

Earnet Comments

March 2021

Coloma High School



FROM THE DESK OF *Mike Churchill*

We are well into the 4th Marking Period of the 2020-21 school year; summer is right around the corner! Upon our return to school from Spring Break, we will be taking the MME tests required for graduation in Michigan. This will affect all grade levels to some degree, please pay special attention to the adjusted school schedule in this newsletter! Our School Counselor, Elyse Brogdon has worked tirelessly to create a testing schedule conducive to our students here at CHS THANK YOU, Ms. Brogdon!

As we get into Spring, please remember to follow as many safety precautions as you can regarding Covid-19. We have been fortunate enough to stay face to face far longer than many of the surrounding schools, not to mention being one of the few in the state! Simple things, like wearing a mask, keeping your distance, and washing your hands regularly will help tremendously! We MUST keep these things in mind in order to finish the school year in face-to-face learning! A huge thank you to the staff, community members, families, and students who do their part to keep us in school learning with our teachers each day!

Have a great Spring Break!



Testing season is upon us! Students in grades 9, 10, and 11 will be participating in state testing the week after Spring Break. In addition to familiarizing yourself with our testing schedule on the next page,, please review the below tips for a positive test taking experience:

- **Study:** The best resource for preparing for the PSAT 9, PSAT/NMSQT 10, and SAT is Khan Academy. All CHS students have a free, online account and can access full length practice tests, videos, and specific test strategies. Students are encouraged to take at least one full length practice test in the weeks leading up to the real thing.
- **Stay healthy:** Students should aim for a full 8-9 hours of sleep each night in the week leading up to the test (and every night beyond that!). As much as possible, students should also incorporate movement, a healthy diet, and relaxation in the days leading up to the test. Students should practice extra COVID precautions by wearing masks, social distancing, and regularly washing their hands to ensure they can attend school on the day of their test.
- **Plan ahead:** A few days before the test, students should finalize their transportation plans, collect all of the materials they will need on test day, and familiarize themselves with the test day schedule. On the day of the test, students should arrive on time, well-rested, and ready to go.
- **Attend:** Every single student needs to be *in attendance and on time* on their testing date. State testing is mandatory for all students in the State of Michigan and it is required for students to be present for each scheduled test.



April 2nd: ½ day school ends at 11:37am

April 5 - 9: Spring Break

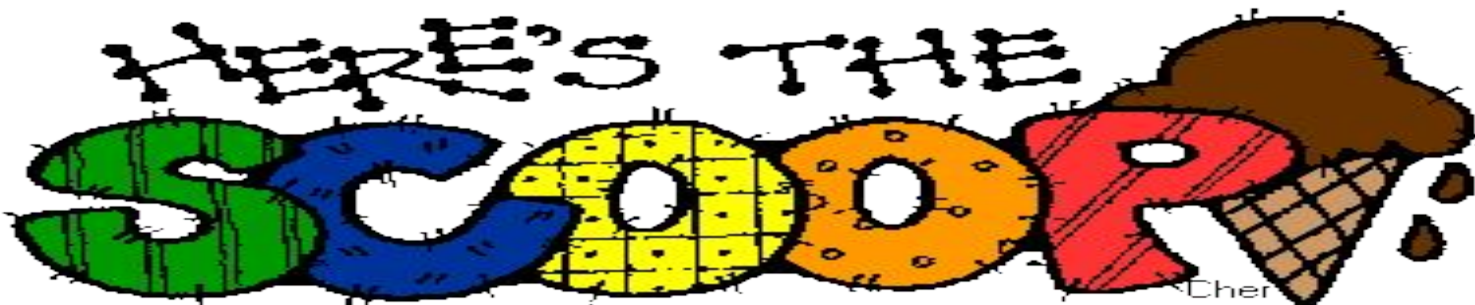
April 13 - 14: SAT Testing

April 21: Late Start - School Starts at 10 am

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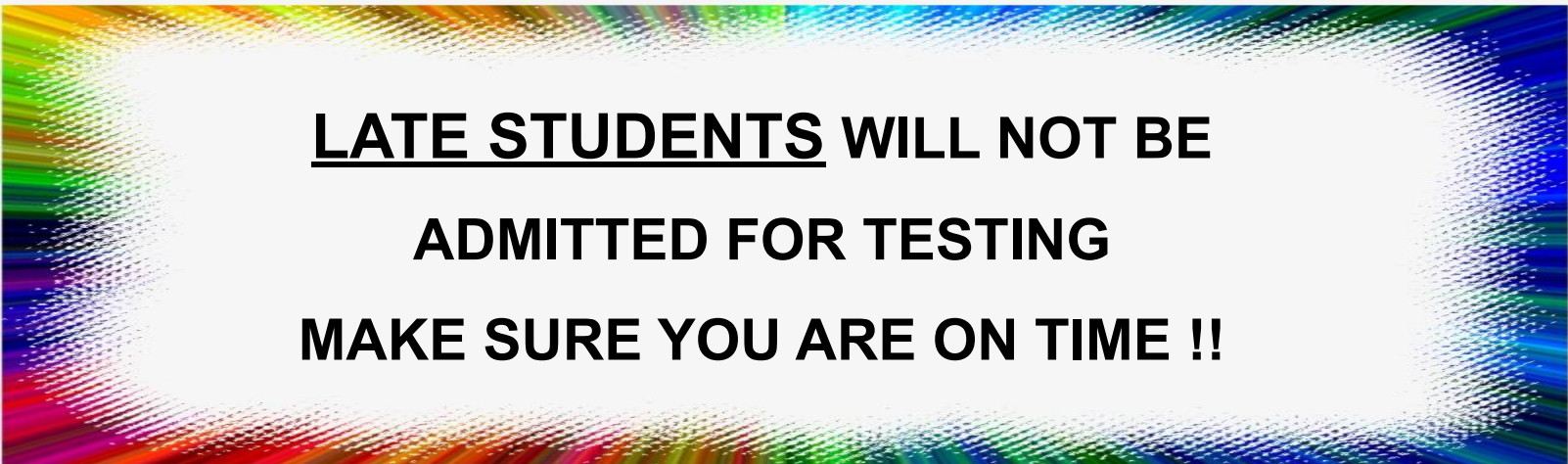
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IMPORTANT DATES FOR APRIL

Please mark your calendar!!

Date	Tuesday 4/13/21	Wednesday, 4/14/21	Thursday, 4/15/21
9th Grade	PSAT 8:00-11:05 - Breakfast available in cafeteria at 7:35 - Bagged lunches available at dismissal. - Leave school immediately after testing. - Must provide own transportation home. *Bring a calculator!	Delayed start - school begins 11:30 *Must provide own transportation to school	Normal day: begin at 8:00am
10th Grade	PSAT 8:00-11:35 - Breakfast available in cafeteria at 7:35 - Bagged lunches available at dismissal. - Leave school immediately after testing. - Must provide own transportation home. *Bring a calculator!	Delayed start - school begins 11:30 *Must provide own transportation to school.	Normal day: begins at 8:00am
11th Grade	SAT 8:00-12:50 - Breakfast available in cafeteria at 7:35 - Bagged lunches available at dismissal. - Leave school immediately after testing. - Must provide own transportation home. *Bring a calculator!	ACT WorkKeys 8:00 - 11:30 - Breakfast available in cafeteria at 7:35 - Normal day resumes at 11:30	M-STEP 8:00-10:30am - Breakfast available in the cafeteria at 7:35am *Chromebooks need to be charged!
12th Grade	Virtual day - work at home in Google classroom	Delayed start - school begins 11:30 *Must provide own transportation to school.	Normal day: school begins at 8:00am



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Ten Strategies for Teaching Shakespeare

At Coloma High School students are exposed to a Shakespeare play in every English Class they take, whether it be the famous tragedy of *Romeo and Juliet* or the comedy *The Taming of the Shrew*. As an English Department, we came up with 10 strategies we use when teaching one of the ever famous plays.

- 1. Make It Privilege:** Explain to the students that this is a once in a lifetime opportunity. Reading Shakespeare often starts with a lot of eye-rolling by students, that is just them being teenagers. It is usually a struggle at the start, but will end with students believing it was a worthwhile experience.
- 2. Assign Roles Every Day:** Each day of class has a list of the characters' names and which student is going to play the part. By assigning roles, it lets students have ownership of their characters and gives them a sense of security.
- 3. Act It Out:** Act out the play as much as possible. Use movement, set up a makeshift stage in front of the class, and use props as much as you can. Acting out the play makes the play come alive before each students' eyes.
- 4. As a Teacher, Take on Roles:** Take on the roles that no one else wants. Be the role model. Act out the silly parts, remember this is supposed to be entertainment.
- 5. Explain Sayings and Insults We Use From Shakespeare Every Day:** As a teenager, there is nothing more they like than insulting each other or using a funny saying. Students research sayings and insults that we use in our everyday language, that they don't even realize came from Shakespeare.
- 6. Check for Understanding Often:** An excellent way to check for daily understanding is to require students to write a summary of each scene in their own words. This will help motivate them to pay attention and let the teacher know how they are doing in the understanding of the play.
- 7. Sometimes, Just Go With the Flow:** It is important to check for understanding often, but it is also important for students to be able to experience the "flow" of a play, without always having to understand absolutely every word. So, just keep reading and have fun.
- 8. Use Many Comparisons to Real Life:** Find analogies wherever you can, between their lives and the plays you are reading. It is imperative for students to be able to relate to what they are reading, so that they don't get turned off. The plays written by Shakespeare are universal, with themes that relate well to every students' life.
- 9. Bring In Other Media:** As much as possible, bring in other media to help the students understand the play they are reading. Use a variety of sources that relate to the play, whether it is a film with the same themes or an audio-version of the play that will help the students "hear" the play.
- 10. Use a Daily Journal:** Writing daily journals while studying Shakespeare can be an effective tool to help students understand what they are reading and can become part of your daily routine. Journals can be used for daily summaries to help the students understand what they are reading or use the journals to write a "diary" entry from the point-of-view of one of the characters. Journals give students ownership of their work.

DAVID JACOBSON



Springtime, March 20th, comes with longer warmer days as many of us have begun to suffer from what is referred to as "Spring Fever". We all know what it feels like. We've all surely experienced it at one time or another, and many of us have done so on a yearly basis for decades. Spring fever is defined as "a lazy or restless feeling often associated with the onset of Spring".

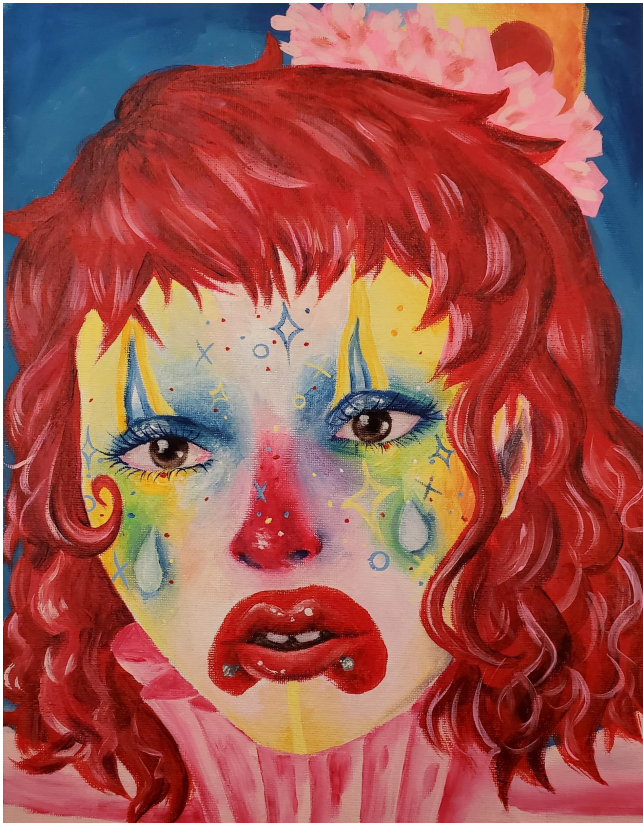
Two or three centuries ago, Spring fever was a disabling or fatal disease. Spring fever, also known as "Spring Disease" in the 1700's and 1800's, was an illness that usually occurred in the Springtime and involved fatigue, malaise, easy bruising, bone pain, hemorrhaging of the scalp and gums, and poor wound healing. If left untreated, it lead to jaundice, seizures, neuropathy, and death. Thousands of people died from old fashioned Spring fever (Spring Disease) prior to the discovery of adequate treatment. In the mid 1700's a Scottish physician named Dr. James Lind discovered that the terrible illness could be successfully treated by the ingestion of oranges, lemons, and limes. No one knew why these fruits worked to cure scurvy. The illness "land scurvy" usually occurred in the Spring of the year, and more commonly in urban areas, which were largely void of fruits and vegetables (and especially citrus fruits) during the winter. The more agricultural areas of the world had better access to fruits and vegetables that were stockpiled during warm months to be consumed during the winter. By Springtime, they became ill with the disease. "Sea scurvy" on the other hand, occurred throughout the year, and was thought to be a different illness than land scurvy. Sailors made long voyages encompassing months of time at sea during this era. Their diets on board ship rarely included fruits and vegetables, and thus, after many months at sea with vitamin C deficient diets, they developed sea scurvy. Dr. Lind himself had served in the Royal British Navy and had witnessed the suffering and deaths of countless sailors. His discovery led to British ships being stocked with limes for ingestion by the sailors to prevent scurvy. As a result, British sailors were eventually referred to as "Limeys". Land scurvy and sea scurvy were ultimately found to be the same disease, although the exact cause of the disease would remain a mystery until 1932 when ascorbic acid (vitamin C) was discovered by scientists in the U. S. and Hungary simultaneously.



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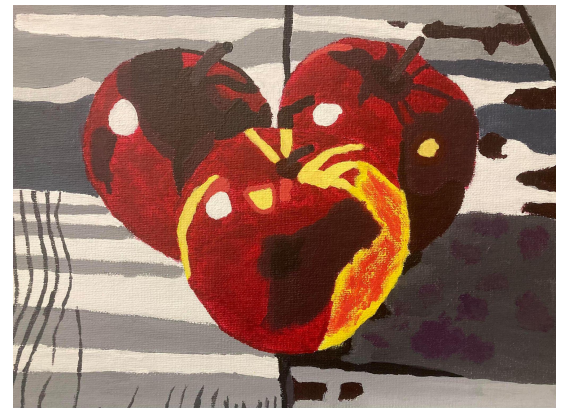
Brenna Moore 12th Grade



Molly McVay - 11th Grade



Mia Cole - 12th Grade



Otoniel Ramirez 10th Grade

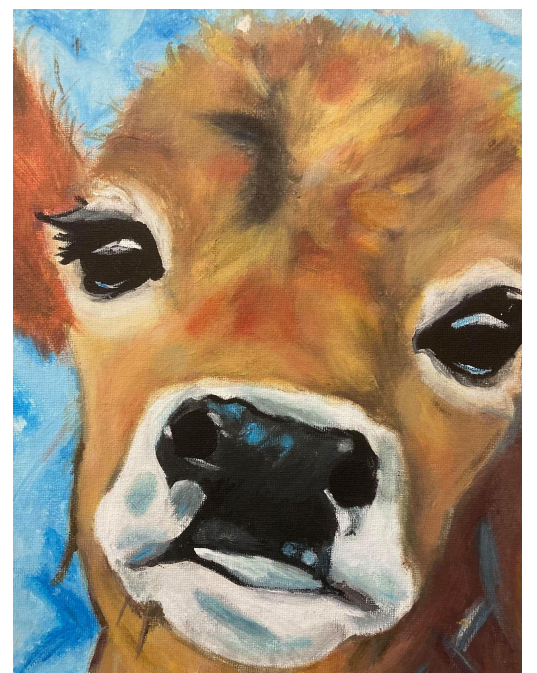
Art 2, Art 3, and Advanced Art spent the last few weeks studying the science of color theory. Artists invented the first pigments – a combination of soil, animal fat, burnt charcoal, and chalk – as early as 40,000 years ago, creating the basic palette of 5 colors including red, yellow, brown, black and white. Since then, the history of color has been one of ongoing discovery through both exploration and scientific advancement. The renowned mathematician Sir Isaac Newton invented the first color wheel. While studying white light reflecting off prisms, he noticed that the light reflected a spectrum of colors. Noting down the different hues, he believed the rainbow of colors shared a harmonious relationship. Following that train of thought, he compared the hues to music to discover the harmonious relationship between each hue. He identified each hue with a corresponding musical note. Then arranged those musical notes into a square, and then finally placed the colors on a rotating disk to see how they interact with each other visually. And that's the story of the ideation behind the first color wheel. (Fun fact: When you spin the color wheel, the human eye will only see white as the colors blend together.)



Jodi Dotson 9th Grade



Jaidyn Johnson 10th Grade



Savannah Hamilton 11th Grade

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Congratulations to Charis Lemoine for singing alto in this year's Michigan All-State vocal jazz ensemble. The choir was virtual this year and you can watch their virtual performance at:

<https://youtu.be/xHtegnQldM>



DNA



The Biology classes participated in a lab where they extracted DNA from their cheek cells. DNA is the substance that holds the secrets of life! The question that arises from this lab is: How can something so simple be the very stuff of life? Over the next few weeks, students will uncover the basic process by which DNA gets things done.



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MARCH

Students of the Month



9th Grade - Leah Dyson
10th Grade - Brodie McQuillan
11th Grade - Bailey McVay
12th Grade - Mason O'Neal



According to Irish legend, St. Patrick wasn't originally called Patrick. His birth name was Maewyn Succat, but he changed it to Patricius after becoming a priest.

Saint Patrick made his mark by introducing Christianity to Ireland in the year 432, Patrick wasn't Irish himself. He was born to Roman parents in Scotland or Wales in the late 4th century.

Although we've come to associate kelly green with the Irish and the holiday, the 5th-century Saint's official color was "Saint Patrick's blue," a light shade of sky blue. The color green only became associated with the big day after it was linked to the Irish independence movement in the late 18th century.

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