

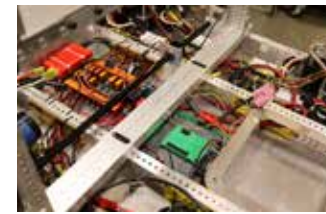
dream machine

The president of the Robotics Team, Geoffrey Edge (12), explains the process of creating a robot

Photos by Suri Yau



wiring
“We start with the electrical process, like soldering and wiring.”



assembly
“Assembly is where we’re actually putting the robot together.”

computer-aided manufacturing

“We generate a program for the machine by telling it how fast and how deep it should cut.”



coding

“Even though there’s not a full robot to test, we write a skeleton code for everything with the hopes that it will work.”



How would you rate your favorite coding language?

★★★★★ **timothy nicewonger (11)**

“Lua was the first language I learned and it incorporates onto Roblox, which makes it very easy to make games and I like making games.”

aim for the stars Focusing on his computer screen during a lab in his Computer Programming Java class, Kai Kixmoeller (9) codes shapes and patterns. Kixmoeller enjoyed many aspect of the class. “I like programming the labs,” Kixmoeller said. “It feels really good once I finish them.”

Photo by Suri Yau



smooth operation Slipping a conveyor belt onto their contraption, Jianing Lyu (11) and Shravya Eyunni (11) create a cookie machine. The goal of their gadget was for it to drop chocolate chips onto a cookie. “When we were building, there were a lot of challenges and the machines wouldn’t run smoothly, but it made it more fun,” Lyu said.

Photo by Suri Yau



motor skills Juniors Kieu Vi O'Brien and Auhon Halder work out how to minimize the friction in an elevator design. The Principles of Engineering class refreshing for O'Brien because she was able to do more hands-on projects. “Physically touching items, building models, and finding solutions is something I find fun,” O'Brien said.

Photo by Suri Yau

bits and bolts During their Principles of Engineering class, Tyler Becker (12) points out a piece of equipment to David Guthery (12). They were assigned to make a rotating spool, called a winch, but the details of the mechanical device was up to them. “We have a lot of creative freedom and we have a lot of work time to go through the engineering process,” Guthery said. Photo by Suri Yau



input & output

Technology classes prepare students to make change in the world

From making models to coding labs, technology classes piqued students’ interests in solving issues on a small and large scale.

Ada Buricea (9) planned to use her lessons from Computer Programming Java to help battle the global concern of fast fashion.

“I have an ambition to make a thrifting site, and it’s much easier to use coding languages [than

website makers],” Buricea said.

With the knowledge gained from Introduction to Engineering, Matthew Chong (11) wanted to create products for people in need.

“I come from Hong Kong, and there are rural places where people there don’t have the necessary daily goods to survive,” Chong said. “[In Silicon Valley], we have toiletries and containers, and they

all are made from engineering, so I want to create more of these.”

Although Annika Abraham (10) did not want to continue with technology, AP Computer Science could help her make an impact.

“Computer science is becoming more necessary in day-to-day life,” Araham said. “It is helpful to know because you can do many things with it.”



going places Working on Karnaugh maps in AP Computer Science, Boon Chew (10) codes an elevator during a lab. Although the class proved to be difficult at times, Chew knew that it would help him with future challenges. “The class helps me problem-solve,” Chew said. “I [also] get better at learning because I have to pay attention.”

Photo by Emilia Diamantidou