

Adam Azim
74 Larch Road
no
Cambridge, MA 02138
Birth date: 10/30/2010
Grade level: 8th Grade

2024 - 2025



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

8th Grade Humanities - Christopher Gandolfo-Lucia

	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>Adam has approached humanities class this semester with increased academic independence and resilience. Adam successfully practiced a complete writing process this semester and became markedly more comfortable receiving and implementing teacher feedback. Dedicated time and scaffolds for planning and prewriting have been particularly helpful for Adam, and so a goal for Adam over the second half of the year will be to practice independent tactics for prewriting when an outline template is not provided. In class discussions, Adam has enjoyed participating by contributing comments, asking clarifying questions, and listening actively. Adam has also brought a positive attitude to independent reading and has demonstrated increased stamina and comprehension, as well as a willingness to invest the time needed to become engaged in longer books. Overall, Adam has made steady progress in humanities class this semester.</p>	