

CAP Newsletter

CAP launches new "Ambassadors" Program

In September, CAP seniors Ben Miller and Cole Greenberg and junior Kiran Kochar McCabe began work as the first class of CAP Ambassadors. The CAP Ambassadors program, envisioned by CAP English teacher and program coordinator Ms. Fillman, is intended to harness student ambition and input to further CAP's organizational goals.

Over the past nine weeks, Ben, Cole, and Kiran have offered their energies on a variety of different projects and initiatives, from helping with lesson planning tasks and events for prospective students to expanding CAP academic support opportunities. The ambassadors are also planning and organizing CAP Community Day, a program-wide day of service in March 2018 when CAP students will volunteer their energies to worthy causes across the DC area.

Quarter 1

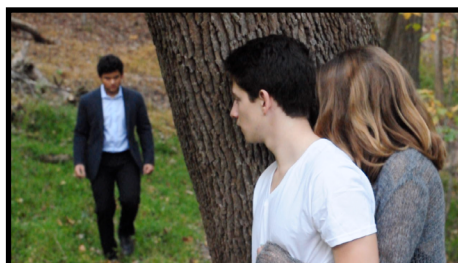


CAP Ambassadors (left to right): Cole, Kiran, and Ben

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Students pose for a picture after completing their first Interdisciplinary

Students have a ball at Gilded Age Interdisciplinary

On October 27, CAP freshmen completed their first, week-long Interdisciplinary project with a celebration of the Gilded Age. During the party, students had a chance to share projects they created over the preceding four days and enjoyed food, costumes, and a grandly decorated CAP Suite.

At the beginning of the Interdisciplinary, students were split into four groups to create their projects. Students working with Mr. Bustillos in the photography rotation created stories about tenement life during the late nineteenth century, using Adobe Photoshop to craft images and scenes resembling those of the period.

Mr. Grossman led the history group in which students worked in groups of five to write and compile newspapers.

Dr. Simel's English rota-

tion wrote narratives about the Gilded Age and analyzed their own use of diction and syntax in them.

Finally, Mrs. Jeral's theater group presented scenes and songs from the period while paying homage to the leading artistic figures of the Gilded Age.

Many CAP students saw the Gilded Age Interdisciplinary as an opportunity to delve into a specific and interesting period. CAP freshman Amina King enjoyed her Photography project because it gave her a closer connection with American history. "We were able to compare our lives with those in the past who may have been our ancestors," King said.

For other students, the Interdisciplinary presented the opportunity to spend more time learning and bonding with their new CAP peers.

9th Grade

Overview

CAP English 9

Students are reading texts from Romanticism and Realism, two important literary schools of the nineteenth century. Students recently finished reading *Walden* by Henry David Thoreau and *Maggie: A Girl of the Streets* by Stephen Crane and crafted an essay analyzing the techniques and themes of each work.

CAP US History

Students are learning about changes in American society in the decades following Reconstruction. In particular, students are studying the experiences of immigrants entering the United States and the rapid and complicated development of American corporate culture.

CAP Drama

In the first quarter, CAP students have begun to develop their dramatic skills through a variety of improvisational, character, and physicality activities. Currently, students are studying *The Glass Menagerie* by Tennessee Williams and *All My Sons* by Arthur Miller, from which they will be staging and performing scenes.

CAP Photography

Students are learning about resolution, color, compression, aperture, depth of field and other key aspects of successful photography. CAP students are also developing their photo design and editing skills in Adobe Photoshop.

Molly Howard, also a member of the Photography rotation, noted that "it's really cool to be with a bunch of people that really enjoy the same things that you do."

CAP 10 students create Voter Guides

10th Grade

Beginning on October 16th, CAP sophomores embarked on the year's first, week-long Interdisciplinary: CAP Voter Guides! After picking from a variety of interesting and nationally-debated political topics, the 10th grade students were promptly divided up into

groups of three and got to work on investigating their shared area of interest. After three days of in-depth research, the students jumped right into crafting an informative and visually appealing brochure that explained both sides of their specific issue.

The interdisciplinary gave students an opportunity to analyze current political issues and build strong arguments for both sides of a policy debate, allowing them to approach the assignment with an open mindset.

Students envision suffering worlds in Dystopian Trailers



A scene from Kasey Hammond's Dystopian Trailer

CAP students may be interested in popular dystopian tales like that of *The Hunger*

Games and 1984, but nothing is more interesting than getting the opportunity to create an original dystopian concept! Starting mid-September, CAP sophomores began brainstorming story ideas that would eventually culminate into a short, well put-together movie trailer for a fictitious dystopian film. Once the sophomores culled the idea pool down to a select few, they were then given the opportunity to choose their favorite concept and quickly get to work.

Under the guidance of CAP Newswriting and TV production teacher George Mayo, the 10th

grade students spent the last month working their way through the various film processes and have now wrapped up production on their trailers.

According to Mayo, the “project is going great! Students are creating some weird and interesting dystopian trailers critiquing a wide range of contemporary issues and topics. Students have written scripts, created storyboards and shot lists, filmed all their scenes, and are now completing editing.” The trailers were screened in the auditorium on Friday, November 17th.

Overview

CAP English 10

Students are focusing on writing stylistic analyses and are beginning to work on their Extremely Loud and Incredibly Close Voice Projects, a visual presentation that allows them to connect to Jonathan Safran Foer's book in a meaningful and personal way. CAP Sophomores have also started to work on their “Shark Tank proposals”, a project which requires them to invent a product, research production in-

formation, and then pitch the idea to their 10th grade CAP teachers.

CAP Newswriting and TV production

Students are currently working on editing and finalizing their Dystopian Trailers and are simultaneously putting together a visual advertisement for their “Shark Tank project” in CAP English 10.

CAP Journalism

Sophomores just finished their unit on broadcast journalism and editorials and will now be moving into

a brand new unit centered around feature stories.

CAP AP Government

Throughout the course of the quarter, CAP 10th graders have learned about political topics ranging from elections and campaigning to federalism and political parties, efficiently working to cover every facet of the US government. Additionally, students were recently assigned a “district profile”, which requires them to learn everything about their given US district.

11th/12th Grade



Students in Mr. Shindel's 9th period class discuss the film 13th

Eleventh graders experience "Race Unit"

This fall, CAP juniors kicked off their year in CAP Research Methods with Mr. Shindel with the class's hallmark Race Unit. Students addressed topics like racial definitions, white privilege, white fragility, institutional racism, and many others. They watched the Emmy

award-winning documentary 13th and created papers on such varied topics as whitewashing, hate crimes legislation, and childhood comprehension of race.

After weeks immersing themselves in the topic, students have taken a lot

away from the Race Unit. CAP student Jake Holland remarked that they "learned that racism is basically all about money and plays into classes in America's caste system." Another student took the opportunity to learn about "how colorism affects people within a race, and for Asian peoples colorism mostly stems not from western colonialism and beauty standards but from the historical link between lighter skin tone and higher social or economic class." Students are looking forward to applying what they've learned concerning race in the classroom to the outside world.

While the Race Unit is often taught later in the course's curriculum, Shindel found it fitting to teach the material now, due to current events involving President Trump and prominent protests in American professional sports. Mr. Shindel is also a teacher facilitator for the student-led coalition One Blair, an organization promoting interracial dialogue and cooperation.

CAP seniors take on the world in Senior Seminar

Seniors in CAP Senior Seminar are hard at work preparing for the world after graduation. Through lessons taught by CAP faculty Mr. Grossman and Ms. Russell, students have explored topics in time management, workplace environments, performance theory, essay composition, and

emotional intelligence. Students also workshopped their college essays and shared their culminating Advanced Exhibitions.

Starting on December 7th, students will begin presenting their CAP Senior Presentations, which offer a chance to share experiences and

growth in CAP with an audience of teachers and other CAP students. Through eye-catching, media-integrated portfolio presentations, students will be able to reflect on their years in CAP and how they can apply what they have learned to future successes.

Overview

CAP AP English Language

Throughout the quarter, students read and analyzed The Autobiography of Malcolm X and learned about how race interacts with different facets of society. By examining different rhetorical devices and using additional sources to build off of textual concepts, students were able to develop a nuanced understanding of race in American literature.

CAP AP World History

In the short 10 weeks of the first quarter, students have now covered all of history from 8,000 B.C.E. to 600 C.E. Students have explored the lives of early humans, learned about the rise of civilization, and studied and the foundations of modern society.

CAP Research Methods

Students have started their year of research by delving into the complicated subjects of hurricane relief and institutional racism. They are writing research papers investigating how race impacts a specific aspect of American society.

Student Spotlights

RYAN VYSKOCIL



Ryan with Tremaine's other Dancer of the Year

school's dance intensive, and was signed by New York dance agency McDonald/Selznick Associates.

The Tremaine Performance Company holds auditions and offers youth scholarships in up to 20 cities around the country every summer. As the Senior Male Dancer of the Year, Ryan spent his summer break assisting different Tremaine teachers with their classes and will continue to tour with them on select weekends during the school year. According to Ryan, working with the Tremaine Company has helped to improve his time management skills.

Similarly, Juilliard's an-

nual summer dance intensive is an extremely selective program, accepting only 44 students into its ranks. As this was Ryan's second consecutive summer attending the program, Ryan said he was able to "get more out of it." He enjoyed working with the other dancers in the intensive and appreciated how they all added something new into the mix.

In terms of how this has impacted Ryan's performance in CAP, he believes that his time dancing over the summer improved both his communication and writing skills. Ryan is looking forward to where his dance career takes him!

Ryan Vyskocil, a CAP junior, is a competitive dancer in his free time. Over the summer, Ryan was awarded the "Senior Male Dancer of the Year" award by the nationally-recognized Tremaine Performance Company, attended The Juilliard

NORA OLAGBAJU



Nora with filmmaker Michael Moore in New York

During the summer of 2017, CAP senior Nora Olagbaju completed an internship with filmmaker Michael Moore, the creator of *Bowling for Columbine* and *Fahrenheit 9/11*. Nora spent several weeks in New York City working on the

production team for *Fahrenheit 11/9*, Moore's upcoming documentary about the election of Donald Trump. During her internship, Nora participated in a variety of important activities, from running errands to researching, compiling clips, and actually editing portions of the film. She even worked her way up to become a paid employee.

Nora arranged her internship through family friend Tia Lessin. Having seen many of Moore's films, Nora was excited to work with him, but was struck by Moore's passion and commitment to furthering truth and social justice through film. "He isn't afraid to call out gov-

ernment officials for their mistakes," she said. "He uses his vast platform to resist hatred, corruption and structural inequality."

Although Nora was interested in film production before her internship, her experiences working with Moore dramatically expanded her love for the subject. "At the start of this internship, I knew I enjoyed making documentaries but never saw it as something I wanted to pursue after high school," Nora said. "After witnessing the filming, editing, and production process on such a large scale, I realized it was something I truly loved to be a part of."