

## Colusa High School Board Report- NEW CLASSES for 2016/2017

### 1. AP Spanish (15 students)

The AP students use the Temas textbook that follows the themes of the AP test, and was written by one of the AP test authors. The goal for the class is to prepare the students for the AP test at the end of the year, and making them more comfortable with speaking in a second language. The textbook is set up to follow the themes of the AP test, and was written by one of the AP test authors. It is very comprehensive and covers reading, writing, listening, and speaking activities, while also reviewing grammar from prior years of study. The workbook is set up in the exact same manner as the AP test, so the students should be less anxious when taking the AP test.

Topics studies thus far include:

Family & Communities

Science & Technology

Beauty & Aesthetics

Next semester we will study:

Contemporary Life

World Challenges

Personal & Public Identities

We compare and contrast each theme to another country. All students have been assigned a Spanish Speaking country in order to do the comparisons. We have been listening to authentic interviews and talking about the themes and how it relates to us, our culture, and other countries' cultures. We will also be prepping for the AP test next semester in May.

The Spanish club has been brought back to the CHS campus with the help of the AP Spanish class.

### 2. Speech/Debate (15 students)

- The class entered the Speech Competition in the Capital Valley Forensics League at Antelope High School November 5<sup>th</sup>. Several students scored well in Original Oratory, and Dramatic Interpretation speeches.
- On December 10<sup>th</sup> the class observed Lincoln Douglas and Public Forum debates at Davis High School. Students took notes and discussed topics with debaters from around the Sacramento area.

- Overall, students have learned and performed six different speech protocols and different debate styles

Upcoming Events:

- Next semester, students will enter local speech competitions like the Lion's club annual contest among others.

**Speech/Debate class demonstrates all of our school ESLRs (Informed Citizen, Effective Communicator, Problem Solver, Critical Thinker, and Academic Citizen)**

### 3. PE Weightlifting and Fitness (15 students)

Students benefit from the following focus points:

- Actively participating in daily physical activities that incorporate various muscle groups and movement patterns
- Students partake in a progression weight training program that allows them to self-assess and monitor progress on a daily basis.
- Students demonstrate the necessity of a balanced training regimen, including stretching, weightlifting, bodyweight training, and cardiovascular exercise.
- Students make meaningful connections to anatomical landmarks, as well as being able to identify various muscle groups and how to exercise them.
- Students establish healthy habits by training every day, and track progress by recording scores in their journal. The journal is progression, and begins with low repetitions of 3X3. The repetitions progressively get higher through the course of a four-week segment, ultimately ending with 10X8X6, and starting back over at 3x3.
  - Students understand that if the program is followed correctly, the amount of weight that they are able to lift will increase during each four-week segment.
- Students are able to demonstrate weight room safety, by using proper lifting techniques as well as learning to "spot", in order to ensure all students are safe at all times.

In the near future, students will:

- Graduate to higher-level, multi-joint compound exercises.
- Not only identify muscle groups, but explain how the muscles work together in order to perform a particular exercise.
- Be able to identify, discuss, and most importantly avoid a number of common injuries related to athletics and weight training
- Develop a training program specific to their individual goals.

#### 4. Anatomy & Physiology (31 students)

The focus for this class is on the structure and function of the human body through a medical profession lens. The labs performed by the students relate the concepts being studied to real world situations such as:

Autopsies, drug dosage in chemotherapy, Cytotoxicity, and identifying fracture types in X-Rays.

Next semester we will be exploring:

the muscular system, the nervous system, the endocrine system, the digestive system, and the reproductive system.

#### 5. ELD class (19 students)

**ELD 1:** Newcomers (students who have been in the U.S. for 12 months or less and are at Level 1 Beginning)

Curriculum: *Keys to Learning* by Pearson Longman

Vocabulary: classroom objects/people/actions, common everyday expression

Speaking: ask and answer information questions

Reading: read conversations and stories about school for comprehension and fluency

Grammar: learn to use subject pronouns, the present tense of *be* and *have*, plural nouns, possessive adjectives, articles *a* and *an*, demonstrative pronouns, and the possessive 's

Writing: write about yourself, your favorite class, and the things in your backpack

**ELD 2:** Advanced

Curriculum: *Keystone* by Pearson Longman Level D (curriculum that integrates language development and 9<sup>th</sup> grade Common Core Standards)

Vocabulary: range of academic, content-based vocabulary and literary vocabulary that is pre-taught prior to each reading

Speaking: participate in discussions about academic content/readings using higher order language

Reading: read a balance of both informational and literature based texts

Grammar: order of adjectives, adverb clauses of time, prepositions of place, identifying and nonidentifying adjective clauses, sequence words, conditional sentences

Writing: 1-2 paragraph responses that include rough drafts and a final draft in MLA format; describe a character, describe an object, describe a place, describe an experience, write a fictional story

**Now:**

Review/Practice above information for final exam

**Future Plans:**

Continue with vocabulary and grammar scope and sequence while increasing writing demands and speaking opportunities