



BROWN & GOLD

Haverhill High School

March 2024



Conneely's Corner

Congratulations to the **JROTC Marksmanship Team** who came in 2nd place at the Shoulder to Shoulder Marksmanship Competition at Revere High School.

Hillies will have an **early release** on Wednesday, March 20.

No School on **Good Friday**, March 29

There will be a free **Youth Mental Health First Aid training** certification course for any interested 18 year-old senior on Friday, March 29 (Good Friday) from 9-2. Sign up and more info on 2024 GC.

Upcoming **AP Mock Exams**:

AP Gov April 6
AP Euro April 27,
AP Bio March 14-15
AP Physics March 16
All AP Math March 23

Unsurprisingly, the **Winter Formal** has been **canceled** due to the lack of tickets purchased.

Attention Seniors: the **HHS Scholarship Portal** is open! Check your email from guidance or Naviance for the application!

St. Patrick's Day will be observed on Sunday, March 17.

Upcoming Student Council events:

Coffee House, Wednesday, March 13, 7-9 in Library.

Student v. Faculty Basketball Game, Wednesday, March 27, 3-5.

Trivia Night, Thursday, April 11, 6-8 in the Library.

ELA MCAS, March 26-27. Grades 10-12 will have a late start at 10:30.

High school adding several AP courses

AP Seminar, Research, African American Studies coming to course catalog

By Emily Miller

HAVERHILL-There's been a lot of talk over the last couple of months about the course offerings and programs offered at the high school and that talk has swiftly turned to action.

In an effort to provide students with opportunities for advanced study, the high school will be introducing several new Advanced Placement courses over the next three years: AP Seminar, AP Research, and AP African American Studies.

Next year, sophomores, juniors, and seniors

will be given the opportunity to enroll in AP Seminar. The following year, AP Seminar students will be able to continue their studies in AP Research. AP African American Studies will also be offered through the History Department starting in the 2025-2026 school year.

Teachers like Kimberly Sholds, who teaches history at the high school and taught AP Research at Chelmsford High School for four years, are excited about the additions to the course catalog.

According to Sholds,

not only did many of her past students simply enjoy the course, many of them went on to expand upon the work they did in her classes in higher education.

"A majority of my students who took AP Research started their research in AP Seminar and continued their work into their college careers," noted Sholds. "My students in the past years have enjoyed these courses because they work with others to find similarities in interests," she added.

Victoria Lu, Associ-

ate Principal at Haverhill High and a driving force in bringing these programs to Haverhill, also spoke to how AP Seminar and Research encourage students to take control of their education, which typically has positive results in terms of student engagement and future success.

"I think that these three new Advanced Placement courses will be very beneficial to students, because these are courses where students can actively conduct their own research projects

which will prepare them for their future decisions, such as [those they will need to make] at a 2 or 4 year college," shared Lu.

According to the College Board, the parent company of all official AP courses, AP Seminar is designed to "develop and practice the skills in research, collaboration, and communication that [students will] need in any academic discipline.

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PINNING & WINNING



State Champions Brent Nicolosi (left) and Cale Wood (right) Photos courtesy of Marilyn Caradonna

Hillie Wrestling brings city first team state title in 25 years

By Makenzie Hillsgrove

HAVERHILL-Despite a long winter season, the Haverhill High Wrestling team never "tapped out."

For the first time in Hillie Wrestling's history, the 2023-2024 squad brought home the State Championship, along with the even more prestigious All-State Title.

Wrestling's State Title is the first time a Hillie Varsity sport has won states since the Boy's Track and Field team did it 25 years ago, in 1998.

Head coach Tim Lawlor, who also received the honor of being named Coach

of the Year, conveyed a deep sense of pride in his team's accomplishment, but he also spoke to how the hard work and dedication that has defined Hillie wrestlers transcends the mat.

"I take a lot of pride," Lawlor said. "We face a negative stigma, and our success when we show up to other schools shows that they really are great kids. [It makes me] really emotional, the boys will tell you."

Although most are familiar with the significance of winning a Division I State Championship, the All-State Championship is

even more coveted. As opposed to States, where multiple Division I teams compete against Division I rivals, the All-State Championship brings in a much larger pool of student-athletes. In this meet, wrestlers compete against the best of the best from schools in the MIAA top three divisions.

Despite this influx of competition, Haverhill's very own Brent Nicolosi was able to dominate the stiff competition in the 165-lb weight class. Nicolosi, senior captain and former regional and reigning State Champion, took States yet again-

and also secured a second title the following week at the All-State Championship.

Nicolosi spoke about the glory he felt after winning the grueling match, and how it reflected on not only his own but his team's winning effort.

"It felt great winning, but winning as a team was even more awesome because it's never happened before. Our team has worked really hard," Nicolosi said.

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Cooking up careers at Coffee Cafe

High school's culinary arts program serves up specials, skills

By Emmerson Cerasuolo

HAVERHILL-HHS offers an extensive menu of courses to prepare students for careers after high school but, without a doubt, the most appetizing dishes are cooked up by the Coffee Cafe.

The Coffee Cafe has been a full service restaurant operating in the L-wing for over 20 years. It provides over 100 high school staff members with hot breakfast and lunch items daily, running daily and weekly specials just like any other restaurant. However, there are two ingredients that truly set the Coffee Cafe apart: the dedication of culinary arts teacher Adam Marchand and the spice added by the fact that all meals are prepared by Hillies themselves.

"The students put a lot

of effort into each part of the Cafe," Marchand said. "Whether it be prep, the actual cooking, or giving a smile while working the register, these kids take a lot of pride in our program."

Dinorah Peralta, Grade 11 Assistant Principal, can attest to Marchand's praise.

"The prices are reasonable, the service is good, and the students are learning," Mrs. Peralta said. "The fact that I have a place that I and other staff members can go and have freshly made breakfast and lunches allows us to reap the benefits of the hard work from the staff and the students in the Cafe."

Peralta also discussed how students who may not excel in a conventional classroom setting are given

an opportunity to learn in a different way, which really makes the biggest difference.

"A benefit of the Coffee Cafe is that students who may normally not find much success in the regular academic setting are able to have success because of the way that they are able to be taught and also have hands-on experience in a real restaurant," Peralta said.

Marchand's course is called "Fundamentals of Vocational Skills - Culinary" and runs multiple classes a day throughout the school year. If students are interested in enrolling, they can reach out to their guidance counselors to sign up.

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Culinary arts student Dylan French

Brown & Gold

The mission of the Brown & Gold is to provide the Haverhill High School community with accurate, socially significant, and thoughtful news. As an organization of dedicated, conscientious, and curious journalists, we honor and revere our responsibility to ensure that our readers are equipped with all of the necessary information to make the mature and deliberate decisions that are the foundation of rich and ethical lives.

A student's view from the director's chair 'Seussical' the musical: 'it's no small thing'

By Isabella Budd



HAVERTHILL-I have been in Drama Club since my sophomore year, so I have played many roles. But, as a senior, I got to play a new role: director!

This was my first time ever directing a show. Having been a performer many times, this was an exciting opportunity to be the one charged with the creative vision.

It was such a new and exciting experience that carries a lot of ups and downs. Since it was one of the first times I haven't been on the stage, I feared it wouldn't piece together on the stage as I planned in my head.

Melissa Allen, the advisor for the Drama Club, felt allowing students like me to direct would shake things up a bit and reward soon-to-be-graduating members of the club.

"I think for me I don't ever want us to get caught in a rut, and eventually I think I'd like one-act to be student-directed," she said. "I think it's a really good learning experience to figure out how to take something from page to stage, and I think it's a good culminating challenge for upperclassmen."

Ms. Allen also noted that student directors also

gain new perspectives on the art of putting on a great show.

"I like that it develops some empathy for what it's like to be a director," Ms. Allen said. "I think it also makes them better actors, seeing the show a different way in the director's chair."

The show I directed was "A Long Trip," and it tells of an older couple dealing with the wife's progressing dementia while her husband tries to help her preserve the memory of when they first met and fell in love so she can still hold and cherish those moments. In flashback, the story follows their first meeting, which included sharing their first kiss.

I had a vision for this one-act play and that was to truly display the rollercoaster of emotions the story held. Throughout the audition process, I was looking for those who were able to connect with the characters and really show their emotions. With that in mind, it was really easy to pick the cast, and they were amazing.

I had the older couple played by Emmanuela Raymond and Isaac Garcia, with the younger couple played by Eli Rodgers and Alyssa Beaudoin. They all exceeded

ed what I asked them to do, and I couldn't be more proud of a group. During the audition process they had those emotions I was looking for without even asking them to evoke the emotions and it was truly impeccable.

For example, Emmanuela had this sudden change of tone that communicated her character's moment of recognition near the end of the play after her character was so lost in her dementia. And both she and Isaac seemed to play off each other beautifully in that key moment. During the audition and the performances themselves, they really moved me.

Not only were they talented; they were all so professional. I'm so pleased that they learned all the lines and blocking so quickly and were patient with me, as I took on something new.

Challenges I faced were really getting the blocking set in stone and figuring out how to do this short one-act emotional justice. As we all were starting rehearsal, we needed a way to connect more, so we went around one at a time and were asked to share stories that made us "laugh or cry." Sometimes, we were rolling in so much laughter that getting back in the head space needed for the more serious, emotional scenes felt nearly impossible. But it was my job to bring us back to that place, which took work.

The shows were on January 12 and 13. It was great to see the cast form a bond together, and I teared up a bit seeing the show on opening night as it was very sweet. The biggest lesson I learned from the experience is that realizing a vision takes time; it doesn't happen overnight. I feel like I learned a lot about taking your time and being precise if you want to create something that could both make you proud and "wow" the audience.

This directing process may have been my first, but I am certainly hoping it won't be my last.

By Emma Serverius



Emma Serverius

HAVERTHILL-Since auditions in January, the Drama Club's spring musical, "Seussical," has been well underway. Unexpectedly for some, this musical is incredibly demanding in every aspect. With bright colors, jazz elements, and meticulous rhymes, putting on a show like this is, as our director, Melissa Allen, put it, "No small thing."

A Haverhill High performance is so much more than what happens on stage. It consists of months worth of work and concentrated effort, all leading up to just three performances. With an extremely dedicated team of Hillies, the Drama Club works tirelessly to provide the best possible performance with the time and resources given.

Perhaps the most dedicated Hillie of all, however, is none other than Melissa Allen. Building the Drama Club from the ground up, she is the essential cog in the clockwork of every production.

Ms. Allen dove into explaining the work that it takes to carry out a performance.

"I would say it's a pretty major time commitment," Ms. Allen said. "We rehearse several days a week, and it requires a lot of outside rehearsal time."

As a cast member of this show, playing the role of Jojo, I can personally attest to the work done outside of rehearsal time. From painting sets during free periods

to memorizing lines and dances, the cast and crew certainly keeps busy with a long list of responsibilities to attend to.

Ms. Allen went on to explain her thought process when brainstorming for a show, saying, "I think about what I feel."

"Seuss' is fun, explosive colors," she said. "It's imagination; it's creativity."

This fun, bright energy is reflected in every aspect of this production.

In short, the set consists of two high platforms, one with a slide leading to center stage. Working with the assistant set designers, Sara Tucker and Isabella Budd, we have decided to paint the panels of the platforms with solid, pastel colors to exude the same two-dimensional style of Dr. Seuss's books.

Another exciting aspect of the set is the painting of the stage. Inspired by the cover of the book "Oh, The Places You'll Go," the team of set designers and painters plan to paint the black floors of the stage with rings of pastel colors.

In terms of research, Ms. Allen explained that it took work to study how other productions approached the show.

"We pulled a lot of images both of the original Seuss characters, other set designs and then other images we like for color or a particular piece of architecture," she said.

Using Pinterest and Google to find inspiration-worthy photos, the set design team has collected a conglomerate of Seuss-inspired ideas to truly encapsulate the Seussian world.

Each person has an essential job to put on the best possible show. As you may already know, we have directors and actors, but we also have a prop-master, choreographers, stage managers, a technical designer, a director's assistant, and much more.

As mentioned previously, HHS seniors, Sara Tucker and Isabella Budd are as-

sistant scenic designers.

Isabella, for example, is consistently spending large amounts of time painting and designing the set for "Seussical" on the blank canvas of the auditorium stage.

"There are a lot of things that go on," Isabella said, in regards to her being an assistant scenic designer. "It's a lot to be on stage alone [with Sara Tucker] and then having to add scenic designs."

One specific project that Isabella has spent her time working on amongst her fellow Hillies is the meticulous painting of Seuss-style fish. When my character, Jojo, begins to explore his imagination, Seussian fish pop up from the scenery behind him and start swimming around him.

Accompanied with the instrumental, the lights will dim and the fish will begin to glow in bright colors. This kind of out-of-the-box, colorful creativity is all over our production of "Seussical."

So why do we spend so much time on our productions? Our Drama Club is proudly composed of many dedicated Hillies with a love for the arts. And while there is a sense of chaos as performance dates barrel towards us, there is also an overwhelming feeling of passion that fills the auditorium during every minute of every rehearsal, rain or shine.

Now, I may be incredibly biased as an actor, but I truly believe that we have a great show brewing for you. However-- why take my word for it when you could see it for yourself?

The HHS Drama Club will be showcasing our production of "Seussical" on Friday, April 5, at 7 p.m. and Saturday, April 6, at 2 p.m. and 7 p.m. Don't miss it!

Emma Serverius is a member of the HHS Drama Club. She will be Jojo in its upcoming production of "Seussical."

SATIRE: Bring bloodlust to band

By Sean Wynn

HAVERTHILL-A player slams another into the wall. A fight breaks out downrunk while Limp Bizkit's "Break Stuff" blares in the background. Someone is slashed at the legs and collapses to the ground. The stands are electric, cheering and jeering with a tribal bloodlust. No, this is not a scene from a gladiatorial battle, it's a regular hockey game.

Being winter, I've been attending a lot of hockey games recently, both Haverhill's team as well as college teams. I went to my first game just to go with my friends; however, I was soon hooked. The commotion and the occasional violence proved hockey to be one of the most thrilling sports I've

ever viewed. But this latter aspect got me thinking about the role of violence in sports.

There generally seems to be a correlation between the popularity of a sport and the amount of violence permitted. Take football, the most popular sport in America, where each play begins with a full-body handshake from both sides' massive linemen, as a mutual agreement to give each other CTE. Now consider golf. There is no violence in golf. But nobody watches golf.

An apparent exception to this rule is soccer. Although popular around the globe, the referees—essentially card-wielding KGB agents—enforce the rules with an iron fist, and penalize players

who make an inch of contact (each instance of contact of course is also followed by four minutes of a grown man curled up in a ball, pretending to cry). Soccer fans, their bloodthirst unquenched in the actual matches, have therefore decided to compensate for this by beating and killing other fans, like when 100 Croatian fans were charged in Greece for using bats and firebombs to assault and kill their Greek counterparts. Or in 1969, when the nations of El Salvador and Honduras went to war over soccer. Tell me we don't watch soccer for the marginal chance a lethal riot will break out after because of some totally legitimate call?

The brutality of hock-

ey, although it has declined over the years, has remained its main draw. The creators found it necessary to supplement hockey with an ounce of bloodshed as a way of keeping audiences entertained. This violence is sanctioned by hockey's penalty system. Whereas a basketball player might be ejected with a technical foul for punching an opponent, a hockey player is showered in applause and endures five minutes of sitting down in the penalty box. It's a genius concept, really, in a sport where even professional teams score an average of only three goals per game. While viewers wait for a single goal to be scored, they are held over by armored knights flying around on the ice and crippling one another.

With the decline of sports participation over the years, and viewership

lacking in many sports as well, the solution is clear: make sports more violent. In baseball—America's most boring sport—why is it that only one player has a bat? Give each player a bat and see what happens. This volatility is just what the sport needs to make it more exciting. Volleyball fans become ecstatic when a player is hit in the face by a ball, so why not reward headshots? Or, as an incentive to track runners and as added excitement for the fans, release rabid dogs at the starting line. Let's body-check gymnasts off beams, replace field hockey sticks with lead pipes, and construct pitfall traps in basketball courts.

But why stop at just sports? Surely attendance at choral and band performances would increase if karate-filled mosh pits were not

only allowed, but encouraged. The drama program, although successful, could be improved by the inclusion of at least three duel scenes in each play, regardless of plot (that's what Shakespeare did, so it must be right). As for the Chess Club, just take away the chaperone and those thugs will find a way to bring the ruckus.

So let's do away with all these pads and helmets and roughing-the-passer rules. What players and fans need is more action, a way to release their pent-up anger in an entertaining way. With all the stresses of modern life, the people crave an outlet for their violent urges. Sports is that perfect outlet. For our community, for our children, for our common good, make sports more violent.

SATIRE: Mr. Kucker, please quiet down

By Mikayla DeFrank

HAVERTHILL-Most of us have been to a zoo and, having been to a zoo, are probably familiar with that really annoying, loud, and irritating orangutan exhibit that you can hear from a mile away. Now, just imagine that, but in human form...

Welcome to Mr. Kucker's classroom, where I, along with nearly 100 other students, have to listen to him jabber all day, and I mean ALL. DAY.

Even now, as I am writing this article, BEGGING for just a scrap of attention, Kucker is going off on a tangent about how the high school should not be called Haverhill High School but should instead be reincorpor-

ated as the Haverhill Massage Emporium for all the "back rubbing" that goes on here (you know, tending to student emotions, helping them with their work, letting them make up assignments, pretending they can read). This constant battle between me and the intrusive thoughts that, for some reason, he just has to share with the whole class (even though no one cares) is the epic battle that we must steel ourselves for on a daily basis. And I only have him for Journalism, I can't even imagine what he is like in a regular English class.

Now, you must be thinking, it can't really be that bad...can it? It can.

Trust me. Every class is a Student Council meeting, controversial podcast and, at least according to Mr. Kucker himself, a "valuable and practical" lesson all wrapped into one wandering harangue that has nothing to do with Journalism despite Kucker's insistence before, during, and after these bouts of babble that "everything has to do with Journalism." Eventually you learn, as I have (I consider myself a Cody Kucker expert), not to mention certain topics, such as the Cheesecake Factory, Snapchat filters, the show Euphoria, salmon, the Merrimack River, beavers, trauma, triggers, increased precipitation, the word "happy," Haverhill, Florida, Fairbanks, Moab, Seattle, Italy, camping, bears, running, Stanley water bottles, iPhones, the Patriots, the Celtics, the Bruins, Instagram, children, Gucci belts, fatherhood, guilt, death, Forrest Gump, Taylor Swift, gum, coffee, or bicycles, just to name a few. Doing so almost ensures a LENGTHY and torturous story that ends up,

somehow, as either an idea for a "compelling" article or proof that Shakespeare is, in fact, God (Don't ask me).

The class usually begins with a five minute yap session on how we need to "work harder" and "get these articles done." King...practice what you preach! Maybe you should spend less time talking and more time sitting behind a desk on your computer? In no way am I hating on people who don't do their work, because I am no saint myself. The amount of time it takes me to complete a 400 word article definitely needs to be studied. But, at least when I lock in I am *di-aled* into the work. One tiny distraction could throw me off for a minute, but then I am right back on track. But that is anything but the case for Mr. Kucker. One person could *breathe* wrong and then the whole class is off track. And once he is going, he is GONE. You could stand next to him for 20 minutes with your computer in hand and he may not even acknowledge you at all. Once he is finally out of energy, you can get maybe one answer out of him before something such as the style of your computer gets him

going again (have you ever thought about the Biblical implications on your Apple products?). One time, I asked him to read my article and he then proceeded to talk about how I had a MacBook and how much he misses using a MacBook over a Dell for *ten* minutes. TEN. MINUTES. This cannot be healthy.

Mr. Kucker's personality is truly a unique one. He is a man of many talents including (but not limited to) singing, writing poetry, and telling barely acceptable jokes. He is also an extreme lover of Haverhill, which is quite odd in my opinion. In one of his many lectures he told us how he was going to get a sleeve tattoo of the map of Haverhill (to cover up the Hillies "H" he has tattooed on his bicep, of course). Guys, we have a superfan in the building! For someone who seems to be the King of Haverhill, he acts more like the mayor of Yap City. I am all for sharing personal interests, but I can only focus for so long. Mr. Kucker is a very smart man, but even he doesn't know what the definition of vocal rest is.

As someone who cares for the well-being of oth-

ers, specifically someone as special as Mr. Kucker, I think this could be seen as a wake up call. Mr. Kucker wouldn't be Kucker without philosophy and chatter, so it's not like we need him to stop talking completely. The other day he said he wanted to stop talking and I have never stood up and ran to a person faster. I almost began shaking, that's how scared I was. Mr. Kucker? Stop talking? Is the sky green? Is the grass red? Are pigs flying? I recommended a quick trip to the doctor because no talking for Kucker must be a health issue.

After writing this, Mr. Kucker probably sees me as a professional hater. But you know what? That's okay with me. One day he will understand that I was doing this out of the kindness and generosity I have in my heart for him. He is one of my favorite teachers, a human being who *actually* cares about his students, and he consistently shows passion for his profession. I could go on and on about just the nice things about Mr. Kucker, but I'll hold off for now. After all, I understand what a sided conversation feels like.

Happy Spring,
Hillies!

CULINARY ARTS:

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Students are also able to apply the skills learned in the classroom to attain jobs in the culinary arts, not only when they graduate but also while enrolled in the high school.

Haverhill High School senior Dylan French, for example, works at the Coffee Cafe as well as at Michael's Harborside in Newburyport. French shared that the class has given him more work experience and technical skills,

thanks to the expertise and dedication of Mr. Marchand.

"He's an excellent teacher," French said. "If you are new, you learn basic fundamentals of things such as how to cut and handle the cookware."

While the program provides new skills, it also gives students opportunities to take pride in what they are able to bring to the table. According to Marchand, he

even supports the students making the menu, as, in his words, "It's their shop right."

French also spoke to how rewarding it is for his hard work and creativity to be appreciated.

"I feel the satisfaction of being able to feed all of the teachers who come and buy lunch from us," French stated.

The Coffee Cafe provides a unique learning experience different from your typical core class that allows for more hands-on and interactive learning.

"It's fun, I've been in classrooms where I've taught the same thing, two different subjects twice a day. And then I've taught something like this where it's more involved," Mr. Marchand said, speaking to how different and refreshing he finds the Coffee Cafe classes to be.

With this different formatting, it allows for students to show their creativity and express themselves almost as you would in an English essay or an art class painting.

"Every food you make is a different piece of art," French said. "You just gotta keep throwing things at the canvas."

AP COURSES:

Continued from page 1

[Students will] investigate topics in a variety of subject areas, write research-based essays, and design and give presentations both individually and as part of a team."

AP Research, on the other hand, is designed to build upon skills acquired in AP Seminar. According to the College Board, AP Research will "[b]uild on what [students] learned in AP Seminar to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, [students] will design, plan, and conduct a year-long research based investigation to address a research question."

As of the beginning of March, 118 students have already enrolled in AP Seminar, which will lead to several sections of the course being taught by English teachers Steven Ryan

and Anna Sabella.

According to Thessalea Churinske, the interest in AP Seminar is encouraging and shows the Hillie student body's desire to challenge themselves and advance their knowledge.

"I think that research is something that is lacking in both the English and the History departments, which is why it's such a great addition to both," shared Churinske.

The other addition to the Advanced Placement curriculum is AP African American Studies, which will be made available to sophomores through seniors in the 2025-2026 school year.

According to College Board, "AP African American Studies is an interdisciplinary course that examines the diversity of African American experiences

through direct encounters with rich and varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment. This course examines the diversity of African American experiences."

Marc Harvey, who has been teaching history, including AP European History, at the high school for over 20 years, is thrilled to add this course to the curriculum and believes this course will be of interest to many students throughout the high school.

"This course will be a good addition to the Haverhill High School curriculum," Harvey said. "The demographic in Haverhill is constantly changing, and there are many students who are interested in learning more about the history and current situation of colored people in America today."

High school electing to offer more choices

Admin., teachers collaborating to diversify course offerings to increase engagement

By Emily Fusco

HAVERTHILL-Haverhill High School is looking to provide more opportunities for students to follow their passions.

One of the biggest opportunities presented to high school students is the chance to study things they are interested in, and not just the subjects that are required.

Prior to freshman year, students have primarily been focused on four subjects: English, math, science and social studies. While those courses are still part of the schedule, students can fill out their day with other subjects of their own choosing: electives. However, there is a feeling among students that the current offerings don't offer enough options given the variety of interests among the student population.

Blanaid Conneely, a sophomore and Student Council member, recognizes the large number of electives offered at HHS but noted not all of them are ultimately taught due to a lack in demand.

"I looked through the classes offered, and there are a lot," she said. "I feel like there are some good electives, but I feel like there's quite a few electives that get overlooked or have no interest."

Although some electives are on the Program of Studies, that doesn't mean the classes will run since they will be contingent on student selection and teacher availability, according to Thessalea Churinske, the Dean of the English Department.

Electives are offered at all grade levels, in multiple areas of study, and are an important part of the high school curriculum. Electives allow students to explore their interests, try new things and possibly spark further study at the college or post-high school level.

Some departments offer more electives than others. The History Department offers the largest number of elective courses. John Craven, the Dean of the History Department, offered several reasons for the high number of electives.

"The courses are very popular, and I think a lot of kids connect either to the subjects that we're offering or the teachers themselves," he said.

Some of this department's offerings include Child Psychology, Gender Studies, Constitutional Law, Sociology, International Relations, Criminal Justice, History Through Film, The Holocaust and Crimes

Against Humanity, and many others.

When asked what additional electives he would like to see the department offer, he said he is looking to diversify the offerings.

"We're looking at introducing some more diversity," Mr. Craven said. "[It] probably not for next year, but maybe in two years, [a possibility] is AP African American Studies."

In the English Department right now, the offerings include Creative Writing, Creative Mythology, Yearbook, a class on banned books, and Journalism. There will be new English electives offered next year such as True Crime, along with Poetry and Lyrics: A Taylor Swift Study, in addition to what is currently being offered.

Associate Principal Victoria Lu was asked about why some subjects/electives are so popular and what makes those courses successful.

"When teachers are passionate about what they are teaching they tend to do a much better job," Ms. Lu said. "They get excited about it, and their excitement kind of becomes contagious. Then, they can help make students excited about it."

For students wondering

how they can have a voice in what elective courses are offered, Ms. Lu went over the process.

"Usually students bring it to a staff member, who will bring it to me, and I'll ask that staff member to write a course description," she said. For next school year teachers recommended students for electives as they took time to ask what they would be interested in and provided a survey for students to express their interests.

Moving forward, it will be important for students to voice their opinions about courses offered since the number of credits required for graduation will increase from 20 to 22. This is cause for some concern given the limited number of options currently available.

The challenge facing students is the uncertainty of what may be available to them. Aside from there being only a limited number of electives available, some are not offered every year, and what is/can be offered is dependent on having a qualified teacher available, necessary classroom space and supplies. Also, scheduling can make it difficult for students to get the electives desired. Often they end up only having options of little interest to them.

"It depends on the electives," Mr. Craven said. "I hear from students and teachers who are dumped into electives because they have holes in their schedules...More often than not, yes, the class was selected by the student, but there are still kids that are stuck in classes that they don't want to be in necessarily."

Blanaid expressed her interest in science electives immediately after being asked what she would like to see more of in the elective offerings.

"More science electives, half years, I know Exeter High offers Marine Biology, that seems really cool," she said. "I feel like people would have a lot of interest in that."

Blanaid also mentioned that she is currently taking Constitutional Law and would like to take Philosophy and Psychology in the upcoming year, all three electives being a part of the History Department.

When Mr. Craven was asked for suggestions on how to increase the number of options available, he proposed offering more levels of electives, including AP options. Ms. Churinske supports this idea.

"The other thing that we've been talking about is

offering electives at an Honors level," she said. "Most electives are offered at the college prep level, so offering students the option to take it at a bit more of an advanced level could help create more interest in the classes that we have here."

Ms. Churinske added that this could mean some English Department electives could be taught at two separate levels in the same classroom, with the teacher modifying the curriculum for individual students.

Having multiple levels for courses offered would be beneficial as it would offer a more rigorous course load and offer competition to the Early College program. Beyond simply offering the same courses at different levels, expansion of the elective courses to keep up with the expectations of the student population and college preparation is crucial.

As the school moves toward a more elective heavy schedule, it will be vital for an examination of the program to ensure students have options that are both enticing and enriching.

Mrs. Lu encourages students to make their voices heard.

"If the students want it, we do our best to make it happen," she said.

Trending! Fashion in's and out's for Spring

By Ava Vasquez

HAVERTHILL-What do you think is the best new trend? Do you stick to one style or switch it up? What is in for Spring 2024, and what is out? Well, Brown and Gold has you covered! Here is our guide for the fashion trends to look out for this Spring.

WHAT'S IN

-Braids! While braids have never been "out," I think braids are making a bigger comeback! Ponytail braids, bows in braids, boho knotless braids—braids are in! Crossing three strands of hair seems to be chic! In addition, slicked back hair has definitely been revamped. Now we see lots of different slick back buns, ponytails, and claw clips. Mixing the two can give a 2000's chic look while going down the halls of the 200's.



-Unique tops, basic bottoms! Within the past few years we've seen unique tops paired with a basic bottom, but I think Spring 2024 is going to be the time of staple pants. Whether it's a mini or maxi skirt, the design can be paired with a basic top.

Definitely trendy in 2024 is finding your color analysis. Usually people stick with silver or gold, depending on their taste, but did you know your skin might tell you that your favorite gold hoops should be replaced with silver?

According to Indyx, a digital wardrobe website, color analysis "examines the hue, value, and chroma of the coloring in your skin, eyes, and hair. Then it helps you identify your seasonal color palette (summer, spring, autumn, or winter) and your dominant (deep, light, warm, cool, clear, soft), which relates to the combination of your features."

-Loafers or "School Shoes" have been making a comeback! Business Insider even claims, "The style, usually referencing a cross between a loafer and a lace-up boot, is a great way to make an outfit more sophisticated or edgy." These shoes can be worn by either men or women! Paired with a leg warmer or dainty socks, loafers can boost any basic outfit!

-Over-the-shoulder small bags are looking to replace big, bulky, tote bags! A sophisticated, small bag might not hold as many items, but is shown to be popping up in many outfits across all states!

"Mini bags are the next iteration, giving fashion lovers unique shapes and styles to experiment with. And the truth is, most of the time, we have our phones in our hands, so all you need is a

credit card and lip gloss, and you're all set," Blake Geffen, founder of Vivrelle explains. *WWD*.

-Simple, classic, shoes such as Uggs and Birkenstocks are definitely going to be in for Summer 2024. We've seen a craze for the Ugg Mini this Winter, and I think it will continue in the Spring.

WHAT'S OUT

-Skinny jeans have been "out of style" for a little while now, for men and women. Ribbed skinny jeans for men are out, as well as tight, high-waisted skinny jeans for women. The "Serena Van Der Woodsen" look has been shunned.

-Monochromatic outfits are definitely out! Finding highlights and subtle color



palettes can make a piece way more cohesive. Finally, sticking to one "aesthetic" is out! Experiment, try new styles, don't stick to one because it's "yours."

In the end, of course, you can wear whatever you decide! There are no rules to fashion, these are just predictions/trends that have been in and out of fashion recently. Do not let anything define you, or your sense of fashion!

Downs: Stay-in-Place provides 'dignity and privacy'

By Emily Fusco

HAVERTHILL-Students and staff have become familiar with the crackle of the intercom and the following announcement: "At this time we are in a stay-in-place. Please keep students in your room, shut your door and continue teaching. If you are not teaching, please help keep the hallways clear."

However, what is less familiar are the reasons for these stays-in-place. In the 2023-2024 school year, Principal Michael Downs has made greater use of the school's stay-in-place policy.

As he explained, the stay-in-place policy is a tool used when there is a crisis, big or small, involving students that happen during school hours that can affect the safety or privacy of those in the school.

No matter the size of an event Mr. Downs, who was a former ALICE instructor, recognizes that having a procedure students can follow will help to accomplish his main goals of safety and privacy.

"I want to provide them some dignity and some privacy," he said.

When a stay-in-place is announced, there are directions that administrators follow in order to guide students and staff on what to do. Like the intercom instructs, teachers are to shut and lock their door and continue teaching and students should continue working and learning until



Principal Downs

they hear that the stay-in-place has been lifted.

This procedure is used for all kinds of reasons. However, Downs said that most of the stay-in-places that are called at Haverhill High are for medical reasons.

"It can trigger people sometimes when they see someone going out in an ambulance," he said.

According to Mr. Downs, something as minor as a bloody nose or something as life-threatening as a seizure would call for a stay-in-place, unless it is happening in a contained area where it can be dealt with privately. This ensures the safety of the student in harm and avoids the negative attention from onlooking students.

"The reason why I don't announce, 'It's a stay in place for medical,' is, for example, if I were the kid who's having the seizure and you see me, and now you hear the stay-in-place, well now everybody knows

why," he said. "I don't want that either."

The only people who are notified of the cause are staff members. Mr. Downs does his best to email staff as soon as possible so they are informed of the situation and can keep their classrooms calm if need be.

Fights are the other most common cause for a stay in place. Almost every student is in the hall during the passing period, which makes it the most frequent time for a fight to break out. Mr. Downs said that the purpose of calling a stay-in-place for a fight is to prevent the masses that congregate around the fight.

"By calling the stay in place, it helps me keep it contained," he said.

Verbal threats are another factor taken into consideration when deciding if a stay-in-place is necessary. If the threat involves the safety of the entire school, then parents will be notified of the reasoning behind the stay-in-place.

While the stays-in-place may be seen as a nuisance to some students and staff, in the end, Mr. Downs emphasizes that it's done with the students' best interests in mind. So next time you hear the words "stay-in-place" over the intercom, just remember that it's a means of ensuring that your safety and the school's normalcy are "staying in place."

THE CHAMPS ARE HERE

Continued from page 1

Similarly, fellow captain and North Sectional and State Champion, Cale Wood, better known as CJ, clinched up yet another victory for the Hillies. Wood beat Dante Giusti of Shawsheen Tech to secure the title for the 120-lb weight class. He reiterated the dedication and effort it takes to win a state title, and the pride that comes with it.

"It felt really good," Wood said. "After my season last year, I worked harder than I ever have going into this year. This whole season I put in a lot of hard work. So, seeing everything finally pay off was really rewarding."

Hard Work Pays Off

From being born to wrestle, joining at a young age, or even making their debut on the mat freshman year—the Hillies put their all into the sport in order to pin their opponents.

While the team's success has been as consistent as any of the high school's athletic programs in the last decade, it is the result of much more than a handful of household wrestling names with innate talents but, rather, a painstaking commitment that requires focus and sacrifice that many young people are not too eager to give.

Take senior Shany Velasquez, for example, who commented on the dedication of meeting weight requirements in order to stay in his desired class.

"There have been a couple of times after practice that I've gone in a sauna, just to make weight the day after," Velasquez explained. "I've starved myself to stay under, because even if I'm only .1 lb over, I can't wrestle."

But, as they say, nothing good comes easy and the re-



wards of such extreme discipline are better for what they cost.

Spending upwards of two hours practicing each school day, then often ending the week with a 12-hour match on Saturdays, the school's wrestling team is certainly not slacking.

Regardless of their extensive or limited experience on the mats, the team has a plethora of skill and is a force to be reckoned with when entering matches.

Previously mentioned, Brent Nicolosi is not shy of the spotlight that comes with getting your hand raised at the end of a match. As an esteemed and decorated high school wrestler, Nicolosi comments on the dedication that brought him to the Haverhill mats.

"It is a huge commitment, a lot of time is put into [wrestling]," he said. "I mean, I've been wrestling since I was only five."

Nicolosi also mentions he was not the first wrestler in his family to succeed. Growing up, his older

brother, Jake, was a huge role model for him. Both Nicolosi's have made fresh strides towards a gold-medal future.

Fellow teammate, sectional champion, and former State Champion, sophomore Matt Harrold, has also been on the mat since a young age. Starting his journey at 6, he quickly realized the importance of dedication to a sport.

"The commitment is unlike any sport. You have to give it your all," Harrold said.

Head Coach Timothy Lawlor further commented on the unique and extensive time-commitment wrestling demands. As an assistant coach for the football team, he understands the diligence that goes into high school sports.

"The biggest difference between [wrestling], and the rest of high school level sports is that our Saturdays typically last 12 hours," Lawlor said.

Stretching further beyond the mats on typical school days, the Hillies have

a jam packed weekend that certainly keeps them moving. Although Lawlor claims the days are stressful, he is not new to the hustle and bustle of the sport.

As a Haverhill High alum, Lawlor spent his younger days on the mat, and was part of an excellent program. But less than a decade after his graduation the program ended due to lack of participation for the 2010-2011 season. Since then, the Hillies have dominated the sport and plan on continuing their stellar reputation.

However, the success of the team is not credited to one person alone. Although mainly an individual sport, wrestling actually holds an extremely sentimental team mindset that is highly coveted.

Camaraderie & Teamwork

The idea of brotherhood and teamwork is the other major theme that drives Hillie wrestling success.

A sophomore and long-time wrestler, Shea Morris, knows the importance of

building a team mindset. Growing up in a family where wrestling was considered a lifestyle, he appreciates the competitive nature that comes with the high school season.

"Our teammates contribute by setting the tone for everyone else," Morris said. "They hype us up in matches and show the team what it takes to win."

He reiterated the importance of companionship and encouragement, a necessity when faced with a grueling six-minute match.

Many may believe that the close-knit bond that comes from wrestling is in other words, a "brotherhood," but senior Ayla Andrukaitis simply disagrees. As the only female on the team, and according to Lawlor "the most consistent female in Haverhill history," she feels just as part of the team as any of her other male counterparts.

Andrukaitis confessed that at the start of her wrestling career, the transition wasn't easy, but the boys made it quickly adaptable. "Being the only girl

on the team was definitely intimidating at first, but I wouldn't trade it for the world... [the boys] are simply the best," she said.

While the importance of teamwork and positive affirmations are extremely vital to the success of the team, the individualism of the sport relays deeper pride to the wrestlers.

At the end of a match, a wrestler will typically get their hand raised to showcase their triumph and victory. As the lengthy success of the wrestling team is displayed, our wrestlers are extremely versed in this uplifting motion. Just ask Harrold, as he simply said "It's rewarding getting your hand raised, because it shows you worked hard."

Fellow teammate Shea Morris added to this claiming the pride he feels is encouragement for the next time he enters the mat.

"I strive to work harder than my opponent so I can get that feeling every time," Morris said.

While the Hillies are dedicated to the sport, and receive clear encouragement from their teammates, the undeniability of the team's success would not be complete without the guidance of their coaches. It's safe to say the team undoubtedly looks up to their experienced coaches, and appreciates their kind words. However, no one is more proud of the wrestling team than Coach Lawlor himself.

"I get a lot of joy out of it—because I see the blood, sweat and tears that these boys shed from practice," he said.

Lawlor put it best himself, these athletes work hard. From starving themselves to make weight, offering emotional support through tough practice, and finally getting their hand raised at the end of a grueling six-minute match, their dedication has been undeniable, and they certainly have the trophies to prove it.

Haverhill-March is the perfect time of year to have some color added to our lives. Luckily, the Art Department at HHS is going to do just that.

In collaboration with Cassie Doyon, an acclaimed artist and former art teacher in Haverhill, art students will spend approximately 10 weeks creating a 15' x 36' foot mosaic in the high school's A-Wing.

Doyon is known for her work in mixed media mosaics that use a wide variety of materials. She is also known for her architectural installations experience and has worked on murals for many schools.

When asked about her most recent project at the high school, Doyon spoke to how great art both captures and gives back to vibrant communities.

"As a teacher, I wanted to give back to our community and I'm grateful for that opportunity," Doyon said. "I'm very excited to work with HHS in collaborating on this mosaic, and I can't wait to see what the students will create."

She added that the most rewarding aspect of these projects is watching the students take ownership and pride in their own capabilities.

"There is a lot of satisfaction watching the creative process of students as they come up with their design and gain confidence in their skills," Doyon said.

While students will rely heavily on the skill and expertise of Doyon, the design of the mosaic was a truly collaborative process.

Students from the National Art Honor Society (NAHS) submitted sketches and the president of NAHS, Amara

'Art is an accepting medium'

Artist Cassie Doyon collaborates with art students to create mosaic for A-wing at HHS

By Amanda Jones



A sketch of the mosaic drawn by National Arts Honors Society President Amara Ezeoke

Ezeoke, sketched the final design, bringing elements of nearly all the submissions into the final product.

When asked about the process Amara described the pressure of being responsible for such an important decision.

"The process was definitely a lot of pressure and I just tried my best to do something that was inclusive," Amara explained. "I feel a lot less pressure now because there are people working on it and it continues to change as people come and put their input into it."

Despite the challenges of synthesizing so many perspectives and contributions, Amara has been awed by what has resulted.

"It's collaborative and loads of fun because I hear kids talking about how good it looks...It has definitely

changed from my original sketch. In the beginning I thought [my sketch] was terrible but now it looks very good and is really coming together," Amara said.

In terms of the overall concept of the mosaic, Amara discussed her desire to capture the vast range of personalities and people that make up the Haverhill community.

"We are trying to articulate how art is an accepting medium for people to express themselves in because we have so many different programs and so many different people, all from different backgrounds, a little bit of everything. We kind of want to show exactly that as people walk into the A-wing," Amara said.

The money to support the mosaic's composition came from a Massachusetts Cul-

tural Council grant, which Doyon herself applied for.

When asked about the project, Art Department Dean, Ellen Mullane, was eager to get her kids working in a marketable artistic mode and style.

"My main priority was that this will be an opportunity for kids to learn a skill that's pretty marketable," Mullane said, "like learning how to retiling and learning how to build a mosaic and create a mosaic. [It's] a skill that if you learn you can go and market yourself and be someone who comes and does a mural in the restaurant or at a private home or an office building."

Mullane also mentioned that the project was driven by a desire to celebrate the diversity of the Haverhill community and its students.

"I wanted something to be about celebrating the beauty of our art students, that's really important to me: inclusivity and just celebrating our differences," Mullane said. "I'm just so excited. I can't wait to get it going and you know I'm excited that it is going to brighten up our hallways. No more beige walls!" she joyfully exclaimed.

Other art teachers, such as Mrs Erin Foster, who teaches Studio Art Drawing and Basic Foundations, also shared their excitement about the mural.

"I'm thrilled that we have a professional artist working with our students to bring a lot of knowledge. As far as the designs go I'm really really proud of the students. They are the one who have created it and they'll have the final say of the designs

itself beginning to end. It's wonderful to have a permanent art piece that's presented as pride in our school and points out the beauty in our school that could change our whole atmosphere and morale," Foster shared.

Ms Dee Torres, who teaches Media and Digital Arts, also discussed her excitement about the A-wing's decor being more reflective of the work that gets accomplished down there.

"I'm just so happy to see the process, to see our students working on the mural and to see the final result. I feel like it will bring a sense of pride for the students who created it, especially in a way that can connect everyone and anyone together," Torres said.

But teachers are not the only ones eager for the project's completion.

Senior Elina Sam, another member of the National Art Honor Society, echoed sentiments regarding the sense of welcome the mural will bring.

"The mosaic is welcoming for the arts and our school. We have a lot of different classes you might not know of. We have sewing, we have baking, we have some stuff you haven't even heard of. We just want people to relate to it and join the arts and express themselves," Elina said.

The production of the mosaic began February 12 and is slated to be completed and installed sometime in May in preparation for the District Art Show on Thursday, May 16th.

If students are interested in participating in the project, they can find Ellen Mullane in the A-wing and she will be happy to find a role for you.



Journalism starts with heart.

It's a privilege to be part of a community that looks out for one another and lifts each other up when needed. At Pentucket Bank, we're proud to support the Haverhill High School Brown & Gold newspaper. Thank you for showing us passion in action- and what students can accomplish when we all pitch in.



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