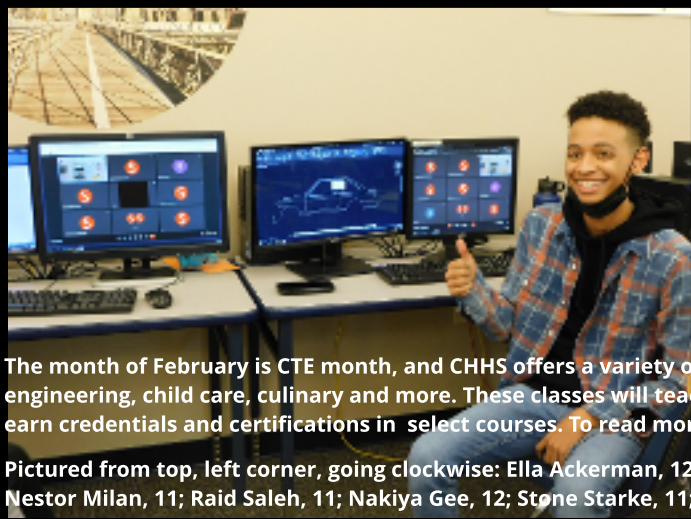


Colonial



COURIER

February 2022



The month of February is CTE month, and CHHS offers a variety of classes, including building trades, technical drawing, technical engineering, child care, culinary and more. These classes will teach students real life skills and also give students the opportunity to earn credentials and certifications in select courses. To read more about CTE classes, see pages 18-23.

Pictured from top, left corner, going clockwise: Ella Ackerman, 12; Andrew; Mrs. Tammy Young; Josiah Nunez, 12; Tyrese Seabron, 12; Nestor Milan, 11; Raid Saleh, 11; Nakiya Gee, 12; Stone Starke, 11; Alicia Kitt, 12; Markell Jefferson, 11; Mattagyn McLaughlin, 12

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School board votes to expand the fine arts wing

by Heather Claytor

Renovation plans are in the process of being finalized to upgrade and expand the fine arts department in the first phase and shift administrative and counseling offices and create a flexible space for student collaboration in the second phase.

teacher, about the fine arts expansion.

The start date for construction to begin has not yet been determined; Mrs. Kristin Janssen, principal, estimates that it will not begin until September. New spaces for drama and chorus classes will be built along the front of the building adjacent to the

teacher came up with his/her own requests, and then they all collaborated to present a unified proposal.

This upgrade is going to positively impact students in the fine arts department, along with the teachers that are going to be able to have much more storage and benefits regarding new features.

Photo by Heather Claytor



The current fine arts hallway houses a health/PE classroom, two art classrooms, a band classroom and a chorus/theater classroom, along with trophy cases.

“With these improvements, students will be given an opportunity to work in a creative environment with state-of-the-art materials,” said Mr. Mickey Alderson, art

auditorium. The current art classrooms will be renovated and updated.

There were many ideas put into this expansion by the fine arts department. Each

“I am looking forward to having dressing rooms backstage for students as well as a classroom that is big enough to double as a rehearsal space or small performance venue,” said Ms. Natalie Fehlner, theater director.

The expansion holds a lot of new advantages for the teachers and students. The students will be able to have a more secure and modernized space as well as the fine arts department will have more open studio space, more organization of media and supplies, and more technology in the coming years.

The upcoming additions won't only provide more storage space for the teachers, but also give them the opportunity to teach their students in a better environment.

The fine arts department has been planning out requests for a while and is grateful to the school board members that their wishes are finally coming to fruition.

“We are thankful for the fact that they listened to our concerns and visited our facilities to see first hand that change was needed,” said Mr. Alderson. “Thank you to Dr. Sroufe, as well, for his support and love of the visual and performing arts.”

In the second phase of renovations, the administrative offices will be

Photo by Heather Claytor



During the first phase of renovations, the fine arts hallway will be updated.

relocated to where rooms 1-3 currently are. The school counseling offices will be taking over where the administrative offices are currently located, and a classroom, along with a teacher work room, will be where school counseling and the clinic are. Then, the clinic

and life skills classes will be relocated in rooms 4-5.

A flexible work space for students will be located in the area currently occupied by the teachers' work room and part of the counseling office.

“We are thinking of a space with comfortable furniture that would be like a 'think tank' where classes could go and gather and work,” said Mrs. Janssen.



Utility substitutes lessen strain during sub. shortage

by Riley Bridgman

A shortage in substitute teachers and rising COVID cases forced CHPS to rethink its substitute teacher policies and procedures. This year, substitute teachers are more common due to COVID absences and quarantining.

Photo by Riley Bridgman



Eliza Chiodo, 11, and Dalton Jenkins, 12, get involved with Mr. Shackelford when he is teaching their class.

Both long-term and utility substitutes are necessary for this year. Utility substitutes are a group of the same people who show up to the school every day with teaching placements for teachers who are absent.

“When we have the same people in the building

substituting, they get to know the students, and the students get to know them,” said Coach John Thomas, Jr., assistant principal/CTE director. “This provides a better opportunity for learning to take place.”

Utility substitutes are new positions this year. These

substitutes are emailed the night before and are given their placements for the next day. These utility substitutes include Ms. Juanita Arcaro, Mr. Chris Walker, Ms. Valeria Porter and Mr. Columbus Shackelford.

“I believe that any time there is a shortage of

personnel, no matter what profession, that when leadership is able to adapt and overcome those challenges is good,” said Mr. Walker.

The hiring of utility substitutes has lessened the strain of locating enough substitutes each day.

“Due to past and current COVID-related absences, our need for substitutes has increased a lot,” said Coach Thomas. “On most days we were finding out that our absence totals exceeded the number of substitutes we had in the building.”

The school board voted to hire the four utility substitutes this year, and Coach Thomas hopes to keep them in the future.

“I am hoping that this will be a regular addition to our CHHS family,” said Coach Thomas.

In addition to the utility substitutes, long-term substitutes are necessary when teachers need to be out for longer periods of time,

such as extended medical leaves or maternity leaves.

“I really enjoy getting to go to the same classes with the same students every day,” said Ms. Braden Johnson, long-term substitute for English 12. “It is really rewarding to get to know the students on a deeper level than what I was getting to do as a regular substitute.”

Although long-term substitutes are not new to the staff this year, they still are very important in making sure there is enough supervision.

Substitutes believe both opportunities are rewarding experiences.

“I did not accept the position for financial reasons,” said Mr. Walker. “For me the ability to assist the school system while mentoring youth, and the ability to interact and hopefully influence youth in a positive way is why I am

Photo by Riley Bridgman



Mr. Walker graduated from CHHS in 1989 and has returned to substitute after a long career in the Army and in law enforcement.

here.”

Substitutes are appreciative of the support from the staff.

“The administration and staff here at CHHS express their appreciation for subs every day,” said Ms. Arcaro.

Feb. SOM to pursue degree, career in music

by Chloe Russell

Tyrique Payne was grateful to find out he was selected as February's Senior of the Month.

"I was very happy that I could be a part of a small minority of students who receive this award," said Payne. "My mom was very proud of me."

Payne, being actively involved in the school, is a part of the JOI Club, Beta, Interact and the NHS. He spends most of his time working with the band and is the field commander for the Marching Colonials.

Payne used to have a job but has since quit to fully focus on music. With this hard work came outstanding achievements. He has gained the title of second best current high school classical alto saxophonist in the nation.

One of his biggest inspirations comes from his private tutor. Payne loves the music the saxophonist produces and hopes to soon

sound as good as his tutor does. Payne also looks up to the former band director Mr. Kyle Flohre.

"What has really impressed me is how he grew as a leader this past marching season," said Flohre. "He truly made an effort to show he cared about everyone and to push the entire group to a higher standard."

"Going into high school I was very shy," said Payne. "I

Photo courtesy of Tyrique Payne



Payne will continue his education at either James Madison University or Bridgewater College.

was soft spoken, not very open, and pretty awkward. Joining the high school marching band helped me find my voice and passion in life. I love playing my instrument, and I am going to make a career out of it. This is all thanks to the guidance of Mr. Flohre and his teachings."

Mr. Flohre admires both Payne's talent and work ethic.

"There are many that have great talent but do not have the constant drive to achieve at a high level," said Flohre. "Tyrique is one of the rare few that possess both, and the sky's the limit for him."

Upon finishing high school, Payne plans to further his music education.

"I will earn a music performance degree and become a professional saxophonist," said Payne. His dream is to join a premiere band in Washington, D.C.

Payne is not 100 percent sure yet, but he plans on going to James Madison University, with Bridgewater College as his second option.

Dillon Longnecker, 12, has been a close friend of Payne's and has created many great memories with him. Seeing Payne grow as a musician has helped Longnecker to better himself, as well.

"For the past few years his skills as a musician have grown exponentially, and I fully believe he could be a pro saxophone player," said Longenecker.

Out of the four years attending CHHS, Payne's favorite memory of high school was coming home covered in blue from the 2020 color wars.

"I still have shoes that are permanently red and blue from the powder," said Payne.

If reliving the high school experience were an option, Payne would be utilizing his time better, practicing his instrument a little more, and putting his grades as a priority.

"In 9th grade I was a C and B student, but I decided I wanted to be high in the ranks of my class," said Payne.

The best advice Payne

wishes to give underclassmen is to take their classes seriously even if their classes don't interest them.

"I'm going to college for music, and I won't be using most of the information I

major subjects, I chose to work hard in all my classes to get good grades."

With this hard work Payne is able to attend the college of his choice with academic scholarships.

Photo courtesy of Tyrique Payne



Even though he knew early on in high school that he wanted to pursue an education and career in music, Payne understands the importance of succeeding in all of his classes. This commitment to his education has afforded him options in his college choice.

learned throughout high school," said Payne. "Even though I knew I wouldn't be going to college for any of the

"It could land you many opportunities in the future," said Payne.

Mr. & Mrs. Watkins team up for dual coaching for basketball

by Teresa Forehand

Coaching girls' basketball is a family gig for the Watkinses.

Coach Correy Watkins, CHHS SPED/English 10 teacher, and his wife Coach Ashley Watkins, CHMS dean of students, share a gym and a home.

"It's pretty great, honestly," said Coach Corey Watkins, JV girls' basketball coach. "We are two people who work all the time: a minimum of 11 hours a day (more on game days) and average 8-16 hours over the weekend. We work two of our many jobs together, and that is a part of our quality time. We are very passionate about what we do, so working with her is not real work, just a lifestyle."

Coach Correy Watkins shifted from coaching boys to coaching girls while he was teaching in Chesterfield County.

"I have been coaching basketball for almost 15 years for many different high school and AAU teams," said Coach Corey Watkins. "When I

worked at Meadowbrook High School, I was asked to coach girls. I figured I have a daughter, so I will give it a shot. I have been coaching girls since. I like the work ethic and learning a different

approach to coaching."

Both coaches bring their parenting roles into the gym.

"Coaching with my spouse is actually pretty amazing!" said Coach Ashley Watkins, varsity

Photo courtesy of Ashley Watkins



Girls' basketball coaches Mrs. Ashley Watkins and Mr. Correy Watkins prioritize teaching social and life skills along with teaching athletic skills. Mrs. Watkins believes that their mom and dad roles transfer from home to the basketball court. She credits these parenting roles for providing some balance to the teams.

and middle school girls' basketball coach. "We have the same overall mindset when it comes to coaching, and we balance each other perfectly. He brings the fun and dad aspect to the team, while I bring the strictness and mom role to the team."

As with so many aspects of life, working so closely with a spouse has its pros and cons.

"The advantages are that we have the same overall vision for the girls' basketball program," said Coach Ashley Watkins. "We want the girls to learn as much as they can about basketball as well as life. Probably the only

disadvantage is the fact that we are both in the gym and at games at the same time...so deciding who is cooking dinner is always a to-do!"

The Watkins duo stresses the importance of social skills along with basketball skills.

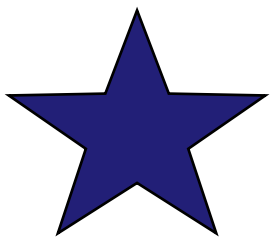
"Basketball is bigger than just a ball," said Coach Ashley Watkins. "Basketball teaches you about life, how to overcome adversity, and how to deal with people. We do a motivational quote every practice accompanied with an explanation of how it relates to basketball and life."

Basketball player Arriyah

Carson, 11, appreciates the life lessons that her coaches teach and model through practices and games.

"My favorite part about basketball is that no matter if we lose or win, we always keep each other motivated," said Carson. "I look up to my coach Mrs. Watkins. I look up to her because she was playing, but she grew up to be stronger, now to teach us how to play basketball, to be strong and to never give up no matter what the situation is."

Winter Sports States Qualifiers

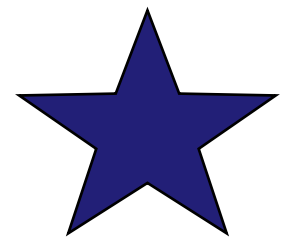


Wrestling

Bayron Hernandez
Xavier Munoz
Nicholas Sprinkle

Swimming

Riley Bridgman, Austin Galyen,
Brennon Gilmore, Parker
Hanshew, Dalton Jenkins, Travis
Marks, Emma Moody, Lillie
Moody, Kelly Runyon, Kadence
Scott, Ashlyn Smith



Indoor Track

Kendall Ackerman



Faries commits to Randolph-Macon College for softball

by Ryan Bell

A long-time commitment to playing softball has led Madison Faries, 11, to a college commitment.

"I've been playing since I was 8 years old," said Faries. "My family drives me, they always cheer me on, and they're my biggest supporters."

"My dad inspired me to play since he played baseball," said Faries.

Faries has chosen to continue her academic and softball careers at a relatively small, Division 3 school.

"I am verbally committed to Randolph-Macon for softball," said Faries. "I chose Randolph-Macon because,

first off, it's D3, which is academic-based, which fits my lifestyle, and because they play high-level softball."

Faries plays on a travel team called Unity 18U and as well as for CHHS.

"I'm a utility player so I play anywhere but mainly catcher and center," said Faries.

Photo courtesy of Madison Faries



Madison Faries, 11, has been playing softball since she was 8 years old. She currently plays varsity for CHHS and travel for Unity 18U. She is a utility player who can play most positions on the field, but she mainly plays catcher and center field.

However, once she got to know the field, there are some positions she hasn't played and doesn't like.

"My least favorite position is pitcher because that's the only place I haven't played," said Faries.

Coach Chris Brandt, varsity softball coach, appreciates the versatility that Faries brings to the team.

"Madison has a wealth of softball knowledge," said Coach Brandt. "She can play multiple positions, helps

teammates with their learning of the game and is a great teammate."

Coach Brandt describes Faries as "hardworking, a hustler, has the want-to and can-do attitude to win and make things happen."

Coach Brandt credits Faries's off-season work ethic for her success.

"Madison is a student of the game," said Coach Brandt. "She always works hard on and off the field. One thing that sets her apart is her



work in the off-season and in the gym. She loves to get faster, stronger, and has the cardio giving her the advantage to outlast and out person. She learns and adapts from her or teammates' mistakes to make her and the team better."

Coach Brandt believes that Faries's attitude and abilities will take her far.

"Madison is truly a gifted athlete," said Coach Brandt. "She is hard working, always eager to learn and help out. She provides a great role model for the younger girls to look up to, proving that hard work and dedication pays off. I think she will go far and do great things in her life. We can't wait to see what she can and will accomplish."

Photo courtesy of Madison Faries



Varsity softball coach Chris Brandt credits Faries's strong work ethic and her dedication to the sport during the off-season for her success.

Hunnicutt helps bring engineering to life for students

by Jenna Mason

Photo courtesy of Grant Hunnicutt



Mr. Hunnicutt is often a square dance caller at local square dances in Richmond.

Many aspects of teachers' personal lives are unknown to students. Some students may not guess that Mr. Grant Hunnicutt, technical drawing teacher, partakes in square dancing, calls square dances, plays numerous instruments, including the guitar, mandolin and fiddle, and plays in a bluegrass band called River City Band.

Venturing to Colonial Heights about six years ago, Mr. Hunnicutt is a teacher for the CTE, Career and Technical Education, courses that CHHS has to offer. He teaches technical drawing, engineering drawing and architectural drawing.

Growing up in Chesterfield County, Mr. Hunnicutt graduated from Clover Hill High School. He then went to Virginia Tech and majored in business management and minored in building construction.

Mr. Hunnicutt didn't always want to teach. When he was in his early 20s, he really didn't have much of an idea of what he wanted to do. Throughout his early adulthood, he had many jobs, including a construction manager, house framing and cabinet building, before becoming a teacher.

Being friends with the late,

retired teacher, Mr. Dave Napier, he was able to gain some advice on how to get the technical drawing teaching job at CHHS. Mr. Napier and Mr. Hunnicutt developed their friendship through a shared interest in square dancing and met one another at local square dances in Richmond.

Outside of teaching, Mr. Hunnicutt takes care of his two daughters, ages two and five.

"I love playing with them, reading and singing together with them," said Mr. Hunnicutt.

Mr. Hunnicutt has learned from many experiences during

Photo courtesy of Grant Hunnicutt



Mr. Hunnicutt and former students work together on constructing a model that a student created in an editing software system.

this career. He is a strong believer in “seeing things from [the students’] perspective.” Mr. Hunnicutt likes to check in with his students to see how they are doing because something that teaching has taught him is that family situations, working status, friendships and other factors are all contributors to the attitude that they bring to class.

“I have learned that the stronger the bond and connection you create with a student, to let them know that you care about them, the more they will respect your class, even if it is just a real quick check in with them each day,” said Mr. Hunnicutt.

James Tomlin, 10, has been a student of Mr. Hunnicutt for a semester. During Mr. Hunnicutt’s class, Tomlin has learned skills, like how to use 3D modeling software and how to turn models into a file that a 3D printer can process.

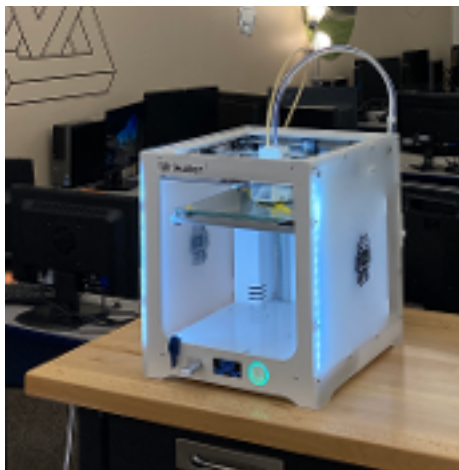
Many students like Mr. Hunnicutt’s teaching style. Most of the activities that are completed in his classroom are hands-on and self-paced.

“His teaching is a good mixture of traditional lectures and newer methods of letting students learn themselves,” said Tomlin. “He gives assignments with multiple ways to succeed and

lets us find our way to do it and helping as we need.”

Apart from teaching his classes, Mr. Hunnicutt is the co-sponsor for the Technology Student Association (TSA), along with Mr. Matthew Reiersen, computer science teacher. TSA meets once a month and provides students opportunities to get more involved and go

Photo courtesy of Grant Hunnicutt



The classroom has 3D printers that the students use to print out their models that they create using different kinds of software like Inventor, AutoCAD and Revit.

deeper into technology.

Mr. Reiersen has been working with Mr. Hunnicutt for around six years now. The two met shortly after Mr. Hunnicutt started at CHHS. They bonded over their experiences with technical drawing and the fact that they had both gone to Virginia Tech.

“We took a field trip for TSA to Scott’s Addition in Richmond,” said Mr. Reiersen. “It was great for us and the kids to experience

real world businesses that use the skills they are learning in high school; we visited an architecture firm, mechanics shop, app design company and a 3D printing company; it was a lot of fun for us.”

Being a huge advocate for the CTE courses that CHHS offers, Mr. Hunnicutt and the classes that he teaches help give students a taste of what potential career choices would be like. Jobs like engineering, 3D modeling and architectural building are all career paths that students can get a small feel for in those classes.

Not only do students have the ability to get hands-on experience, but also they have the chance to earn certifications that can be used for future job and college applications. Students have the opportunity to get certified in AutoCAD, Inventor and Revit software.

“I like helping students learn about new career paths and new skills, helping them find a job or career that they didn’t even know existed,” said Mr. Hunnicutt. “I love it when a student gets really excited about engineering, architecture or CAD in general, and they feel like it is something they want to study and pursue after high school.”

Merrill joins CHHS team as new English teacher

by Gavin Jarvis

Just as all students walk the hallways for the first time as freshmen, all teachers experience a first year at CHHS. Mrs. Emilie Merrill, English 10 teacher, has brought her experience and knowledge from previous teaching jobs to teach English 10 in room 211.

"After my interview, I had the opportunity to tour the school and meet some of the faculty and administration," said Mrs. Merrill. "I was impressed by the welcoming atmosphere and the desire to put students first."

Merrill was born in Littleton, Colo., and went to the University of Colorado Denver before beginning her career as a teacher.

"I had a lot of amazing teachers when I was in school who made a big impact on my life," said Mrs. Merrill. "In fact, my AP English teacher came to my wedding! I wanted the chance to help students grow and learn."

Though it's Merrill's first

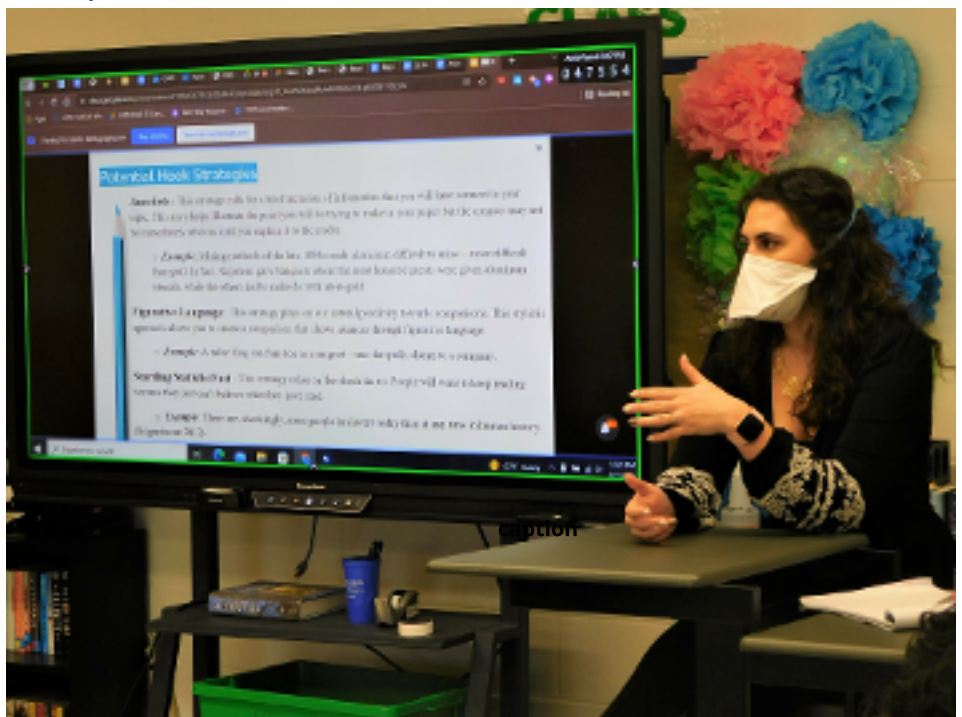
Photo by Gavin Jarvis



Mrs. Merrill teaches English 10. She previously taught at Prince George High School.

year at CHHS, she has taught at other schools, including Prince George High School and York International School in Colorado. Apart from teaching English, she has also

Photo by Gavin Jarvis



Mrs. Emilie Merrill teaches her students about hook strategies for persuasive writing.

taught social studies and public speaking, and she's had the chance of teaching all grades from 6-12, tenth grade

being her favorite as of now to teach.

Benjamin Taft, 10, a student from Mrs. Merrill's first-semester class, described her as "very chill and relaxed" and liked the way that "she interacted with her students."

Ms. Kindall Stevenson, English 10 teacher, described Mrs. Merrill to be incredibly kind and capable.

"Mrs. Merrill is seriously one

of the smartest people I know!" said Ms. Stevenson.

Ms. Stevenson, also a new teacher to CHHS, has known

Mrs. Merrill for three years. During those three years, they have taught at two schools together.

"She is wonderful to partner with, and we have a similar style when it comes to meeting and trying to be as efficient and creative as possible," said Ms. Stevenson.

Outside of school, Mrs. Merrill enjoys doing many activities, including reading.

"My favorite book of all time is *East of Eden* by John Steinbeck. I even have a tattoo connected to that book," said Mrs. Merrill. "However, I'm always reading and discovering new books that I love."

In addition to reading, Mrs. Merrill likes to bake and be innovative by creating new treats that she hasn't created before. In Colorado, she skied frequently, and she was also

part of a swing dancing team.

As she continues with her first year at CHHS, Mrs. Merrill values the time she spends with her students.

"My students have been the best part of working at Colonial Heights so far," said Mrs. Merrill. "I had the opportunity to work with amazing students who are fun, creative, talented, and just all-around great people."

Free Dress Shop for Ring Dance & Prom

Daily from Friday, March 4, until Friday, March 25

7:15 -7:30 a.m.

2:20-2:45 p.m.

Room 210

Email Mrs. Terri Moody for an appointment.

Twins express the many hardships they have to face

by Catherine Alderson

To outsiders, twins may seem fascinating. Movies and TV shows portray twins having an undeniable bond and creating all kinds of tricks and shenanigans; however, twins also know hardships that regular siblings do not.

Identical twins Jason Devine, 9, and Justin Devine, 9, struggle with other people not being able to tell them apart. Even though they look the same, the two have totally different personalities and interests.

"We don't really have anything in common; we're twins but have two different personalities," said Jason. "I'm outside a lot, and he plays the Xbox a lot."

Along with looking alike, the twins are often called by each other's names.

"It's cool, but it gets annoying sometimes," said Jason.

On the other hand, there are some sets of twins that look nothing alike. Fraternal

Photo courtesy of Kailyn Scheivert



Twins Kaylin and Brandon Scheivert, 9, share many aspects of their lives, including birthday celebrations.

twins, Julian Castillo, 11, and Jacinto Castillo, 11, don't have to deal with some of the same struggles that the Devine brothers do, like not knowing which twin is which, but they have their own struggles. Though others don't get their looks confused, they often get each other's names switched.

A common difficulty that

many twins deal with is not being seen as individuals.

"I feel like one of the struggles of being a twin is that when it's our birthday, it is not just your day: it's you and your twin's day, too," said Kaylin Scheivert, 9. "That is hard because not all the attention is on you."

Birthdays are normally the

one day out of the year that people look forward to because everyone focuses on them. Twins have the disadvantage of people not

just focusing on them, but focusing on their twin as well.

“It’s weird knowing I have to share a birthday with someone for the rest of my

life,” said Brandon Scheivert, 9.

The twins will always have to share a birthday, but they will be able to branch off and become more of their own person when they graduate.

“I want to go on my own path, and I want him to do the same...but when we get older and are married, I hope we have a good bond together,” said Kaylin.

Despite the fact that the Castillo brothers have some struggles, they believe that there are some positives to having a twin.

“It’s nice knowing I have someone to talk to and they will understand,” said Julian.

“I always have a friend with me no matter what,” said Jacinto, about his twin Julian.

Photo courtesy of Jacinto Castillo



Fraternal twins Julian and Jacinto Castillo appreciate the built-in support system that they have in one another, but they still have a complaint: even though they do not look identical, people often mix up their names.



CTE courses offer skills, certifications

Accounting I & II, Economics, and Personal Finance

Taught by: Mrs. Angie Anderson and Mr. Jacob Crowder

What are these classes? "Students will learn to navigate the financial decisions they will face to make informed decisions related to career, exploration, budgeting, banking, credit, insurance, spending, taxes, saving, investing, buying/leasing a vehicle, living independently and inheritance."

Class requirements: "NOCTI Basic Accounting Certification Exam & Wise Financial Literacy Test"

Potential certificates to earn: "WISE Financial Literacy Certification"

Why take these class? "to develop financial literacy skills and an understanding of business and economic principles that will provide the basis for responsible citizenship and career success"

Digital Applications, Computer Information Systems (CIS), Advanced Computer Information Systems (ACIS)

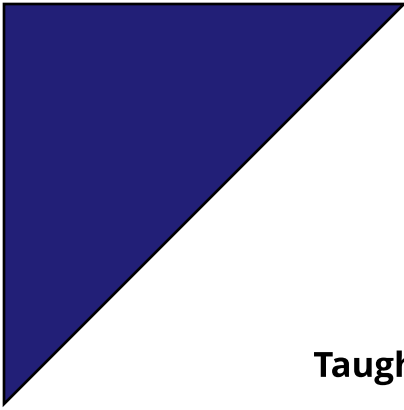
Taught by: Mrs. Cathy Bailey

What are these classes? "Students apply problem-solving skills using Microsoft Office 2019 (Word, Excel, PowerPoint and Access). Students will also integrate the applications."

Certificates to potentially earn: "Microsoft Office Specialist (Word, Excel and PowerPoint)"

Why take these classes? "Microsoft Office is a suite of applications designed to help with productivity and completing common tasks on a computer. It is widely used in business and college. Assignments in most colleges are submitted using Microsoft Office applications."





Building Trades I & II

Taught by: Mr. Micheal Bartholomew

What are these classes? "masonry, carpentry, plumbing, electrical and other basic construction skills including paint, metal bending, roofing and siding"

Potential certificates to earn: "OSHA 10, NCS FirstAid, CPR & AED and NCCER certifications in construction core, construction essentials, as well as Level One Masonry, Carpentry, Plumbing and Electrical: All of which can roll over into various apprenticeships and engineering programs"

Why take these classes? "Building trades is not just about learning skills that will make students valuable and sought after in the construction industry. Students are also learning life kills as well as practical skills that can be used around their homes daily, saving the big money."

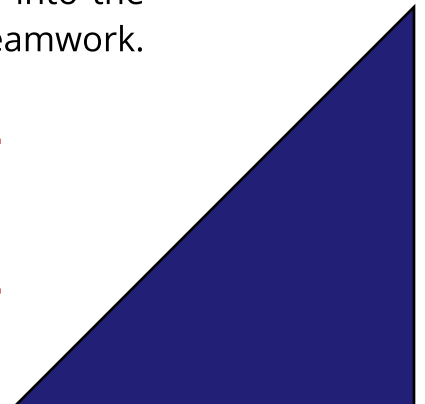
Culinary Arts I & II

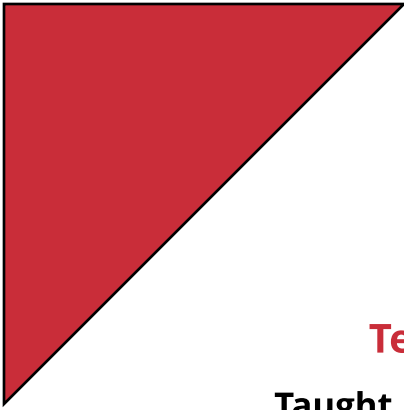
Taught by: Mr. Chris Booth

What are these classes? "Students will learn basic and intermediate culinary skill sets as well as safety, sanitation and school-based enterprise."

Potential certificates to earn: "ServSafe Food Handler and ServSafe Manager Certifications"

Why take these classes? "Students will obtain an inside view into the food service industry through a variety of disciplines and teamwork. Students should be ready to roll their sleeves up and get dirty."





Tech Draw, Engineering Draw, Architectural Draw

Taught by: Mr. Grant Hunnicut

What are these classes? "CAD reading blueprints and 3D Printing"

Potential certificates to earn: "AutoCAD Inventor and Revit certifications"

Why take these classes? "if they are interested in problem solving and design, whether it be mechanical or architectural"

Marketing, Advanced Marketing, Fashion Marketing, Advanced Fashion Marketing & Cooperative Education

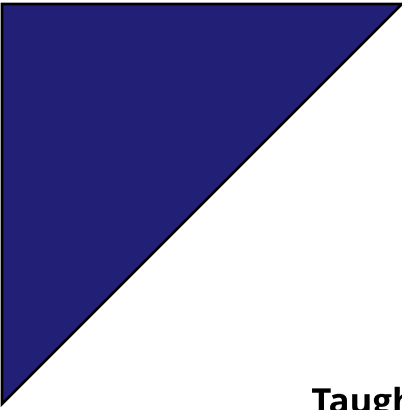
Taught by: Mrs. Lesly McBride

What are these classes? "Marketing classes include career preparation in areas such as advertising, entrepreneurship, fashion marketing, hotel marketing, marketing management and sales promotion. Students may elect to earn additional credit and wages through participation in supervised on-the-job training related to their classroom instruction."

Potential certificates to earn: "National Retail Federation Customer Service and Sales, National Retail Federation Business of Retail: Operations and Profit"

Why take these classes? "for possible careers in areas such as advertising, entrepreneurship, fashion marketing, hotel marketing, marketing management and sales promotion"





Automotive Technology (MLR)

Taught by: Mr. Roy Parham

What are these classes? "In this course students explore, handle and perform basic functions in Engine Repair, Electrical/Electronics, Engine Performance, Suspension and Steering Systems and Brakes."

Potential certificates to earn: "Students who successfully complete the Automotive Technology program may be eligible to take the Automotive Service Excellence (ASE) Student Certification Examination. The ASE Student Certification is the first step in building a career as a service professional in the automotive industry."

Why take these classes? "The Automotive program provides the student with a range of opportunities that can provide a great job anywhere in the world."

Intro to Nursing & Basic Nursing/Nurse Aide

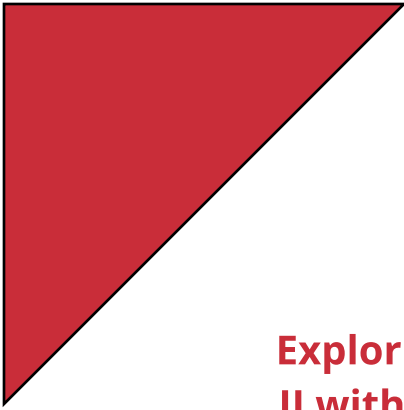
Taught by: Mrs. JoAnn Moody-Parham

What are these classes? "basic healthcare nursing skills that support the physical and emotional needs of the patient"

Potential certificates to earn: OSHA for Healthcare Certification, Nurse Aid Certification of Completion, Licensure as Certified Nurse Aid, CPR Certification

Why take these classes? "provides great foundation to prepare for any healthcare occupation"





Exploring Computer Science, Programming I with Python & II with Unity, AP Comp. Sc. Principles, & AP Comp. Sc. - Java

Taught by: Mr. Matthew Reiersen

What are these classes? "problem solving, collaboration, web design, block coding, text based coding, data analysis, creativity and attention to detail; coding experience with Scratch, Python, JavaScript, HTML and Unity"

Potential certificates to earn: "none yet, but coming soon with new classes being added"

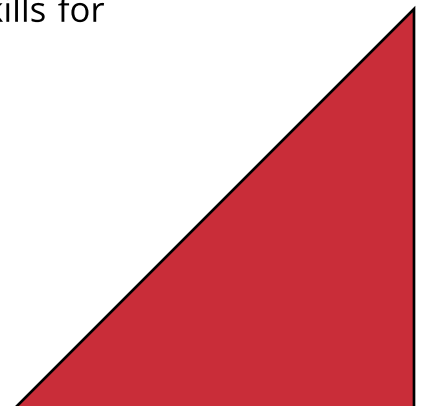
Why take these classes? "Computer science helps to understand how computing and technology influence the world around you. You learn by creating things like games, websites and apps to address real world issues. CS is a career that needs all kinds of people, including writers, designers, programmers, artists and engineers."

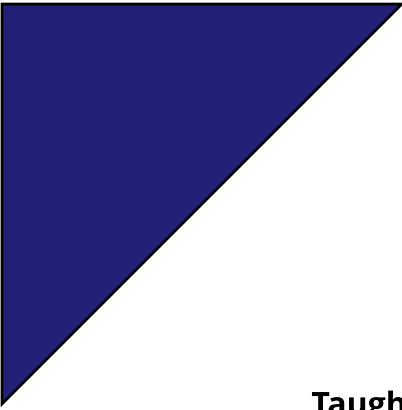
Digital Applications Principles Of Business and Marketing

Taught by: Ms. Laneta Ricks

What are these classes? "life skills using Microsoft Word, PowerPoint and Excel in addition to business concepts centered around valuable workplace information"

Why take these classes? "to gain valuable information and skills for the workplace"





Technology Foundations, Technology Transfer & Technology of Robotic Design

Taught by: Mr. Victor Vince

What are these classes? "In this hands-on technology education course, students use tools, VR simulators and modules. Students learn about materials, energy and engineering processes. Students design and create to learn about how and why technology works. Each year builds on experience until you are designing, building and programming robots."

Potential certificates to earn: "Workplace Readiness for the Commonwealth Certification, NC3 Industry 4.0 Certification, VEX and CMU Robotics Certification and NC3 Mechatronic Certification"

Why take these classes? "Technology surrounds our lives. Learn to understand and make it work for you. Learn 'How' technology works. Robots will be a part of your life. Would you rather design, build and program robots...or have them control you?"

Early Childhood Education I & II & Dual Enrollment

Taught by: Mrs. Tammy Young

What are these classes? "how to care for children from birth to age eight; how to develop lesson plans that are developmentally appropriate to teach children reading, math, science, and social studies; to understand the developmental milestones in children from birth to age eight."

Potential certificates to earn: "ASHI FirstAide and CPR Certification, VDOE Child Abuse and Neglect Training, earn college credits towards an early childhood studies certificate"

Why take these classes? "If students like and enjoy children or are interested in becoming an early childhood educator, this class allows students hands-on experiences with children. We operate a preschool program with our program, 2-3 days a week. Plus, students in level two and DE have the opportunity to complete an internship experience within the elementary schools, grades K-2."

