

Eli Zallman (Eli)
 153 Highland Ave
 Arlington, MA 02476
 Birth date: 8/15/2011
 Grade level: 8th Grade

2024 - 2025



Cambridge Friends School
 5 Cadbury Road
 Cambridge, MA 02140
 617.354.3880
 cambridgefriendsschool.org

| | | |
|----------------|-------|--|
| Attendance | | <p>Grading Legend:</p> <p>4 = Student is exceeding grade level expectations</p> <p>3 = Student is achieving grade level expectations</p> <p>2 = Student is working at or near grade level expectations</p> <p>1 = Student is working below grade level expectations</p> <p>N/A = Not Applicable this term</p> <p>Note: As a school policy, all narratives are intentionally written without pronouns.</p> <p>Classes meeting once a week include a subject description but not individualized benchmarks or narrative reports.</p> |
| Category | Count | |
| Absent Excused | 1 | |
| Tardy Excused | 14 | |
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| Grades |
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8th Grade Homeroom/Advisory - Christopher Gandolfo-Lucia

| | | |
|---|--|-----------|
| | | Gr 8 Fall |
| Personal and Social Skills | | |
| <i>Engages actively in homeroom routines</i> | | 3 |
| <i>Makes transitions independently, arriving on time and ready to learn with necessary materials</i> | | 3 |
| <i>Actively seeks ways to lead by example and model positive community citizenship</i> | | 3 |
| <i>Has a positive attitude toward school and learning</i> | | 3 |
| <i>Participates in the care and organization of the classroom environment</i> | | 3 |
| <i>Seeks adult help when needed</i> | | 2 |
| <i>Interacts with adults in a positive and productive manner</i> | | 3 |
| <i>Accepts responsibility and respectfully responds to feedback.</i> | | 3 |
| <i>Enters school on time, prepared, and ready to learn</i> | | 3 |
| <i>Organizes cubby and work materials</i> | | 3 |
| <i>Accepts responsibility for own actions</i> | | 3 |
| <i>Respects the rights, feelings, and opinions of others</i> | | 4 |
| Comments | | |
| Subject description | | |
| <p>In order to be successful in and out of school, students need to learn a set of social and emotional competencies—cooperation, assertiveness, responsibility, empathy, and self-control—and a set of academic competencies—academic mindset, perseverance, learning strategies, and academic behaviors. The eighth-grade advisory is designed to help students develop these skills through discussions, reflections, and project-based opportunities for community building and engagement. In addition to these social, emotional, and academic skills, the eighth-grade advisory also guides and supports students through the secondary school application and selection process.</p> | | |
| Narrative 2024-2025 | | |
| <p>Eli has been a patient, kind, and joyful member of the eighth-grade cohort this semester. Eli has demonstrated strong work habits, consistently arriving at class on time with the necessary materials and completed assignments. This semester, Eli has shown impressive independence in completing assignments and approaching tasks with focus and persistence. Eli has also maintained a clean and organized cubby, ensuring that materials are always accessible. In general, Eli's steady approach to learning, combined with a positive and increasingly self-sufficient work ethic, has contributed to a successful semester.</p> <p>Beyond building strong academic habits, Eli has been a well-liked and joyful presence in the eighth-grade class. Eli has maintained strong friendships with classmates and can often be found at the center of glee-filled moments between classmates after school. Eli's kindness, lighthearted nature, and sense of humor have had a positive impact on the entire eighth-grade community. Eli has also enjoyed conversing with adults in the CFS community and has built a comfortable rapport with many teachers and staff. Overall, Eli has been a thoughtful, dedicated, and delightful member of the eighth grade this semester.</p> | | |

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8th Grade Humanities - Christopher Gandolfo-Lucia

| | Gr 8 Fall |
|--|-----------|
| English | |
| <i>Determines a theme or central idea of a text and analyzes its development over the course of the text, including its relationship to the characters, setting and plot</i> | 3 |
| <i>Analyzes how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision</i> | 4 |
| <i>Makes inferences about setting, plot, characters, and events, and supports them with evidence from the text</i> | 3 |
| <i>Uses evidence from texts effectively to strengthen arguments and prove a thesis in an essay</i> | 3 |
| <i>Organizes ideas in writing in a way that makes sense of their purpose. Essays may include an effective rebuttal to anticipated counter claims.</i> | 3 |
| <i>Writes with a clear voice and style appropriate for the piece of writing</i> | 3 |
| <i>Accepts and incorporates peer and teacher feedback to improve writing pieces</i> | 3 |
| <i>Applies revision and editing techniques to polish writing pieces effectively</i> | 3 |
| <i>Employs proper use of punctuation</i> | 3 |
| <i>Uses effective techniques, relevant descriptive details, and well-structured event sequences to capture experiences in personal essay</i> | 3 |
| <i>Engages thoughtfully with independent reading</i> | 3 |
| <i>Uses precise words and phrases to capture and convey experiences and information</i> | 2 |
| History | |
| <i>Understands and is able to analyze a text for bias and subjectivity</i> | 3 |
| <i>Constructs a historical argument and uses evidence to support it</i> | N/A |
| <i>Explains causes and effects of historical events</i> | N/A |
| <i>Analyzes primary source documents for purpose, audience, and message</i> | N/A |
| <i>Understands the difference between primary and secondary sources</i> | N/A |
| <i>Examines current events through a historical lens</i> | 3 |
| <i>Explains the historical attitudes and treatment of marginalized communities in the U.S. and the major events, leaders, and changes in the rights of those groups over time.</i> | 3 |
| <i>Understands the relationship between economic, political, and social change, as well as the ways in which they intersect.</i> | N/A |
| <i>Analyzes and interprets geographic information</i> | N/A |
| <i>Analyzes and explains the meaning and context of visuals</i> | N/A |
| <i>Describes the United States' form and structure of government</i> | N/A |
| <i>Uses comparative techniques to describe the form and structure of non-US governments</i> | N/A |



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8th Grade Humanities - Christopher Gandolfo-Lucia

| | Gr 8 Fall |
|---|-----------|
| Research | |
| <i>Perseveres through the inquiry process, including the development of appropriately rigorous research questions</i> | N/A |
| <i>Identifies and uses credible sources when conducting research</i> | 3 |
| <i>Presents research in an organized, coherent, and polished manner</i> | N/A |
| Work Habits | |
| <i>Practices the skills and habits of citizenship, community, and scholarship in order to be a successful independent and collaborative learner</i> | 3 |
| <i>Completes assignments in a timely and thoughtful manner</i> | 3 |
| <i>Demonstrates appropriate effort.</i> | 3 |
| <i>Participates in class actively by making contributions, asking questions, and engaging with classmates in the work</i> | 3 |
| <i>Listens actively to teachers and classmates</i> | 3 |
| <i>Seeks assistance when needed</i> | 3 |
| <i>Accepts responsibility and respectfully responds to feedback.</i> | 3 |
| <i>Respects the rights, feelings, and opinions of others</i> | 3 |
| <i>Makes transitions independently, arriving on time and ready to learn with necessary materials</i> | 3 |
| <i>Interacts with peers in a positive and productive manner</i> | 3 |
| <i>Takes effective notes that summarize relevant information concisely</i> | 3 |
| <i>Discusses social issues thoughtfully and respectfully</i> | 3 |
| <i>Interacts with adults in a positive and productive manner</i> | 4 |

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8th Grade Humanities - Christopher Gandolfo-Lucia

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| | | Gr 8 Fall |
| Comments | | |
| Subject description | | |
| <p>This course investigates the categories that make up “identity” as understood in contemporary culture and politics. We invited students to think widely about the terms they use to define themselves; this focus helps to forge a classroom community where students feel comfortable and encouraged to share personal experiences and perspectives. Students read independent reading books featuring diverse voices and think collaboratively about the importance of representation in literature, film, and television. The first half of the CFS Eighth Grade Humanities course focuses entirely on essay writing. Students practice a complete writing process involving planning/prewriting, drafting, revising, editing, and proofreading/publishing. Via this practice, each student crafts a personalized writing process that emphasizes their strengths and supports areas of challenges. Throughout all essay units, students engage in the process of self-editing, learning the art of taking constructive feedback from both peers and teachers. For each essay, students submit a rough draft and have a 15-minute conference with their Humanities teacher to discuss specific revision points regarding mechanics, punctuation, organization, support, clarity of writing, and flow of argument. This conference-based writing workshop allows each student an opportunity to practice specific skills and areas for growth that are uniquely relevant to their profile as a writer. This fall semester, students practiced three distinct forms of essay writing: persuasive essay, personal essay, and literary analysis essay. Through a unit studying casting processes and minority representation in film, students practiced crafting persuasive arguments regarding the moral, social, and economic considerations that casting directors should evaluate when casting for roles with marginalized identities. Following this unit, students interrogated their own beliefs by writing personal essays. In this unit, students had the choice between supporting their beliefs with narrative essays and expository evidence drawn from history, culture, science, and personal experience. To conclude the semester, students practiced literary analysis essays through an Ursula K. Le Guin author study, during which students read and analyzed the themes of the following stories: “The Wife’s Tale,” “The Ones Who Walk Away From Omelas,” and “The Author of the Acacia Seeds’ and Other Extracts from the Journal of the Association of Therolinguistics.” In addition to this primary focus on essay writing, students have maintained an independent reading routine that involves 45 minutes of independent reading in class each week. Independent reading is evaluated through oral presentations at an interval of 8-10 weeks. In the second half of the year, students will practice research and oral presentation skills through a variety of independent and collaborative project-based assignments. These projects are open-ended and encourage students to employ a variety of interdisciplinary skills: in addition to relying on brainstorming skills and a complete writing process, for these projects, students will make use of data analysis skills, performing and visual arts skills, production design skills, creative writing skills, and other multi-disciplinary skills.</p> | | |
| Narrative 2024-2025 | | |
| <p>Eli has brought a thoughtful, attentive disposition to humanities class this semester. Through the practice of a complete writing process, Eli has demonstrated increased independence while completing assignments, and Eli has been particularly successful at self-starting while writing first drafts. Eli has excelled at literary analysis and has continued to demonstrate enthusiasm, focus, and curiosity on independent reading assignments. During class discussions, Eli has been an attentive listener but has often needed teacher prompting to contribute or has declined to contribute after teacher prompting; accordingly, a goal for Eli over the coming semester will be to voluntarily contribute to class discussions by asking questions and sharing opinions. Eli has been successful when sharing after journaling, so one support that Eli will have in achieving this goal will be reminders to consider free-writing during discussions as a way of preparing to contribute. Overall, Eli has been a successful, increasingly independent student in humanities class this semester.</p> | | |



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8th Grade Math - Karen Harvey

| | Gr 8 Fall |
|---|-----------|
| Math Skills | |
| <i>Able to use distributive property when solving equations or simplifying expressions.</i> | 3 |
| <i>Able to set up proportions</i> | 3 |
| <i>Able to perform all operations on real numbers.</i> | 3 |
| <i>Able to graph quadratic functions</i> | N/A |
| <i>Able to solve equations with variable on both sides.</i> | 3 |
| <i>Able to solve multi-step linear equations.</i> | 3 |
| <i>Able to analyze linear equations that contain two variables, and how these can be represented by graphical lines and tables of values</i> | 3 |
| <i>Able to graph linear equations and functions</i> | 3 |
| <i>Able to identify unique characteristics of, and graph horizontal and vertical lines.</i> | 3 |
| <i>Able to find slope of a linear function visually from a graph (rise over run) or calculate from a table ($m = \frac{y_2 - y_1}{x_2 - x_1}$).</i> | 3 |
| <i>Able to solve various word problems that involve real world relationships that can be represented by linear equations or functions</i> | 3 |
| <i>Able to write an equation in standard form ($Ax + By = C$) from a graph or from a linear equation in non-standard form.</i> | 3 |
| <i>Able to write linear equations in slope intercept form ($y = mx + b$) from graphs, tables and word problems.</i> | 3 |
| <i>Able to graph linear inequalities and compound linear inequalities</i> | 3 |
| <i>Able to identify the number of solutions of a linear system of equations.</i> | 3 |
| <i>Able to interpret systems of inequalities (multiple inequalities at the same time) and use them to describe real-world situations</i> | 3 |
| <i>Able to solve systems of simple linear inequalities by creating graphs.</i> | 3 |
| <i>Able to construct, analyze, graph, and interpret basic exponential functions of the form $f(x) = a(r^x)$</i> | N/A |
| <i>Able to identify exponential functions using graphs and/or tables.</i> | N/A |
| <i>Able to apply exponent properties involving products, powers of a power, and quotients.</i> | N/A |
| <i>Able to add and subtract polynomial expressions</i> | N/A |
| <i>Able to multiply polynomial expressions</i> | N/A |
| <i>Able to differentiate between monomials, binomials and polynomials, identify the degree of polynomial and leading coefficient.</i> | N/A |
| <i>Able to solve quadratic equations using square roots.</i> | N/A |
| <i>Able to identify quadratic functions in equation and graph form, and state their properties (vertex, axis of symmetry, relationship to parent quadratic function).</i> | N/A |
| <i>Able to use the discriminant to determine the number of solutions to a quadratic equation.</i> | N/A |
| <i>Able to simplify radicals without and with variables.</i> | N/A |



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8th Grade Math - Karen Harvey

| | Gr 8 Fall |
|---|-----------|
| Identify, Solve, Simplify Linear equations, Quadratic Equations and Factor Polynomials | |
| <i>Able to solve systems of linear equations using algebraic methods</i> | 3 |
| <i>Able to visualize linear systems and systems of linear inequalities using graphing calculator technology</i> | 3 |
| <i>Able to solve quadratic equations using the quadratic formula</i> | N/A |
| <i>Able to identify and combine like terms</i> | 3 |
| <i>Able to distinguish between expressions and equations</i> | 3 |
| <i>Able to simplify expressions</i> | 3 |
| <i>Able to identify, define, and determine opposites and absolute values of integers</i> | 3 |
| <i>Able to evaluate, graph, analyze, and create various types of functions</i> | 3 |
| <i>Able to solve linear inequalities</i> | 3 |
| <i>Able to write linear equations in point-slope form $(y - y_1) = m(x - x_1)$ from graphs and tables; given a point-slope equation, able to graph it.</i> | 3 |
| <i>Able to solve compound linear inequalities</i> | 3 |
| <i>Able to solve one-step linear equations</i> | 3 |
| Math Work Habits | |
| <i>Comes to class prepared and on time</i> | 2 |
| <i>Takes notes and uses notes successfully on open book tests</i> | 3 |
| <i>Completes homework assignments on time</i> | 2 |
| <i>Thoroughly completes class and homework assignments</i> | 3 |
| <i>Participates cooperatively and actively (volunteers, asks questions, engages with concepts and materials) in class</i> | 3 |
| <i>Advocates for support when needed</i> | 3 |
| <i>Demonstrates attentive and positive attitude</i> | 3 |

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8th Grade Math - Karen Harvey

| | | |
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| | | Gr 8 Fall |
| Comments | | |
| Subject description | | |
| <p>In 8th grade math, students have engaged with a range of topics that build critical algebraic and statistical skills. The year began with graphing linear equations, where students learned to plot points and understand the relationships represented by linear graphs. They progressed to writing equations and expressions derived from real-world problems and data tables, enhancing their ability to translate between different representations of mathematical relationships. Next, students explored graphing inequalities and solving systems of equations and inequalities, developing strategies to find solutions and interpret their meaning in various contexts. Additionally, the class analyzed two-way data tables, gaining the ability to interpret and organize categorical data effectively. To round out their statistical understanding, students examined correlation coefficients and lines of best fit, learning to interpret statistical relationships and trends within data sets. This comprehensive approach has provided a strong foundation for advanced mathematical concepts and real-world applications.</p> | | |
| Narrative 2024-2025 | | |
| <p>This fall, we started by identifying areas where students felt they needed extra support. From there, we dove into solving linear equations, followed by writing equations and expressions based on examples. The class then tackled solving systems of equations using the elimination method before moving on to graphing these systems. In the second half of our unit on equations and inequalities, students practiced graphing linear inequalities and generating systems of inequalities from word problems. Currently, we're focused on two-variable statistics, exploring correlation versus causation, using graphing technology to calculate the line of best fit, interpreting the meaning of the best-fit line in context, determining residuals, and predicting the correlation coefficient from a graph.</p> <p>Eli has continued to demonstrate strong and consistent math skills this year. Strengths include solving linear equations and inequalities with accuracy and efficiency. Eli consistently approaches these problems with a logical and methodical mindset, ensuring solutions that are both precise and thorough. Additionally, Eli has shown strong proficiency in solving systems of equations, both graphically and numerically, and has applied these techniques effectively to classwork and real-world scenarios. This skill set highlights a deep understanding of foundational algebra concepts and a readiness to tackle increasingly complex mathematical challenges.</p> <p>An area of growth is ensuring that materials are consistently prepared for class each day. Minimizing the need to make trips to gather items such as a pencil, homework, or Chromebook during class time will help maintain focus and maximize learning opportunities. With continued effort and organization, Eli is well-positioned for a successful second half of the year.</p> | | |



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8th Grade Science - Carolyn Sohn

| | Gr 8 Fall |
|--|-----------|
| Science Skills | |
| <i>Constructs and records close observations of the natural world, and able to asks questions about what is unknown</i> | 3 |
| <i>Can independently use the scientific method to answer scientific questions through investigation</i> | 3 |
| <i>Organizes data in appropriate form for interpretation and recognizes patterns in data</i> | 3 |
| <i>Includes reason and/or evidence to support scientific arguments or conclusions</i> | 3 |
| <i>Systems thinking: understands specific information in the context of large scale natural systems, patterns, and cycles</i> | 3 |
| <i>Uses class time constructively and works in a focused manner</i> | 3 |
| <i>Communicates original findings and understanding through writing, speech, and project work, tailoring communication to specific audiences</i> | 3 |
| <i>Demonstrates understanding of concepts, facts and vocabulary during class discussions</i> | 3 |
| <i>Demonstrates understanding of concepts, facts, and vocabulary in written work and projects</i> | 3 |
| <i>Awareness of individual level of comprehension and uses available resources to further their learning</i> | 3 |
| <i>Participates actively and engages in an appropriate manner in lessons and activities</i> | 4 |
| <i>Approaches work with curiosity, openness to new experiences, and demonstrates a growth mindset</i> | 3 |
| <i>Perseveres on difficult tasks and in problem solving</i> | 3 |
| <i>Engages in self-directed learning: setting goals, striving to meet them, and evaluating progress</i> | 3 |
| <i>Completes homework thoroughly and on time</i> | 3 |
| <i>Records and communicates observations and thinking to others</i> | 3 |
| <i>Demonstrates cooperative learning by supporting intellectual risk-taking, actively listening, and participating positively in group work</i> | 4 |

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8th Grade Science - Carolyn Sohn

| | | Gr 8 Fall |
|--|--|-----------|
| Comments | | |
| Subject description | | |
| <p>Eighth-grade science begins with an exploration of chemistry. In the first unit, "Properties and States of Matter," students gain an understanding of the molecular motion of matter and how scientists classify matter. In this unit, students explore the first inquiry investigation in which they write and implement their own lab procedure to answer the investigation question: "What happens at a molecular level when thermal energy is added to a substance?"</p> <p>Students then explore the foundational elements of chemistry: atomic structure and the periodic table. Students are then introduced to the basic structure of atoms and the properties of subatomic particles, then take time to explore the periodic table once they understand how to interpret terms like "atomic mass." The periodic table is taught using both digital and physical exploration activities as a tool for understanding chemistry and how elements behave.</p> <p>Students each do a deep dive into one element through the "Element Baby Book" project, in which they "adopt" an element and create a scrapbook-style "baby book" using research they do on that element's history, properties, and uses. By the end of this project, students demonstrated a deeper understanding of an element's structure and properties, as well as connected that element to similar elements on the periodic table.</p> <p>The next unit covers atomic bonding and chemical reactions. Students start by learning different types of bonding through a variety of digital simulations and physical activities. Once the bonding concepts are mastered, students learn more about how breaking and forming bonds connect with chemical reactions. Chemical reactions are brought to life through teacher demonstrations and hands-on labs. The unit includes the lab investigation: "Conservation of Mass: How Does the Total Mass of the Substances Formed as a result of a Chemical Change Compare With the Total Mass of the Original Substances?" This investigation brings to life paper-and-pencil chemical equations by giving students the opportunity to carry out several chemical reactions.</p> <p>Students tackle the final chemistry unit, acids and bases, after winter break. This unit pushes students to build upon their understanding of chemical reactions by adding on the concept of acid-base reactions. This unit incorporates inquiry activities and focused lab investigations, such as a cabbage juice pH lab. In the cabbage juice lab, students classify known household substances such as vinegar and soap as strong/weak acids or bases by using the juice of a red cabbage. Students create and test their own cabbage juice color pH scale, then test the scale using substances with known pH values.</p> | | |
| Narrative 2024-2025 | | |
| <p>Eli approaches class with a positive attitude and is a fully engaged student in each class. Eli's assignments show high effort, and it is clear that Eli understands the chemistry concepts this term. However, Eli frequently comes to class a little scattered and needs to backtrack to collect the necessary items needed for class. Eli occasionally forgets to complete a homework assignment but does better with routine, predictable assignments to help stay on track. Working with classmates helps Eli to better understand the material and complete assignments efficiently. Eli works well with others during labs, though typically does not take a leadership role amongst peers. Eli's humor is a wonderful addition to projects. In Eli's element baby book on sodium, Eli included clever details, often referencing sodium's "friend," chlorine. Going into the second half of the year, Eli is encouraged to step into leadership roles on occasion during physics labs and other collaborative lessons, especially for labs when Eli feels confident with the background material.</p> | | |



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8th Grade Spanish - Jose Lopez Espinosa

| | Gr 8 Fall |
|--|-----------|
| Spanish Skills | |
| <i>Creates a Boardgame Project using questions and challenges practiced in class (100-200) using the past tense, the present and the future tenses.</i> | 4 |
| <i>Researches the Spanish cultural traditions or current events and writes paragraphs informing to the class about it (including an oral presentation)</i> | 4 |
| <i>Helps to set up the Day of the Dead altar from beginning to end</i> | 3 |
| <i>Illustrates ability to understand text in Spanish (quizzes and homework)</i> | 4 |
| <i>Participates in Spanish (simple but longer sentences in their responses)</i> | 4 |
| <i>Responds to and formulates questions using more complex interrogatives and combinations</i> | 3 |
| <i>Shows understanding of introduction to the imperfect and the conditional tenses in the indicative form</i> | 4 |
| <i>Continues and finishes their Alebrije Project making it a final product and colorful following the PBL (Project Based Learning Standards)</i> | 3 |
| <i>Demonstrates knowledge through projects and presentations using the time wisely (self-direction)</i> | 4 |
| <i>Relates ideas about one's own culture and elicits information from others making connections, comparisons between and communities using L2</i> | 3 |
| <i>Designs a movie trailer using the content taught in class (project)</i> | N/A |
| <i>Completes daily homework assignments on time</i> | 4 |
| <i>Asks questions, takes notes, engages with concepts and materials</i> | 4 |
| <i>Seeks assistance when needed</i> | 4 |
| <i>Comes to class prepared</i> | 4 |
| <i>Demonstrates attentive and positive attitude</i> | 4 |
| <i>Distinguishes differences in usage of the verbs SER, ESTAR, HABER</i> | 3 |
| <i>Constructs the present progressive forms of verbs (with ESTAR)</i> | 4 |
| <i>Conjugates stem-changing verbs in the present tense</i> | 4 |
| <i>Conjugates regular verbs in the preterit (past) tense</i> | 3 |
| <i>Makes comparisons using comparative words</i> | 3 |
| <i>Use possessive adjectives to indicate ownership and relationships</i> | 3 |
| <i>Illustrates knowledge of more complex grammar and word order by writing e-mails, post cards, journal entries, and short letters to peers</i> | 3 |
| <i>Listens attentively and follows directions</i> | 4 |
| <i>Thoroughly completes assignments</i> | 4 |
| <i>Understands and knows to use the past, present, and future tenses when speaking, writing, reading and listening in Spanish.</i> | 4 |
| <i>Knows how to identify and use the imperfect, conditional, the present subjunctive, commands, present, progressive, and the P.P.</i> | 4 |

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8th Grade Spanish - Jose Lopez Espinosa

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| | Gr 8 Fall |
| Comments | |
| Subject description | |
| <p>Eighth-grade Spanish continues with a review of the basic structures from fifth, sixth, and seventh grades with new vocabulary and grammar that serves to broaden the speaking, reading, listening, and writing of Spanish. It also provides students with an understanding and appreciation of cultures other than their own when the students compare and connect any Latinx culture and communities with the American culture. Students acquire a working knowledge of a wide variety of grammatical structures and continue to learn to speak Spanish with more accuracy, expanding their understanding of the language and improving fluency, pronunciation, rhythm, and intonation when speaking Spanish. The students graduate knowing how to use the present, past, and future of the indicative tenses, and eighth graders know how to identify the present subjunctive, commands, the present progressive, the conditional, the present perfect, and the imperfect tenses. Our eighth-grade collaboration happens with the eighth-grade humanities teacher, as well as with science, art, drama, and math classes.</p> | |
| Narrative 2024-2025 | |
| <p>Eli learns best by listening to music and hands-on activities. Eli is very attentive, kind, respectful, engaged and works very well whether Eli is assigned with friends or not. Eli loves the game-based approach and also has expressed that enjoys playing games in a circle because a lot of movement is involved, students speak and listen mostly in Spanish. Eli's least favorite activities are the reading comprehension part, or the reading for fluency and pronunciation. Both types of readings are as important as the other skills and Eli understands that. Eli shows evidence of being capable of writing long sentences and is currently working on the last level: paragraphs. It is important to keep practicing them so Eli can reach the last level by the end of the school year. Next steps for Eli are to keep doing the exercises in preterit tense where Eli and the class practices the difference between regular and irregular verbs without neglecting the present and the future tenses.</p> | |

8th Grade Drama - Jennifer Salvucci Bent

| | |
|--|-----------|
| | Gr 8 Fall |
| Drama Skills | |
| <i>Listens closely to directions</i> | 4 |
| <i>Demonstrates respect for the stage</i> | 3 |
| <i>Works independently, focusing attention on tasks at hand</i> | 4 |
| <i>Challenges themselves in text analysis and character building (does not merely do the bare minimum)</i> | N/A |
| <i>Encourages their peers onstage and works together to ensure the growth and connection of the ensemble</i> | 4 |

Eli Zallman (Eli)

2024 - 2025



Cambridge Friends School
5 Cadbury Road
Cambridge, MA 02140
617.354.3880
cambridgefriendsschool.org

153 Highland Ave
Arlington, MA 02476

Birth date: 8/15/2011

Grade level: 8th Grade

8th Grade Drama - Jennifer Salvucci Bent

| | |
|---|-----------|
| | Gr 8 Fall |
| Comments | |
| Subject description | |
| <p>Eighth grade is essential to the culminating study of the dramatic arts. Drama is intellectual growth, learning to trust your instincts, working with your ensemble, creating safe environments, and risk-taking onstage. It is confidence in making mistakes and it is about the process over time. At the start of the academic term students engage in the first unit of study: Interviewing 101. Because eighth grade is a year of new possibilities and development before transitioning to secondary schools, students begin the process of next school selection, and interviewing has been incorporated into the drama curriculum. This essential skill is not only used for secondary school preparation, but for college and job interviewing as well. Students are lead through a series of interview questions, enhancing their oral presentation skills as progress toward mock interviews. Students begin to realize how like physicality is extremely important in our stage productions, their physical self is used as a marker in interviews. Posture, a firm handshake, eye contact, and culture serve as essential factors in the final interview. The eighth graders also learn the importance of dress in connection with specific situations, and how they should always remain true to who they are as a person: that their thoughts, instincts and reflections on life thus far, is a voice that needs to be heard. Though they will move on to connecting with a different ensemble, students are able to reflect on everything that has brought them to this point in their lives and how their time at Cambridge Friends School has shaped their views on the world. Once the interview unit has concluded, students change course and begin the journey of piecing together a culminating stage production. Using every one of the skills sets incorporated into the first three years of the Cambridge Friends School Drama curriculum, this year's eighth graders will be performing <i>Newsies</i>, <i>JR.</i>! The beginning steps of this process is for the students to identify the through-line of the play, the symbolism and the themes behind it, and then begin the process of text analysis for their individual character(s). From there, we will begin the blocking process, as well as lighting and sound along the way. Looking forward to our final adventure together!</p> | |
| Narrative 2024-2025 | |
| <p>Eli is a stoic voice of reason in the eighth-grade community. Eli does not talk as readily as some of our other members, but when Eli does, people listen. When having in-depth conversations about the Next Schools process, Eli asked thoughtful questions in order to learn the best strategies for leaving a positive impression during interviews. Eli's work ethic is consistent in all forms. Eli continued to explore topic conversations for interviews at the high schools, speaking at length with teachers to help access valuable traits and key elements of personality. When it comes to the eighth-grade musical, Eli is all in! Eli loves creating characters and is excited about adding dancing and singing to the roster this year. Eli is a risk-taker and the stage is where those risks will be brought to fruition.</p> | |

8th Grade Visual Art - Sami Martasian

| | |
|---|-----------|
| | Gr 8 Fall |
| Visual Art Skills | |
| <i>Follows art studio procedures and meets art studio expectations for behavior</i> | 4 |
| <i>Demonstrates respect for classmates</i> | 4 |
| <i>Actively listens and is attentive during instructions and demonstrations</i> | 3 |
| <i>Demonstrates persistence working on projects and asks for help when needed</i> | 3 |
| <i>Communicates knowledge, emotions, and understanding using a range of mediums and materials</i> | 3 |
| <i>Experiments and explores a variety of materials and tools</i> | 3 |
| <i>Works cooperatively and collaboratively on visual arts projects and displays</i> | 4 |
| <i>Uses studio process on major projects, brainstorming, rough drafts, editing, and final drafts</i> | 4 |
| <i>Demonstrates independent work habits while supporting classmates</i> | 4 |
| <i>Reflects on personal history and completed work developing an understanding of personal process or growth</i> | 3 |
| <i>Communicates and gives feedback in a number of critique situations including one on one, small group, whole class, and public presentation</i> | 3 |

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8th Grade Visual Art - Sami Martasian

| | | Gr 8 Fall |
|--|--|-----------|
| Comments | | |
| Subject description | | |
| <p>Eighth-grade has spent this semester honing personal style and practicing useful techniques to carry into their future art making. Each student began the school year by making a talking piece to be used in Restorative justice circles and community time. These were made with care and consideration of their connection to indigenous cultures that inform our understanding of Restorative Justice. Eighth-grade students then participated in making Alebrijes to be displayed on our Day of the Dead Ofrenda along with the rest of the middle school. All grades participating in the project first studied the life and work of Pedro Linares Lopez, who is credited with beginning the tradition. Though this is a yearly project, students approach it each year with different materials; this year the medium was colorful air dry clay and paint markers. Eighth-grade students then began their Surrealist self portrait project. Students began this unit by considering work by Leonora Carrington, Frida Khalo, and Kehinde Wiley, three artists whose work is very different from one another but each keen on using surreal elements to better express the emotional reality of their subjects. Face drawing techniques, both by measuring out the face using a classic figure drawing method and by observation in a mirror helped students begin their planning, which then developed into including expressive elements of their own. Students chose symbols, animals, backgrounds, or changes to their appearance to express their identities and inner emotional landscapes. Our next steps were to study shadow and highlight and paint mixing and application to finish these fabulous pieces. Eighth-grade students are currently concluding a linoleum printmaking unit. Students created a square design that is made in such a way that it creates a larger image when printed. Many students carved their linoleum to be 1/4th of an image, so that once rotated, a complete flower, planet, or shape is formed. Students experimented with different colorways and printed on both fabric and paper.</p> | | |
| Narrative 2024-2025 | | |
| <p>Eli is a deeply creative student who has grown to accept creative challenges with joy and curiosity. Eli's linoleum carving print was a wild success; not only was the stamp well made and carved with precision, but it was also created with the intention of connecting to itself to fill a page. It lines up perfectly and creates a rhythmic pattern of "X"s that dance around the page. Eli's surrealist self-portrait captures this young artist's remarkable skill development. This piece is so clearly Eli; a well drawn bust communicates a strong understanding of form and drawing technique. Eli's freckles, green eyes, and general expression are well-drawn and stylized with a careful application of paint. No matter the medium at hand, Eli enters the art room ready to engage earnestly with a project, and each piece created this fall reflects this student's creativity.</p> | | |

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Grade level: 8th Grade

8th Grade Physical Education - Angelo Valle

| | Gr 8 Fall |
|--|-----------|
| Physical Education Skills | |
| <i>Comes to class prepared and ready to participate</i> | 3 |
| <i>Comes to class positive and cooperative</i> | 3 |
| <i>Listens attentively and follows directions</i> | 3 |
| <i>Demonstrates safe, responsible behavior that respects self and others.</i> | 3 |
| <i>Able to run and find their own pace</i> | 2 |
| <i>Demonstrates flexibility and coordination</i> | 2 |
| <i>Demonstrates developing throwing skills</i> | 3 |
| <i>Demonstrates developing catching skills</i> | 3 |
| <i>Demonstrates developing striking skills</i> | 3 |
| <i>Contributes to group and team initiatives</i> | 3 |
| <i>Demonstrates tactical understanding during team games</i> | 3 |
| <i>Demonstrates abilities to perform skills relating to specific team units</i> | 3 |
| <i>Understands specific terminology related to skills, positioning, and game play</i> | 3 |
| <i>Understands sportsmanship as a critical component of physical education</i> | 3 |
| <i>Demonstrates sportsmanship during gameplay</i> | 3 |
| <i>Able to accept game outcomes</i> | 3 |
| <i>Understands the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</i> | 3 |
| <i>Receptive to teacher feedback</i> | 3 |
| Comments | |
| Subject description | |
| <p>In the first semester of Grade 8 Physical Education, we began each class period with a pace run to warm up for the ensuing activities while developing conditioning and endurance. The focus then turned to coordination and flexibility through dynamic movements and stretches to prepare the muscles for activity. Through cooperative games and team-building activities, we focused on team cooperative skills before moving on to the competitive team games of soccer, football, and basketball. Throughout the semester, we worked on developing good sportsmanship and building the physical fitness skills involved in those sports, including kicking, receiving, passing, dribbling, shooting, throwing, catching, changing direction, and responding and reacting.</p> | |
| Narrative 2024-2025 | |
| <p>Eli has had a strong beginning of the year. Consistently ready to participate in class, Eli puts forth good effort into following classroom routines, starting with the pace run and continuing with the ensuing dynamic stretches and activities. Eli demonstrates improving skills and understanding of tactics in all aspects of the class and is supportive of teammates. Some goals for Eli would be to maintain a steady pace throughout the pace run and to ensure a full range of motion during dynamic stretches to improve flexibility.</p> | |