques. The subject areas of Still Life, Portrait, Landscape, Figure, and Abstract Art will be presented in a variety of ways, using dry and wet media. The art of **Drawing** is taken beyond pencil and paper to explore unexpected surfaces and materials.

**Prerequisite:** Art 1. **Duration:** Semester. **Credit:** 0.5 Fine Arts.

#### #602 Painting:

Discover the joy of painting in watercolor, acrylics, and tempera paints, as well as some non-traditional media. Anything that can be used as a brush and any material that can be applied to a surface is fair game for this exploration of the limits of color and design. Students will be challenged to apply their knowledge of the Elements of Design and the Principles of Composition in a variety of Still Life, Landscape, Portrait, Figure, or Abstract forms of art using historical and contemporary artists for inspiration in creating their own expressive statements.

**Prerequisite:** Art 1. **Duration:** Semester. **Credit:** 0.5 Fine Arts.

### **#603 Pottery 1:**

Come on in and get down and dirty with clay (Seriously, you are going to get dirty!). Explore the many ways of creating works of art out in clay, including many hand building techniques, and the pottery wheel. Make decorative sculptures and functional vessels that you will want to keep forever. This course will guide you through many different units exploring many facets of the clay medium. Learn the process of this medium from raw clay to glazed works of art. You will use and enhance your knowledge of the Elements of Design and Principles of Composition by creating original works of Art in clay.

**Prerequisite:** Art 1. **Duration:** Semester. **Credit:** 0.5 Fine Arts.

### **#604 3D-Art:**

Come and explore the 3<sup>rd</sup> dimension of Art in this exciting class that will teach you all about sculpture. Learn the Categories, types, and methods of sculpture while you use and enhance your knowledge of the Elements Design and Principles of composition. You will explore and use a variety of media including but not limited to clay, wood, metal, plaster, paper/cardboard, and glass. Learn the proper use and techniques of a variety of tools, including hand tools like chisels, rasps, brushes, and hammers etc..., and power tools like drills, saws, grinders, and soldering irons etc...Get ready to roll up your sleeves and create things you never thought possible.

**Prerequisite:** Art 1. **Duration:** Semester. **Credit:** 0.5 Fine Arts.

### **#605 Design:**

Communicating ideas visually in a dynamic, well-designed composition is a skill everyone can use, and is the focus of this course which explores the fields of Graphic Design and Printmaking. Create eye-catching posters, illustrations, websites, and prints to communicate a wide range of messages, products, services, and events to a target audience. We'll look at the history and contemporary uses of these forms of visual communication and analyze what makes a design effective, successful, and dynamic!

**Prerequisite:** Art 1. **Duration:** Semester. **Credit:** 0.5 Fine Arts.

## **Music**

### **Music Discipline Proficiencies**

- **Music Literacy:** The CHS graduate can demonstrate music literacy by applying musical concepts and terminology.
- **Music, Culture, and History:** The CHS graduate can understand the relationship among music, history and world culture.
- **Communicate:** The CHS graduate can create, perform, and/or express ideas through 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 and All-State Music Festival.

**Prerequisite:** None. **Duration:** Full Year. **Credit:** 1.0 Fine Arts.

### **#640 Chorale:**

This ensemble offers treble voices an exciting opportunity to sing in an all-treble choir. The group meets outside of the regular school day to rehearse and learn challenging repertoire. A diversity of choral styles ranging from the Renaissance to current popular music 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. **NOTE: This class meets after school for 1 hour each week.**

**Prerequisite:** Teacher recommendation. **Duration:** Full Year. **Credit:** 0.5 Fine Arts.

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

This ensemble is made up of advanced singers who have successfully **auditioned**. 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:** 1.0 Fine Arts. **This class meets after school.**

### **#922 Beginner Guitar:**

Beginner 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. They will also learn a small amount of popular music history, and how to describe music they listen to. 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.

### **#620 Music Technology:**

Music Technology is a course designed as an introduction to modern music software. Through the Mixcraft software, students will have the opportunity to create and record music through use of digital loops, MIDI input, and live instrument recording. Students will explore many-aspects of music composition, such as playing and creating chords, melodies, and riffs, as well as adding music and sound effects to movies.

**Prerequisites:** None. **Duration:** Semester. **Credit:** 0.5 Fine Arts.

### **#624 Introduction to Music Theory:**

If you are interested in learning more about how music is constructed, then this is the course for you! Students will learn about the elements of rhythm, melody, harmony, chord structure and form. Students will listen and analyze music from many different genres and styles. Not only will students learn to read various musical elements, such as scales, chords, pitch notations, and time signatures, they will also learn to construct these elements themselves and compose their own music.

**Prerequisites:** Beginner Piano, Basic Guitar or one of the performing ensembles. **Duration:** Semester. **Credit:** 0.5 Fine Arts.

### **#621 Beginner Piano:**

This class will offer students the opportunity to learn how to play the piano. Students will learn the basics of music fundamentals (rhythm, music notation, vocabulary), master one and two handed playing, the skill of performing in an ensemble (with other students), and individual performance. Students will play many different styles of music including folk, pop, and classical. If you've always wanted to learn how to play the piano, this is the class for you!

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

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

The Colchester High School Concert 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 audition 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:** 1.0 Fine Arts.

### **#619 Colchester Jazz Band:**

The Colchester High School Jazz Band 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 improv experience is necessary. This ensemble performs at all school instrumental concerts, and is regularly asked to perform outside of the school setting. The CJB rehearses Monday evenings from 6:30-8:30 pm.

**Prerequisite:** Previous band experience or instructor approval. **Duration:** Full Year. **Credit:** 1.0 Fine Arts.

## Health and Physical Education

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 to take in addition to Health. *Food! From Soil to Stomach* class focuses on sustainability and creating change, important themes to explore and experience for living in the 21st century. 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.

### Health Discipline Proficiencies

- **Good Health:** The CHS graduate can comprehend core concepts related to health promotion and disease prevention to enhance health.
- **Decision Making & Goal Setting:** The CHS graduate demonstrates the ability to use decision making skills and goal setting to enhance health.

#### #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 personal health, stress management, communication and refusal skills, disease prevention, human sexuality and tobacco/alcohol/drug education.

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

#### #717 Food! From Soil to Stomach:

Do you like to eat? But wait, what are you eating? Where did it come from? What's in it? This course is for the student who wants to explore the many facets of food including growing, cooking, and EATING. Topics to be covered include nutrition, conventional versus organic agriculture, and food miles. This class focuses on sustainability and creating change, important themes to explore and experience for global citizenship in the 21st century.

**Prerequisites:** Hunger (for knowledge and food). Grades 9-12. **Duration:** Semester. **Credit:** 0.5 Elective.

## Physical Education

### Physical Education Discipline Proficiencies

- **Motor Skill Knowledge and Use:** The CHS graduate can demonstrate proficiency in a variety of motor skills and movement patterns.
- **Motor Skills Analysis:** The CHS graduate can apply knowledge of concepts, principles, strategies and tactics related to movement and performance to analyze and improve performance of self and/or others in selected skills.
- **Physical Fitness:** The CHS graduate can demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- **Affective Qualities and Social Interaction:** The CHS graduate can exhibit responsible personal and social behavior that respects and promotes success of self and others.

#### #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 Physical Education.**

## Co-Curricular Activities

**Andros Adventure** - A bi-annual research trip of a lifetime to The Forfar Research Station on Andros Island in the Bahamas. Students have the opportunity to complete original research in a field of their choosing while earning 0.5 elective credits at CHS. The trip is open to students in the 11th and 12th grade though students apply in the spring of the year before as 10th and 11th graders so plan ahead if you are interested!

**Art Club** - The Art Club / Open Studio provides a welcoming atmosphere where any student or staff member can come to create art, receive help on projects, and participate in an array of art-related activities. Activities may include field trips to artists' studios, museums in art centers such as New York City or Montreal, or creating a new mural for CHS. Just want to play with art materials and see what you can make? Art Club / Open Studio is for YOU!

**Backcountry Snowsports** - Backcountry Skiing is an amazing opportunity for students to hike in and access off piste terrain while practicing wilderness skills and safety. Solid ski/snowboard skills are necessary. Snowboarders need their own equipment, but there are some sets of loaner skis.

**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 Making Strides for Breast Cancer Walk, gathering food items and delivering Thanksgiving baskets to needy Colchester families, as well as Valentines for Veterans and a spring event. This organization provides an opportunity for students to make a difference in the community in which they live. We generally meet after school in the library but students can still participate if transportation after school is a problem.

**CHS Film Society** - The CHS Film Society is an opportunity for students to get more engaged in the art of filmmaking. Film Society meets bimonthly to watch, discuss, and critique both classic and modern films. Most of the format decisions are based on the students' ideas. Students analyze film basics and debate interpretations of classic and modern films.

**Colchester Theatre Company** - The award-winning Colchester High School Theater Company is a yearlong activity for students interested in theatre arts. Students can choose to perform in both the Fall and Spring production or participate as a member of the Stage Crew. Students learn the rewards that come from hard work, ensemble participation and a strong sense of community and commitment.

**Debate/Forensics** - 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 and/or perform 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 students well in school, college and life.

**Green Team** - Green Team is a student-run organization that focuses on reducing our environmental footprint

individually as well as within our school and local communities. Green Team works hard to find creative and practical ways to reduce, reuse and recycle!

**International Club** - This is a student-led club. It meets regularly after school. Students have opportunities to explore world cultures through various excursions, as well as guest speakers, food, and musical experiences.

**Journalism** - The Lakeside Voice, published four times a year is CHS's award winning student newspaper. Being involved offers students an opportunity to experience all dimensions of high school journalism: reporting, writing, editing, photography, layout, graphic design, and artwork. The paper covers all aspects of CHS life. The Journalism class is directly responsible for its production; however, any student can contribute. Contributions from students not enrolled in the Journalism class can submit ideas/items for publication through their Humanities teacher.

**Math League** - The Greater Burlington Math League consists of students from thirteen 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. Brain Teasers, 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.

**Mentoring** - Blue-House students who are in good academic standing volunteer time to support and assist Green-House Students with academics during and outside of AT.

**Mountain Bike Club** - From basic skills to single-track thrills, the CHS Mountain Bike club is for you if you like (or think you might like) to hit the trails on your bicycle. We'll be doing a mixture of rides around CHS and traveling to regional single-track with a focus on furthering **everyone's** bike skills. In the Fall, there will be opportunities to participate in Vermont Youth Cycling races. Some scholarship money is available to help with race fees. We also aim to give back by participating in trail maintenance and building. It's best if you have your own bike, but we're working on ways to get access for those without. Participation will require release form signatures, so pay attention for information about student and family meetings. See you on the trails!

**National Honor Society** - Membership in the 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. Students may become eligible during their Junior year provided they meet the criteria noted. Members work independently during their Junior and Senior years to provide service to both the school and community. At least one community service project is organized and completed by all members annually. NHS also supports recognition of teachers during Teacher Appreciation Week, initiates fundraising to support community service projects, and hosts a Red Cross Blood Drive in the spring. Required monthly meetings during AT help to inform members and solicit help to support CHS NHS initiatives.

**Social Justice Alliance** -

The Social Justice Alliance, a student run group, aims to inspire people to use their voices and advocate for themselves and others to create positive change. We want to raise awareness and understanding of social justice challenges through educating ourselves and others and working with a variety of people with different perspectives. We meet during ATs and afterschool, and engage in both whole group and small group discussions and activities and plan action steps that support equity and equality in the school and community. Our goal is to make a positive difference at CHS by building an inclusive and accepting environment.

**Ski and Board Club** - The Ski and Board Club provides students the opportunity to go night skiing at Bolton Valley with their CHS peers. Students board a charter bus immediately after school on Wednesday afternoons in February and March, and head to the mountain. Lessons and rentals are available. Skiers and riders of all abilities are welcome!

**Student Committees** - There are several different faculty/student committees for students to join. These committees serve as a mechanism for student voice and form of student empowerment.

**Student Government** - Student Government is a wonderful way for students to get involved in CHS. This group is comprised of all class officers and organizes 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.

**QSA** - 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 QSA 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.

**Yearbook** - Participating in the creation of the yearbook is a great chance for you to be creative, meet new people, and help to remember your time here at CHS. It involves photography, writing, graphic design, and formatting. The Yearbook class is directly responsible for its production; however, any student can contribute.



## **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 Alpine Skiing  
Boys' Cross Alpine Skiing  
Girls' Nordic Skiing  
Boys' Nordic Skiing  
Dance

### **Spring**

Baseball  
Girls' Golf  
Boys' Golf  
Softball  
Girls' Tennis  
Boys' Tennis  
Girls' Track & Field  
Boys' Track & Field  
Girls' Lacrosse  
Boys' Lacrosse  
Ultimate Frisbee