

The Quarterly Review CAP

Quarter 1 2020

9th Grade



Gilded Age YouTube Videos

During the first quarter, students were split up into four groups for a week-long interdisciplinary. The interdisciplinary was about the Gilded Age - a time of exponential economic growth. During the Gilded Age, the United States expanded their economy into industrial areas. Despite this, many faced discrimination during this time. Students worked, in mini groups, to portray the successes and corruption of the Gilded Age in musical performances, pieces of writing, films, etc. Ms. Jeral, the drama teacher, had her students create and act out a play. Mr. Bustillos, the photography teacher, had his students write a short story and create a movie poster (in photoshop) based off a book of pictures that showed what life was like during the Gilded Age. Mr. Grossman, the US history teacher, had his students write a newspaper based on the time period. Dr. Simel, the English teacher, got her students writing some stories.

CAP Freshman Alemand Shiferaw-Uzman says his favorite part was the freedom that they had to interpret the outline of the assignment any way they favored. A major lesson that the interdisciplinary thought him is to "pay attention to the stuff that [he] learned in each of the classes." Interdisciplinaries are big projects that require the students to critically analyze what they were taught in their core CAP classes. Shiferaw-Uzman explains how they started with industrialization and westward expansion before moving into the Gilded Age. In Honors English 9, they learned about the writing during the time period and how it corresponded with people's moods. When the quarter ended, students were in the middle of learning about unions and Chinese exclusion in retaliation for the Gilded Age.

With virtual learning, drastic changes had to be made with the way things were conducted. For example, the students didn't have a big celebration Friday afternoon (the Friday at the end of the interdisciplinary week) to present their work, but CAP teachers worked hard to make sure Freshmans had a great time with interdisciplinaries. CAP Freshman Alex Feingold-Black explains his first quarter in the CAP program helped him realize the importance of teamwork. He states, "the classes are interesting and the teachers are engaging."

10th Grade



Crystal Ball Videos

For the sophomore unit on 1984, students were asked to culminate all of their thoughts on the story, and the dystopian genre, into a final project that captured their thoughts on the unit. Student Sammi Frey created a drawing of Winston through different stances of his life and mindset during the course of the book, using color and the lack thereof to add meaning to the drawing. See drawing above.

Tenth grader Jonathan Cumblidge is already a talented photojournalist, covering topics from the recent school materials pickup, for Silverlogue, to photographing life in poor Pennsylvania towns. His latest project was photographing the protests at Black Lives Matter Plaza, in DC, on Election night, as well as recording the media's coverage of the same protests. Cumblidge has been interested in photojournalism since his freshman year, and is drawn to it for its artistic qualities, as well as the ability to "...document what's going on in the world and catch interesting moments." When asked what he'd like to cover in the future, Cumblidge replied, "I would like the opportunity to go more in depth on a single issue or group of people, rather than just photographing events."

The 2020 election was exciting! As part of the CAP AP U.S. Government & Politics class, 10th graders engaged in the Crystal Ball Project, using their powers of prediction to guess the winners in some of the most competitive House and Senate races across the country during the 2020 election. Students analyzed demographic information, polling data, candidates' issue stances, as well as local media tracking in order to come to conclusions about who they believed would be the winners. As the final piece of the project, students produced a mock election night news broadcast video highlighting their predicted winners.

Top image: Ila Raso's final assessment project for "1984" by George Orwell, which explores propaganda techniques in the Trump presidency and in "1984."

Bottom image: Sammi Frey's final assessment project for "1984," showcasing the character development of the main character, Winston, throughout the book.

11th Grade

Cohen, Haddad, & Roehrig Postman Project

This quarter, the 11th graders completed the annual Wave Project in Mr. Shindel's class. Using a wave as a metaphor for emerging technologies, the juniors applied the framework of technology from social critic Neil Postman through a culminating project. This project helped students develop a deeper understanding of modern technologies and their impact on our lives and world. Samar Haddad along with group mates Sofia Roehrig and Mira Cohen decided to present their project in the form of a TedTalk. Haddad notes, "We wanted to do a video because it's kind of hard for a slideshow on Zoom to pay attention and really be engaged. So we thought it would be more personal to have a video. Basically we turned it into a TedTalk style video." In their project, they analyzed cyborgs, and how they've affected the government and individual people.

In AP Language and Composition taught by Ms. Whitney's class, students had the opportunity to read *The Fire Next Time* by James Baldwin, *The Fire This Time* by Jasmine Ward, and *The Negro Question* by Albert Einstein while reflecting on the current civil unrest across the U.S. Sam Levy notes, "[we] related it back to American society and how it deals with race and social status..." and also related it back to now. It's been a lot of open discussion." Levy continues, "the discussions are just really relevant to everything that's going on now and everything that has gone on and it all ties into all of the work that she's been giving us this semester."

In Mr. Mogge's AP World History class, the juniors have been preparing for the AP exam through textbook reading and interactive lessons. For every chapter they read in the textbook, Mr. Mogge chooses to highlight a prominent female figure during that time period. Haddad expresses that she likes learning about additional female figures. "Every chapter we learned about a woman in the society, because [Mr. Mogge] feels like the textbook doesn't really write about the women in the specific time period enough, so that's something cool he does," Haddad says.

Given the nature of CAP, Levy believes the transition to virtual learning has been easier. Levy expresses, "CAP in particular is definitely a really good, it's a good group of people to lean on. And all the teachers are very open about due dates and communication and they talk to each other, which is really nice."

Top images: Postman Project on robot automation by Samar Haddad, Michael Dinkel, and Declan Herlihy.

Bottom button: Postman Project on cyborgs by Samar Haddad, Sofia Roehrig, and Mira Cohen.

12th Grade

During the first quarter of the 2020-2021 school year, CAP seniors worked on improving their college essays and began preparing their CAP Senior Presentations. Students' Senior Seminar classes provided multiple opportunities for both peer and teacher reviews of college essays. According to CAP senior Che Moorhead, "being able to have feedback from multiple sources has been super useful in the creation of my college essays and also having a deadline far before any of my essays were actually due helped me motivate myself to get the essay done sooner."

Students also got a taste of how their senior presentations would be conducted in the virtual environment by preparing virtual presentations of their Advanced Exhibitions to share in their classes. Advancing Exhibitions are projects towards which seniors have dedicated significant time and energy. There are two types of Advanced Exhibitions or AEs. The first is an Impact on School and Community AE, which is a showcase of an activity or endeavor that allowed a student to make positive change in their communities. The second is an Area of Emphasis AE, which allows students to express their passions through an experience or project. Area of Emphasis projects are completely open-ended and can span a wide variety of topics. CAP senior Judy Goldstein created a documentary titled *A Year in Jerusalem* for her Area of Emphasis, chronicling her year-long stay in Israel. She enjoys the support that Senior Seminar provides, saying "I think [Senior Seminar] has helped me get more comfortable with speaking about my own projects...so if I do end up going into film or TV or radio or something like that, I'll have that built-in portfolio ready to go, which will be fantastic."

Images: CAP Senior Mihret Asfaw's Area of Emphasis: Yemen Peace Project Video: *This Year in Jerusalem* by Judy Goldstein

