



Semester 1 Report Card 2024 - 2025

Talia Gafoor

Grade: 9th
Graduation Year: 2028
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Date of Birth: 05/06/2010
Reporting Period: Aug 26 - Jan 01
Advisor: Mr. David Scarisbrick

| Grading Period | S1 |
|----------------------|------|
| Current Semester GPA | 3.83 |
| Cumulative GPA | 3.83 |

| Course | Teacher | S1 Exam | S1 Final Grade | S1 Academic Performance List | S1 Comment Code |
|---|--|---------|----------------|------------------------------|-----------------|
| 1111: English 9: Foundations of Critical Reading and Expression | Dr. Katelyn Hartke | B+ | A | | |
| 2130: Geometry | Ms. Emily Hansen | A+ | A | Yes | |
| 4116: World History 1 | Mr. Christian P. Dozois | A- | A | | |
| 5179: Spanish 1 | Ms. Patricia Bartolome Del Canto | C+ | B | | |
| 3184: Physics 1 | Mr. Kevin Ingram | B+ | A- | | |
| 6118: Ceramics 1 | Mrs. Lauren Fowler | | A+ | | 19,36,39 |
| 6220: Ceramics 2 | Mrs. Lauren Fowler | | | | |
| 10009: Global Concentration: Intro to Global Competencies | Ms. Swati Tanwar | | | | |
| 9915: Digital Media Literacy | Ms. Ashley Kolovitz | | P | | 18 |
| 9909: Health, Wellness, and Community - 9th | Ms. Leslie Gomez | | PH | | |
| Comment Code | Comment Description | | | | |
| 18 | Engagement: Actively Engaged in Class | | | | |
| 19 | Engagement: Consistently Gives Best Effort | | | | |
| 36 | Interpersonal & 21st Century Skills: Collaborates Well with Others | | | | |
| 39 | Interpersonal & 21st Century Skills: Brings Positive Energy and Enthusiasm | | | | |

English 9: Foundations of Critical Reading and Expression - Dr. Katelyn Hartke

Curriculum Comments:

Letter Grade: A

This course focuses on developing students’ critical reading, writing, and analytical skills through the study of diverse literary texts. Students will engage in close reading to analyze passages in depth, focusing on language, structure, and themes. Major assignments include commentaries, countermaps, parodies, and analytical writing. Class activities will include discussions, peer reviews, and exercises to strengthen writing and interpretive skills. By the end of the course, students will be better equipped to critically analyze literature and express their ideas effectively in writing.

Comments:

Talia, you are making steady progress in 9th Grade English and have shown noticeable improvement in both your writing and analytical skills this semester. Your commentaries, countermap, and role in your group parody demonstrate a growing ability to engage with texts thoughtfully, and you are beginning to identify key literary devices and themes with greater confidence. While your close reading skills are developing, you are making strides in crafting more focused and detailed analyses. In class, you are becoming more comfortable participating in discussions, often offering observations that reflect your efforts to engage deeply with the material. You are also showing a commitment to the writing process, taking feedback constructively and applying it to refine your work. With continued practice, particularly in supporting your ideas with specific textual evidence and analysis, you have the potential to reach a higher level of achievement. I am encouraged by your progress so far, Talia, and look forward to seeing your continued growth as a critical reader and writer. Keep building on this momentum! P.S. You are a joy to have in class and as an advisee. Enjoy the break!

Geometry - Ms. Emily Hansen

Curriculum Comments:

Letter Grade: A

In the first unit of study, the students learned about the building blocks of geometry, looking at points, lines, planes, angles, distances, and midpoints. During the second chapter, the class was introduced to the concept of a two–column proof, which is a tool for teaching logical thinking that we will revisit throughout the year. In the third chapter, students studied the basic properties of parallel lines and triangles, and they worked on various applications of these concepts in algebraic problems, proofs, and spatial skills. In the fourth chapter, students were introduced to different triangle congruence theorems, and they continued to strengthen their reasoning skills with written proofs. In the fifth chapter, students continued their explorations of polygons, and more specifically, parallelograms and other special quadrilaterals. In addition to topics studied in a typical geometry course, the class also reviewed concepts learned from past algebra classes. These algebraic concepts served as bridges between algebra courses were meant to fill any knowledge gaps from prior years, and were integrated throughout the semester. Some of the skills they worked on include reducing radicals, graphing and writing the equations of lines, calculating distance and slope, finding the midpoint of a segment, and solving systems of equations. The semester grade is a weighted average of 12 quizzes, four tests, two labs, numerous homework assignments, and the final exam.

Comments:

Talia, you had a good first semester in Geometry. You earned a 94% homework and quiz average, a 94% test average, and a 99% on the semester exam. You actively engage in class daily, regularly volunteer answers, and ask questions when you have them. You should also be very proud of your score of 99% on your semester exam, you showed that you have learned and understood the course material. For all of your efforts, I am nominating you for the Academic Performance List (APL). Keep up the good work as you move into next semester!

World History 1 - Mr. Christian P. Dozois

Curriculum Comments:

Letter Grade: A

The second part of the first semester in World History saw the class focus on geography, a comparison of Buddhism, Hinduism, and Chinese philosophies, and examinations of Christianity, Judaism, and Islam. Students were evaluated through short and longer written pieces, as well as assessments including quizzes, projects, and presentations. The students completed a multi-step document-based (DBQ) essay just before Thanksgiving break. The final exam consisted of assessment elements that we had worked on during the course of the semester, namely matching, identification writing, and a short essay. The exam was worth 15% of the final grade.

Comments:

Talia, you have had a very good semester in World History I. You have been well prepared for class each day, and you are a consistent participant in the class discussions. You earned a 95% average on the projects and presentations that we have done this semester, and these showed a strong level of creativity. You scored a 95% average on the tests and quizzes we took, while your essays earned a 93% average. Your essays followed the structures we studied but needed more detailed analysis at times. On the final exam, you needed more depth on the essay and IDs, but overall you performed well on each part.

Spanish 1 - Ms. Patricia Bartolome Del Canto

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| Comments: Talia, congratulations on finishing your first semester of Spanish I. I love your participation and enthusiasm in the classroom. However, I think that sometimes you tend to get distracted and miss important information, so I would focus on being engaged and ask clarifying questions when needed. I really enjoyed yours and Penelope’s video project about your daily routine, the editing was cool and it looks like you had fun doing it. Your final exam score was a C+, because you struggled in the listening and the grammar section, so those are areas we need to work on towards next semester. You did a good job in the reading comprehension and writing portion. | Letter Grade: B |
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Physics 1 - Mr. Kevin Ingram

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| Curriculum Comments: We completed fours units in Physics 1 on Newton's Laws; density, pressure, and buoyancy; momentum and impulse; and work and energy. Students have developed skills to solve both real-world and theoretical problems by integrating these concepts with hands-on learning. | Letter Grade: A- |
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| Comments: Talia, you did a nice job this semester in Physics 1. You were actively engaged in class, you asked me questions any time you were confused or needed to set up cycle meetings, and you consistently submitted assignments on time. Keep up this effort next semester, and way to end the semester on a strong note with a B+ on the final exam. Have a great break! |
| Homework Average: A+ Lab Average: A+ Quiz Average: B+ Test Average: B+ |

Ceramics 1 - Mrs. Lauren Fowler

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| Curriculum Comments: This semester in Ceramics 1, students engaged in a comprehensive introduction to the foundational techniques of ceramics. They explored the creative possibilities of hand-building, mastering pinch, coil, and slab construction methods to craft unique and expressive pieces. Students also developed their skills in glazing, learning about color theory, surface design, and the transformative process of kiln firing. Additionally, they had the opportunity to experience the pottery wheel, building confidence in wheel throwing and creating functional forms. The class emphasized craftsmanship, creativity, and a supportive studio environment where students collaborated, problem-solved, and expressed their individuality through clay. | Letter Grade: A+ |
| Comments: Your work in Ceramics 1 has truly reflected both skill and growth. You paid careful attention to detail when creating three cohesive pots on the wheel, showing great progress in your technique. Your slab-building project was well-executed, and it was clear you applied thoughtful planning to your design. You've accomplished a lot this semester, and I look forward to seeing what you create in Ceramics 2—have a restful winter break! | |

Digital Media Literacy - Ms. Ashley Kolovitz

Curriculum Comments:

Letter Grade: P

The Digital Media Literacy course at LFA equips students with critical thinking and inquiry-based skills essential for success in college, careers, and beyond. Students explore media literacy topics, including evaluating information, AI ethics, 3D printing, and copyright, while mastering research and digital skills. Hands-on practice with tools like Google Workspace and Canvas enhances productivity and organization. Key areas of focus include ethical technology use, creative problem-solving, and navigating digital information. By course end, students gain the confidence to critically assess information and engage responsibly with technology in a dynamic digital world.

Comments:

In the final three classes, students engaged in diverse and skill-building activities to wrap up their semester in Digital Media Literacy. These lessons fostered critical analysis, ethical awareness, and creative problem-solving.

Cycle 8. Critical Thinking with Podcasts: Students explored podcasts as a learning tool, analyzing genres, credibility, and bias to enhance information literacy and critical thinking.

Cycle 9. Copyright in the Digital Age: Students examined copyright principles and fair use, discussing ethical and legal considerations while balancing creators' rights with audience needs.

Cycle 10. 3D Printing & Cultural Design: Students utilized Tinkercad to design holiday symbols reflecting their culture, integrating design thinking and 3D modeling skills while exploring the relationship between technology and tradition.

I thoroughly enjoyed getting to know the Freshmen class and am proud of their growth in research, critical thinking, and creative problem-solving. I hope they feel more confident and empowered to analyze information and apply their skills thoughtfully. I'm looking forward to working with them again during their sophomore year in HWC, where I'll be a guest speaker, and we'll continue exploring advanced topics in digital media literacy together.

Health, Wellness, and Community - 9th - Ms. Leslie Gomez, Mrs. Erin L. English, Mrs. Jennifer Madeley

Curriculum Comments:

Letter Grade: PH

Health, Wellness & Community (HWC) is a competency-based curriculum providing a safe environment for students to gain practice in twenty-five specific skills that fall into four main categories of enlightenment through self-discovery, connections within and beyond, engagement with the community, and responsibility towards society. It has truly been a pleasure getting to know the freshman class this semester. Students had the opportunity to get to know one another beginning with the 9th-grade retreat before classes even began, making it easier to acclimate to life at LFA. In the classroom, this group of young people demonstrates respect for one another by actively listening and participating in class discussions, making it a comfortable environment for all voices to be heard. The Freshman class learned about the importance of sleep, the value of presenting identity, and coping mechanisms for managing stressful situations. Through a partnership with our athletic trainers, the class learned the Stop the Bleed program and useful first aid techniques. The LRS team was welcomed into the classroom to prepare our students for their first final exams. Additionally, all students participated in the Signs of Suicide program through Elyssa's Mission. The Freshman class has been active in building community through important dialogue this semester. We are eager to continue working with this class and are excited to see how they grow throughout the year!

Comments:

Talia,

Your willingness to share your opinion or life experience in class is brave and commendable. Throughout the semester you have been present and ready to discuss sometimes difficult topics. Thank you for your contributions and for a wonderful semester. I wish you a restful and exciting winter break!