

Comet Comments—



Coloma High School Newsletter

January 2015

Principal, Mr. David Ehlers

MISSION STATEMENT:

We are dedicated to fostering pride in the school, the community and nourishing a positive self-image for every student. Our belief is that all students can and will learn best when excellence is expected; educational achievement will be obtained only when students are encouraged and challenged to attain this excellence.



**FROM THE DESK
OF
PRINCIPAL,
DAVID A. EHLERS**



Despite all the recent snow days, we at CHS have been busy preparing for the upcoming ACT & ACT WorkKeys Testing that all juniors must take. If you are the parent of a junior, you will be receiving a lot of reminders and test taking tips over the next month. In addition, parents of 9th, 10th, and 12th graders will receive reminders on when to attend and when to stay at home due to testing.

This year, our school calendar was printed before state testing dates were confirmed, so please do not follow the school calendar. Juniors will take the ACT, which is a free college entrance exam provided by the state of Michigan, on March 3rd. Only juniors (and the few seniors who are testing) will have to attend this day. On March 4th, we will administer the ACT WorkKeys Test to the juniors while the rest of our students report on a delayed start. We will be in contact about exact times as we draw nearer to the test date. The school calendar shows an additional day of testing on

March 5th. This day is no longer a testing day and is a normal school day for grades 9 – 12 to report at normal times. Please add these items to your calendars.

Finally, we will begin taking schedule requests of upperclassman soon. We attempt to follow the student's 4 year plan developed in 8th grade. Should at any time you have questions or would like to discuss your student's schedule, please call the high school and talk to Mrs. Megyese.

COUNSELOR'S CORNER

This is the time of year when we start scheduling for the 2015-16 school year. Presentations will be made in English classes along with handouts your student should take home. Students will be choosing their classes on line during the months of March and April.

Reminder to 2015 seniors-- please complete your local scholarship applications by their specified due date in order to qualify.

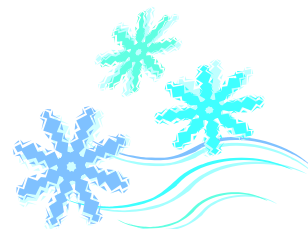
Mrs. Fran Megyese

VISION:

TOGETHER.....

**STRIVING AND
WORKING FOR**

**EXCELLENCE IN
EDUCATION**



UPCOMING DATES

February 13—

**Winterfest
NO SCHOOL**

**Teacher Professional
Development Day**

February 16—

**NO SCHOOL
Mid-Winter Break**

February 18—

**HS Parents pick up
Progress Reports
during Parent/Teacher
Conferences, 4-7 p.m.**



SALMON IN THE CLASSROOM

by Mrs. Sara Glisson

This past October, my students and I became stewards of 200 Chinook salmon eggs provided by the Michigan DNR. We are participating in the “Salmon in the Classroom” program, which is an interdisciplinary, hands-on curriculum that allows students to raise and care for the fish throughout the school year and release the young salmon “smolts” into a local river in the spring. This unique experience is correlated to Michigan’s High School Content Expectations and is also engaging since my students have become very enthusiastic in raising a live natural resource in our classroom! We are integrating a wide variety of academic disciplines in this year long initiative. More than 10,000 students at over 160 schools across Michigan have participated in this program since it began in 1997.



Eyed Eggs – October



Sac-Frys – November



Swim-Up Frys – January

Students and staff have enjoyed watching the changes in life cycle so far this year. The goal of this program is to immerse students in a classroom-based, hands-on learning opportunity, through exposure to salmon, their life cycle and to realize the benefits they have on the Great Lakes ecosystem. This will hopefully encourage a lifelong respect for the natural resources that we all enjoy and sometimes take for granted. During the first week of May, we will transport our young salmon to the Paw Paw River at Hayes Park in Watervliet. There, we will release them and eventually the fish will travel through the Saint Joseph River to Lake Michigan. After approximately 3 years in the lake, they will make their way (by smell) back to the Paw Paw River to spawn and then die. This is truly conservation education at its best!



UPGRADE OF THE DRAFTING/ENGINEERING ROBOTICS LAB COMING SOON

by Dr. Dale Quattrin



Dale Quattrin (center), from Coloma High School, is presented a 2015 Midwest Energy Cooperative Strengthening Grant award of \$2,500. The grant proposal was written for the purchase of monitors and monitor stands in order to upgrade about ten of the high school drafting and engineering lab computers to dual monitor systems. Midwest Energy had also awarded a 2013 Strengthening Schools grant to Dr. Quattrin toward the purchase of Solidworks mechanical engineering software licenses. Also pictured is Kurt Schantz (left), a Midwest Energy Cooperative lineman, and Cathy Haley (right), Career and Technical Education Director, Coloma High School.



MATH DEPARTMENT NEWS

by Mrs. Melissa Vegter

As a high school math teacher, it is often difficult to get students excited about the topics we study everyday. To start our latest PreCalculus unit on exponential functions, I found a great activity involving candy and exponential growth and decay models. First students, working in groups, would start with two M&Ms candies in a cup that would represent cancer cells. When they pour the M&Ms out of the cup, any candy that was M side up would represent a cancer cell duplicating itself (meaning we'd add another M&M to our cup). The students repeated this process until they ran out of candy to add to their cup. Meanwhile one of the group members would record in their lab sheet how many "cancer cells" were in their cup each time. After conducting their experiment another member would input their group's data into the graphing calculator and fit an equation to their data. As a group they answered questions about key characteristics of their graph and equation. They discovered that in fact they could develop a general understanding of how exponential functions work without being lectured to in a traditional set up. Also, they were able to see how realistic these functions are to real life, as many of our students have unfortunately dealt with a family member with cancer.

After the "cancer cell" experiment we conducted another experiment exponential decay. They started with all their M&Ms in the cup and poured them out. Any M&Ms that were M side up were removed from the "population". After several trials the students again worked together to enter their data into the graphing calculator and fit an exponential model to their data. They again worked together to answer questions and find key characteristics of exponential decay functions. We then as a class discussed differences and similarities to exponential growth and decay models. This was an excellent lesson for our students to gain some math confidence before a difficult unit. I'm very proud of my classes for the growth and responsibility they portrayed during this activity, and the whole unit.

——continued on next page——



MATH DEPARTMENT NEWS—cont. by Mrs. Melissa Vegter

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Below are some of the many photos I took during the activity. You can see the students working in groups around their M&Ms, lab sheets, and graphing calculators.



PUPIL COUNT DAY

IS FEBRUARY 11

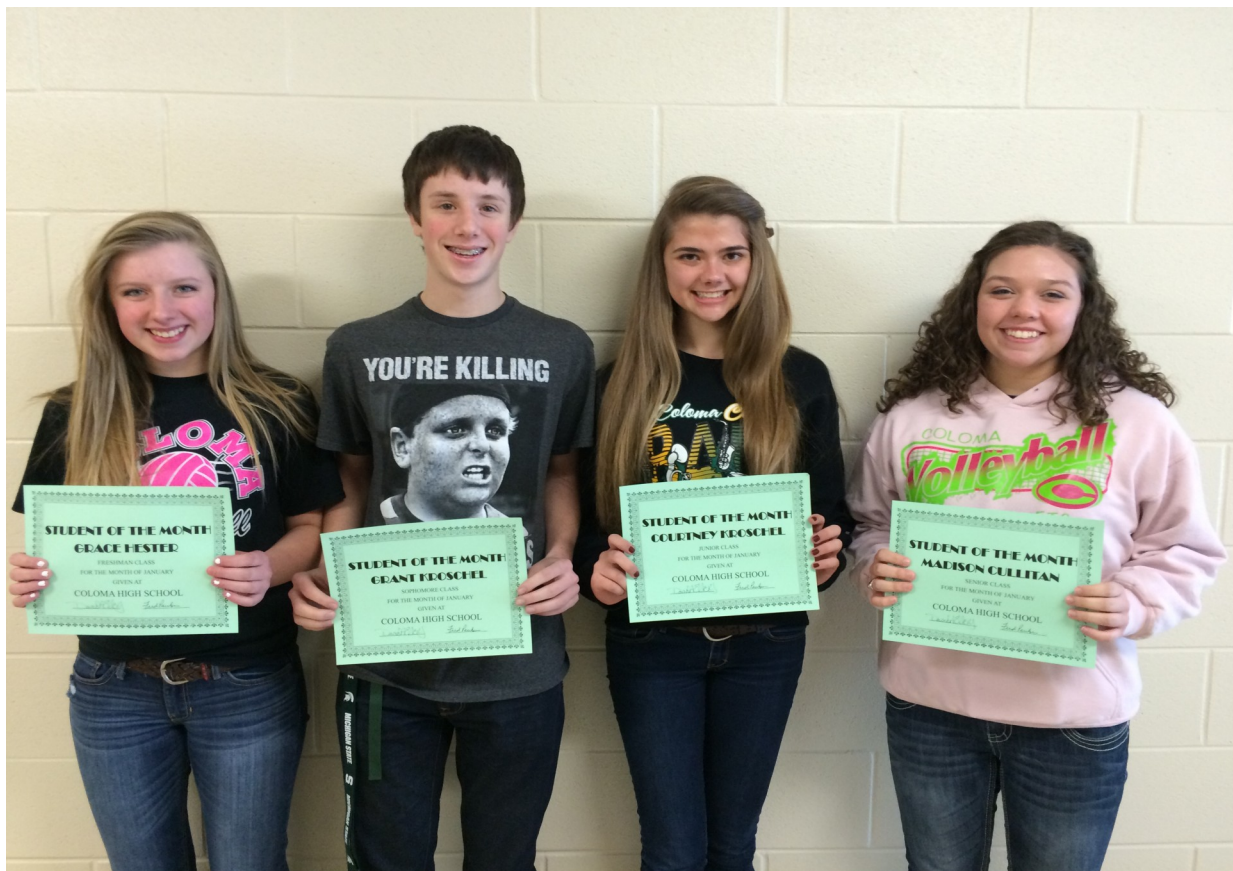
PLEASE MAKE SURE
YOUR CHILD IS IN
ATTENDANCE ALL
DAY ON THAT DAY



**COLOMA HIGH SCHOOL
JANUARY STUDENTS OF THE MONTH !!**

Congratulations to:

**(l-r) Freshman--Grace Hester, Sophomore—Grant Kroschel,
Junior—Courtney Kroschel, Senior— Madison Cullitan**



DATE CHANGES FOR MARCH

Please mark your calendar

- March 3** ACT Testing, Only juniors report
- March 4** Juniors report all day, testing. 9th, 10th, and 12th, delayed start.
More information with times will follow
- March 5** Regular day for all HS students



MARBLE VELOCITY

by Mrs. Brande Van Niel

$$\textit{Velocity} = \frac{\textit{Distance}}{\textit{Time}}$$



One of the content standards in physics students are required to master is how an object's position can be measured and graphed as a function of time. Students currently taking Physics Essentials investigated this relationship by observing the amount of time it takes for a marble to fall through a measured amount of shampoo in a graduated cylinder. To begin the activity, students determined the distance in millimeters between each 10mL graduation of a 100 mL graduated cylinder. The cylinder was then filled to the 100 mL mark with shampoo. One student dropped a marble into the cylinder while another student recorded the amount of time it took for the bottom of the marble to reach each of the 10 mL marks. Students then added 8mL of water to the shampoo in order to reduce the viscosity of the shampoo. This allowed students to observe the effect of viscosity on the speed of the marble. Once students collected the data, they created a distance-time graph to compare the slope of the line to the speed with which the marble fell through the regular shampoo versus the diluted shampoo. Not only did this activity help students master a required content standard but also reinforced graphing and teamwork skills.





Come out and see our new auditorium
and the Coloma High School Drama Club!
by Mrs. Sara Glisson



Coloma High School Drama Presents:

“Just Another High School Play”

Saturday, February 21 at 7:00 p.m.

Sunday, February 22 at 3:00 p.m.

In the new CHS Theater!