

Colchester High School



**Ninth Grade
Program of Studies
2025-2026**

Table of Contents

Leadership Team	3
Welcome to Colchester High School	4
Mission Statement/Belief Statements/Essential Expectations	5
First-Year Student Information/AT Program Vision	6
Graduation Requirements /School Counseling	7
Adding or Dropping Courses	9
NCAA Eligibility	10

Green House Core Courses

Humanities	11
Mathematics	13
Science	15

Green House Electives

Support Services	17
World Language	20
Fine Arts	22
Music	24
Health and Physical Education	26
Co-Curricular Activities/Athletics	28

Colchester High School Leadership Team

Principal, Andrew Conforti

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, Facilities and Maintenance, Transportation and Parking

Assistant Principal, Erica LeClair

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

Director of Student Support Services, Amber Keep

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

Team Leaders

Vito Cannizzaro

Fine Arts, Music, and World Languages

Wayland Cole

Humanities (English and Social Studies)

Bob Hall

School Counseling

Dave Sharkey & Dana Visser

Special Education

Will Warren

Science

Joshua Parker

Mathematics

Melanie Laquerre

PE, Health



COLCHESTER HIGH SCHOOL



131 Laker Lane, PO Box 900, Colchester, Vermont 05446

Phone: (802) 264-5700 • www.csdvt.org/chs • Fax: (802) 264-5757

Dear Families,

It is a pleasure to welcome you to Colchester High School. CHS is a vibrant learning community fueled by the energies of 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 meet their developmental needs, the high school will take several steps to get to know your child prior to the 2025-2026 school year to ensure a successful transition to Colchester High School.

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. Teachers and school counselors will support students' personalized learning by 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,

Andrew Conforti

Andrew Conforti
Principal

Chad DeMagistris
Assistant Principal

Erica LeClair
Assistant Principal

Amber Keep
Director of Student
Support Services

Oluwadare Sowunmi
Activities and
Athletics Director

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 an opportunity for students to explore the high school including co-curricular offerings 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 school counselors, IT to get to know about their laptops and email, as well as the administration and other educators. Students learn about how to get involved in sports and clubs 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.

Homebase/AT (Mod 2) is designed to provide systematic opportunities for students to access academic advising, support, activity, and/or intervention over a four-year period of time. Homebase/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 Support** - Ensuring understanding of content, concepts and skills through targeted instruction, intentional grouping and reassessment.

Program Structure: The CHS schedule includes a 30-minute Mod 2 block, five days per week, from 9:09 to 9:39.

Homebase: Each week, students meet with their Academic Advisor in a consistent "permanent" location for Homebase. Most weeks, Homebase takes 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 or activity time.

CHS Library Mission Statement

The Colchester High School Library and its librarians strive to create an inviting, dynamic, and safe space that inspires and honors curiosity, creativity, collaboration, and inclusion. We support and recognize reading as the foundation for building understanding and knowledge. We work to build and maintain a print and digital collection of resources which exemplifies the principles of equity, celebrates diversity of thought and experience, supports lifelong learning, and encourages students to make connections through timely and up-to-date research and leisure reading materials.

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.

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

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

4 Years of English
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 Minimum Course of Study for Admission to
Highly Competitive College**

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

School Counseling

Bob 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 2025-2026 will be complete by the end of the 2024-2025 school year.**

Amber Keep, Director of Student Support Services 264-5714
Patricia Ward, School Counseling 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.

ADDING OR DROPPING PROCEDURES

ANY STUDENT SEEKING TO MAKE A CLASS CHANGE MUST DO SO DURING THE DESIGNATED ADD/DROP PERIOD IN AUGUST AND JANUARY.

No student may drop or add a class after the designated time. If dropping a course would result in a student carrying fewer than 6.0 credits the change will not be approved. An appropriate course must be added or an administrative waiver obtained.

In limited circumstances, a student may be permitted to withdraw from a class after the designated add/drop period. They will receive the notation below on their transcript. Please note that receiving any of the following will affect the honor roll for the quarter in which the student has elected to withdraw from a class. In addition, it may affect athletic eligibility as well. Students are strongly encouraged to meet individually with their school counselor and the athletic director (if applicable) prior to requesting permission to withdraw from a course.

WP - student is passing the course at the time of withdrawal

WF - student is failing the course at time of withdrawal

ALL STUDENTS MUST CARRY 6.0 CREDITS (6 out of 8 mods of academic classes each semester). Students must be enrolled in six (6) classes both semesters. Students interested in exploring Flexible Pathways should schedule an appointment with their counselor.

The student is expected to remain in the original class until the change is made. Failure in the class is not considered a just reason to drop the course. The fact that the class is not needed to graduate is not sufficient reason to drop the class either. CHS believes that under most circumstances, the student will benefit from remaining in an academic setting. Appropriate accommodations might include converting to pass/fail or developing a contract to improve the student's academic/behavioral performance. **No change will be made based on teacher preference.**

NCAA ELIGIBILITY

Many college athletic programs are regulated by the National Collegiate Athletic Association (NCAA), an organization founded in 1906 that has established rules on eligibility, recruiting, and financial aid. The NCAA has three membership divisions—Division I, Division II, and Division III. Institutions are members of one or another division according to the size and scope of their athletic programs and whether they provide athletic scholarships.

If you are planning to enroll in college as a freshman and you wish to participate in Division I or Division II athletics, **you must be certified** by the NCAA Eligibility Center. The Eligibility Center was established as a separate organization by the NCAA member institutions in January 1993. The Eligibility Center ensures consistent interpretation of NCAA initial-eligibility requirements for all prospective student-athletes at all member institutions.

Your Responsibility as a Prospective Student-Athlete

It is your responsibility to make sure the Clearinghouse has the documents it needs to certify you. These documents are:	Your completed and signed Student Release Form and fee	Your official transcript from every high school you have attended	Your ACT or SAT scores
---	--	---	------------------------

When to Start the Process

If you want to participate in Division I or Division II athletics, plan to start the certification process early—usually during your junior year in high school. You must meet certain course requirements. They include successfully completing a core curriculum of at least 16 academic courses in the following categories: **English, Mathematics, Social Studies, and Science**. You must also meet the minimum requirements for GPA and SAT, ACT test scores. Students should obtain a copy of the [NCAA Guide for the College Bound Student-Athlete](https://www.ncaa.org/) online at <https://www.ncaa.org/>.

The following symbols are used to identify acceptable courses.

- ◆ Approved course
- ✓ Under review for approval

ACADEMIC COURSE OFFERINGS

Humanities Green House English and Social Studies

The Humanities offerings attend to the developmental differences between students in the Green (grades 9 and 10) and Blue (grades 11 and 12) houses. Green House humanities courses are heterogeneous, differentiated, team-taught, two-credit courses that integrate the study of English and social studies. The grade nine curriculum focuses on world cultures and global studies and grade ten students complete a full year of American studies. In Green House humanities, students use historical events to deepen an understanding of literature, and look to literature to support a rich understanding of history.

In both Green House years, students are grouped with intention so that each class includes the diverse range of students present in the entire grade-level cohort. The defining element of these courses is the approach known as differentiated instruction. Green House teachers 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.

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 demonstrating leadership in class, showing excellence or growth in learning habits in class, and meeting additional curricular expectations such as orbital projects as outlined by the teacher.

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 the 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

#314n The Regimes & Revolutions of the Modern World: ♦

Ninth-grade humanities is a team-taught, two-credit course that integrates the study of English and social studies. Students will be challenged by a concept-based curriculum that asks them to explore the role of people and governments in promoting or limiting freedom. Students should expect to read and learn about current events around the world, including how dictators gain and maintain power in some of today's most prominent countries. Further, they will investigate movements and revolutions for freedom in some of the world's more recent democracies. We will examine the existential battle between democracy and authoritarianism, and study the current and historical strategies that everyday people use to fight back when their rights and freedoms are threatened. Students will understand the impact historical events have on the modern world and think critically about the role each global citizen plays in our collective future.

Ultimately, students will grapple with questions like “what is freedom?” “how do repressive governments limit the rights of their citizens?” and “how do people fight for greater rights and equality?”

Prerequisite: None **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, *The Regimes & Revolutions of the Modern World*. 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 and school counseling recommendation. **Duration:** Full Year. **Credit:** 1.0 Elective.

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.
- **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 problem-solving to help students 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: Overall evidence of exceeding or achieving on Algebra proficiencies and 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 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 school counseling recommendation. Enrolled in Algebra I. **Duration:** Full Year. **Credit:** 1.0 Elective.

#227 Math of Sports: ♦

Are you interested in sports? Math of Sports will look at sports through a statistical lens to help students gain a better understanding of the games they love. In this course, you will learn to use mathematical tools that can help predict and analyze sporting performances and outcomes. Major topics studied will include the representation and analysis of sports data, one-variable statistics, general probability, and the use of confidence intervals to make predictions.

Prerequisite: Successful completion of Algebra I. **Duration:** Semester. **Credit:** 0.5 Math.

#264 Statistics: ♦

This course will provide an introduction to the principles of statistics. Emphasis will be placed on students' ability to interpret and apply statistical concepts and reason with statistics. Topics will include describing data, the normal distribution, linear regression, sampling strategies and experimental design. Students will apply these basic statistical principles while solving a variety of problems.

Prerequisite: Successful completion of Algebra I. **Duration:** Semester. **Credit:** 0.5 Math.

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 Biology, Earth Systems Science, and 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 to 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.

#119 Experimental Biology 9: ✓

In this lab-based course, students will explore major biological themes in depth while focusing on unifying concepts. It is also designed to teach students fundamental skills they will need for success in other CHS science classes. The topics covered are ecology, cellular basis of life, homeostasis, genetics and inheritance, and biological evolution. Students will engage in lab-based experiments, hands-on activities, outdoor investigations, independent and group work, and use visuals, manipulative models, texts, and other media to learn about and explore biology. During the course of the year, students will hone their scientific inquiry and analysis skills. Differentiated instruction will be used to support and challenge students of all levels. Successful completion of the course should leave the student with excitement about biology and science and an increased sense of academic confidence to approach the rest of their CHS science career. Experimental Biology 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.

#150 Experimental Chemistry: ♦

This college preparatory, lab-based course is designed for students who plan to attend a four-year college and who have a strong interest in pursuing a career in a scientific field. Math is integrated throughout the course for making numerical predictions and for data analysis. Exemplary learning dispositions are key to success. The course includes extensive laboratory work. Students will be using a variety of technological applications throughout the year. Students should expect to gain a deeper understanding of the matter that makes up our world and how the chemical reactions that make and change that matter occur.

Prerequisite: Current 8th grade Science Teacher recommendation AND 9th grade enrollment in Geometry. 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 in 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. *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: Successful completion of 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 accommodation 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.

#50 Direct Instruction Mixed House:

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:

- specialized small group or individual instruction around identified academic, basic skill and/or behavioral needs.
- 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.

#50L DI Literacy:

In DI Literacy, students work on executive functioning skills, morphology and vocabulary, fluency, reading comprehension, grammar, as well as spelling and writing conventions. Outside of direct instruction in the core areas, students receive additional instruction and individualized goal work based off of their plans as well as support with concepts/work from other classes.

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

#50M DI Math:

In DI Math, students work on executive functioning skills, basic math fluency, algebra concepts, geometry concepts and real world mathematical life skills. Outside of direct instruction in the core areas, students receive additional instruction and individualized goal work based off of their plans as well as support with concepts/work from other classes.

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

#930 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):

Multilingual learners are provided with support in learning the English language. The instruction focuses on basic interpersonal communication skills (BICS) and Cognitive Academic Language Proficiency (CALPS). Academic language is characterized by being abstract, context reduced, and specialized. Multilingual learners develop key language uses: Narrate, Inform, Explain and Argue. The course implements the WIDA English Language Development Standards Framework. Multilingual learners are assessed annually with ACCESS for ELS 2.0 standardized testing to measure growth in reading, listening, speaking and writing. A composite score of 5.0 is required to move to monitoring status.

Prerequisite: None. Duration: Full Year. Credit: 1.0. Up to 2.0 credits of English

#995n Newcomer (ELL):

Newly arrived refugee and immigrant students and learners who are achieving a composite score of 2.5 or lower receive intensive English language instruction. Multilingual learners are provided with assistance in navigating their content area classes through the use of multimodality. In addition to written and spoken communication, students also communicate and access content through gestures, facial expressions, images, equations, maps, symbols, diagrams, charts, videos, graphs, computer-mediated content, and other means. The course implements the WIDA English Language Development Standards Framework. Multilingual learners are assessed annually with ACCESS for ELS 2.0 standardized testing to measure growth in reading, listening, speaking and writing. A composite score of 5.0 is required to move to monitoring status.

Prerequisite: None. Duration: Full Year. Credit: 1.0. Up to 2.0 credits of English

#995q Level I- ML English:

Specialized language instruction is provided for MLs in their first year of enrollment in U.S. schools with a WIDA screener score of 1.0-1.7. The course increases phonemic awareness, fluency, vocabulary, comprehension, and writing skills. Literacy and language are acquired through interpretative modes of communication and explicit instruction emphasizing phonics and phonological awareness. Reading comprehension skills are built through various genres. Vocabulary instruction is designed to increase basic interpersonal communication skills with peers and teachers.

Prerequisite: None. Duration: Full Year. Credit: 1.0. Up to 2.0 credits of English

World Languages

World Language Discipline Proficiencies

- **Presentational Communication:** 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 Communication:** 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.
- **Intercultural Competence:** The CHS graduate can investigate and 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

#530n Introduction to Arabic Part 1:

(بكم أهال) Ahlan Bikom!) This course is an introduction to the phonology and script of Arabic and its basic vocabulary and fundamental structures. Students will practice communicating in Arabic as outlined by the course proficiencies and the standards for world language learning: Communication, Cultures, Connections, Comparisons and Communities. Students will learn the Arabic alphabet and be able to use simple daily expressions during classroom interactions, out-of-class assignments and conversations with the instructor. Students will also enjoy wonderful online cultural tours to help them learn about Arabic countries and their history, traditions and food. Music, dance, audio-visual and other print and online materials will support the curriculum. As part of the authentic cultural experience, students will have the opportunity to cook authentic Lebanese food in the school kitchen. *This course is not offered annually. It will be offered as enrollment and staffing allow.*

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

#531 Introduction to Arabic Part 2:

(مرحبا) Marhaba) Hello! Continuing the linguistic and cultural journey, Part 2 builds on the foundation laid in Part 1. Alphabet learning progresses to its second half, ensuring a thorough grasp of the Arabic script, letter connections, and dictation. Concurrently, cultural exploration deepens, incorporating more aspects of music, dance, additional audio-visual resources, and culture exploration and connections. Students will continue to expand their repertoire of simple daily expressions, applying them actively during classroom interactions and conversations with the instructor. Online cultural tours offer insights into the history, traditions, and cuisine of Arabic-speaking countries. Practical application remains a focal point, complemented by occasional cooking in our school kitchen. It's important to note that this course seamlessly integrates content from Part 1, creating a holistic and progressive learning experience. *This course will be offered as enrollment and staffing allow.*

Prerequisite: Intro to Arabic Part 1. Duration: Semester. Credit: 0.5 Elective

French

#500 French I: ♦

Students will practice communicating in French in practical, real-life situations as outlined by the course proficiencies and the standards for world 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 become familiar with French culture and customs from around the world. Music, audio-visual and print materials will support the curriculum.

Prerequisite: None. **Duration:** Full Year. **Credit:** 1.0 Elective. *One credit may be granted for Developing or better (development toward proficiency) in level one World Language at CMS.*

#505 French II: ♦

Students will continue language study in the five areas as outlined by the course proficiencies and the standards for world 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, and print materials will support the curriculum. Students will become more familiar with the cultures of France, Québec and other francophone countries or regions.

Prerequisite: 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 world 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 Latino culture and customs. Music, audio-visual, and print materials will support the curriculum.

Prerequisite: None. **Duration:** Full Year. **Credit:** 1.0 Elective *One credit may be granted for Developing or better (development toward proficiency) in level one World Language at CMS.*

#532 Spanish II: ♦

Students will continue language study in the five areas as outlined by the course proficiencies and the standards for world 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 and print materials will support the curriculum. Students will study the cultures of the Spanish-speaking world as well as the role of Latino customs and peoples in the United States.

Prerequisite: 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.

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

#603 Pottery I:

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 of 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: None. Duration: Semester. Credit: 0.5 Fine Arts.

#661 Pottery II:

Come back to the Pottery Studio and create bigger and better projects. Learn to make and defend your own decisions while you make your art. All of your skills learned in Pottery I will be utilized and enhanced in this class, as well as your knowledge and use of the Elements of Design and Principles of Composition. Learn new techniques on the wheel and new handbuilding techniques using slabs, coils and the extruder . You will also learn about alternatives to glaze for decorating/finishing clay. You will be creating functional and sculptural works in this class.

Prerequisite: Pottery I (B- or better). Duration: Semester. Credit: 0.5 Fine Arts.

#604 3D-Art:

Come and explore the 3rd 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: None. 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 the history of rock music, learning songs from each style. Student-directed projects will be used to apply the fundamentals learned in class. No previous experience necessary. Guitars provided by the school.

Prerequisite: 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.

Prerequisite: 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.

Prerequisite: 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.

#623 Intermediate Piano:

Intermediate Piano is a course designed as a follow up course to Beginner Piano. Students will have the opportunity to build on the piano skills learned either through Beginner Piano or through private lessons previously taken. Students will have independence to learn music at their own level. We will explore many different styles of music, continue to learn how to read music notation, build our technique and ability for playing with both hands, and the basics of music theory.

Prerequisite: Beginner Piano. 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 teacher recommendation. 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 teacher recommendation. Duration: Full Year. Credit: 1.0 Fine Arts.

Health and Physical Education

For graduation, students are required to complete one semester of health. 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.

For graduation, students are required to complete three semesters of physical education. Students may fulfill the physical education requirement in both the Blue House and/or Green House.

The 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 use functional health information to comprehend core concepts that support the health and well-being of self and others.
- **Decision Making & Goal Setting:** The CHS graduate demonstrates the ability to use decision-making skills and goal-setting to support the health and well-being of self and others.

#750 Human Ecology:

The purpose of this course is to give students the information and health skills necessary in making educated decisions concerning their physical, mental, emotional, and social well-being. Topics covered will include personal health, mental health, 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 the systems in place for food production, distribution, and removal. This class focuses on sustainability and creating change, important themes to explore and experience for global citizenship in the 21st century.

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

Physical Education Discipline Proficiencies

- **Develops a variety of motor skills.** The CHS graduate can demonstrate proficiency in a variety of motor skills and movement patterns.
- **Applies knowledge related to movement and fitness concepts.** 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.
- **Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.** The CHS graduate can demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness and can recognize the value of physical activity as part of a healthy lifestyle.
- **Develops social skills through movement.** The CHS graduate can exhibit responsible personal and social behavior that respects and promotes success of self and others.

#738 Fitness for Life:

This course will allow students to participate in a personal plan focused on their own fitness. Physical activities can include and not be limited to cardiovascular fitness, plyometrics, core, yoga and flexibility, and weight training. Students will learn the fundamentals of physical fitness, as well as designing and implementing their own customized program for engagement and success.

Prerequisite: None. Duration: Semester. Credit: 0.5 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 a variety of different activities (units), with the majority being in the areas of lifetime activities and outdoor recreation. Units last approximately three weeks or six to eight classes.

Prerequisite: None. Duration: Semester. Credit: 0.5 Physical Education.

Teambuilding Unit:

All students must take the *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

Strength Training and Conditioning

Clubs and Activities

Art Club	Math League
Athletic Council	Mentoring
Backcountry Snowsports CHS Cares	Model UN
Colchester Theatre Co. Debate/Speech	Ski & Board Club
Dungeons & Dragons Club	Social Justice Alliance
E-sports	Student Committees
Green Team	Student Council
Gender and Sexuality Alliance	The Lake Show
International Club	Variety Night
Journalism Club	We Matter Here

Art Club - Art Club 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. Just want to play with art materials and see what you can make? Art Club is for you!

Athletic Council - The purpose of the CHS athletics council is to create formal leadership opportunities for students and to connect student-athletes with their team, peers, community, and teachers. Members of the council will develop the vision and future of what the CHS athletics council needs to be and should be. Additionally, the council will do the following: grow team specific programs and cultivate a collective investment across all sports; partner with other VPA member schools to improve culture, climate, and positive sportsmanship; provide an extension of the CHS school community; serve as a conduit to the administration to see what their needs are and to support our purpose; help raise awareness of the CHS athletics program; and help organize and cultivate a positive fan base.

CHS Cares - CHS cares is a volunteer organization that meets regularly throughout the school year to help expose students to people who are at a disadvantage (socially, medically, economically, or otherwise). CHS cares works within the school and community to create service projects to help students realize they can make a difference and give them tools to do so. Positive communities can inspire their members in ways that promote a sense of self discovery and group connection, encourage members to express their beliefs and values and build relationships with others.

Colchester Theatre Company - The award-winning Colchester High School Theater Company is a yearlong activity for students interested in theatre arts. There are two major theatrical productions each school year: a musical in the fall and a play in the spring. Each production is an opportunity for students to participate as actors, designers, stage crew, or pit band members. Students learn the rewards that come from hard work, ensemble participation and a strong sense of collaboration and commitment as they create exciting performances the whole community can enjoy.

Debate/Speech - While in the same league, Debate and Speech 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, speech 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 Speech teams have a successful history in state competition. The skills learned in Debate and Speech will serve students well in school, college and life.

Dungeons & Dragons - Join other DnD players for student-led RPG adventures. Everyone is welcome and we meet about every other week after school in the Library. Watch and listen for announcements!

E-Sports - E-Sports club provides a supportive and engaging environment where students can cooperate, compete and develop skills. We're in the early stages of club development but hope to offer teams that will play against other regional high schools in the future. CHS is enrolled in the PlayVS platform that hosts two seasons each year and supports the following games: League of Legends, Super Smash Bros, Rocket League, Splatoon 3, Mario Kart 8, Hearthstone, Madden, and NBA 2k. Join us and help push E-Sports at CHS forward.

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. The Green Team works hard to find creative and practical ways to reduce, reuse and recycle!

GSA (Gender and Sexuality Alliance) - The GSA brings LGBTQ+ and allied teens together to form a supportive, safe space and to build community. Members of the GSA also work together to organize and advocate around issues impacting them with regard to gender and sexuality justice in school and in the community, and with attention paid to intersectionality in all parts of their identities.

International Club - This is a student-led club that meets during AT to explore world cultures. International Club students explore cultures of various countries. Each meeting, they choose one or several countries, and present their history, food, language and music. Then they share with the group a main dish and desert from that culture. We also sample music and dances that are unique to these countries.

Journalism Club - Students who are involved in journalism club will participate and work on all aspects of the production, formatting, and distribution of our student digital newspaper, *The Lakeside Voice*. This includes learning about aspects of journalism including reporting, interviewing, photography, writing, and editing. Students may also format and contribute to other CHS publications, such as social and/or broadcast media.

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 (arithmetic, geometry, algebra, and advanced math). All are welcome! 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 - Mentoring is an opportunity for students who are in good academic standing to volunteer time to support and assist peers with academics during AT. Students meet weekly in the space of the advisor and focus on specific courses or academic goals.

Model UN - Model UN, or MUN, is a simulation in which students learn about diplomacy, international relations, and the United Nations. At a MUN conference, students work as the representative of a country or organization and must solve a problem with other delegates from other schools representing countries around the world. MUN teaches participants important skills like research complex topics, public speaking, debating, and persuasive writing, in addition to critical thinking, teamwork, and leadership. Prior to conferences, delegates conduct research in order to formulate position papers and create policy proposals that they will debate with other delegates in their committee. At the end of a conference, delegates vote on these draft resolutions, with the goal of passing them with a majority vote. Many of today's leaders in law, government, business and the arts – including at the UN itself – participated in Model UN as students.

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 and head to the mountain. Lessons and rentals are available. Skiers and riders of all abilities are welcome!

Social Justice Alliance - The Social Justice Alliance is a student run group that aims to inspire people to use their voices and advocate for themselves and others to create positive change. The SJA wants to raise awareness and understanding of social justice challenges through education and working with a variety of people with different perspectives. We 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.

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 Council - Student Council is a group of student leaders from each class working to represent the interests of students at Colchester High School and promote positive community and school pride. Student Council is responsible for planning important CHS traditions and can create new school wide initiatives that members propose and organize. In order to be effective, Student Council members need to operate with a high level of student initiative and responsibility. Interested students submit an application of interest with teacher and peer recommendations.

The Lake Show - This is a student-centered media club in which students learn many technology concepts and are able to hone their video editing, writing, and planning skills in creating content for The Lake Show. This club is great for students interested in filming, editing, and anchoring school events.

Variety Night - As part of CHS tradition, with the support of teacher advisors, each class competes in a student written and produced skit-style competition.

We Matter Here - We Matter Here is Colchester High School's Mental Health Awareness Club. Our goals are to destigmatize mental health, make people feel less alone, and create a culture where mental health is taken seriously and accommodated for. We do this by providing resources and education as well as proactively working to build meaningful community, through regular meetings, sponsoring events, and school-wide wellness initiatives.

ATHLETICS

Fall

Cross Country
Field Hockey
Football
Golf
Soccer
Volleyball

Winter

Alpine Skiing
Basketball
Dance
Ice Hockey
Nordic Skiing
Indoor Track
Wrestling

Spring

Baseball
Lacrosse
Softball
Tennis
Track & Field
Ultimate Frisbee
Unified Basketball