The Student Recognition Breakfast for Quarter 1 was held at the Glass Onion on Thursday, November 19, 2015. Seven students were nominated for awards by members of the faculty for a variety of reasons including: improvement in academic achievement, positive attitude and motivation, and notable service to the school. These students serve as role models for other students at MUHS. The event kicked off with a positive message from Superintendent Peter Burrows about academic engagement. Everyone enjoyed a wonderful breakfast prepared by Woody Danforth and his culinary students. Principal William Lawson congratulated all the students and their families, as well as the nominating teachers, before presenting the award certificates.

Students recognized: Eli Miller by Karen Greene for his work in English, Ben Silver by Justin Gay for his work in Environmental Science, Mary Lynch by Liz LeBeau for her work in choir, Robert Pike by Michelle Magnano for his work in math, Lucas Pyle by Cindy Atkins for his work in chemistry, and Brandon Porey by Devon Walsh and Al Calzini for his work in the Alternative Education Program. Deanna Hilaire was not able to attend but, she was recognized by Casey O’Meara for her work in world history.
Congratulations to the following students for being accepted into the District Jazz Ensemble via auditions this fall. The festival will occur in March at The College of St. Joseph.

Alto Saxophone - Marcelo Hanta-Davis, Oziah Wales
Tenor Saxophone - Jakub Kraus
Trumpet - Joshua Girard, Julian Schmitt
Trombone - Addy Parsons, Haven Tate
Guitar - Tobias Broucke

Congratulations to the following students for being accepted into the District Concert Band via auditions this fall. This year every student was accepted from MUHS into the Concert Band! The festival will occur in February at The College of St. Joseph.

Flute - Sophie Saunders, Meigan Clark, Sarah Grace Kutter
Oboe - Kate Wallace
Clarinet - Greta Hardy-Mittell, Matthew Ferguson, Abigail Benz
Tenor Saxophone - Jakub Kraus, Oziah Wales
Baritone Saxophone - Josie Abbott
Trumpet - Joshua Girard, Julian Schmitt
Baritone Horn - Maise Newbury,
Trombone - Addy Parsons, Ev Pyrfrom
Bass Trombone - Haven Tate
Tuba - Christopher Garner
Percussion - Micah Rubin
“Go Big or Go Home” was the theme of this year's fall musical at MUHS. 71 students undertook the herculean task of presenting Stephen Sondheim's *Into the Woods*. This was an extremely challenging show for our student actors, musicians and technicians, and they were extremely successful! We had 47 actors and dancers onstage, who spent seven weeks rehearsing scenes with Shannon Bohler-Small and songs with teacher Liz LeBeau. Students performing in their last fall musical include Ian McKay, Addison Wales, Jacob Klemmer, Tsering Chophel, and Crystal Doran. The pit orchestra of 12 student musicians, under the direction of music teacher Anne Severy learned three hours of music. We are so grateful to our parent volunteers for help with food, costumes, publicity, ticket sales and amazing support. We had large audiences at each show; we thank our community for its support!
At the end of October, members of the English Department accompanied 145 students from 9th through 12th grade to Middlebury's Town Hall Theater. There they saw the Middlebury Actors Workshop's production of Paul Zindel's 1971 Pulitzer Prize winning play, The Effect on Gamma Rays on Man-in-the-Moon Marigolds. Please see www.middleburyactors.org for more information on the production.

Here are a few student responses:

"The actors and play made the themes of the book (like the family's struggle with mental health) more tangible and relevant to teens. The intimacy and closeness of the set in the theater...created an intense emotional connection between audience and characters." - Alyssa Crogan '16

"The play was extremely moving and...made it relatable to teens and everyone who attended! The acting truly brought the book to life and the question/answer segment after provided deeper understanding to complex characters and created a connection between the audience and the performers. It was a very worthwhile experience!" - Sophie Saunders '16

"I thought it was a fantastic way to get out of the classroom and experience theater for ourselves instead of just reading about it in class. The way you see and understand the play is so different when you can see it in person and live. It sticks with you and makes a much greater and lasting impression on you." - Elias Wyncoop '16

Ella Nagy-Benson, a MUHS 10th grade student, had a chance to sit down and interview Carol Tomlinson, a renowned educator, after having heard Carol give a keynote at the Vermont Standards-Based Learning Symposium at St. Michael's College on Friday, November 20th. Ella is studying education reform in a team of three with a student from CVU and Harwood UHS. This work is part of an independent study at MUHS and through a course called What's the Story? The Vermont Young People Social Action Team. www.whatthestoryvt.com
English Department Continued

The Digital Storytelling students journeyed to Weybridge Elementary school to meet kindergarten and first grade students in Joy Dobson's class and record their stories. MUHS students returned to their computers late in quarter one to edit those audio stories: cutting them down and arranging the primary audio along with sound effects and music. Another Digital Storytelling course will run during quarter four.
Science News

Winning Challenges & Looking to More in the Future!

Technical Design and Build students had a successful experience at the 2015 UVM TASC Engineering Challenge on November 21st. The students had spent the last couple of months working on a robot that could pick up tennis, lacrosse, and golf balls and put them into different scoring positions on a tilt-able, see-saw like field. The competition had over twenty teams from Vermont and New Hampshire. In the first round (of two), the Middlebury Union High School team won the award for Highest Score in the Performance Run. Winning the Qualifying Round seeded the team first in the playoff round, which was won by a team from Hanover, New Hampshire. The Middlebury team won a drone and a whole bunch of admirers from the state. The team is very thankful to ACEEF for the grant that allowed them to purchase the robotics system that helped make their success possible (see the November newsletter). The Technical Design and Build class will be working through a few more challenges, including hosting a school-wide challenge for any interested students, so keep an eye out for those announcements.
Students in Earth and Physical Science have started their studies in atmospheric science. The first challenge is to design, build, and test a passive solar home. These homes will directly connect with our study of heat transfer in the atmosphere, greenhouse gases, Earth’s heat budget, the carbon cycle, and albedo.

Students in Chemistry have studied types of reactions which includes being able to predict the products created in a reaction based on the type of reactants involved. They have also completed a unit on stoichiometry (which is a fancy word for mathematical relationships between substances in a chemical reaction). During this unit, students completed several labs which gave them hands-on experiences with the concepts covered. Currently, we are studying states of matter and a few of the fundamental gas laws.
The French department has been busy this semester with various projects and field trips. On November 10th, 25 students and their teachers travelled to Montreal. Our day started with a tour of the McCord Museum (en français, bien sûr!), followed by a trip to the Atwater Market. At the market, the students participated in a photo scavenger hunt and ordered their lunches in French. They picked up sandwiches, croissants, pastries, cannolis, chocolates, and checked out the smoked meats and foie gras. We then had a guided tour of Notre Dame Basilica and the sights of Old Montreal before treating ourselves to a crêpe dinner. It was a gorgeous day in Montreal and a great opportunity for some hands-on cultural and linguistic learning. For example, the immediate consequences of not being able to read a street sign (trottoir barré) led to a few students walking in wet cement!

Students have also been working on several collaborative international projects. Students have been writing letters to our pen pals in Aix-les-Bains, France and Dakar, Senegal. We are excited to receive letters back from them soon. Following the November 13th Paris attacks, students also created artwork to show solidarity with our French pen pals. We created a “peace wall” with the images which were sent to Aix-les-Bains for an identical peace wall in their classroom. We look forward to continued collaboration with these schools, as well as an upcoming project with an elementary school in Port-au-Prince, Haiti.
On November 20th, Ms. Bailey and her AP Spanish class headed to NYC for their annual overnight immersion trip. The trip was full of new cultural and linguistic experiences. Students attended a theater production of *La casa de Bernarda Alba*(a play by Federico García Lorca that was read in class). Students loved watching the characters come to life. We even got to meet the actress who was one of the main characters the following day at our next performance and got her to sign our playbills. After the play, we visited the Metropolitan Museum of Art where students viewed works from the exhibit titled *Collecting the Arts of Mexico* as well as art from many other exhibits of their choice. Friday evening ended with a dinner at the famous Cuban restaurant Guantanamera where we listened to live Salsa music and enjoyed trying new foods.

On Saturday, we headed to Spanish Harlem. We ate breakfast at a Mexican Bakery and continued on our way to a walking tour of the Barrio’s murals led by Ms. Bailey. At each mural, students read about its history and discussed the work. The tour ended at the Museo del Barrio, where students viewed various exhibits: Rodríguez Calero: Urban Martyrs and Latter Day Santos, Cut N’ Mix: Contemporary Collage, and Presente! The Young Lords in New York. Students discussed the art in class on the Monday after the trip and they will soon be making ‘acrollages’ (a term coined by artist Rodríguez Calero) to portray their own mix of identities through art. At the museum, we met our second celebrity of the trip: Rodríguez Calero, or la RoCa. After the museum, we grabbed a quick taco, or two or three, from a taco stand on the street and then we attended a flamenco show performed by Olga Pericet and her company at the Repertorio Español. We were sad to leave Spanish Harlem. Students noticed how the people of el Barrio are very open and friendly in comparison with other parts of New York. However, we left one good thing for another. Words cannot express how amazing the performance was; the students said they felt goose-bumps during the show. They felt the ‘duende’ that one feels during such a show, the thing that makes one yell out ‘ole’ at a flamenco show.

The trip was wonderful. Every aspect fit together serendipitously. Students made connections between the flamenco performance and la RoCa’s art, the Met paintings and the play’s characters, their lives and the lives of others.
**HOBY Selections**

This year, Jane Holmes, Krystian Gombosi and Ezra Marks have been selected to represent MUHS at the annual Hugh O’Brian Youth Leadership (HOBY) Conference. This conference brings together tenth grade leaders from high schools around Vermont to discuss social, business and political issues as well as to help develop their leadership skills. The Vermont Conference will take place May 26th-May 29th at Saint Michael’s College in Colchester, Vermont. Congratulations to this year’s representatives!

**VSAC Forms Night**

On **Thursday, January 14th at 6:30pm**, Carrie Harlow from VSAC will once again be available to help parents of current seniors apply for financial aid. Carrie will be using the Learning Center computer lab to help parents get started on the FAFSA (Free Application for Federal Student Aid Form). Space is limited, so if you are interested in participating in the forms night, please reserve a spot by calling Mary Anne Bearor at 382-1195.

**Winter Weekend with the Governor’s Institute**

Winter Weekend, held in February, is an exhilarating and inspiring academic weekend for all Vermont 9th-12th grade students. At Winter Weekend, students take on an intensive intellectual challenge, spend the weekend on a college campus, gain exciting new skills and ideas, and explore future career paths. In all GIV Institutes, students are surrounded by their peers, make new friends from all over Vermont, and connect with professionals who support their passion and curiosity for learning.

Students at Winter Weekend pick one topic to be their primary focus. There are 2 weekend options; February 5th-February 7th at Goddard College and February 19th-February 21st at Goddard College. Topics vary by weekend and include:

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<th>February 5th-7th</th>
<th>February 19th-21st</th>
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<tbody>
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<td>Astrophotography</td>
<td>Acting Masterclass</td>
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<td>Debate and National Issues</td>
<td>Biomedical Research</td>
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<td>Fiction Writing</td>
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<td>Global Issues Dialogue</td>
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<td>Hacking and Cybersecurity</td>
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Registration begins on December 10th. Visit the Governor’s Institute Web-site at [www.GIV.org](http://www.GIV.org) to register and learn more about programs offered.

**Dual Enrollment Opportunities**

The **Vermont Dual Enrollment Program** allows high school juniors and seniors to earn college credit while enrolled in high school. Students participating in the program may take up to two tuition-free courses during their junior and/or senior years of high school. Please see your school counselor for more information and to register for a second semester college course!
Success Saturday - Save the Dates

Success Saturday is back! The Learning Lab will be open for tutoring from 9:00 a.m. to 12:00 p.m. on the following Saturdays: **January 9, March 26, May 21.** These dates were selected to correspond with the dates nearest to interim grade reports and the end of each quarter. Students **must sign up in advance** in the Learning Lab. Snacks are provided. Success Saturday is a great way to stay caught up or to get caught up, to study for a test, or to work on a paper.

The Learning Lab provides tutoring in a positive and supportive environment. Tutoring is available to all MUHS students for all subjects and classes. Tutoring is provided by two licensed teachers, peer tutors, Middlebury College students, and community volunteers.

The Learning Lab is open Monday through Thursday from 8:00 a.m. – 4:00 p.m. and Fridays from 8:00 a.m. – 3:00 p.m. and is located in room H-103. Please call Abigale Stannard-Mackey and Tammi Beattie at 382–1165 if you have any questions.
Inside This Issue

1 Student Recognition Breakfast
2 Fine Arts-Music
3 Fine Arts-Fall Musical
4 English Department
5 English Department Continued
6 Science Department
7 Science Department Continued
8 World Language
9 World Language Continued
10 Guidance Department
11 Success Saturday

Catch us on the Web: http://muhs-school.org/