Dear CAP student,

The Communication Arts Program (CAP) is committed to providing you with an authentic interdisciplinary education in the humanities and the media. In our program, you will learn a variety of skills that will prepare you for college and the real world: Group Dynamics, Public Performance, Research, Critical Thinking, and Writing are just a few of the many skill areas we will explore.

We hope you find this portfolio guide useful as you navigate each grade level towards your culminating senior presentation. Your teachers have developed highly innovative, challenging and unique student-centered projects that reflect not only the curriculum across content areas, but that reflect our media-centered, fast-paced society.

In this guide, you will find information about the history and philosophy of the portfolio, how the portfolio is broken down by grade level, and how many submissions are required each year. You will also learn how the submissions will align with one of five competencies, or categories, each of which reflect a number of essential skills that are woven into the curriculum.

Your teachers will review relevant sections of the portfolio guide with you each year. Juniors and seniors will also serve as mentors to underclassmen throughout the process so that by the time a student graduates, all students have a vested interest in one another’s success.

We look forward to working with you, and to celebrating your accomplishments in CAP!

Sincerely,

Sarah Fillman, NBCT/Lead Teacher

“A MESSAGE FROM THE PROGRAM COORDINATOR:

Your teachers have developed highly innovative, challenging and unique student-centered projects that reflect not only the curriculum across content areas, but that reflect our media-centered, fast-paced society.
WHAT IS THE CAP PORTFOLIO?

Established in 1988 at Montgomery Blair High School to provide students with the opportunity to strengthen their skills in the humanities and media fields, the CAP has drawn students from around the county to participate in its four-year interdisciplinary program. Offering unique courses in a wide variety of communication media taught by experienced instructors, the CAP involves students in a creative program which encourages them to become active not only in the Blair community, but the vast world beyond.

Since our program’s inception, students have completed a portfolio that represents their best work over the course of their high school career, and showcases their personal passions and community involvement. Students work with their teachers at each grade level to compile assignments that demonstrate exceptional achievement. These assignments represent a number of categories, also known as competencies, all of which demonstrate a variety of curriculum-specific skills (a full explanation of each competency and the skills they reflect are provided within this guide).

It is our philosophy that having students consistently think about the merits of their own work strengthens critical thinking skills and helps students develop an ability to learn independently. Through methodic introspection, students recognize patterns in their work, identify strengths and weaknesses, and develop self-assessment abilities that will aid them in setting future goals. A structured reflection challenges students to describe their progress, cite specific examples of what they learned and are able to do, and to define their own learning outcomes.

Developing an electronic portfolio will simplify the college application process in that prospective colleges and universities can have tangible evidence of a student’s achievement, thus enhancing college resumes by illustrating the areas of interest students may have written about in their essay.

Your teachers will work closely with you to develop the most comprehensive portfolio that best represents your academic and personal achievements.

During your senior year, your portfolio will be used as the foundation for your final multi-media presentation.
CAP PORTFOLIO

Each year, students will submit at least ONE assignment for each of the three competencies below. Once that requirement has been met, students may choose the competency that is most appropriate for the remaining entries which will total six except for senior year. Teachers will inform students in advance whether an assignment is worthy of submission, and suggest which competencies best align with the skills assessed.

SAMPLE ASSIGNMENT GRID:

<table>
<thead>
<tr>
<th>FRESHMAN</th>
<th>CRITICAL THINKING</th>
<th>SOCIAL AWARENESS</th>
<th>MEDIA &amp; COMMUNICATIONS</th>
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<tr>
<td>6 entries</td>
<td>✓</td>
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<tr>
<th>SOPHOMORE</th>
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<tr>
<td>6 entries</td>
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<tr>
<th>JUNIOR</th>
<th>CRITICAL THINKING</th>
<th>SOCIAL AWARENESS</th>
<th>MEDIA &amp; COMMUNICATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 entries*</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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</table>

*Students may submit one Advanced Exhibition by the end of their Junior year.

<table>
<thead>
<tr>
<th>SENIOR</th>
<th>CRITICAL THINKING</th>
<th>SOCIAL AWARENESS</th>
<th>MEDIA &amp; COMMUNICATIONS</th>
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<tbody>
<tr>
<td>2 AE’s</td>
<td>✓</td>
<td>✓</td>
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**MY ROLE IN THE WORLD**
(Student-centered, themed multi-media presentation)

Advanced Exhibition #1 (Impact on School/Community) **due in September**

Advanced Exhibition #2 (Area of Emphasis) **due in October** (unless one was submitted Junior year)

**KEY:**

- **AE** = Advanced Exhibition
- ✓ = Required competency submission
- ✓ = Example scenarios of possible competency submissions to meet requirements
CRITICAL THINKING:
Assignments for this competency require that students deeply analyze an issue or topic and examine both their own and others’ beliefs and perspectives.

Essential Question: How does this assignment help me better understand my thinking and question those ideas I believe to be true?

Skills reflected in this category include but are not limited to: Writing, Media, Creative, Literature, Research, Group Dynamics

SOCIAL AWARENESS:
Assignments for this competency help students gain a better understanding of the environment and world around them and help them attain greater capacity to affect change in their community.

Essential Questions: How does this assignment help me learn more about society and provide me an opportunity to promote positive change within my community? How does this assignment help me better understand my values and the role they play in the decisions I make?

Skills reflected in this category include but are not limited to: Writing, Media, Creative, Literature, Research, Group Dynamics, Public Performance

MEDIA & COMMUNICATIONS:
Assignments reflect an understanding of media’s role in shaping our society, and/or how mass communication can enrich or limit society.

Essential Questions: How does this assignment help me understand Media’s influence? To what extent does the Media shape our values?

Skills reflected in this category include but are not limited to: Writing, Media, Creative, Literature, Research, Group Dynamics

IMPACT ON SCHOOL/COMMUNITY:
This advanced exhibition requires students to become active in and make a contribution to their school and/or community.

Essential Questions: How have I become engaged in my school and/or community in a meaningful way? How does this activity enrich my life and the lives of those around me?

AREA OF EMPHASIS:
This advanced exhibition requires students to identify and analyze an area of emphasis, be it academic or extracurricular, they are passionate about and have excelled in.

Essential Questions: What activity, topic and/or skill is most important to me? How has this area of focus molded the way I understand the world?
POSSIBLE AREAS OF EMPHASIS

The following list of areas of emphasis includes possibilities that previous students have included in their senior presentations. It is not designed to be a strict menu from which to choose but will hopefully inspire an idea. Remember to play to your strengths - one size does definitely not fit all!

◊ Research Topic of Choice (history, news, geography, sociology, psychology, art, education, etc.)
◊ Film Making
◊ Acting
◊ Dancing
◊ Singing
◊ Studying Abroad
◊ Photography
◊ Drawing/Animation
◊ Social Justice
◊ Journalism
◊ Creative or Technical Writing
◊ Editing
◊ Producing (films, shows, music)
◊ Genres of Literature Analysis
◊ Advertising
◊ Teaching
◊ Group Management
◊ Leading/Organizing
◊ Politics

Remember to play to YOUR strengths – one size does definitely not fit all!
ESSENTIAL SKILLS

The following skills are evident in many of the assignments you will complete in CAP. Each portfolio competency will have a variety of skills reflected in each assignment you include. Listed below are explanations of the essential skills required in the portfolio; however the skills are not mutually exclusive, meaning that an assignment may be appropriate for more than one skill. Your teachers will announce as they assign projects whether they are portfolio worthy, and which competency may be the best fit. Please see a comprehensive list of assignments on pages 7-8.

RESEARCH SKILLS:
Research requires students to ask questions, argue and support a thesis, find a variety of credible sources, and critically review and organize research findings.

CREATIVE SKILLS:
Creative thinking requires the student to engage the right side of the brain. Activities often include acting (stage or film), singing, dancing, drawing and other art, creative writing, photography, and film making.

SOCIAL and ETHICAL AWARENESS:
Students value and acknowledge cultures, genders, religions, and sexual orientations other than their own with open-mindedness. They are informed on global issues and become globally conscious and socially responsible to affect change for the immediate community and society at large.

MEDIA LITERACY SKILLS:
Students should be able to identify and understand how media - internet, radio, newspapers, TV, books, billboards, etc. - shape their beliefs, their culture and the world. They will use various forms of technology to access, analyze and evaluate information as both consumers and creators themselves. They will be able to use verbal, visual and/or auditory elements to persuade others.

KNOWLEDGE OF GREAT LITERATURE:
Students will study rhetorical devices, the use of language, themes and characters to glean meaning and explore new perspectives. They will consider the power of storytelling to better understand the human condition and the world we live in - past, present, and future. Skills include reading, annotating, synthesizing, comparing, contrasting, and analyzing various forms of literature.
PUBLIC PERFORMANCE SKILLS:
Students will learn public speaking techniques such as appropriate rate, pitch, volume, gestures, and eye contact in order to persuade, inform, debate, and present valuable findings from research. These skills may be fostered in speeches, debates, presentations, and dramatic or musical performances. PLEASE NOTE: Any sort of oral presentation must include documentation such as video, an outline or other tangible proof of the performance.

WRITING SKILLS:
Students not only demonstrate sound writing mechanics such as grammar, punctuation, and spelling but revise and reflect on data throughout the writing process. Scholarly writing is directed at an appropriate audience, uses sophisticated rhetoric, and is supported with reputable citations. Creative writing includes well developed story arcs and characters.

CRITICAL THINKING SKILLS:
Students develop fundamental critical thinking skills such as inferencing, explaining, evaluating, interpreting, and applying. Critical thinking is a deliberate thought process that prompts students to check the validity of a claim or source, consider multiple perspectives, provide support to back a claim, understand the implications of a thought or action, and re-evaluate previously held opinions in light of newly acquired information.

GROUP DYNAMICS SKILLS:
Working in a group requires students to consider other perspectives, contribute time and knowledge, respectfully collaborate to accomplish a goal, and practice being both leader and follower. Group members learn to communicate efficiently and effectively, manage their time, and strategize for the best possible learning outcomes. Often, problem solving is better done in groups than alone and the CAP provides a safe framework for collaboration.
PORTFOLIO-WORTHY ASSIGNMENTS

Please use the following list to guide you when selecting assignments for your portfolio. This list is subject to change so please consult with your teacher before writing a coversheet for an assignment not listed here.

<table>
<thead>
<tr>
<th>Critical Thinking</th>
<th>Social Awareness</th>
<th>Media and Comm.</th>
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<tbody>
<tr>
<td>Equal Rights Amendment Essay</td>
<td>Cinematic Analysis</td>
<td>Savoy Ballroom Interdisciplinary</td>
</tr>
<tr>
<td>Critical Thinking Paper</td>
<td>Savoy Ballroom Interdisciplinary</td>
<td></td>
</tr>
<tr>
<td>Cinematic Analysis</td>
<td>Gilded Age Interdisciplinary</td>
<td></td>
</tr>
<tr>
<td>Japanese Internment Letter to Editor</td>
<td>USO Show Interdisciplinary</td>
<td></td>
</tr>
<tr>
<td>Thoreau/Crane Paper</td>
<td>Woodstock to Wall Street Interdisciplinary</td>
<td></td>
</tr>
<tr>
<td>Style Analysis Paper</td>
<td>City Lights Project</td>
<td></td>
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<tr>
<td>Modern Short Story Projects</td>
<td>Student Initiated Assignment</td>
<td></td>
</tr>
<tr>
<td>Harlem Renaissance Brochure and Poetry Reading</td>
<td>Boulevard News Cover</td>
<td></td>
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<tr>
<td>Unbroken Multiple Intelligence Project</td>
<td>Harlem Renaissance Brochure and Poetry Reading</td>
<td></td>
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<tr>
<td>Literary Essays</td>
<td>Inspirations Project</td>
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<tr>
<td>Inspirations Project</td>
<td>Literary Essays</td>
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<tr>
<td>Dada Project</td>
<td>Modern Scene Project</td>
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<td></td>
<td>Romeo and Juliet Scene Project</td>
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<td>CAP 9 Sem 1 Final Media Project</td>
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<td>CAP 9 Sem 2 Final Media Project</td>
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<td></td>
<td>Theater History Project</td>
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### 10th Grade

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<tr>
<th>Critical Thinking</th>
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<tr>
<td>Debates</td>
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<td>CAP Congress</td>
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<td>CAP Congress</td>
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<tr>
<td>CAP Court</td>
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<td>CAP Court</td>
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<td>CAP Hollywood</td>
<td>Dystopian Trailer</td>
<td>Dystopian Trailer</td>
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<td>Dystopian Trailer</td>
<td>1984 Comparative Analysis</td>
<td>1984 Comparative Analysis</td>
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<td>ELAIC Voice Project</td>
<td>Book Club Presentation</td>
<td>ELAIC Voice Project</td>
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<tr>
<td>Short Story</td>
<td>DBQs/Essays</td>
<td>Short Story</td>
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<tr>
<td>1984 Comparative Analysis</td>
<td>C-SPAN</td>
<td>Book Club Presentation</td>
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<tr>
<td>The Odyssey Comic Strip</td>
<td>Editorial Cartoon/Analysis</td>
<td>POTUS</td>
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<tr>
<td>Book Club Presentation</td>
<td>Diversity Project</td>
<td>Declaration of Independence</td>
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<td>POTUS</td>
<td>Critical Thinking Paper</td>
<td>C-SPAN</td>
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<td>Declaration of Independence</td>
<td>Feature Story</td>
<td>Editorial</td>
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<td>DBQs/Essays</td>
<td>Diversity Project</td>
<td>Editorial Cartoon/Analysis</td>
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<td>C-SPAN</td>
<td>Critical Thinking Paper</td>
<td>Greenscreen</td>
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<td>Editorial</td>
<td>Feature Story</td>
<td>Independent News Articles</td>
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<td>Editorial Cartoon/Analysis</td>
<td>Diversity Project</td>
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<tr>
<td>Critical Thinking Paper</td>
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<td>First Amendment Project</td>
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### 11th Grade

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<tr>
<th>Critical Thinking</th>
<th>Social Awareness</th>
<th>Media and Comm.</th>
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<tbody>
<tr>
<td>Sun Tzu Application to Current Conflict</td>
<td>Comparative Essay</td>
<td>20th Century Group Presentations</td>
</tr>
<tr>
<td>Document Based Essays (topics vary)</td>
<td>Transatlantic Slave System &amp; Modern Human Trafficking</td>
<td>CAP Diamond</td>
</tr>
<tr>
<td>Change And Continuity Essays (topics vary)</td>
<td>Man's Search for Meaning Seminar &amp; Blog</td>
<td>Voice Project</td>
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<tr>
<td>CAP Diamond</td>
<td>CAP Diamond</td>
<td>Research Project</td>
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<tr>
<td>Nonfiction Book Project</td>
<td>Visual Rhetoric Project</td>
<td>Digital Downtime</td>
</tr>
<tr>
<td>Writing Plan (3 quarters)</td>
<td>Research Project</td>
<td>Racism Project/Essay</td>
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<tr>
<td>Analytical Timed Writing</td>
<td>Digital Downtime</td>
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<tr>
<td>Research Project</td>
<td>Racism Project/Essay</td>
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<tr>
<td>Digital Downtime</td>
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<tr>
<td>Racism Project/Essay</td>
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serve  write  create  analyze  perform  organize  complete  research  develop  select
Assignment/Activity Title—CAP Hollywood
Skill—Writing, Film Making, Group Dynamics
Year—Sophomore
Competency—Media and Communications

The most amazing part about CAP Hollywood was the concept of originality. From the stories to the screenplays, everything would be a product of the creativity of a 10th grader. From my experience with documentary filmmaking, I thought I knew approximately how long each step in the process would take. I was extremely surprised when we wrote our script in two class periods.

The shortcomings of our scriptwriting were revealed when we began to plan the filming, and continued to be uncovered throughout the filming and editing. Although there were some scenes I had a very clear plan for, the plan was squashed when we arrived at the filming location and saw that it was set up differently than we imagined.

There were some logistical issues, such as the fact that we had to film in three different houses yet the story takes place in one house. Our largest mistake came from procrastination of the ending. In the original story, Alexandra trips over a rock and dies, but we did not want to use this ending since the trip will likely look fake. When we wrote the script, we had Alexandra run into the woods but stopped writing right before the ending. In fact, we went into the woods to film one day still unsure of the ending. After half an hour of debate, we decided to have Alexandra bury the necklace and walk away (my idea was to throw the necklace up in the air and slow the video clip down). When we put it together in final cut, the ending was “meh.” One unnamed individual was attached to the idea of the ending, and none of us were able to propose alternative endings (I thought she should jump off a cliff into water and drown but that idea was apparently “too dark” or something). We were all tired of filming and just sat by idly with our decent but not great ending. That is, until one day when Mr. Mayo came in and told us to chop our entire ending off. That was the catalyst that allowed us to scrap the burying of the necklace and come to terms with the fact that we have to film another day. Overall, we were successful at quickly thinking through our problems and brainstorming solutions, most of which turned out well.

Many times throughout the process, I was a bit apprehensive about the shot we were using or sentence in the script making sense but I did not have an alternative solution, so I kept quiet. Later on in the process, it was revealed that many group members had similar experiences with different parts of the movie, believing something was not as good as it could be but not having a tangible suggestion so deciding to keep quiet. One example of this is ensuring people understood the tricky concept in our film: that the character was aging. Although I was originally pushing to include more people at different ages to show a greater array of aging, the group decided to use only three different people. I was apprehensive about the clarity of the aging, but could not figure out a way to increase the clarity without including more people, which the group already decided they did not want to do. Therefore, I kept silent as we rushed into filming. I later learned that most of the group shared my same concerns about the clarity. If I had spoken up, the group may have had an opportunity to talk through the problem. One solution we thought of in the late stage of editing was to modify the script to have the character say her name each time.

Editing was the most stressful portion. Three of us had very strong ideas and were extremely vocal in voicing our opinions. This created a scenario where the one with the mouse was forced to listen to the crazy ideas of the people screaming in their ear. It also created an environment where each match shot was moved “just a smidge” about a bazillion times in order for us perfectionists to be satisfied. This, combined with our amazing editing skills, enabled us to be nominated for best editing. I was allowed to make the speech, should we win this award. My speech went like this: “My favorite editing tool to use is called snapping. Just like the name suggests, it helps clips snap into place next to one another. Snapping can be an extremely frustrating tool to use, just like my group could be extremely frustrating to work with at times. When it works in your favor, snapping allows the clips to join together in perfect harmony, just like how our movie and group dynamic snapped together in the end.”
THE PORTFOLIO COVER SHEET

Each portfolio submission will have a cover sheet that is signed by the teacher who assigned the project. The teacher’s signature authenticates that the assignment received an “A” or reveals a vast improvement through the revision process and is worthy of submission. Submissions may be paper and electronic or simply electronic. **All approved coversheets must be accompanied by the rubric and artifacts, all of which should be uploaded to the online portfolio.**

Successful cover sheets:

- Explain the assignment as well as its components and goals.
- Explain the skills required to successfully complete the assignment and the reasoning for it to be included under the chosen competency.
- Provide insightful reflection about growth and the importance of the assignment in the portfolio. This reflection should become more sophisticated as you advance through each grade in CAP.

POSSIBLE QUESTIONS TO GUIDE YOUR REFLECTION

The following questions ARE NOT A SCRIPT. Use the ideas within the questions to reflect on the assignment and its significance to you and your portfolio.

- How does this assignment reflect your growth in the selected competency?
- How have you changed as a result of this assignment?
- How and where does this fit in with your prior knowledge?
- What did you learn by doing this assignment?
- How does the portfolio product illustrate the connection(s) you’ve made between yourself and the course material?
- In what ways would you do things differently if you could do it over again?
- What did you discover about yourself?
- How does it relate to your future?
- How does it illustrate your strengths and/or weaknesses?
- What obstacles and challenges did you have to deal with, and how did this struggle change you?
- How does the portfolio product show that your perspective on the world has deepened?
- How does it relate to your understanding of the world around you?
- Which of your accomplishments makes you feel most proud?

EXEMPLAR COVER SHEET

Each portfolio cover sheet should have the formatting as the model on the previous page. The template can be found on the CAP website. This model should be considered for its successful competents and should not be copied.
ADVANCED EXHIBITIONS

Assignments or activities for the following competencies are ones that are generally beyond the traditional classroom setting and showcase individual and unique student talents or interests. Exhibitions may be academically based, or they can originate completely outside the classroom. Students are required to showcase TWO different Advanced Exhibitions. However, students can opt to do more than two Advanced Exhibitions with teacher approval. One Advanced Exhibition must focus on your impact on your school or community. The other is more open-ended as it requires each student to choose his/her own area of emphasis which can often be more creative in nature. There are exceptions to the rule—please consult with the Senior Research teacher prior to taking on any of the following Advanced Exhibition topics.

Impact on School/Community Advanced Exhibition Expectations—

- Students will maintain a journal or log for the duration of the experience. Somewhere in the range of 12-20 entries are usually sufficient and should be spaced according to length of activity. One-week experiences should have daily journal entries and be quite detailed. A two-week experience would have daily journals, while experiences that last many months or all year i.e. team captain or Chips editor might have weekly entries. Fifteen is a good number.
- Artifacts of the experience should be collected and exhibited—these may include pictures, a scrapbook, letters, certificates, awards and commendations, original art, etc.
- A reflection is always required. It should range from 2-4 pages (size 11 font, 1.5 line spacing, one-inch margins—not that the length is the most important, but it takes about that much to provide the requisite depth and substance).

Advanced Exhibition Examples—

- Foreign or domestic service projects—El Salvador, Appalachian Trail clearing, disaster relief work
- Planning and executing a fundraising event—Breast cancer 5K run, AIDS benefit concert
- Volunteer experiences that are sustained over months or years
- Camp Counselor
- Blair sports team captain
- SilverChips Editor in Chief, and Page Editors, Silverlogue EIC, Silver Quill EIC
- Leadership/Service/Cultural program participation— e.g. OUDC, City at Peace
- Professional internships – not just making coffee and copies
- Working on political campaigns or within grassroots organizations
- Taking a class or participating in a program outside the U.S.
Area of Emphasis Advanced Exhibition Expectations—

- The Area of Emphasis Advanced Exhibition is an original, creative work that demonstrates interdisciplinary connections through a distinguishable chosen medium of expression. Artifacts of the experience are required.
- Students will maintain a journal or log for the duration of the experience. Somewhere in the range of 6-10 entries are usually sufficient and should be spaced according to length of activity. One-week experiences should have daily journal entries and be quite detailed. Journal entries should reflect on the creative process and capture the rationale behind your decision making.
- A reflection is always required. It should range from 2-4 pages (size 11 font, 1.5 line spacing, one-inch margins—not that the length is the most important, but it takes about that much to provide the requisite depth and substance).

Area of Emphasis Advanced Exhibition Examples—

Students must consult with a mentor for this project. The mentor can be, but does not have to be, a CAP teacher. If the mentor is not a CAP teacher, verification is required. The project will be a critical component of a student senior presentation.

- Portfolios or compilations of artwork or performances
- Significant piece of original work - student produced and directed film, screenplay, novel, collection of poetry, stories or history
- Extensive research project (must be original and include data)
- Expanding and extending a class assignment
- Business and marketing plan
- Portfolio of art work/acting portfolio - collection of well edited scenes of acting/dancing accompanied by 2-4 page explanation of work
- Collection of film or play reviews - at least 5
- Portfolio of documentaries or one documentary of significant substance

What does NOT count as an Advanced Exhibition?

- Vacations—something can be done to include foreign travels as an Advanced Exhibition involving research, cross-cultural study, media analysis, etc. but must be approved by coordinator or mentor. But a reflection and pictures from a vacation DO NOT COUNT as an Advanced Exhibition.
- Work experiences in most cases—Hosting at a restaurant, lifeguarding, landscaping, babysitting…Other work may be considered and approved by coordinator that involve professional-type, cross-cultural, creative experiences; for example, working at a legal aid office wherein you are learning about how the law and the organization helps the homeless.
- Membership in organizations or clubs in which students are not leaders—President of SGA or Young Republicans is OK, simply being in the club is not.
- Anything not on the approved list that has not been approved by CAP coordinator.
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<thead>
<tr>
<th>Grade</th>
<th>English</th>
<th>History</th>
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</thead>
<tbody>
<tr>
<td>9</td>
<td>Honors English 9 A &amp; B</td>
<td>Honors US History A &amp; B</td>
</tr>
<tr>
<td>10</td>
<td>Honors English 10 A &amp; B</td>
<td>AP NSL A &amp; B</td>
</tr>
<tr>
<td>11</td>
<td>AP Language and Composition A &amp; B</td>
<td>AP World History A &amp; B</td>
</tr>
</tbody>
</table>
| 12    | AP Literature A & B
or Honors English 12 A & B*
or American Studies A & B* |                                               |

*Students who don’t take AP Literature can petition to take Honors English 12 or American Studies to fulfill their English requirement but must also take one or more of the following classes (must span two semesters). All petitions must be made in writing to the CAP Coordinator by the first week of December of the student’s junior year. See Ms. Fillman for more details.
- African American Literature A & B (English)
- AP Music Theory A & B (Fine Arts)
- AP Studio Art (Fine Arts)
- AP Art History (Fine Arts)
- AP Comparative Government A & B (Social Studies)
School CAP Course Sequence

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<tr>
<th>Humanities Course/Elective</th>
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<tr>
<td>CAP 9 Photography A</td>
<td>CAP 9 Drama A &amp; B</td>
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<td>CAP 9 Scriptwriting B</td>
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<td>CAP Newswriting A</td>
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<td>CAP TV Production B</td>
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<td>CAP Journalism A &amp; B</td>
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<td>CAP Research Seminar A &amp; B</td>
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<td>CAP Senior Seminar A</td>
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- AP European History A & B (Social Studies)
- Sociology A & B (Social Studies)
- Cultural Anthropology A & B (Social Studies)
- A choice of two of the following Social Studies semester courses:
  ◊ Comparative Religion
  ◊ Peace Studies
  ◊ African American History
  ◊ Latin American Studies
  ◊ Philosophy
  ◊ Global Issues
  ◊ Middle East Studies
QUESTIONS? CONTACT:
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Silver Spring Maryland 20901-2451
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