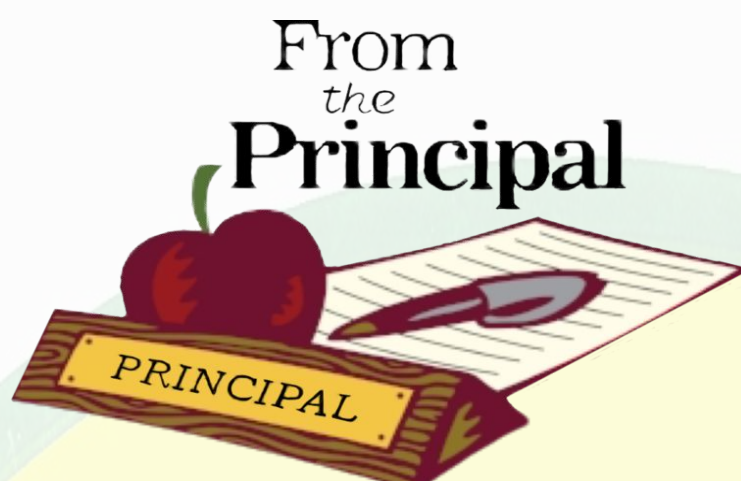


Comet Comments

SCHOOL ISSUE - January 2024



Coloma High School will be in touch in the coming months with updates throughout this semester. Please be on the lookout for these updates because they will have information you will find useful and hopefully keep stress levels down for all involved. Coloma High School looks forward to helping any way we can. If you have any questions, please don't hesitate to contact the high school office.

Comet Families,

The class of 2024 is coming into the home stretch! This is a busy time for families of seniors, but also extended families and friends.

Families of seniors are planning graduation parties, ordering announcements, making sure tickets are available for family members and friends who want to come to the graduation ceremony. Not to mention the usual busy parts and responsibilities of everyday life. Same thing can be said for your senior. Not only are they worried about their future and helping plan for the end of the year, he or she needs to finish this semester strong. We all want the Class of 2024 to help make a memorable year that each of them can look back on through the years with a smile on their face. The most important thing that each member of the Class of 2024 can do to ensure that happens is to finish strong.

Seniors can feel like they are being pulled in hundreds of directions. I am sure you will help your senior stay the course and help your child prioritize as the mad rush to the end of the year gets more stressful.

I would like to remind our seniors and their families about ordering cap and gowns:

- If you have not already done so, order your cap and gown from Jostens ASAP. The cost of the cap and gown is approximately \$60.00. We suggest making sure you place your order by February 15, 2024 through Jostens. You can contact Jostens at 1-800-JOSTENS or through their website at jostens.com.
 - Cap and gowns will be shipped to Coloma High School. Cap and gowns will be handed out the last day the Seniors are in school.

GROUNDHOG DAY

February 2nd



MARK YOUR CALENDAR!

Feb 7 - Late Start: School starts at 10am

Feb 12 - M3 Progress Reports

Feb 14 - Count Day

Feb 15 - Pre-festival Band Concert: 6pm

Feb 16 & 19 - Mid Winter Break - No School

Feb 21 - Pre-festival Choir Concert: 7pm

Feb 21 - Late Start: School starts at 10am

Feb 27 - Freshman Orientation 6:30pm

Feb 28 - Blood Drive (Lib) 10-4

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Scheduling

We have begun the scheduling process for next school year and we will continue to work with your student(s) with their course selections. As students request their courses they were asked to share their choices with you at home. Please feel free to review the links below to assist in course planning with your student(s):

Click [HERE](#) for course descriptions.
Click [HERE](#) for a sample 4-year scheduling plan.

**Interested in a career in the
healthcare industry and
potentially earn college credits
for FREE? Consider PHCA!**

The Professional Health Careers Academy (PHCA) program introduces high school juniors and seniors to professional health careers through both coursework and rotating internships in area healthcare facilities. It is a partnership between Lakeland Regional Health System, Lake Michigan College, Western Michigan University, the PA 56 Consortium, and the Berrien RESA.

- **CONTENT AREAS**
 - Medical Ethics
 - Safety (CPR, Infection Control)
 - Medical Terminology
 - Body Structure and Function
 - Assessment Procedures
 - Legal Responsibilities
 - Human Anatomy Emergency Procedures

**SCHOOL BOARD
RECOGNITION
MONTH**

As we celebrate School Board Recognition Month, we want to extend our heartfelt gratitude to all school board members for their dedication and commitment to our students' education.

School board members connect essential pieces of the puzzle, bringing together the vision, expertise and passion needed to support public education. Your leadership, guidance and decision making are crucial in shaping the future of our students and providing them with the best opportunities to learn and grow.

We appreciate the countless hours you devote to understanding complex educational issues, collaborating with stakeholders and making tough decisions. Thank you for being the driving force behind our educational system and for connecting the essential pieces that shape the future of our students and our community!



**Board
Meeting**

**INSPIRE TO ACHIEVE ~
EMPOWER FOR SUCCESS**



Importance of physical activity?

WHO defines physical activity as any bodily movement produced by skeletal muscles that requires energy expenditure. Physical activity refers to all movement including during leisure time, for transport to get to and from places, or as part of a person's work. Both moderate- and vigorous-intensity physical activity improve health.

Popular ways to be active include walking, cycling, wheeling, sports, active recreation and play, and can be done at any level of skill and for enjoyment by everybody.

Regular physical activity is proven to help prevent and manage noncommunicable diseases such as heart disease, stroke, diabetes and several cancers. It also helps prevent hypertension, maintain healthy body weight and can improve mental health, quality of life and well-being.

How much physical activity is recommended for teens?

- should do at least an average of 60 minutes per day of moderate-to-vigorous intensity, mostly aerobic, physical activity, across the week.
- should incorporate vigorous-intensity aerobic activities, as well as those that strengthen muscle and bone, at least 3 days a week.
- should limit the amount of time spent being sedentary, particularly the amount of recreational screen time.



10 Key facts related to physical activity



- Physical activity has significant health benefits for hearts, bodies and minds
- Physical activity contributes to preventing and managing noncommunicable diseases such as cardiovascular diseases, cancer and diabetes
- Physical activity reduces symptoms of depression and anxiety
- Physical activity enhances thinking, learning, and judgment skills
- Physical activity ensures healthy growth and development in young people
- Physical activity improves overall well-being
- Globally, 1 in 4 adults do not meet the global recommended levels of physical activity
- People who are insufficiently active have a 20% to 30% increased risk of death compared to people who are sufficiently active
- More than 80% of the world's adolescent population is insufficiently physically active

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THE DISCIPLINE OF TEACHING LITERATURE

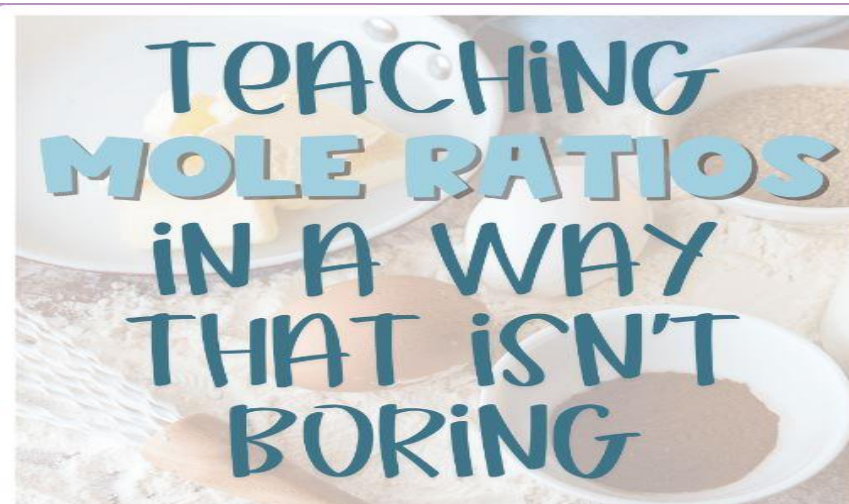
Here at the Coloma English Department, we have always taken great pride as a professional staff in the discipline of teaching literature. We pride ourselves on teaching a range of literature that includes classical texts written hundred of years ago, like the classical plays composed by Shakespeare, to American classics like *Of Mice and Men*, to more contemporary works such as *Speak*.

We also take pride in constantly evaluating our craft and adapting to the needs of our students. When developing our curriculum and the materials used to teach it we are always assessing factors such as the Common Core Standards, the reading skills of our students, and the interest level in our chosen texts. In recent years the Common Core standards have suggested limits on the amount of fiction (not more than 30% of instructional time in high school) being taught. It has caused us to include more non-fiction texts, like the memoir *Tuesdays with Morrie*, and to also incorporate more short non-fiction reading passages into our units. We have been pleased with the results, but it also leads us to wonder, “do we need to be careful not to limit the extraordinary power of teaching literature to our students?” The answer is yes, and here is why.

The study of literature is essential to the development of critical thinking. When a student engages in the study of literature, the student must step into the shoes of someone else and assess the decisions made and the actions taken by the characters. When we teach literature, we teach students to hypothesize by making predictions, and we teach students how to evaluate actions taken by others, ideas presented by authors, and to analyze it in a way that makes sense to them.

Literature provides the opportunity for students to understand human relationships as well as historical events in a way that is more personal and more accessible. As a teacher, I know a student is hooked when they say, “This character is just like X in my life.” When a student can identify with a character and with a story, a reader is created, and that reader will continue to read further in their lifetime. Therefore, literature not only allows students to develop skills as recommended in the common core, such as developing their vocabulary and to increase their rigor of reading comprehension, but also to develop a consciousness as a member of a larger community of people. It allows students to access different perspectives, especially on controversial and challenging issues that they face in this modern society, and this can sometimes be the only point of access they may have.

Today’s students need to develop critical thinking skills. It is important that during the strength of their youth they learn to question the decisions of others, to challenge the way things are, and to know there are others out there that both think differently from them but that they can also relate to. Reading literature and being able to respond to it through verbal or written discussion is often the gateway of this understanding. We don’t want to develop drones that simply can use Artificial Intelligence, but people who can understand fictional ideas beyond the ability of any computer. Anyone who views literature as simply an “option” is misguided. The teaching of literature as a discipline is absolutely and fundamentally essential to an educated democracy.



Stoichiometry is the branch of chemistry that deals With the numerical relationships and mathematical Proportions of reactants and products in a chemical Reaction. One of the most important aspects of stoichiometry is that the amounts of the reactants and products in a chemical reaction are related to one another on a mole basis.

Chemical reactions are normally represented by balanced chemical equations. The coefficients in a balanced chemical equation summarize the relative number of moles of each reactant and product involved in the reaction. The ratios of these coefficients represent the mole ratios that govern the disappearance of reactants and the appearance of products.

In the Mole Ratios Lab, chemistry students reacted silver nitrate with copper. The products of this reaction are silver and copper II nitrate. Students determined the molar mass of the



reactants and then compared this mass to the mass of the products. From this information, they were then able to write a balanced chemical equation.



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Exciting news for the art program this month! After months of excited anticipation we were finally able to present the new Coloma Comet Car design to student Selene Ramirez (12th) and Savannah Hamilton (Graduated last year).

Selene and Savannah collaborated on this design during Studio Art at Coloma High School; May 2023. Studio Art is a class designed for students who have completed the foundational art courses here at Coloma. This class encourages students to think and create more like professional artists using the TAB method. “Teaching for Artistic Behavior, or TAB, is an art teaching philosophy based on the artist’s practice. The TAB philosophy states that the child is the artist and the classroom is the artist’s studio.” Mrs. Ferguson uses this philosophy to help students develop ideas that are meaningful to them with increased depth and skill. Students research artists to inspire them, create rough drafts, refine their ideas, and learn how to use mediums of their choice in order to create an artwork that will support their voice.

Mrs. Ferguson asked the two artists: “Can you write me a short statement about your experience designing the cop car. What was hard or a struggle? What are you proud of? How did it feel to see the car with your design in person?”

Savannah Hamilton wrote: “Having the opportunity to help design the Coloma cop car is something I’m extremely grateful and proud of how it turned out. I am more than happy with how the whole thing turned out but if I had to pick one part, the peach festival hood was my favorite to create. Not only was it fun to create these designs but it was also an adventure to research the history of our town's qualities and characteristics for ideas. Seeing the final look of the car was mind blowing to me, I’ve never done anything like this and this was by far one of the coolest art experiences I’ve had.”

Selene Ramirez wrote: “My experience designing the cop car was one of a kind and if I had the opportunity to do it again I would! I had a lot of fun doing it as well. I feel like I mostly struggled with the way things should be colored. The design that Savannah was honestly perfect and I didn’t change one bit of it. I think I’m mostly proud of the way everything turned out and the way the colors fit so perfectly together. Seeing it in person was a whole different experience and it was a very proud moment seeing something we worked hard on finally being done and it looked amazing!”

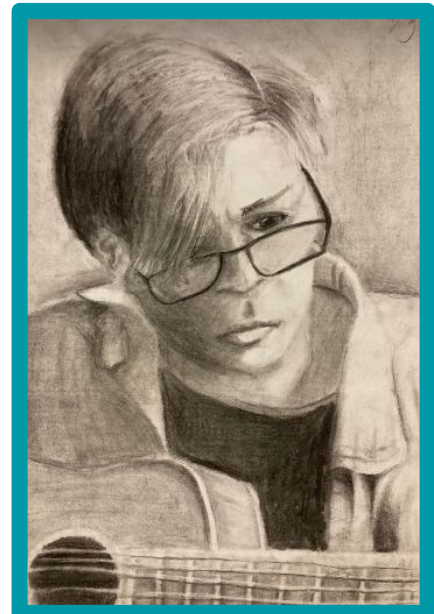


Senior Artist Spotlight!

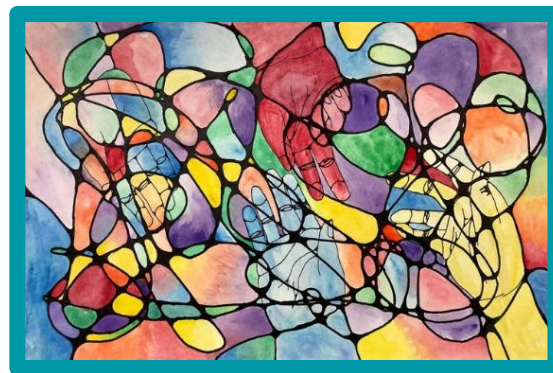
We have so many amazing 12th grade artists here at Coloma High School.



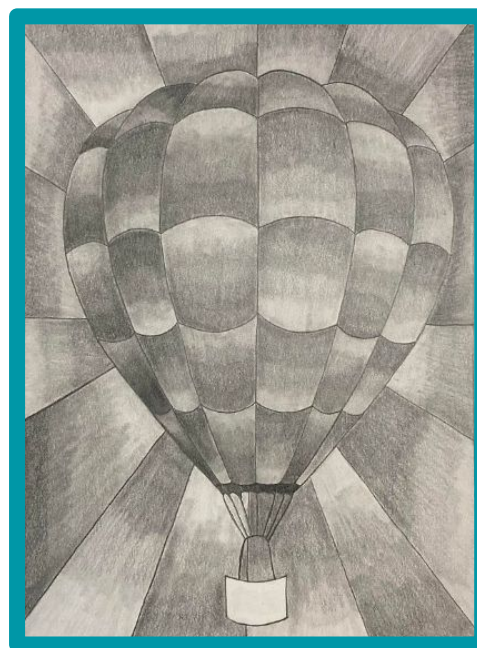
By Olivia Abbott
(12th Grade, Ceramics)



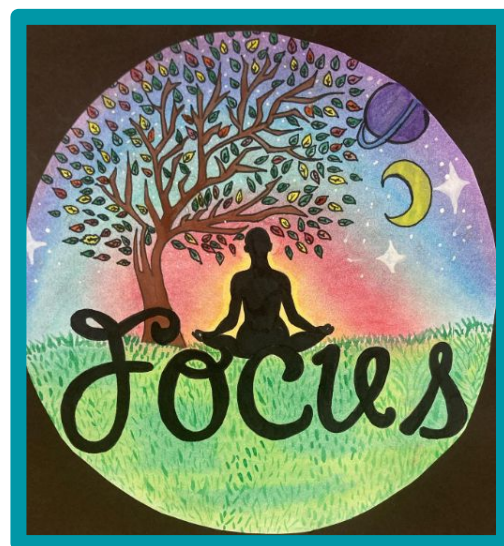
By Evan Kirby (12th
Grade, Intro to Drawing)



By Rosa Mock (12th Grade,
Intro to Drawing)



By Mackenzie Tackett
(12th Grade, Intro to Drawing)



By Leah Dyson
(12th Grade)

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STARFISH AWARD



“Don’t let opinions or beliefs of others become yours. Have an open mind and experience life for yourself.”

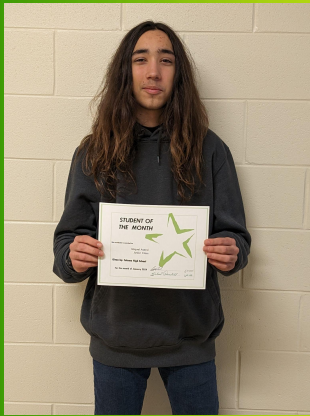
Since 1980, Mrs. Morris started as a Nurses Aid at the Community Hospital in Watervliet her senior year at Coloma High School. In 1983, she became a nurse having worked 43 years total in the Medical field with teaching CNA (Certified Nurse and PHCA (Professional Health Academy) for 10 of those years at CHS. She has a passion for helping students learn about Healthcare and teaching them how diverse the jobs and the education pathways are. On a personal note, Mrs. Morris spends her spare time with her family especially her two amazing granddaughters.



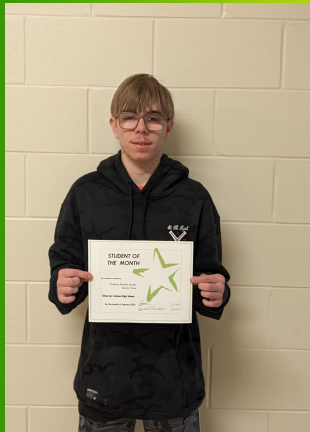
McKenzie Harris -
9th grade



Ava Cartwright
10th grade



-Miquel Asensi
11th grade



Nathan Perkins Nytko -
12th grade

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