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## Girls' Field Hockey Advances to State Quarter Finals

By Elizabeth Philipp and Cailey Lever

This season the CB East Field Hockey team, led by Senior Captains Cailey Lever and Kyleigh Talomie, placed 3rd in the Suburban One League District and achieved their goal of making it to the State quarter finals. There they faced a disappointing loss against Emmaus in double overtime with a final score of 2-1.

First-time head coach Meghan Spratt and assistant Lori Lerubino helped the team reach its third consecutive SOL continental conference title. Before the season began, the girls made a list of their five goals: beating CB West, going undefeated in the league, beating CB South, making it to states, and playing together as one. The girls achieved all of these goals by the end of the season. The girls faced CB West twice in their regular season, beating them both times; 3-0 (home and away). For the first time in almost two decades, the girls went undefeated in their league and defended their SOL title for the third year in a row. Upon entering district play they were ranked #1 and qualified for States, exiting Districts as the fourth seed. The girls triumphed over Cardinal O'Hara with a 1-0 win in their first State game qualifying for the quarter finals. There they faced Emmaus, 2nd in the Nation with a 25-0 record. The Patriots came out with a hopeful 1-0 lead by halftime, then were forced to go into a double overtime when Emmaus tied it up in the second half. The field hockey teams' season ended in a 2-1 loss with an overall 20-4 record.



Sisters Cailey and Mackenzie Lever block up the side line in the District game against W.C. Rustin.

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The offensive corner team lines up on the circle and gets in position to score.

The Patriots will be losing 9 seniors this year Cailey Lever, Kyleigh Talomie, Molly Eron, Kate Muholland, Julie Rebstock, Lauren Powers, Ashley Myers, Nicole Lipa and Hannah Widmeir. Four-year Varsity Cailey Lever scored over 150 points in her high school Career. Sophomore Mackenzie Lever is committed to James Madison University as well as junior Emma Donnelly. Junior Elizabeth Philipp will be playing at the University of California, Berkeley. Senior Cailey Lever will be continuing her hockey career next year at Drexel University.

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Interested in writing for *The Patriot*? Anyone is welcome to write. Email Mr. Bercik at [sbercik@cbsd.org](mailto:sbercik@cbsd.org). Come with ideas for articles, photographs, opinions, and more! Look for our publication on the East website.

# Humans of CB East

Inspired by "Humans of New York"

By Bela Stampes-Blackthorn and Taylor Maney

Inspired by the viral website and social media account, "Humans of New York," The Patriot sat down for heartfelt conversations with Seniors Gavin Ventresca and Julia Wieggers. Read on to learn about Gavin and Julia's hopes, fears, and high school high memories—and their message to you!

## Gavin Ventresca

MiniThon Leader and  
Member of Homecoming Court

**The Patriot:** Who is the most influential person in your life?

**Gavin:** Probably Ms. Power. She's literally my school mother. I have her for homeroom every single day and it's amazing. I love Ms. Power. She's there for us for everything. She's been MiniThon advisor—Ms. Power's the OG MiniThon person—and she has kids, so she knows exactly how we work and how we think. She's not just a teacher to us, she's more than that.

**The Patriot:** What experience has meant the most to you during your time at East?

**Gavin:** The interactions I have with teachers because they're not just teachers; they're real people. They're not just there to make you fail, make you pass a class, get you in or get you out. Some of them are also kindhearted and loving and they love talking to you and it's amazing.

**The Patriot:** In 50 years what will you remember about East?

**Gavin:** MiniThon! The lives we've impacted and how many friends I've made and all the experiences I've gone through, good and bad. Failing my math test—I won't remember a single grade I got on a math test or any sort of test ever. That doesn't matter. I don't know why we are all so worried about it right now. I'll probably remember graduation—it'll probably be the best moment of my life.

**The Patriot:** What is your message to fellow students?

**Gavin:** Take the June SAT—the June one is the easiest SAT.

**The Patriot:** If you could change one thing about the world what would it be?

**Gavin:** The invention of anything that runs on gasoline, because gasoline is awful! It eats away at our environment and I'm sorry but global warming is a 'theory' that's proven to exist. It's a theory with evidence to back it up! Where is your evidence to back up that it doesn't exist? There is none. Stupidity and poor education is what it is.

**The Patriot:** Is there anything else you do to contribute to a better environment?

**Gavin:** I would love to have an electric car but I don't have the money for that and I recycle. I also don't use plastic water bottles. I always use reusable water bottles. I really don't use plastic anything, no plastic straws.

**The Patriot:** What are you most looking forward to right now?

**Gavin:** Graduation and MiniThon, one hundred percent. So excited for MiniThon! We're talking about MiniThon every day, and we have a committee meeting next week and I'm so excited.



**The Patriot:** What are you most afraid of right now?

**Gavin:** College and getting into college. Passing all my finals. And what if I don't get in? Who knows? It's college, it's scary, am I right? It's really scary.

**The Patriot:** Is there anything else you'd like to say?

**Gavin:** Go sign up for MiniThon! Sign-ups start after Christmas break and we have a kick off assembly I think in mid-January and to be able to participate you must fundraise at least 50 dollars and the event is Friday April 5th.

**The Patriot:** Do you have anything you'd like to say about yourself?

**Gavin:** Oh, about me? Vote for me for Prom King!



## Julia Wieggers

Senior Class President and Captain of  
Track and Field and Cross Country Teams

**The Patriot:** Who is the most influential person in your life?

**Julia:** My mom. My mom has always been a huge influence in my life. She leads by example and has raised me and my brothers really well.

**The Patriot:** What has been the happiest moment of high school?

**Julia:** The experiences I've had on the East track and field and cross country teams. One in particular would be placing at states for my 4x800 team. Really, that was a great memory and we worked really hard to get there. I love the girls on the team.

**The Patriot:** What experience has meant the most to you during your time at East?

**Julia:** I would say either being a leader on the track and cross country teams or in class council. Class council has allowed for my leadership to grow and to meet new people and just be open to new experiences and ideas while integrating everyone's ideas in

as a class.

**The Patriot:** In fifty years what will you remember about East?

**Julia:** Probably the people. I think East has a lot of positive attributes, one of them being the amazing programs that they offer and you can get involved in and also the encouraging and positive people that I get to see every day. I'll miss it a lot.

**The Patriot:** What is your message to fellow students?

**Julia:** Get involved. People in high school often regret what they haven't done and if you talk to people at East or just at any school who don't participate in activities, they might find high school boring or even hate it. I love East because of all that I've gotten involved in, whether it be clubs or sports.

**The Patriot:** If you could change one thing about the world what would it be?

**Julia:** I would try to make it more tolerant. Just be more respectful and listen to others.

**The Patriot:** What are you most looking forward to right now?

**Julia:** The end of senior year and all the activities like Prom and Red, White, and Blue night. The special things we get to experience as a class one more time before we all graduate.

**The Patriot:** What are you most afraid of right now?

**Julia:** I would say I'm most afraid of going to college. I'm applying to schools right now and I have no idea where I'll end up, so that's kind of scary because I have a lot of schools that I'm applying to.

## Gallagher-Landis's Journey to Becoming Head Principal

By Megan Lunny

Mrs. Gallagher-Landis ushers me through the door with a smile and an earnest, "How are you doing?" The office inside is yellow and warm, despite the gray sky outside the window that reminds us that it's already been three months since Gallagher-Landis began her first school year as East's Head Principal. Gallagher-Landis sits amid some stacks of paper on her desk, moving some aside to give me her full attention, and tells me that the year has been "a whirlwind"—but a very gratifying whirlwind at that. Gallagher-Landis has loved meeting the challenges of her new role.

But being East's beloved Head Principal wasn't always in the works for Gallagher-Landis, she tells me. In fact, she began her career as an educator without plans to move into an administrative role. She describes a time years ago when she was a smock-wearing, paintbrush-wielding studio art teacher. Gallagher-Landis emphasizes her continued love for the arts, and her appreciation for the meaningful one-on-one relationships that teaching fosters.

So why the sudden shift?

Teaching only a particular subset of students, Gallagher-Landis explains, limited the scope of her influence as an educator.

Wanting to make a far-reaching impact on as many students as possible, and with a talent for leadership and creative problem-solving, she felt drawn to the administrative side of education. She became an instructional coach to teachers, and finally moved to CBSD in 2014 to serve as the house principal for the graduating class of 2017, as well as for the graduating class of 2020 during their sophomore year.

A little more than a year after the graduation of her first class, Mrs. Gallagher-Landis landed the role of East Head Principal—making her the first female head principal of a CBSD high school in the district's history. She describes the respectfulness of her colleagues and students in maintaining the same expectations for female administrators as for male administrators. She is hopeful that East's student body will continue to grow as a "respectful, inclusive group of individuals" that honors the "Patriot" way. For her part, she plans to serve as a role model in accountability, investment, and compassion, and promises to instill in students perseverance and a "drive for excellence."

## The Crux of *The Crucible*

By Ava Flynn

One of Arthur Miller's most popular plays, *The Crucible*, is set in Salem, Massachusetts during the infamous Salem witch trials. Although seemingly about the trials themselves, this play is an allegory for the Red Scare, a time in history in which a mass hysteria occurred where people were accused of being communists during the Cold War. Capitalizing on this idea of paranoia, Miller created *The Crucible*. This play is about a group of young girls wreaking havoc on their village when they start to accuse their neighbors of witchcraft so that they would not receive blame for illegally dancing in the woods. Abigail Williams is the main antagonist of the show and leads the other "afflicted" girls into chaos as they shout out names of those they claim to have seen with the devil. John Proctor is the main protagonist of the show and attempts to stop Abigail and the girls from hanging his friends, and eventually his wife, from these false allegations. However, even more chaos ensues in the court room, with fits of screaming, fainting, and hysterical crying, and the rest is history.



Ava Flynn as Mary Warren. Photo courtesy of Julianna Zannikos.

Every cast member really took on their character with great fervor and heart. Each and every one of us were passionate about making this show matter, making it something worth talking about. With a simple set and monotonous costumes, the cast and crew of this production were able to make the show come alive. We wanted the audience to forget they were sitting in the C.B. East auditorium, we wanted them to get sucked into the plot of this show and to become enamored with the characters.

It's in performances like these that you form a deep love for your fellow actors, a bond unparalleled. On that stage, we were all incredibly vulnerable, having to rely on no musical soundtrack, but instead on each other. My overall experience with this show was incredible, and I am so thankful to have had so many amazing people acting on that stage with me, building our sets, and lighting our scenes. If you have never seen a Patriot Players production, you are seriously missing out. Our productions are filled with passion and love for our art, and we hope you love us as well.

## An Interview with the Cast

### Hysteria, Testimony, and the Relevance of *The Crucible*

**The Patriot:** So, first question: Had you guys all read *The Crucible* before doing the play—and what were your impressions of it?

**All:** Yes!

**Aydin:** Prior to [performing] *The Crucible*, we read it in tenth grade—and I didn't like it then. Still don't like it now.

**Jen:** Really?!

**Aydin:** That was a joke.

**The Patriot:** What were your impressions from reading the play in tenth grade? Did they change by acting it all out?

**Jen:** Sophomore year, wasn't a big fan of it, but being in it, I feel like that changed a lot—and learning from Mrs. Eisenberg also helped.

**Nick:** Performing, we got a good sense of the story.

**Aydin:** [The Patriot Players] dissected it a lot. Reading it in class, we didn't really understand what was going on, but actually learning what it was all about—that made it very interesting.

**The Patriot:** And how did filling those characters help you learn more about the characters and the play?

**John:** Well, not everyone was happy with the situation they were in—

**Nick:** That's true. Most were not. Most were in jail.

**Aydin:** Most were in jail!

**Emma:** The hysteria that's present in the book—we did a lot of activities to help build that emotion, and that feeling of panic. So I feel like when you're just reading the book, you don't understand how the girls can act that way, but then when you're in [the play], and you feel the presence of all these people in the courtroom, you're just so in it that you can understand how the people in the story would believe these girls.

**John:** I was Danforth, the judge, and playing that part, putting myself in those shoes, experiencing what he was seeing... It's hard to believe that they weren't being bewitched, because the way they were pretending kind of made you feel scared if you didn't know any better.

**Nick:** And I'll just say that it was an important play at the time that it was written, and it's important now, because at its core, it's about truth. It was written during the cold war, during the Red Scare and McCarthyism, and those themes of truth and belief in testimony are still things that matter today, especially in our current political climate. So it was an important show for us to do, to get a message out there.



Emma Iversen as Abigail Williams and Andrew Lapiere as Reverend Paris. Photo courtesy of Julianna Zannikos.



Sophia Martino as Tituba

Photo courtesy of Julianna Kannikos

**Jen:** Mrs. Eisenberg would always tell us to watch the news.

**Emma:** Like in *The Crucible*, it's hard because you just have to pick who to believe.

**Nick:** Yeah, and it's always just someone's word against someone else's word.

**Aydin:** It's really scary.

**John:** Yeah, it is pretty scary.

**The Patriot:** And does keeping up with the news and politics make you guys care more about this kind of story and its relevance?

**Jen:** Oh, yes!



Aydin Zazyczny as Reverend Hale. Photo courtesy of Julianna Zannikos.

## What's Worth More: My Time or My Grades?

Should East continue the current formative/summative grading system?

By Isabella Lopes-Murphy

With fairly new scales for “formative” and “summative” grades in Infinite Campus—90% summative and only 10% formative—an argument has arisen as to whether this new format, which increases the weight of assessment over minor homework and quizzes, should stay, or whether Central Bucks should revert back to its old system, which allows students to study smarter instead of working harder.

Our current formative and summative grading system is extremely beneficial to a Central Bucks East student. Among many things, this system allows the students to spend their time more efficiently, provides a better system for practice on new topics, and gives a more accurate final grade for the student. Overall, having a summative category that includes exams and projects count for the entire grade and a formative category consisting of homework and practice is a better system for students and teachers.

Allowing students to spend their time on what they need to, summative-formative grading can remove stress from a well-prepared student. While putting more emphasis on tests may stress out some students because grade-boosting homework assignments no longer count, the time that was spent on homework can now be better applied to studying difficult concepts. In the past, teachers had to assign homework that would help most of the class understand every concept. The homework was an unnecessary use of time for those who could grasp the concept quickly, while perhaps not enough practice for others. The new system no longer forces students to do long homework assignments, but instead requires them to study to understand the main concepts of the unit.

Aside from a fairer use of time for students, the summative-formative grading system provides the teachers with a unique ability to give number grades on practice and homework problems without those grades counting against the students. This could be extremely beneficial while learning new topics because it may take some students longer than others to learn a new concept, and it would be unfair to those kids to count those grades against them. Additionally, this allows teachers to offer insightful feedback that could help with comprehension without stressing out students by assigning graded practice problems.

Many classes offer daily homework that only takes a matter of minutes to complete. These nightly assignments are not worth much individually but add up over time and can be the difference between a C to a B or a B to an A. While students may like the increase in their grades, these grade inflations do not accurately represent the students' knowledge. Applying the summative-formative grading system makes the final grades a better representation of the students' true knowledge of the course.

It is imperative to a student who values their time to continue the summative-formative grading system. Maintaining a more accurate final grade, proving a better use of time, and offering more feedback without the fear of a grade are only a few of the many reasons why we must keep the current system Central Bucks East has for grades.

The decision of shifting classes from the traditional 70% or 80% summative and 30% or 20% formative to the current 90% summative and 10% formative or 100% summative has left a dramatically negative impact on the student body of CB East. Most students have felt the immense pressure and stress that comes with the overemphasis on their test-taking skills. Their priorities in the classroom have also altered as the phrase "100% summative" is basically synonymous with "homework isn't necessary."

By placing more importance on each test, the new summative system is disadvantageous to those who know the material but have testing anxiety. Although putting only test grades into the gradebook may yield a more accurate score, it's only an "accurate score" of the student as a test taker, not a true reflection of a student's habits or success outside the test. Tests don't just evaluate knowledge on the subject; they also evaluate whether or not a student can read the directions properly, manage their time correctly, and understand the materials that are presented. Those who do not have these test-taking skills will then suffer the unintentional consequences: a bad grade that burns a hole on Campus Portal. This may lead to a dip in their GPA. For those who care strongly about their grades, it's discouraging. The stress builds up, and before one knows it, this becomes a cycle. Is it *really* necessary for high schoolers to receive more stress as punishment for a system they did not want?

Along with stress, the new system encourages laziness. With no repercussions for not doing one's homework or participating in class, what's the point? The formative aspect provides students with the freedom of trial and error without penalty, which is liberating for some, but the lack of weight allotted to homework allows students to take shortcuts, not do their homework, and, subsequently, not fully understand the material. Instead of instilling a sense of responsibility and accountability in students, the 90% summative system endorses slacking off and indifference towards small tasks that could otherwise take students far.

## Wallace and Fitzpatrick

### The Student Majority Breaks Down Two PA Congressional Candidates

By Michael Alberto

In the Pennsylvania 0-1 District, Incumbent Republican representative Brian Fitzpatrick held onto his congressional seat against Democratic challenger Scott Wallace. The final vote tally was 168,841

for Fitzpatrick and 160,098 for Wallace, giving Fitzpatrick a 51.3% advantage over Wallace. In the state of Pennsylvania, he was one of nine Republicans to win House seats. This leaves the state split with nine Republican and Democratic seats being represented in the House. \* During the campaign, Wallace advocated for reinstating the United States into the Paris Climate Accord, along with creating tax incentives for alternative fuel sources. Along with saying he would stand up to President Trump, Wallace also campaigned on strong gun control laws, as he supports a ban on assault weapons, high capacity magazines, bump stocks, and silencers. He also supported extensive background checks for every gun purchase. Healthcare was also something he talked about, as he wanted to preserve Medicaid and CHIP (Children's Health Insurance Program). He also wanted to preserve LGBT rights and Women Reproductive Rights.\*\* Brian Fitzpatrick, re-elected in PA-01, is the Vice Chair of the Bipartisan Heroin Task Force. He has voiced his record with regards to North Korea saying he supports tougher sanctions on the country. Fitzpatrick also supported standing up to Iran and imposing sanctions on their ballistic missile program. On healthcare, Fitzpatrick criticized Obamacare and authored the "Right to Try" legislation that allows for terminally ill patients to try experimental procedures.\*\*

\*:statistics come from NYT

\*\* :all information about the candidates come from their respective campaign websites



Photo courtesy of -

# Photo Story: Homecoming

Photographs by Amara Chimezie and Abby Colarusso

