

100 Belmont St

Apt. 3

Somerville, MA 02143

Birth date: 5/31/2012

Grade level: 7th Grade

Attendance		Grading Legend: 4 = Student is exceeding grade level expectations 3 = Student is achieving grade level expectations 2 = Student is working at or near grade level expectations 1 = Student is working below grade level expectations N/A = Not Applicable this term Note: As a school policy, all narratives are intentionally written without pronouns. Classes meeting once a week include a subject description but not individualized benchmarks or narrative reports.
Category	Count	
Tardy Excused	0	
Absent Excused	5	
Grades		

7th Grade Homeroom/Advisory - Karen Harvey

		Fall
Organization		
<i>Enters school on time, prepared, and ready to learn</i>		3
<i>Organizes cubby and work materials</i>		2
<i>Makes transitions independently, arriving on time and with necessary materials</i>		3
Social Development and Community Membership		
<i>Respects the rights, feelings, and opinions of others</i>		3
<i>Interacts with peers in a positive and productive manner</i>		3
<i>Participates in the care and organization of the classroom environment</i>		3
<i>Has a positive attitude toward school and learning</i>		3
<i>Resolves conflicts constructively</i>		3
<i>Interacts with adults in a positive and productive manner</i>		3
<i>Accepts responsibility and respectfully responds to feedback.</i>		3
<i>Seeks adult support when needed</i>		3
<i>Cooperatively and collaboratively participates in group and social activities</i>		3
<i>Engages actively in homeroom routines</i>		3
<i>Actively seeks ways to lead by example and model positive community citizenship</i>		3



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	Fall
Comments	
Subject description	
<p>Seventh-Grade Homeroom serves as a vital space for students to transition into the school day, fostering a sense of belonging and community within the grade level. Each morning, students gather to connect with peers, organize for the day ahead, and participate in activities that strengthen relationships and build a positive school culture. This time encourages reflection, goal-setting, and collaboration, helping students develop both academic and social-emotional skills.</p> <p>A key focus of homeroom is affinity groups, where students engage in meaningful discussions on social justice topics. These groups provide a supportive environment for students to explore identity, equity, and advocacy, empowering them to make a positive impact in their school community and beyond.</p> <p>Beyond morning meetings, students extend their engagement through SPARK sessions and lunchtime clubs, where they connect with middle school peers around shared interests, leadership opportunities, and creative pursuits. Whether participating in student-led initiatives, joining collaborative projects, or simply building friendships, homeroom serves as a foundation for personal growth and community-building throughout the school year.</p>	
Narrative 2024-2025	
<p>Issac arrives at school each day with an upbeat attitude and a readiness to engage in the learning process, consistently displaying enthusiasm for new challenges and lessons. This semester, Issac has maintained a positive and proactive approach to academic responsibilities.</p> <p>While Issac is diligent in managing coursework, there is an ongoing need for reminders about upcoming deadlines. Issac is encouraged to utilize a personal planner to track assignments and important dates, which would enhance organizational skills and ensure the timely completion of tasks.</p> <p>In social interactions, Issac is generally harmonious, rarely encountering conflicts with peers. On the occasions when disagreements arise, Issac has effectively demonstrated the ability to resolve issues respectfully and productively, contributing positively to our classroom environment.</p> <p>Issac's humor, shared by many in the 7th grade, occasionally veers towards the darker side, necessitating reminders to maintain appropriateness within the school's setting. Issac has demonstrated strong relationships within the classroom community, notably with fellow 7th graders and with Violet from the 6th grade.</p> <p>Issac's curiosity is another distinguished trait, often driving independent exploration of topics of interest. This intellectual curiosity enriches classroom discussions and personal knowledge, marking Issac as a deeply engaged student.</p> <p>As the semester progresses, Issac is encouraged to further develop organizational strategies through the consistent use of a planner and to continue refining the ability to gauge the appropriateness of humor in various settings. These skills, combined with Issac's natural curiosity and positive demeanor, set the stage for continued success throughout the remainder of the school year.</p>	

Isaac Bloom (Isaac)

2024 - 2025



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7th Grade Humanities - Christopher Gandolfo-Lucia

	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>	3
<i>Makes inferences about setting, plot, characters, and events, and supports them with evidence from the text</i>	3
<i>Uses precise words and phrases to capture and convey experiences and information</i>	3
<i>Uses evidence from texts effectively to strengthen arguments and prove a thesis in an essay</i>	2
<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>	2
<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>Correctly uses past, present, and future verb tenses</i>	3
<i>Correctly uses simple, compound, and complex sentences</i>	3
<i>Employs proper use of punctuation</i>	2
<i>Accurately incorporates new vocabulary into work</i>	3

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	Fall
History	
<i>Uses the skills of historians to analyze, interpret, and evaluate historical sources</i>	3
<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>	2
<i>Explains causes and effects of historical events</i>	3
<i>Analyzes primary source documents for purpose, audience, and message</i>	3
<i>Analyzes and explains the meaning and context of visuals such as paintings and political cartoons</i>	4
<i>Participates in discussions of current events that relate to historical events and concepts</i>	4
<i>Understands the difference between a secondary and a primary source</i>	3
<i>Analyzes and interprets geographic information</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>	3
<i>Understands the fundamental ideas central to the vision of the 18th century founders of our democracy</i>	3
<i>Understands the intellectual and political tensions and compromises in the founder's ideas and how successive generations in the US have worked to resolve them</i>	3
<i>Understands the purposes, principles, and practices of the US government as established by the Constitution, including their rights and responsibilities</i>	3
<i>Understands that the Constitution has continued to be vibrant and relevant through amendments and decisions of the federal courts</i>	3
<i>Understands how individuals, groups, and organizations have addressed obstacles to democratic principles by working within the structure set forth in the Constitution</i>	3
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>	3
<i>Uses technology effectively to produce and publish writing and to interact and collaborate with others</i>	2
<i>Presents claims and findings in a focused and coherent manner, using appropriate eye contact and adequate volume</i>	3

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7th Grade Humanities - Christopher Gandolfo-Lucia

	Fall
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>	2
<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>	2
<i>Accepts responsibility and respectfully responds to feedback.</i>	3
<i>Interacts with adults in a positive and productive manner</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

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7th Grade Humanities - Christopher Gandolfo-Lucia

		Fall
Comments		
Subject description		
<p>In seventh-grade humanities, students learn to engage with literature in meaningful and thought-provoking ways. We use a variety of historical and contemporary texts and resources to make personal connections between our individual experiences and the greater world in which we live. Through projects, writing assignments, and discussions, students work collaboratively to establish a positive learning environment that aims to honor all perspectives, similarities, and differences. Students strengthen their critical thinking and literacy skills by engaging with more complex literature, developing their writing skills across a variety of genres, and honing their ability to evaluate history responsibly and the multiple perspectives that create it. Students also engage in a year-long writing workshop, using a variety of active and collaborative methods to conceive ideas, shape pieces, and build community. The Cambridge Friends School Quaker testimonies provide the lens through which we view our curriculum and conduct our discussions.</p> <p>Students' primary focus this semester was a full-class read of Howard Zinn's <i>A Young People's History of the United States</i> to underpin our class's ongoing focus on American history and the foundations of American democracy. While reading each chapter, students encountered related primary sources in class and demonstrated their findings through journal entries, presentations, posters, comics, and political cartoons. In addition to these mini-projects and in-class discussions, students responded to sections of the book with response paragraphs, practicing quoting direct evidence and analyzing historical narratives. Throughout the second half of Zinn's text, students began practicing a discussion protocol that assigned individual students responsibility for preparing discussion questions, identifying passages for discussion, gathering further information during discussions whenever needed, and taking notes on the discussion. This protocol encouraged students to practice supportive collaboration skills, and the collective notes that they produced supported their writing when working on response paragraphs. This reading culminated in an essay assignment during which students analyzed Zinn's bias and perspective, building on bias-detection skills practiced throughout the semester.</p> <p>This semester also contained a substantive independent reading component. At the beginning of the school year, students worked to establish consistent routines around independent reading projects and sustained these habits through weekly reading periods in the library. Early in the semester, students built a communal glossary of literary terms for discussing literature and practiced comparing characters, plots, and settings across multiple books. In October and January, students shared their independent reading via book talks. In addition to supporting healthy, wide-ranging reading habits and encouraging students to develop their tastes as readers, this independent reading program also provides students the opportunity to practice oral presentation skills.</p>		
Narrative 2024-2025		
<p>Isaac has brought an enthusiastic, curious disposition to humanities class this semester. Isaac has approached class discussions with an eagerness to share and learn, and through dedicated practice, Isaac has become skilled at basing contributions to discussions on specific references to moments in the text or chapter being discussed. Isaac has taken pride in opportunities to share information or understandings with other students, and Isaac has enjoyed both moments when new information has reinforced Isaac's prior assumptions about a topic as well as moments when Isaac's previous understandings have been contradicted, demonstrating a mature approach to learning. Isaac has been a motivated reader across both whole-class and independent reading texts, and Isaac has demonstrated strong comprehension and bias detection skills in both contexts. As a writer, Isaac has made excellent progress on the goal of organizing writing into clear, distinct paragraphs with directly stated purposes. Isaac has tended to emphasize commentary over evidence in writing, but throughout the semester, Isaac has worked to shift this emphasis toward citing and analyzing specific evidence whenever necessary and appropriate. Throughout the second half of the year, a reading goal for Isaac will be to explore a wider variety of fiction texts (including longer, more challenging books), and a writing goal for Isaac will be to consistently practice proofreading techniques to ensure accurate and precise usage of punctuation. Overall, Isaac has been a solid, steadily improving student in humanities class this semester.</p>		

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7th Grade Math - Karen Harvey

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Math skills	
<i>Solves problems involving scale drawings of geometric figures, including computing actual lengths and areas</i>	3
<i>Reproduces a two-dimensional geometric figure at a different scale</i>	N/A
<i>Identifies the circumference, diameter, and radius of a circle and can solve for any one part, given another</i>	N/A
<i>Uses the formulas for the area and circumference of a circle to solve problems</i>	N/A
<i>Finds areas and perimeters of shapes constructed of circle(s), circular parts, and quadrilaterals</i>	N/A
<i>Computes unit rates associated with ratios of fractions including ratios of lengths, areas, and other quantities measured in like or different units</i>	3
<i>Identifies the constant of proportionality (unit rate) in tables, graphs equations diagrams, and verbal descriptions of proportional relationships</i>	3
<i>Represents proportional relationships by equations</i>	3
<i>Uses proportional relationships to solve multistep ratio and percent problems</i>	3
<i>Decides whether two quantities are in a proportional relationship</i>	3
<i>Shows that a number and its opposite are additive inverses; interprets sums of rational numbers by describing real-world contexts</i>	3
<i>Understands subtraction of rational numbers as adding the additive inverse</i>	2
<i>Applies and extends previous understandings of addition, subtraction, multiplication and division of integers and fractions to compute with rational numbers</i>	2
<i>Understands ordering and absolute value of rational numbers</i>	3
<i>Solves word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$; fluently</i>	N/A
<i>Uses facts about supplementary, complementary, vertical and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure</i>	N/A
<i>Solves real-world and mathematical problems involving area, volume, and surface area of two and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms</i>	N/A
<i>Describes the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids</i>	N/A
<i>Uses data from a random sample to draw inferences about a population with an unknown characteristic of interest</i>	N/A
<i>Uses measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations</i>	N/A
<i>Uses variables to represent quantities in a real-world or mathematical problem and constructs simple equations and inequalities to solve problems by reasoning about the quantities</i>	N/A
<i>Understands that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring</i>	N/A
<i>Approximates the probability of a chance event by collecting data in the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability</i>	N/A
<i>Compares probabilities from a model to observed frequencies; if the agreement is inaccurate, explain possible sources of the discrepancy</i>	N/A

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<i>Finds probabilities of compound events using organized lists, tables, tree diagrams, and simulations</i>	N/A
<i>Understands that the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs</i>	N/A
<i>Solves multi-step real-life and mathematical problems posed with positive and negative rational numbers</i>	N/A
Work habits and attitude	
<i>Perseveres in solving challenging problems</i>	3
<i>Reasons abstractly and quantitatively</i>	3
<i>Constructs viable arguments and critiques the reasoning of others</i>	3
<i>Models with mathematics</i>	3
<i>Uses appropriate tools strategically</i>	3
<i>Attends to precision</i>	3
<i>Looks for and makes use of patterns and structure</i>	3
<i>Thoroughly completes assignments</i>	3
<i>Completes homework assignments on time</i>	3
<i>Asks questions, takes notes, and engages with concepts and materials</i>	3
<i>Actively participates in class</i>	3
<i>Comes to class prepared</i>	3
<i>Seeks assistance when needed</i>	3
Comments	
Subject description	
<p>Seventh-grade math begins the year with an in-depth exploration of ratios and proportions, building a strong foundation for proportional reasoning. Students start by analyzing equivalent ratios and identifying proportional relationships in tables, graphs, and equations. Through real-world applications, they develop strategies to solve unit rate problems, reinforcing their understanding of proportionality. Expanding on these skills, students explore percent increase and decrease, applying their knowledge to problems involving discounts, markups, taxes, and interest. Using visual models such as double number lines and percent bars, they connect proportional reasoning to percent calculations, strengthening their ability to solve multi-step problems. As the unit progresses, students extend their understanding of ratios to more complex problems involving fractions and rational numbers. They use their knowledge of arithmetic with positive and negative rational numbers to solve ratio problems in a variety of contexts. Through problem-solving and real-world applications, students build fluency with rational number operations, setting the stage for more advanced algebraic concepts later in the year.</p>	
Narrative 2024-2025	
<p>Issac has demonstrated a solid conceptual foundation in math this year at Cambridge Friends School. Consistency is evident in the interpretation of real-world problems, allowing Issac to solve them with high levels of accuracy. A strong understanding has been shown in the area of percents, specifically with calculations involving percent increase and decrease. An area of growth for Issac is the continued development of math confidence. Often, second-guessing occurs in answers to questions, particularly on formal tests, even when initial responses were correct. This habit occasionally results in lower accuracy. Encouragement and strategies to trust initial instincts are expected to enhance performance as the year progresses.</p>	

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7th Grade Science - Carolyn Sohn

	Fall
Science/engineering processes	
<i>Uses tools appropriately and as necessary to gather qualitative and quantitative data</i>	3
<i>Uses creative design to solve problems</i>	3
<i>Plans effective experimental procedures and makes logical hypotheses and predictions</i>	3
<i>Organizes data in appropriate form for interpretation and recognizes patterns in data</i>	3
<i>Includes reasons or evidence to support scientific arguments or conclusions</i>	3
<i>Records close observations of the natural world and scientific phenomena</i>	3
<i>Identifies questions that can be answered through investigation</i>	3
Articulation of knowledge	
<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
Work habits and attitude	
<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>	4
<i>Demonstrates cooperative learning by supporting intellectual risk-taking, actively listening, and participating positively in group work</i>	3
<i>Uses class time constructively and works in a focused manner</i>	2
<i>Perseveres on difficult tasks and in problem solving</i>	3
<i>Completes homework thoroughly and on time</i>	2
<i>Shows awareness of individuals level of comprehension and uses available resources to further their learning</i>	4

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7th Grade Science - Carolyn Sohn

		Fall
Comments		
Subject description		
<p>Seventh-grade science begins with the basics of lab safety. Students are expected to demonstrate their knowledge of safe practices both in formative and summative assessments throughout the academic year. Additionally, students review the metric system and the basic set-up of a scientifically sound experiment.</p> <p>Following this first unit about lab safety and science basics, students dive into earth science with the "Rocks, Minerals, and Soil" unit. This unit takes up the majority of the fall term. First, students learn about the properties of rocks and minerals through a variety of hands-on explorations. To show their knowledge of minerals, students complete an individual research project about a mineral of their choosing. After their initial research, students design a presentation to teach their classmates about the mineral. In addition to this project, students work in small groups to identify unknown mineral samples in their first lab of the year. Students are guided through this first argument-based inquiry investigation, in which they are asked to design and implement a lab experiment to answer the investigation question. After the experiment, they worked to synthesize a claim based on their gathered data. This type of lab investigation is utilized throughout the year with increasing independence as students gain essential skills and confidence. Next, students learn about the types of rocks and the rock cycle through a variety of in-class activities and written homework assignments. As a culminating project, students create a "Rock Memoir" detailing the life of a personified rock going through the rock cycle. At the end of the unit, students gain an understanding of the importance of soil through a variety of activities, which builds on their knowledge of rocks and helps to connect it to the study of life science from sixth grade.</p> <p>The next unit of study is "Fossils and Geologic Time." In this unit, students build upon their understanding of rocks and rock formation by studying how fossils form. As part of this unit, students create a scale timeline of geologic time from the beginning of Earth until the present day. This helps students to contextualize various fossils that have been studied, and to comprehend how little time humans have existed on Earth. At the end of this unit, students</p> <p>Earth's layers are the next unit of study, with a particular emphasis on the movement of tectonic plates and how they are related to volcanoes and earthquakes. When first learning about the tectonic plates, students use graham crackers and shaving cream to simulate plate movement, then use fossil and geologic data to figure out a Pangaea "puzzle" in order to understand the movement of the continents. Students also complete a plate tectonics investigation using the National Oceanic and Atmospheric Administration (NOAA) Natural Hazards Viewer. This online, data-filled map tool allows students to gather data on earthquakes and volcanoes at different types of plate boundaries and determine what if any, patterns exist in their data.</p>		
Narrative 2024-2025		
<p>Isaac is an energetic and good-natured science student. Isaac's curiosity and consistent participation in science are integral parts of the seventh-grade class dynamic each day. Isaac's focus has improved slightly since last year, but Isaac still benefits from teacher support to get assignments done in a timely manner. Once started on an assignment, Isaac usually takes a while to complete the first portion of it, and then runs out of time to finish the rest of the assignment in class. Isaac is typically able to be more efficient when the teacher helps Isaac through the first part of an assignment. Isaac is most successful with homework when Isaac has frequent reminders (whether from a teacher, parent, or classmate). Isaac has delighted in the projects so far this year! Isaac worked especially hard on the recent fossil project. After doing some initial research, Isaac chose to create a 3D model of an ankylosaurus in TinkerCAD. When students shared their projects with each other, Isaac's knowledge of ankylosaurus and enjoyment of digital modeling was evident. Going into the second half of the year, Isaac is encouraged to keep working on daily focus in class. More specifically, Isaac is encouraged to recognize and course-correct when Isaac has gotten off-track. Currently, Isaac will recognize that focus has waned only when the teacher points it out while coming over to check-in.</p>		

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7th Grade Spanish - Jose Lopez Espinosa

	Fall
Spanish	
<i>Researches and designs an original "Piñata", and its origin. (Piñata Project)</i>	3
<i>Helps to set up the Day of the Dead altar from beginning to end</i>	3
<i>Writes and performs original restaurant skit with partners (cooperative project)</i>	3
<i>Reports periodic current events of various Spanish-speaking countries</i>	4
<i>Identifies dances of Spanish-speaking countries (salsa, tango, flamenco, mariachi, merengue and reggeton)</i>	3
<i>Listens and responds in writing to unit-based questions in Spanish (quizzes)</i>	3
<i>Listens and responds to impromptu questions in Spanish (orally) in class</i>	4
<i>Reads and follows written instruction in Spanish</i>	4
<i>Illustrates ability to understand text in Spanish (quizzes and homework)</i>	3
<i>Participates in Spanish (simple responses)</i>	3
<i>Researches about the "Alebrijes" and starts making one with wood material</i>	3
<i>Responds to and formulates questions using five basic interrogatives (who, what, when, where and why)</i>	4
<i>Pronounces Spanish with a developing native accent (focusing on accents, tildes, intonation, flow of words)</i>	4
<i>Demonstrates fluency of Spanish in simple classroom conversations</i>	4
<i>Completes daily homework assignments on time</i>	3
<i>Thoroughly completes assignments</i>	3
<i>Participates actively and cooperatively in class</i>	4
<i>Asks questions, takes notes, engages with concepts and materials</i>	3
<i>Seeks assistance when needed</i>	4
<i>Comes to class prepared</i>	3
<i>Demonstrates attentive and positive attitude</i>	3
<i>Demonstrates knowledge of dates, days, months</i>	4
<i>Demonstrates fluency of Spanish during presentations and recordings</i>	4
<i>Identifies/determines basic parts of speech: nouns, articles, verbs and adjectives</i>	4
<i>Correctly pairs pronouns with verb forms</i>	4
<i>Exhibits recall/retention of vocabulary (quizzes and homework)</i>	3
<i>Demonstrates complexity and clarity of writing in Spanish (journal entries)</i>	3
<i>Uses subject pronouns and the present tense of regular -AR, -ER, and -IR ending verbs</i>	3
<i>Expresses oneself in simple affirmative and negative sentences</i>	3

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	Fall
<i>Demonstrates proficiency in the use of irregular verbs in the present tense, including SER, ESTAR, TENER, IR, VIVIR, LLAMARSE, MOVERSE, VIAJAR, etc</i>	4
<i>Understands and applies the present, past, and future using both regular and irregular verbs in these three tenses.</i>	3
Comments	
Subject description	
Spanish in seventh grade was a total immersion course in which students expand their proficiency in the Spanish language. Students delve deeply into the language through the study of Hispanic culture and current events. The course synthesizes the grammar covered in fifth and sixth grades and introduces the preterit, keeps expanding the simple present, and also an introduction to future tense. Students speak, listen, write, and read from simple sentences to longer sentences. The students used authentic sources like podcasts, videos, newspaper articles, and songs to learn and communicate about a variety of topics in Spanish. This is a highly communicative course; the students work individually and collaboratively in class and on assessments such as projects and presentations.	
Narrative 2024-2025	
This second semester, Isaac stands out as an inquisitive and engaged student. When the class did the "Piñata Project," Isaac was immersed. Isaac asked questions in most classes regarding the content being taught in class. With a few reminders, Isaac turned in classwork and took notes when asked. Isaac sometimes needed to be redirected to stay on task. Isaac is ready to expand Spanish vocabulary, and that will help Isaac to move forward and work on improving listening, speaking, reading, and writing skills. Isaac knows how to build simple sentences in Spanish. Using online tools was a fun way for the students to review, incorporating all the benchmarks. Moving forward, Isaac is ready to keep succeeding and expanding Spanish knowledge this spring.	

7th Grade Drama - Jennifer Salvucci Bent

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

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Comments	
Subject description	
<p>During the early part of the fall semester, the seventh-graders began working on their first full-scale production at CFS. Tasked with capturing the subtle humor of our witty who-dunit, the seventh grade embraced the rehearsal process for our adaptation of Agatha Christie's <i>Mousetrap</i>. Having read the play last year in Humanities, the class was in agreement that this would be their seventh grade production, fully realizing that this is a much bigger challenge than the one-act comedy done in past years. With two acts and dark undertones, <i>Mousetrap</i> proved to be just what this class needed! Their work ethic is admirable as they work together to capture the humor and pacing of this challenging script. From blocking (where they move onstage) and learning their lines to costumes, set and lighting design, the students have been learning what goes on behind the scenes as well. They eagerly take on new projects and consistently put their all into each rehearsal. It is incredibly exciting to watch as a teacher as the journey of each production showcases the emotional, social, and developmental growth of the students.</p>	
Narrative 2024-2025	
<p>Isaac has showcased enormous growth as an actor this year. Isaac has tackled character development head-on, creating a multi-layered character ("Major Metcalf") that combines quick wit, charm, and intelligence in our production of Agatha Christie's <i>Mousetrap</i>. Isaac loves finding those moments during rehearsal where there is room to delve into the physicality of the character, whether that means improving a slapstick bit or finding a new motivation that leads an audience to further understand the character's psyche. Isaac is always willing to take a risk onstage, and that is where the magic happens! Isaac is also a team player. Isaac helped mentor our new lighting designer this year and is always available to help if the need to troubleshoot arises. Isaac is a valued member of our seventh-grade community!</p>	

100 Belmont St

Apt. 3

Somerville, MA 02143

Birth date: 5/31/2012

Grade level: 7th Grade

7th Grade Visual Art - Sami Martasian

	Fall
Visual Art	
<i>Demonstrates respect for classmates in the studio</i>	3
<i>Actively listens and is attentive during instructions and demonstrations</i>	4
<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>	3
<i>Uses studio process on major projects, brainstorming, rough drafts, editing, and final drafts</i>	3
<i>Demonstrates independent work habits while supporting classmates</i>	3
<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
<i>Participates and engages in an appropriate manner in discussions and activities</i>	3
<i>Approaches activities with a positive attitude</i>	4
<i>Takes care of materials and tools and uses them appropriately</i>	3
<i>Recognizes and utilizes a variety of sources for artistic imagery, including observation, abstraction, imagination and expression</i>	3
<i>Explores a variety of materials and media, and chooses specific materials to produce different visual effects</i>	3
<i>Experiments with ideas and uses inventiveness in problem solving</i>	3
<i>Demonstrates an understanding of visual art concepts presented</i>	3
<i>Uses time constructively and works in a focused manner</i>	3

Isaac Bloom (Isaac)

2024 - 2025



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Grade level: 7th Grade

7th Grade Visual Art - Sami Martasian

	Fall
Comments	
Subject description	
<p>Seventh-grade students have spent this fall making work but also deepening their understanding of art history and culture. 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. Seventh-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 Lienares 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. Linoleum block printmaking was the next project these artists embarked on. After studying the work of artists like Kathe Kolwitz, Latoya Hobbes, and Peter Schumman (Bread and Puppet Theater), each student created an image that communicated one of the Quaker Testimonies. Then, linoleum blocks were carved, and multiple colorways were printed. The class also created a shared piece that included a print from each student and some printed on fabric to be sewn onto clothes. Next, seventh-grade students studied examples of public art and memorials, such as Chicano Park in San Diego and Maya Lin's Vietnam War Memorial. These works inspired students to create a miniature model of a possible piece of public art, complete with a written proposal outlining where this work would be and what it would mean for community members interacting with it. Seventh-grade students will close out this semester by constructing and designing sets for their upcoming drama performance.</p>	
Narrative 2024-2025	
<p>Isaac is a bright student who brings enthusiasm and energy to each art class. Isaac has a knack for all things engineering and enjoys projects that allow for building, fixing, and adjusting. Constructing sets and props for the upcoming seventh-grade drama production has been a joyful time for this young artist to bring these skills into a collaborative project. Isaac has helped with many parts of this work but in particular, created a prop radio that was especially noteworthy. No detail was spared in its' creation; working knobs and a wire antenna complement a checkerboard face and blue body. Isaac's linoleum print captured two chain links intertwined to capture the Quaker Testimony of Community. This piece was brilliantly made; Isaac drew the chains with an understanding of the shapes' natural overlap. Cleanly carved lines and well-handled inks made this piece a success. Isaac is a supportive classmate who works well in collaboration with others and boosts the spirits of peers with positive feedback.</p>	

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Grade level: 7th Grade

7th grade Physical Education - Angelo Valle

	Fall
Physical education	
<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>	3
<i>Demonstrates flexibility and coordination</i>	3
<i>Demonstrates developing throwing skills</i>	3
<i>Demonstrates developing catching skills</i>	3
<i>Demonstrates developing striking skills</i>	3
<i>Demonstrates growth in self confidence</i>	3
<i>Contributes to group and team initiatives</i>	3
<i>Demonstrates tactical understanding during team games</i>	3
<i>Able to accept game outcomes</i>	3
<i>Understands sportsmanship as a critical component of physical education</i>	3
<i>Receptive to teacher feedback</i>	3
Comments	
Subject description	
<p>In the first semester of Grade 7 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 developing 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>Isaac has had a strong start to the year. Though sometimes distracted by classmates during instruction, Isaac consistently arrives ready to participate in class with a positive attitude and puts forth good effort into following classroom routines, starting with the pace run and continuing with the ensuing dynamic stretches and activities. Isaac is supportive of classmates and willing to help others out in whatever way possible. Isaac demonstrates improving skills in all aspects of class. Some goals for Isaac would be to improve conditioning by putting even more effort into the pace run and flexibility by paying closer attention to form during stretches.</p>	

Isaac Bloom (Isaac)

2024 - 2025



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Chat - Gabriela van Veen, Camilla Buba

		Fall
Comment		
Subject description		
<p>Grade 7</p> <p>Throughout the fall trimester 7th grade students learned about various topics related to mental health, executive function, healthy relationships/bullying, and identity. Our first class focused on group rules and what environment we want to have as a community during chat. The students were into the idea of creating classroom rules that fit the needs of the group while also allowing flexibility, for example: "minor tangents allowed as long as they are appropriate and brief." With this little area for creativity I have found that it has helped to foster their sense of community as a class as well as helped us to connect what we are learning about to other ideas and form connections. Our curriculum started with a get to know you/ identity activity. I had students think about core parts of their identity, traits, hopes, and parts of themselves. Then had them create a map that labeled those pieces as places on an island, and one student made a nebula of stars to represent themselves. Some of the places on the maps were listed as; going to high school, favorite singers, anxiety, video games, and friends. From here we moved onto relationship building and discussed topics of vulnerability and communication styles to help foster positive and healthy relationships. We then shifted to discuss bullying, what qualifies as bullying, what to do if bullying is happening, how to be an upstander, and the rules surrounding bullying in the school and state of Massachusetts. We did a lesson on responsible decision making and executive functioning and used the real life example from the Apollo 13 mission. The class was really connected with this project because it was realistic compared to a fake scenario. The students were able to look at each item and understand the prioritized list of why and when each item was selected to aid in the mission. We used that example to look at what might need to be prioritized in their life and why certain things have a higher ranking than others. We also learned about stress and anxiety and what good stress and bad stress is and how it can show up for people. One lesson that we did was all about our vagus nerve and the parasympathetic nervous system. The students were really interested in the science behind anxiety and how our bodies can become overactive and what coping skills we can use to help it regulate back to baseline. We played "self care" bingo and talked about how self care looks different for everyone and that taking care of ourselves plays a big role in our own unique identities.</p>		

**Caroline Corcoran-Hunt
(Caroline)**

2024 - 2025



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Attendance		Grading Legend: 4 = Student is exceeding grade level expectations 3 = Student is achieving grade level expectations 2 = Student is working at or near grade level expectations 1 = Student is working below grade level expectations N/A = Not Applicable this term Note: As a school policy, all narratives are intentionally written without pronouns. Classes meeting once a week include a subject description but not individualized benchmarks or narrative reports.
Category	Count	
Tardy Excused	9	
Absent Excused	4	

Grades

7th Grade Homeroom/Advisory - Karen Harvey

	Fall
Organization	
<i>Enters school on time, prepared, and ready to learn</i>	2
<i>Organizes cubby and work materials</i>	2
<i>Makes transitions independently, arriving on time and with necessary materials</i>	3
Social Development and Community Membership	
<i>Respects the rights, feelings, and opinions of others</i>	3
<i>Interacts with peers in a positive and productive manner</i>	3
<i>Participates in the care and organization of the classroom environment</i>	3
<i>Has a positive attitude toward school and learning</i>	3
<i>Resolves conflicts constructively</i>	3
<i>Interacts with adults in a positive and productive manner</i>	3
<i>Accepts responsibility and respectfully responds to feedback.</i>	3
<i>Seeks adult support when needed</i>	3
<i>Cooperatively and collaboratively participates in group and social activities</i>	3
<i>Engages actively in homeroom routines</i>	3
<i>Actively seeks ways to lead by example and model positive community citizenship</i>	3

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7th Grade Homeroom/Advisory - Karen Harvey

	Fall
Comments	
Subject description	
<p>Seventh-Grade Homeroom serves as a vital space for students to transition into the school day, fostering a sense of belonging and community within the grade level. Each morning, students gather to connect with peers, organize for the day ahead, and participate in activities that strengthen relationships and build a positive school culture. This time encourages reflection, goal-setting, and collaboration, helping students develop both academic and social-emotional skills.</p> <p>A key focus of homeroom is affinity groups, where students engage in meaningful discussions on social justice topics. These groups provide a supportive environment for students to explore identity, equity, and advocacy, empowering them to make a positive impact in their school community and beyond.</p> <p>Beyond morning meetings, students extend their engagement through SPARK sessions and lunchtime clubs, where they connect with middle school peers around shared interests, leadership opportunities, and creative pursuits. Whether participating in student-led initiatives, joining collaborative projects, or simply building friendships, homeroom serves as a foundation for personal growth and community-building throughout the school year.</p>	
Narrative 2024-2025	
<p>Caroline consistently arrives at school with a positive demeanor, ready to engage fully in the day's activities despite often being late. Each morning, Caroline is well-prepared, bringing all necessary materials to effectively jump right into the daily schedule.</p> <p>This semester, Caroline has emerged as a pivotal figure in the production of "Mouse Trap" for the seventh grade. Taking the initiative, Caroline coordinates additional practices and organizes resources such as costumes and set pieces, significantly contributing to the success of the production. In the 7th grade community, Caroline has solidified a role as a social connector, fostering respectful and positive relationships not only among peers in the seventh grade but also with Violet from the 6th grade. This ability to bridge connections across grades has greatly enhanced the communal spirit within the school.</p> <p>During afternoon homeroom, Caroline diligently completes the assigned weekly tasks and ensures all necessary homework materials are organized and taken home. However, Caroline occasionally needs reminders to bring home personal items like coats and lunch boxes to keep the cubby area tidy and clutter-free.</p> <p>As the semester progresses, Caroline is encouraged to continue the strong leadership and community-building efforts. Additionally, focusing on time management to arrive on time and maintaining personal organization will further enhance Caroline's daily school experience and contributions to the school community.</p>	

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7th Grade Humanities - Christopher Gandolfo-Lucia

	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>	3
<i>Makes inferences about setting, plot, characters, and events, and supports them with evidence from the text</i>	3
<i>Uses precise words and phrases to capture and convey experiences and information</i>	4
<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>Correctly uses past, present, and future verb tenses</i>	3
<i>Correctly uses simple, compound, and complex sentences</i>	3
<i>Employs proper use of punctuation</i>	2
<i>Accurately incorporates new vocabulary into work</i>	3

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7th Grade Humanities - Christopher Gandolfo-Lucia

	Fall
History	
<i>Uses the skills of historians to analyze, interpret, and evaluate historical sources</i>	3
<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>	3
<i>Explains causes and effects of historical events</i>	3
<i>Analyzes primary source documents for purpose, audience, and message</i>	3
<i>Analyzes and explains the meaning and context of visuals such as paintings and political cartoons</i>	4
<i>Participates in discussions of current events that relate to historical events and concepts</i>	3
<i>Understands the difference between a secondary and a primary source</i>	3
<i>Analyzes and interprets geographic information</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>	4
<i>Understands the relationship between economic, political, and social change, as well as the ways in which they intersect.</i>	3
<i>Understands the fundamental ideas central to the vision of the 18th century founders of our democracy</i>	3
<i>Understands the intellectual and political tensions and compromises in the founder's ideas and how successive generations in the US have worked to resolve them</i>	3
<i>Understands the purposes, principles, and practices of the US government as established by the Constitution, including their rights and responsibilities</i>	3
<i>Understands that the Constitution has continued to be vibrant and relevant through amendments and decisions of the federal courts</i>	3
<i>Understands how individuals; groups, and organizations have addressed obstacles to democratic principles by working within the structure set forth in the Constitution</i>	3
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>	3
<i>Uses technology effectively to produce and publish writing and to interact and collaborate with others</i>	2
<i>Presents claims and findings in a focused and coherent manner, using appropriate eye contact and adequate volume</i>	2

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7th Grade Humanities - Christopher Gandolfo-Lucia

	Fall
Work habits	
<i>Practices the skills and habits of citizenship, community, and scholarship in order to be a successful independent and collaborative learner</i>	2
<i>Completes assignments in a timely and thoughtful manner</i>	3
<i>Demonstrates appropriate effort.</i>	2
<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>	2
<i>Accepts responsibility and respectfully responds to feedback.</i>	3
<i>Interacts with adults in a positive and productive manner</i>	2
<i>Interacts with peers in a positive and productive manner</i>	3
<i>Takes effective notes that summarize relevant information concisely</i>	3

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7th Grade Humanities - Christopher Gandolfo-Lucia

		Fall
Comments		
Subject description		
<p>In seventh-grade humanities, students learn to engage with literature in meaningful and thought-provoking ways. We use a variety of historical and contemporary texts and resources to make personal connections between our individual experiences and the greater world in which we live. Through projects, writing assignments, and discussions, students work collaboratively to establish a positive learning environment that aims to honor all perspectives, similarities, and differences. Students strengthen their critical thinking and literacy skills by engaging with more complex literature, developing their writing skills across a variety of genres, and honing their ability to evaluate history responsibly and the multiple perspectives that create it. Students also engage in a year-long writing workshop, using a variety of active and collaborative methods to conceive ideas, shape pieces, and build community. The Cambridge Friends School Quaker testimonies provide the lens through which we view our curriculum and conduct our discussions.</p> <p>Students' primary focus this semester was a full-class read of Howard Zinn's <i>A Young People's History of the United States</i> to underpin our class's ongoing focus on American history and the foundations of American democracy. While reading each chapter, students encountered related primary sources in class and demonstrated their findings through journal entries, presentations, posters, comics, and political cartoons. In addition to these mini-projects and in-class discussions, students' responded to sections of the book with response paragraphs, practicing quoting direct evidence and analyzing historical narratives. Throughout the second half of Zinn's text, students began practicing a discussion protocol that assigned individual students responsibility for preparing discussion questions, identifying passages for discussion, gathering further information during discussions whenever needed, and taking notes on the discussion. This protocol encouraged students to practice supportive collaboration skills, and the collective notes that they produced supported their writing when working on response paragraphs. This reading culminated in an essay assignment during which students analyzed Zinn's bias and perspective, building on bias-detection skills practiced throughout the semester.</p> <p>This semester also contained a substantive independent reading component. At the beginning of the school year, students worked to establish consistent routines around independent reading projects and sustained these habits through weekly reading periods in the library. Early in the semester, students built a communal glossary of literary terms for discussing literature and practiced comparing characters, plots, and settings across multiple books. In October and January, students shared their independent reading via book talks. In addition to supporting healthy, wide-ranging reading habits and encouraging students to develop their tastes as readers, this independent reading program also provides students the opportunity to practice oral presentation skills.</p>		
Narrative 2024-2025		
<p>Caroline has been a thoughtful and enthusiastic student in humanities class this semester. Throughout the semester, Caroline has become increasingly comfortable sharing during class discussions, and recently, Caroline has enjoyed participating in class discussions by asking clarifying questions and providing helpful references to specific moments in the text being discussed. Caroline has been a motivated reader with strong comprehension and analysis skills, and opportunities to discuss and analyze fiction texts have been particularly enjoyable and fruitful for Caroline. Caroline's writing has been clear and direct, and Caroline has built confidence by using organizational devices like topic sentences to state paragraph's purposes. When working on longer writing assignments, idea generation has continued to be an area of challenge: Caroline has continued to experiment with different brainstorming and drafting techniques (like speech-to-text and word-webs) to varying levels of success, but Caroline has typically been most successful when supported directly by a teacher through discussion, specific prompting, and occasionally sentence starters. That being said, Caroline has demonstrated strong skills for revising, editing, and proofreading pieces, and Caroline has succeeded in writing assignments of all lengths when given relevant support. Accordingly, a goal for Caroline throughout the second half of the school year will be to continue building strategies for independent idea generation; opportunities to write creatively will give Caroline low-pressure circumstances to practice these skills, and the continued teacher presentation of different techniques for brainstorming and forming sentences will support Caroline's pursuit of this goal. Overall, Caroline has made steady progress in humanities class this semester.</p>		

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7th Grade Math - Karen Harvey

	Fall
Math skills	
<i>Solves problems involving scale drawings of geometric figures, including computing actual lengths and areas</i>	3
<i>Reproduces a two-dimensional geometric figure at a different scale</i>	N/A
<i>Identifies the circumference, diameter, and radius of a circle and can solve for any one part, given another</i>	N/A
<i>Uses the formulas for the area and circumference of a circle to solve problems</i>	N/A
<i>Finds areas and perimeters of shapes constructed of circle(s), circular parts, and quadrilaterals</i>	N/A
<i>Computes unit rates associated with ratios of fractions including ratios of lengths, areas, and other quantities measured in like or different units</i>	3
<i>Identifies the constant of proportionality (unit rate) in tables, graphs equations diagrams, and verbal descriptions of proportional relationships</i>	3
<i>Represents proportional relationships by equations</i>	3
<i>Uses proportional relationships to solve multistep ratio and percent problems</i>	3
<i>Decides whether two quantities are in a proportional relationship</i>	3
<i>Shows that a number and its opposite are additive inverses; interprets sums of rational numbers by describing real-world contexts</i>	2
<i>Understands subtraction of rational numbers as adding the additive inverse</i>	2
<i>Applies and extends previous understandings of addition, subtraction, multiplication and division of integers and fractions to compute with rational numbers</i>	2
<i>Understands ordering and absolute value of rational numbers</i>	3
<i>Solves word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$; fluently</i>	N/A
<i>Uses facts about supplementary, complementary, vertical and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure</i>	N/A
<i>Solves real-world and mathematical problems involving area, volume, and surface area of two and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms</i>	N/A
<i>Describes the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids</i>	N/A
<i>Uses data from a random sample to draw inferences about a population with an unknown characteristic of interest</i>	N/A
<i>Uses measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations</i>	N/A
<i>Uses variables to represent quantities in a real-world or mathematical problem and constructs simple equations and inequalities to solve problems by reasoning about the quantities</i>	N/A
<i>Understands that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring</i>	N/A
<i>Approximates the probability of a chance event by collecting data in the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability</i>	N/A
<i>Compares probabilities from a model to observed frequencies; if the agreement is inaccurate, explain possible sources of the discrepancy</i>	N/A

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7th Grade Math - Karen Harvey

	Fall
<i>Finds probabilities of compound events using organized lists, tables, tree diagrams, and simulations</i>	N/A
<i>Understands that the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs</i>	N/A
<i>Solves multi-step real-life and mathematical problems posed with positive and negative rational numbers</i>	N/A
Work habits and attitude	
<i>Perseveres in solving challenging problems</i>	2
<i>Reasons abstractly and quantitatively</i>	3
<i>Constructs viable arguments and critiques the reasoning of others</i>	3
<i>Models with mathematics</i>	3
<i>Uses appropriate tools strategically</i>	3
<i>Attends to precision</i>	3
<i>Looks for and makes use of patterns and structure</i>	3
<i>Thoroughly completes assignments</i>	3
<i>Completes homework assignments on time</i>	3
<i>Asks questions, takes notes, and engages with concepts and materials</i>	3
<i>Actively participates in class</i>	3
<i>Comes to class prepared</i>	3
<i>Seeks assistance when needed</i>	3
Comments	
Subject description	
Seventh-grade math begins the year with an in-depth exploration of ratios and proportions, building a strong foundation for proportional reasoning. Students start by analyzing equivalent ratios and identifying proportional relationships in tables, graphs, and equations. Through real-world applications, they develop strategies to solve unit rate problems, reinforcing their understanding of proportionality. Expanding on these skills, students explore percent increase and decrease, applying their knowledge to problems involving discounts, markups, taxes, and interest. Using visual models such as double number lines and percent bars, they connect proportional reasoning to percent calculations, strengthening their ability to solve multi-step problems. As the unit progresses, students extend their understanding of ratios to more complex problems involving fractions and rational numbers. They use their knowledge of arithmetic with positive and negative rational numbers to solve ratio problems in a variety of contexts. Through problem-solving and real-world applications, students build fluency with rational number operations, setting the stage for more advanced algebraic concepts later in the year.	
Narrative 2024-2025	
Caroline has engaged with a variety of math topics this year at Cambridge Friends School, achieving grade-level accuracy. Application of the concept of percent change is consistently accurate when comparing predicted versus measured outcomes. Additionally, Caroline has shown a consistent understanding of arithmetic with rational numbers, a key foundation for the pre-algebra topics that will be explored throughout the year. An area for growth for Caroline is to embrace the identity of a strong math student and to seek more challenges within the subject. Encouragement to pursue complex problems and engage in advanced topics will further develop Caroline's skills and confidence in mathematics. This proactive approach will undoubtedly enhance understanding and proficiency in upcoming math challenges.	

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617.354.3880
cambridgefriendsschool.org

1387 Washington Street
#305
Boston, MA 02118
Birth date: 6/4/2012
Grade level: 7th Grade

7th Grade Science - Carolyn Sohn

	Fall
Science/engineering processes	
<i>Uses tools appropriately and as necessary to gather qualitative and quantitative data</i>	3
<i>Uses creative design to solve problems</i>	3
<i>Plans effective experimental procedures and makes logical hypotheses and predictions</i>	3
<i>Organizes data in appropriate form for interpretation and recognizes patterns in data</i>	3
<i>Includes reasons or evidence to support scientific arguments or conclusions</i>	3
<i>Records close observations of the natural world and scientific phenomena</i>	3
<i>Identifies questions that can be answered through investigation</i>	3
Articulation of knowledge	
<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
Work habits and attitude	
<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>Demonstrates cooperative learning by supporting intellectual risk-taking, actively listening, and participating positively in group work</i>	4
<i>Uses class time constructively and works in a focused manner</i>	3
<i>Perseveres on difficult tasks and in problem solving</i>	3
<i>Completes homework thoroughly and on time</i>	3
<i>Shows awareness of individuals level of comprehension and uses available resources to further their learning</i>	3

**Caroline Corcoran-Hunt
(Caroline)**

2024 - 2025



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7th Grade Science - Carolyn Sohn

	Fall
Comments	
Subject description	
<p>Seventh-grade science begins with the basics of lab safety. Students are expected to demonstrate their knowledge of safe practices both in formative and summative assessments throughout the academic year. Additionally, students review the metric system and the basic set-up of a scientifically sound experiment.</p> <p>Following this first unit about lab safety and science basics, students dive into earth science with the "Rocks, Minerals, and Soil" unit. This unit takes up the majority of the fall term. First, students learn about the properties of rocks and minerals through a variety of hands-on explorations. To show their knowledge of minerals, students complete an individual research project about a mineral of their choosing. After their initial research, students design a presentation to teach their classmates about the mineral. In addition to this project, students work in small groups to identify unknown mineral samples in their first lab of the year. Students are guided through this first argument-based inquiry investigation, in which they are asked to design and implement a lab experiment to answer the investigation question. After the experiment, they worked to synthesize a claim based on their gathered data. This type of lab investigation is utilized throughout the year with increasing independence as students gain essential skills and confidence. Next, students learn about the types of rocks and the rock cycle through a variety of in-class activities and written homework assignments. As a culminating project, students create a "Rock Memoir" detailing the life of a personified rock going through the rock cycle. At the end of the unit, students gain an understanding of the importance of soil through a variety of activities, which builds on their knowledge of rocks and helps to connect it to the study of life science from sixth grade.</p> <p>The next unit of study is "Fossils and Geologic Time." In this unit, students build upon their understanding of rocks and rock formation by studying how fossils form. As part of this unit, students create a scale timeline of geologic time from the beginning of Earth until the present day. This helps students to contextualize various fossils that have been studied, and to comprehend how little time humans have existed on Earth. At the end of this unit, students</p> <p>Earth's layers are the next unit of study, with a particular emphasis on the movement of tectonic plates and how they are related to volcanoes and earthquakes. When first learning about the tectonic plates, students use graham crackers and shaving cream to simulate plate movement, then use fossil and geologic data to figure out a Pangaea "puzzle" in order to understand the movement of the continents. Students also complete a plate tectonics investigation using the National Oceanic and Atmospheric Administration (NOAA) Natural Hazards Viewer. This online, data-filled map tool allows students to gather data on earthquakes and volcanoes at different types of plate boundaries and determine what if any, patterns exist in their data.</p>	
Narrative 2024-2025	
<p>Caroline has truly started to blossom academically this year, growing into a focused and confident student. Caroline tends to learn best when given the opportunity to discuss the topic with peers alongside a written assignment component. When the opportunity presents itself, Caroline will help answer classmates' questions about an assignment. Caroline has been turning assignments in on time, only occasionally forgetting an assignment or needing an extra day to complete something. Caroline's projects this term have had a running theme: a character named Sherry. During the rocks and minerals unit, students were tasked with creating a "rock memoir" of a rock going through the rock cycle. Caroline created a rock named Sherry, and the rock memoir was just the first installment of "Sherry Lore." Later in the term, Caroline used the fossil project as an opportunity to add to the lore by talking about how Sherry used to be a fossil! Caroline's engagement with the curriculum through this multi-project work has been wonderful to see. Going into the second half of the year, Caroline is encouraged to keep up the amazing growth seen since last year! Caroline is also encouraged to keep helping others when the opportunity presents itself, as this has boosted Caroline's confidence and leadership abilities.</p>	

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7th Grade Spanish - Jose Lopez Espinosa

	Fall
Spanish	
<i>Researches and designs an original "Piñata", and its origin. (Piñata Project)</i>	3
<i>Helps to set up the Day of the Dead altar from beginning to end</i>	3
<i>Writes and performs original restaurant skit with partners (cooperative project)</i>	3
<i>Reports periodic current events of various Spanish-speaking countries</i>	3
<i>Identifies dances of Spanish-speaking countries (salsa, tango, flamenco, mariachi, merengue and reggeton)</i>	3
<i>Listens and responds in writing to unit-based questions in Spanish (quizzes)</i>	3
<i>Listens and responds to impromptu questions in Spanish (orally) in class</i>	3
<i>Reads and follows written instruction in Spanish</i>	3
<i>Illustrates ability to understand text in Spanish (quizzes and homework)</i>	3
<i>Participates in Spanish (simple responses)</i>	3
<i>Researches about the "Alebrijes" and starts making one with wood material</i>	3
<i>Responds to and formulates questions using five basic interrogatives (who, what, when, where and why)</i>	3
<i>Pronounces Spanish with a developing native accent (focusing on accents, tildes, intonation, flow of words)</i>	3
<i>Demonstrates fluency of Spanish in simple classroom conversations</i>	3
<i>Demonstrates fluency of Spanish during presentations and recordings</i>	3
<i>Completes daily homework assignments on time</i>	3
<i>Thoroughly completes assignments</i>	3
<i>Participates actively and cooperatively in class</i>	3
<i>Asks questions, takes notes, engages with concepts and materials</i>	3
<i>Seeks assistance when needed</i>	3
<i>Comes to class prepared</i>	3
<i>Demonstrates attentive and positive attitude</i>	3
<i>Demonstrates knowledge of dates, days, months</i>	3
<i>Identifies/determines basic parts of speech: nouns, articles, verbs and adjectives</i>	3
<i>Correctly pairs pronouns with verb forms</i>	3
<i>Exhibits recall/retention of vocabulary (quizzes and homework)</i>	3
<i>Demonstrates complexity and clarity of writing in Spanish (journal entries)</i>	3
<i>Uses subject pronouns and the present tense of regular -AR, -ER, and -IR ending verbs</i>	3

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7th Grade Spanish - Jose Lopez Espinosa

	Fall
<i>Expresses oneself in simple affirmative and negative sentences</i>	3
<i>Demonstrates proficiency in the use of irregular verbs in the present tense, including SER, ESTAR, TENER, IR, VIVIR, LLAMARSE, MOVERSE, VIAJAR, etc</i>	3
<i>Understands and applies the present, past, and future using both regular and irregular verbs in these three tenses.</i>	3
Comments	
Subject description	
Spanish in seventh grade was a total immersion course in which students expand their proficiency in the Spanish language. Students delve deeply into the language through the study of Hispanic culture and current events. The course synthesizes the grammar covered in fifth and sixth grades and introduces the preterit, keeps expanding the simple present, and also an introduction to future tense. Students speak, listen, write, and read from simple sentences to longer sentences. The students used authentic sources like podcasts, videos, newspaper articles, and songs to learn and communicate about a variety of topics in Spanish. This is a highly communicative course; the students work individually and collaboratively in class and on assessments such as projects and presentations.	
Narrative 2024-2025	
This semester, Caroline stood out as a very focused, engaged, responsible, and motivated student. When the class did the "Piñata Project," Caroline was utterly immersed. Caroline asked questions in most classes regarding the content being taught in the course. Caroline turned in classwork promptly and took notes without being asked. Caroline liked to take advantage of each class and always stayed on task. Caroline is eager to expand Spanish vocabulary, which will help Caroline move forward and improve listening, speaking, reading, and writing skills. Caroline already knows how to build medium sentences in Spanish. Using online tools was a fun way for the students to review, incorporating all the benchmarks. Moving forward, Caroline is ready to keep learning Spanish this spring.	

7th Grade Drama - Jennifer Salvucci Bent

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

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2024 - 2025



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7th Grade Drama - Jennifer Salvucci Bent

	Fall
Comments	
Subject description	
During the early part of the fall semester, the seventh-graders began working on their first full-scale production at CFS. Tasked with capturing the subtle humor of our witty who-dunit, the seventh grade embraced the rehearsal process for our adaptation of Agatha Christie's <i>Mousetrap</i> . Having read the play last year in Humanities, the class was in agreement that this would be their seventh grade production, fully realizing that this is a much bigger challenge than the one-act comedy done in past years. With two acts and dark undertones, <i>Mousetrap</i> proved to be just what this class needed! Their work ethic is admirable as they work together to capture the humor and pacing of this challenging script. From blocking (where they move onstage) and learning their lines to costumes, set and lighting design, the students have been learning what goes on behind the scenes as well. They eagerly take on new projects and consistently put their all into each rehearsal. It is incredibly exciting to watch as a teacher as the journey of each production showcases the emotional, social, and developmental growth of the students.	
Narrative 2024-2025	
Caroline is such an asset to our seventh-grade community. This year, Caroline has continued to take on leadership qualities, and continues to keep the group focused and on-task. Caroline's peers appreciate the helpful nature that Caroline brings to every rehearsal. As an actor, Caroline has continued to grow, shaping the character of "Mrs. Ralston" in our production of Agatha Christie's <i>Mousetrap</i> into a multi-layered woman who may be hiding something that will keep audiences guessing till the very end. Caroline's commitment to the production is evident behind the scenes as well. Helping to develop set and costume design, Caroline's enthusiasm has continued to shine bright throughout the semester.	

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7th Grade Visual Art - Sami Martasian

	Fall
Visual Art	
<i>Demonstrates respect for classmates in the studio</i>	3
<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>	4
<i>Communicates knowledge, emotions, and understanding using a range of mediums and materials</i>	4
<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>	3
<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
<i>Participates and engages in an appropriate manner in discussions and activities</i>	3
<i>Approaches activities with a positive attitude</i>	3
<i>Takes care of materials and tools and uses them appropriately</i>	4
<i>Recognizes and utilizes a variety of sources for artistic imagery, including observation, abstraction, imagination and expression</i>	3
<i>Explores a variety of materials and media, and chooses specific materials to produce different visual effects</i>	3
<i>Experiments with ideas and uses inventiveness in problem solving</i>	4
<i>Demonstrates an understanding of visual art concepts presented</i>	3
<i>Uses time constructively and works in a focused manner</i>	3

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7th Grade Visual Art - Sami Martasian

	Fall
Comments	
Subject description	
<p>Seventh-grade students have spent this fall making work but also deepening their understanding of art history and culture. 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. Seventh-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. Linoleum block printmaking was the next project these artists embarked on. After studying the work of artists like Kathe Kolwitz, Latoya Hobbes, and Peter Schumman (Bread and Puppet Theater), each student created an image that communicated one of the Quaker Testimonies. Then, linoleum blocks were carved, and multiple colorways were printed. The class also created a shared piece that included a print from each student and some printed on fabric to be sewn onto clothes. Next, seventh-grade students studied examples of public art and memorials, such as Chicano Park in San Diego and Maya Lin's Vietnam War Memorial. These works inspired students to create a miniature model of a possible piece of public art, complete with a written proposal outlining where this work would be and what it would mean for community members interacting with it. Seventh-grade students will close out this semester by constructing and designing sets for their upcoming drama performance.</p>	
Narrative 2024-2025	
<p>Caroline is an organized student who tackles each creative challenge with creativity and logic. Linoleum plate printmaking inspired Caroline to create a striking series of sailboat prints and a second series of a star with its light reverberating outwards, inspired by the Quaker understanding of light. Caroline has taken a role of leadership as the class constructs sets for the seventh-grade play. In each class, Caroline reviews what needs to be done, assesses the materials needed, and delegates tasks to peers. Classmates appreciate this student's guidance, and Caroline projects good judgment and kind communication in this process.</p>	

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7th grade Physical Education - Angelo Valle

	Fall
Physical education	
<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>Demonstrates growth in self confidence</i>	3
<i>Contributes to group and team initiatives</i>	2
<i>Demonstrates tactical understanding during team games</i>	2
<i>Able to accept game outcomes</i>	3
<i>Understands sportsmanship as a critical component of physical education</i>	3
<i>Receptive to teacher feedback</i>	3
Comments	
Subject description	
In the first semester of Grade 7 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 developing 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.	
Narrative 2024-2025	
Caroline has had a good beginning of the year despite physical education class being somewhat challenging. Usually bringing positive energy to the class, Caroline gradually took better responsibility for arriving at class with proper footwear in order to participate. The pace run that starts each class is sometimes a slight challenge for Caroline, who often needs to be reminded to find a pace that can be run the entire time instead of slowing down or stopping occasionally. Caroline sometimes needs to be reminded to pay closer attention to form, technique, and proper range of motion during dynamic stretches. Caroline usually listens attentively to instructions for the ensuing activity and accepts feedback and suggestions. While demonstrating improving skills, Caroline is often hesitant to employ game concepts or strategies that we have discussed, such as how to move into space to create a passing lane through which a teammate could pass the ball or track an opponent to defend against. When Caroline has been involved as a helpful team member in the various sports units, it has shown a positive outcome of improved applied effort and teamwork. Some goals for Caroline would be to put forth the best effort possible in order to gain the most benefits from class activities and to help the team as much as possible.	

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Chat - Gabriela van Veen, Camilla Buba

		Fall
Comment		
Subject description		
<p>Grade 7</p> <p>Throughout the fall trimester 7th grade students learned about various topics related to mental health, executive function, healthy relationships/bullying, and identity. Our first class focused on group rules and what environment we want to have as a community during chat. The students were into the idea of creating classroom rules that fit the needs of the group while also allowing flexibility, for example: " minor tangents allowed as long as they are appropriate and brief." With this little area for creativity I have found that it has helped to foster their sense of community as a class as well as helped us to connect what we are learning about to other ideas and form connections. Our curriculum started with a get to know you/ identity activity. I had students think about core parts of their identity, traits, hopes, and parts of themselves. Then had them create a map that labeled those pieces as places on an island, and one student made a nebula of stars to represent themselves. Some of the places on the maps were listed as; going to high school, favorite singers, anxiety, video games, and friends. From here we moved onto relationship building and discussed topics of vulnerability and communication styles to help foster positive and healthy relationships. We then shifted to discuss bullying, what qualifies as bullying, what to do if bullying is happening, how to be an upstander, and the rules surrounding bullying in the school and state of Massachusetts. We did a lesson on responsible decision making and executive functioning and used the real life example from the Apollo 13 mission. The class was really connected with this project because it was realistic compared to a fake scenario. The students were able to look at each item and understand the prioritized list of why and when each item was selected to aid in the mission. We used that example to look at what might need to be prioritized in their life and why certain things have a higher ranking than others. We also learned about stress and anxiety and what good stress and bad stress is and how it can show up for people. One lesson that we did was all about our vagus nerve and the parasympathetic nervous system. The students were really interested in the science behind anxiety and how our bodies can become overactive and what coping skills we can use to help it regulate back to baseline. We played "self care" bingo and talked about how self care looks different for everyone and that taking care of ourselves plays a big role in our own unique identities.</p>		

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Attendance		Grading Legend: 4 = Student is exceeding grade level expectations 3 = Student is achieving grade level expectations 2 = Student is working at or near grade level expectations 1 = Student is working below grade level expectations N/A = Not Applicable this term Note: As a school policy, all narratives are intentionally written without pronouns. Classes meeting once a week include a subject description but not individualized benchmarks or narrative reports.
Category	Count	
Tardy Excused	0	
Absent Excused	6	
Grades		

7th Grade Homeroom/Advisory - Karen Harvey

	Fall
Organization	
<i>Enters school on time, prepared, and ready to learn</i>	3
<i>Organizes cubby and work materials</i>	3
<i>Makes transitions independently, arriving on time and with necessary materials</i>	3
Social Development and Community Membership	
<i>Respects the rights, feelings, and opinions of others</i>	3
<i>Interacts with peers in a positive and productive manner</i>	3
<i>Participates in the care and organization of the classroom environment</i>	3
<i>Has a positive attitude toward school and learning</i>	3
<i>Resolves conflicts constructively</i>	3
<i>Interacts with adults in a positive and productive manner</i>	3
<i>Accepts responsibility and respectfully responds to feedback.</i>	3
<i>Seeks adult support when needed</i>	3
<i>Cooperatively and collaboratively participates in group and social activities</i>	3
<i>Engages actively in homeroom routines</i>	3
<i>Actively seeks ways to lead by example and model positive community citizenship</i>	3

Kirana Cox (Kira)
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7th Grade Homeroom/Advisory - Karen Harvey

	Fall
Comments	
Subject description	
<p>Seventh-Grade Homeroom serves as a vital space for students to transition into the school day, fostering a sense of belonging and community within the grade level. Each morning, students gather to connect with peers, organize for the day ahead, and participate in activities that strengthen relationships and build a positive school culture. This time encourages reflection, goal-setting, and collaboration, helping students develop both academic and social-emotional skills.</p> <p>A key focus of homeroom is affinity groups, where students engage in meaningful discussions on social justice topics. These groups provide a supportive environment for students to explore identity, equity, and advocacy, empowering them to make a positive impact in their school community and beyond.</p> <p>Beyond morning meetings, students extend their engagement through SPARK sessions and lunchtime clubs, where they connect with middle school peers around shared interests, leadership opportunities, and creative pursuits. Whether participating in student-led initiatives, joining collaborative projects, or simply building friendships, homeroom serves as a foundation for personal growth and community-building throughout the school year.</p>	
Narrative 2024-2025	
<p>Kira consistently arrives at school each morning with a positive attitude, ready to engage in the day's activities. The morning homeroom period is often spent socializing with classmates, setting a welcoming tone for the day.</p> <p>This semester, Kira has played a pivotal role in the 7th grade's production of "The Mouse Trap." Kira's involvement extends beyond acting, as Kira is frequently involved in practicing lines, working on blocking and organizing costumes and other necessary tasks for the play. This dedication has been crucial to the play's ongoing preparation and success. While conflicts are rare for Kira, when they do arise, Kira handles them with maturity and respect. This approach ensures that disagreements are resolved constructively, maintaining positive relationships within the peer group.</p> <p>Academically, Kira is diligent and punctual with assignments and projects, consistently demonstrating attention to detail. This work ethic has contributed to high-quality outcomes across the subject areas. Throughout the year, Kira has emerged as a strong leader within the 7th grade. Kira's ability to connect socially with peers has not only made Kira a central figure in the class but also enhanced the overall community spirit.</p> <p>As the semester progresses, Kira is encouraged to continue fostering these leadership and social skills, further strengthening the bonds within the school community and setting a positive example for peers.</p>	

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7th Grade Humanities - Christopher Gandolfo-Lucia

	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>	3
<i>Makes inferences about setting, plot, characters, and events, and supports them with evidence from the text</i>	3
<i>Uses precise words and phrases to capture and convey experiences and information</i>	4
<i>Uses evidence from texts effectively to strengthen arguments and prove a thesis in an essay</i>	4
<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>	4
<i>Writes with a clear voice and style appropriate for the piece of writing</i>	4
<i>Accepts and incorporates peer and teacher feedback to improve writing pieces</i>	4
<i>Applies revision and editing techniques to polish writing pieces effectively</i>	3
<i>Correctly uses past, present, and future verb tenses</i>	3
<i>Correctly uses simple, compound, and complex sentences</i>	3
<i>Employs proper use of punctuation</i>	3
<i>Accurately incorporates new vocabulary into work</i>	3

7th Grade Humanities - Christopher Gandolfo-Lucia

	Fall
History	
<i>Uses the skills of historians to analyze, interpret, and evaluate historical sources</i>	4
<i>Understands and is able to analyze a text for bias and subjectivity</i>	4
<i>Constructs a historical argument and uses evidence to support it</i>	4
<i>Explains causes and effects of historical events</i>	3
<i>Analyzes primary source documents for purpose, audience, and message</i>	3
<i>Analyzes and explains the meaning and context of visuals such as paintings and political cartoons</i>	4
<i>Participates in discussions of current events that relate to historical events and concepts</i>	3
<i>Understands the difference between a secondary and a primary source</i>	3
<i>Analyzes and interprets geographic information</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>	4
<i>Understands the relationship between economic, political, and social change, as well as the ways in which they intersect.</i>	4
<i>Understands the fundamental ideas central to the vision of the 18th century founders of our democracy</i>	3
<i>Understands the intellectual and political tensions and compromises in the founder's ideas and how successive generations in the US have worked to resolve them</i>	3
<i>Understands the purposes, principles, and practices of the US government as established by the Constitution, including their rights and responsibilities</i>	3
<i>Understands that the Constitution has continued to be vibrant and relevant through amendments and decisions of the federal courts</i>	3
<i>Understands how individuals, groups, and organizations have addressed obstacles to democratic principles by working within the structure set forth in the Constitution</i>	3
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>	3
<i>Uses technology effectively to produce and publish writing and to interact and collaborate with others</i>	2
<i>Presents claims and findings in a focused and coherent manner, using appropriate eye contact and adequate volume</i>	3

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7th Grade Humanities - Christopher Gandolfo-Lucia

	Fall
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>	4
<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>Interacts with adults in a positive and productive manner</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

Kirana Cox (Kira)
86 Chandler Street
Somerville, MA 02144
Birth date: 6/6/2012
Grade level: 7th Grade

2024 - 2025



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7th Grade Humanities - Christopher Gandolfo-Lucia

		Fall
Comments		
Subject description		
<p>In seventh-grade humanities, students learn to engage with literature in meaningful and thought-provoking ways. We use a variety of historical and contemporary texts and resources to make personal connections between our individual experiences and the greater world in which we live. Through projects, writing assignments, and discussions, students work collaboratively to establish a positive learning environment that aims to honor all perspectives, similarities, and differences. Students strengthen their critical thinking and literacy skills by engaging with more complex literature, developing their writing skills across a variety of genres, and honing their ability to evaluate history responsibly and the multiple perspectives that create it. Students also engage in a year-long writing workshop, using a variety of active and collaborative methods to conceive ideas, shape pieces, and build community. The Cambridge Friends School Quaker testimonies provide the lens through which we view our curriculum and conduct our discussions.</p> <p>Students' primary focus this semester was a full-class read of Howard Zinn's <i>A Young People's History of the United States</i> to underpin our class's ongoing focus on American history and the foundations of American democracy. While reading each chapter, students encountered related primary sources in class and demonstrated their findings through journal entries, presentations, posters, comics, and political cartoons. In addition to these mini-projects and in-class discussions, students' responded to sections of the book with response paragraphs, practicing quoting direct evidence and analyzing historical narratives. Throughout the second half of Zinn's text, students began practicing a discussion protocol that assigned individual students responsibility for preparing discussion questions, identifying passages for discussion, gathering further information during discussions whenever needed, and taking notes on the discussion. This protocol encouraged students to practice supportive collaboration skills, and the collective notes that they produced supported their writing when working on response paragraphs. This reading culminated in an essay assignment during which students analyzed Zinn's bias and perspective, building on bias-detection skills practiced throughout the semester.</p> <p>This semester also contained a substantive independent reading component. At the beginning of the school year, students worked to establish consistent routines around independent reading projects and sustained these habits through weekly reading periods in the library. Early in the semester, students built a communal glossary of literary terms for discussing literature and practiced comparing characters, plots, and settings across multiple books. In October and January, students shared their independent reading via book talks. In addition to supporting healthy, wide-ranging reading habits and encouraging students to develop their tastes as readers, this independent reading program also provides students the opportunity to practice oral presentation skills.</p>		
Narrative 2024-2025		
<p>Throughout this semester, Kira has been an insightful, thorough, and driven student in humanities class. Kira has contributed incisive comments to class discussions and has always based these comments on clear references to specific information from the text at hand, and although Kira has sometimes needed teacher prompting to contribute to discussions, Kira's contributions have always elevated the level of the discussion and encouraged classmates to match Kira's intellectual engagement. Kira has often volunteered to scribe notes during class discussions and has demonstrated a remarkable set of skills for summarizing information in clear, digestible ways; these notes have been a wonderful resource for other students when they have been working on writing pieces related to the topics of previous class discussions. As a writer, Kira has consistently crafted thorough, well-supported arguments that weave together evidence and analysis in a clear, engaging fashion, and Kira's analysis has always gone beyond surface-level interpretations, demonstrating a clear capacity for independent thought and reasoning. Kira has been particularly skilled at directly quoting evidence to support a main point. Kira has demonstrated strong comprehension and analysis skills across both fiction and nonfiction texts and has excelled at detecting bias in nonfiction texts by comparing authors' tones and choices of information. During independent reading sessions, Kira has been focused and motivated, and Kira has confidently selected advanced texts for these projects. Kira's oral book reports on independent reading projects have been detailed and have clearly met content expectations, although Kira has often also emphasized brevity over depth of analysis and discussion, so a goal for Kira throughout the second half of the school year will be to prepare slightly longer, more in-depth presentations that match Kira's level of engagement in other aspects of class. Overall, Kira has been an excellent student in humanities class this semester.</p>		

7th Grade Math - Karen Harvey

	Fall
Math skills	
<i>Solves problems involving scale drawings of geometric figures, including computing actual lengths and areas</i>	3
<i>Reproduces a two-dimensional geometric figure at a different scale</i>	N/A
<i>Identifies the circumference, diameter, and radius of a circle and can solve for any one part, given another</i>	N/A
<i>Uses the formulas for the area and circumference of a circle to solve problems</i>	N/A
<i>Finds areas and perimeters of shapes constructed of circle(s), circular parts, and quadrilaterals</i>	N/A
<i>Computes unit rates associated with ratios of fractions including ratios of lengths, areas, and other quantities measured in like or different units</i>	3
<i>Identifies the constant of proportionality (unit rate) in tables, graphs equations diagrams, and verbal descriptions of proportional relationships</i>	3
<i>Represents proportional relationships by equations</i>	3
<i>Uses proportional relationships to solve multistep ratio and percent problems</i>	3
<i>Decides whether two quantities are in a proportional relationship</i>	3
<i>Shows that a number and its opposite are additive inverses; interprets sums of rational numbers by describing real-world contexts</i>	3
<i>Understands subtraction of rational numbers as adding the additive inverse</i>	3
<i>Applies and extends previous understandings of addition, subtraction, multiplication and division of integers and fractions to compute with rational numbers</i>	3
<i>Understands ordering and absolute value of rational numbers</i>	3
<i>Solves word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$; fluently</i>	N/A
<i>Uses facts about supplementary, complementary, vertical and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure</i>	N/A
<i>Solves real-world and mathematical problems involving area, volume, and surface area of two and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms</i>	N/A
<i>Describes the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids</i>	N/A
<i>Uses data from a random sample to draw inferences about a population with an unknown characteristic of interest</i>	N/A
<i>Uses measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations</i>	N/A
<i>Uses variables to represent quantities in a real-world or mathematical problem and constructs simple equations and inequalities to solve problems by reasoning about the quantities</i>	N/A
<i>Understands that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring</i>	N/A
<i>Approximates the probability of a chance event by collecting data in the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability</i>	N/A
<i>Compares probabilities from a model to observed frequencies; if the agreement is inaccurate, explain possible sources of the discrepancy</i>	N/A
<i>Finds probabilities of compound events using organized lists, tables, tree diagrams, and simulations</i>	N/A

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7th Grade Math - Karen Harvey

	Fall
<i>Understands that the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs</i>	N/A
<i>Solves multi-step real-life and mathematical problems posed with positive and negative rational numbers</i>	N/A
Work habits and attitude	
<i>Perseveres in solving challenging problems</i>	3
<i>Reasons abstractly and quantitatively</i>	3
<i>Constructs viable arguments and critiques the reasoning of others</i>	3
<i>Models with mathematics</i>	3
<i>Uses appropriate tools strategically</i>	3
<i>Attends to precision</i>	3
<i>Looks for and makes use of patterns and structure</i>	3
<i>Thoroughly completes assignments</i>	3
<i>Completes homework assignments on time</i>	3
<i>Asks questions, takes notes, and engages with concepts and materials</i>	3
<i>Actively participates in class</i>	3
<i>Comes to class prepared</i>	3
<i>Seeks assistance when needed</i>	3
Comments	
Subject description	
<p>Seventh-grade math begins the year with an in-depth exploration of ratios and proportions, building a strong foundation for proportional reasoning. Students start by analyzing equivalent ratios and identifying proportional relationships in tables, graphs, and equations. Through real-world applications, they develop strategies to solve unit rate problems, reinforcing their understanding of proportionality. Expanding on these skills, students explore percent increase and decrease, applying their knowledge to problems involving discounts, markups, taxes, and interest. Using visual models such as double number lines and percent bars, they connect proportional reasoning to percent calculations, strengthening their ability to solve multi-step problems. As the unit progresses, students extend their understanding of ratios to more complex problems involving fractions and rational numbers. They use their knowledge of arithmetic with positive and negative rational numbers to solve ratio problems in a variety of contexts. Through problem-solving and real-world applications, students build fluency with rational number operations, setting the stage for more advanced algebraic concepts later in the year.</p>	
Narrative 2024-2025	
<p>Kira has exhibited a strong conceptual foundation in math, which has driven success this year at Cambridge Friends School. Consistent levels of accuracy have been maintained across all covered subjects. Particularly notable is the development of a solid understanding of arithmetic with rational numbers, along with providing support to peers in mastering these concepts. Quick grasping of beginning pre-algebra skills, such as writing and interpreting algebraic expressions, has also been demonstrated. Moving forward, it would be beneficial for Kira to seek out more math challenges and embrace the identity of a strong math student. Engaging with more complex problems and exploring advanced topics will further develop skills and boost confidence in mathematics. Encouragement and opportunities to tackle these challenges will be key to continued growth and success in math.</p>	

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Grade level: 7th Grade

7th Grade Science - Carolyn Sohn

	Fall
Science/engineering processes	
<i>Uses tools appropriately and as necessary to gather qualitative and quantitative data</i>	3
<i>Uses creative design to solve problems</i>	3
<i>Plans effective experimental procedures and makes logical hypotheses and predictions</i>	3
<i>Organizes data in appropriate form for interpretation and recognizes patterns in data</i>	3
<i>Includes reasons or evidence to support scientific arguments or conclusions</i>	3
<i>Records close observations of the natural world and scientific phenomena</i>	3
<i>Identifies questions that can be answered through investigation</i>	3
Articulation of knowledge	
<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>	4
Work habits and attitude	
<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>Demonstrates cooperative learning by supporting intellectual risk-taking, actively listening, and participating positively in group work</i>	3
<i>Uses class time constructively and works in a focused manner</i>	4
<i>Perseveres on difficult tasks and in problem solving</i>	3
<i>Completes homework thoroughly and on time</i>	4
<i>Shows awareness of individuals level of comprehension and uses available resources to further their learning</i>	3

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Grade level: 7th Grade

7th Grade Science - Carolyn Sohn

	Fall
Comments	
Subject description	
<p>Seventh-grade science begins with the basics of lab safety. Students are expected to demonstrate their knowledge of safe practices both in formative and summative assessments throughout the academic year. Additionally, students review the metric system and the basic set-up of a scientifically sound experiment.</p> <p>Following this first unit about lab safety and science basics, students dive into earth science with the "Rocks, Minerals, and Soil" unit. This unit takes up the majority of the fall term. First, students learn about the properties of rocks and minerals through a variety of hands-on explorations. To show their knowledge of minerals, students complete an individual research project about a mineral of their choosing. After their initial research, students design a presentation to teach their classmates about the mineral. In addition to this project, students work in small groups to identify unknown mineral samples in their first lab of the year. Students are guided through this first argument-based inquiry investigation, in which they are asked to design and implement a lab experiment to answer the investigation question. After the experiment, they worked to synthesize a claim based on their gathered data. This type of lab investigation is utilized throughout the year with increasing independence as students gain essential skills and confidence. Next, students learn about the types of rocks and the rock cycle through a variety of in-class activities and written homework assignments. As a culminating project, students create a "Rock Memoir" detailing the life of a personified rock going through the rock cycle. At the end of the unit, students gain an understanding of the importance of soil through a variety of activities, which builds on their knowledge of rocks and helps to connect it to the study of life science from sixth grade.</p> <p>The next unit of study is "Fossils and Geologic Time." In this unit, students build upon their understanding of rocks and rock formation by studying how fossils form. As part of this unit, students create a scale timeline of geologic time from the beginning of Earth until the present day. This helps students to contextualize various fossils that have been studied, and to comprehend how little time humans have existed on Earth. At the end of this unit, students</p> <p>Earth's layers are the next unit of study, with a particular emphasis on the movement of tectonic plates and how they are related to volcanoes and earthquakes. When first learning about the tectonic plates, students use graham crackers and shaving cream to simulate plate movement, then use fossil and geologic data to figure out a Pangaea "puzzle" in order to understand the movement of the continents. Students also complete a plate tectonics investigation using the National Oceanic and Atmospheric Administration (NOAA) Natural Hazards Viewer. This online, data-filled map tool allows students to gather data on earthquakes and volcanoes at different types of plate boundaries and determine what if any, patterns exist in their data.</p>	
Narrative 2024-2025	
<p>Kira is an extremely consistent and creative student in science. Kira comes to class prepared each day, with all homework done on time or early. Kira often works with a small group of friends on assignments, which allows Kira to discuss the concepts in addition to writing about them. This leads to deeper learning of the concept and allows Kira to strengthen friendships as well. Kira has had several standout projects this term. Kira's rock memoir project was an entire hand-painted picture book created from cardboard! Kira's incredible watercolors and hilarious narrative (while also being scientifically accurate) were above and beyond the project requirements. At the end of the fossils and geologic time unit, seventh-grade students had an open-ended fossil project in which they chose a fossil topic and type of project to tackle. Kira made an entire gossip magazine called "Tyrannosaurus Tea." The magazine was brilliant scientifically-themed satire, including articles such as "Deinonychus Comments on Slander" and "Is Iguanodon Vegan? And should you be, too?" Going into the second half of the year, Kira is encouraged to keep putting 100% effort (and humor) into the many creative projects in seventh-grade science!</p>	

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Grade level: 7th Grade

7th Grade Spanish - Jose Lopez Espinosa

	Fall
Spanish	
<i>Researches and designs an original "Piñata", and its origin. (Piñata Project)</i>	4
<i>Helps to set up the Day of the Dead altar from beginning to end</i>	3
<i>Writes and performs original restaurant skit with partners (cooperative project)</i>	4
<i>Reports periodic current events of various Spanish-speaking countries</i>	4
<i>Identifies dances of Spanish-speaking countries (salsa, tango, flamenco, mariachi, merengue and reggeton)</i>	4
<i>Listens and responds in writing to unit-based questions in Spanish (quizzes)</i>	4
<i>Listens and responds to impromptu questions in Spanish (orally) in class</i>	4
<i>Reads and follows written instruction in Spanish</i>	4
<i>Illustrates ability to understand text in Spanish (quizzes and homework)</i>	3
<i>Participates in Spanish (simple responses)</i>	4
<i>Researches about the "Alebrijes" and starts making one with wood material</i>	3
<i>Responds to and formulates questions using five basic interrogatives (who, what, when, where and why)</i>	4
<i>Pronounces Spanish with a developing native accent (focusing on accents, tildes, intonation, flow of words)</i>	4
<i>Demonstrates fluency of Spanish in simple classroom conversations</i>	4
<i>Demonstrates fluency of Spanish during presentations and recordings</i>	4
<i>Completes daily homework assignments on time</i>	4
<i>Thoroughly completes assignments</i>	4
<i>Participates actively and cooperatively in class</i>	4
<i>Asks questions, takes notes, engages with concepts and materials</i>	4
<i>Seeks assistance when needed</i>	3
<i>Comes to class prepared</i>	4
<i>Demonstrates attentive and positive attitude</i>	4
<i>Demonstrates knowledge of dates, days, months</i>	4
<i>Identifies/determines basic parts of speech: nouns, articles, verbs and adjectives</i>	4
<i>Correctly pairs pronouns with verb forms</i>	4
<i>Exhibits recall/retention of vocabulary (quizzes and homework)</i>	3
<i>Demonstrates complexity and clarity of writing in Spanish (journal entries)</i>	3
<i>Uses subject pronouns and the present tense of regular -AR, -ER, and -IR ending verbs</i>	4
<i>Expresses oneself in simple affirmative and negative sentences</i>	3

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7th Grade Spanish - Jose Lopez Espinosa

	Fall
<i>Demonstrates proficiency in the use of irregular verbs in the present tense, including SER, ESTAR, TENER, IR, VIVIR, LLAMARSE, MOVERSE, VIAJAR, etc</i>	4
<i>Understands and applies the present, past, and future using both regular and irregular verbs in these three tenses.</i>	3
Comments	
Subject description	
<p>Spanish in seventh grade was a total immersion course in which students expand their proficiency in the Spanish language. Students delve deeply into the language through the study of Hispanic culture and current events. The course synthesizes the grammar covered in fifth and sixth grades and introduces the preterit, keeps expanding the simple present, and also an introduction to future tense. Students speak, listen, write, and read from simple sentences to longer sentences. The students used authentic sources like podcasts, videos, newspaper articles, and songs to learn and communicate about a variety of topics in Spanish. This is a highly communicative course; the students work individually and collaboratively in class and on assessments such as projects and presentations.</p>	
Narrative 2024-2025	
<p>This semester, Kira stood out as a very engaged, responsible, and motivated student. When the class did the "Piñata Project," Kira was completely immersed. Kira asked questions all the time regarding the content being taught in the course. Kira turned in classwork promptly and took notes without being asked. Kira liked to take advantage of each class and always stayed on task. Kira is eager to expand Spanish vocabulary, which will help Kira move forward and improve listening, speaking, reading, and writing skills. Kira already knows how to build long sentences and is currently working on how to write in paragraphs. Using the online tools was a fun way for the students to review, incorporating all the benchmarks. Moving forward, Kira is ready to keep learning Spanish in this spring.</p>	

7th Grade Drama - Jennifer Salvucci Bent

	Fall
Drama	
<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>	3
<i>Encourages their peers onstage and works together to ensure the growth and connection of the ensemble</i>	4

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7th Grade Drama - Jennifer Salvucci Bent

		Fall
Comments		
Subject description		
During the early part of the fall semester, the seventh-graders began working on their first full-scale production at CFS. Tasked with capturing the subtle humor of our witty who-dunit, the seventh grade embraced the rehearsal process for our adaptation of Agatha Christie's <i>Mousetrap</i> . Having read the play last year in Humanities, the class was in agreement that this would be their seventh grade production, fully realizing that this is a much bigger challenge than the one-act comedy done in past years. With two acts and dark undertones, <i>Mousetrap</i> proved to be just what this class needed! Their work ethic is admirable as they work together to capture the humor and pacing of this challenging script. From blocking (where they move onstage) and learning their lines to costumes, set and lighting design, the students have been learning what goes on behind the scenes as well. They eagerly take on new projects and consistently put their all into each rehearsal. It is incredibly exciting to watch as a teacher as the journey of each production showcases the emotional, social, and developmental growth of the students.		
Narrative 2024-2025		
Kira has continued to demonstrate enormous growth as an actor and student this year. Kira understands the meaning of being part of an ensemble in that everything you do reflects the entire group. Kira's character development for the role of "Detective Trotter" in our production of Agatha Christie's <i>Mousetrap</i> is stellar, with layered depth that combines quick wit, charm, and intelligence. Kira was also among the first to memorize all lines fully, understanding the need to time-manage this task with academic homework, and always volunteered if a peer or teacher needed assistance. Behind the scenes, Kira's dedication to this production knows no bounds. Kira volunteered to take on the job of editing the original script to fit within the constraints of our audience (no swears, violence, etc.). Kira also has helped with costume creation, drafting a Pinterest board that assigned each character a color that fit their mood and emotional levels throughout the show. Kira is an incredibly valued member of our seventh-grade community.		

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Grade level: 7th Grade

7th Grade Visual Art - Sami Martasian

	Fall
Visual Art	
<i>Demonstrates respect for classmates in the studio</i>	3
<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>	4
<i>Experiments and explores a variety of materials and tools</i>	4
<i>Works cooperatively and collaboratively on visual arts projects and displays</i>	3
<i>Uses studio process on major projects, brainstorming, rough drafts, editing, and final drafts</i>	3
<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>	4
<i>Participates and engages in an appropriate manner in discussions and activities</i>	3
<i>Approaches activities with a positive attitude</i>	3
<i>Takes care of materials and tools and uses them appropriately</i>	4
<i>Recognizes and utilizes a variety of sources for artistic imagery, including observation, abstraction, imagination and expression</i>	3
<i>Explores a variety of materials and media, and chooses specific materials to produce different visual effects</i>	4
<i>Experiments with ideas and uses inventiveness in problem solving</i>	3
<i>Demonstrates an understanding of visual art concepts presented</i>	4
<i>Uses time constructively and works in a focused manner</i>	4

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2024 - 2025



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7th Grade Visual Art - Sami Martasian

		Fall
Comments		
Subject description		
<p>Seventh-grade students have spent this fall making work but also deepening their understanding of art history and culture. 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. Seventh-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 Lienares 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. Linoleum block printmaking was the next project these artists embarked on. After studying the work of artists like Kathe Kolwitz, Latoya Hobbes, and Peter Schumman (Bread and Puppet Theater), each student created an image that communicated one of the Quaker Testimonies. Then, linoleum blocks were carved, and multiple colorways were printed. The class also created a shared piece that included a print from each student and some printed on fabric to be sewn onto clothes. Next, seventh-grade students studied examples of public art and memorials, such as Chicano Park in San Diego and Maya Lin's Vietnam War Memorial. These works inspired students to create a miniature model of a possible piece of public art, complete with a written proposal outlining where this work would be and what it would mean for community members interacting with it. Seventh-grade students will close out this semester by constructing and designing sets for their upcoming drama performance.</p>		
Narrative 2024-2025		
<p>Kira is a creative student who brings great focus to each project made in the art room. Kira produced a handful of successful linoleum plate prints: one large sailboat navigating swirling choppy waters and another two smaller ones depicting planets. Each one was carved with precision and attention to detail and then printed clearly in different colorways. After studying the history of Chicano Park, Kira created a hypothetical proposal for a public monument of interest. Kira's monument celebrated the connection between spirituality and science, with a wish for peace to be born from the two working in tandem. Kira's concept sketches are graceful; the design is abstract but does indeed evoke the synergetic relationship Kira aimed to celebrate. Kira is a helpful presence in the art room and has been instrumental in the organization and creation of props and sets for the seventh-grade drama production.</p>		

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Grade level: 7th Grade

7th grade Physical Education - Angelo Valle

	Fall
Physical education	
<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>Demonstrates growth in self confidence</i>	3
<i>Contributes to group and team initiatives</i>	2
<i>Demonstrates tactical understanding during team games</i>	2
<i>Able to accept game outcomes</i>	3
<i>Understands sportsmanship as a critical component of physical education</i>	3
<i>Receptive to teacher feedback</i>	3
Comments	
Subject description	
<p>In the first semester of Grade 7 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 developing 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>Kira has had a strong beginning of the year. Usually bringing positive energy to the class, Kira is typically ready to participate upon arrival. The pace run that starts each class is sometimes a slight challenge for Kira, who occasionally needs to be reminded to find a pace that can be run the entire time instead of slowing down or stopping occasionally. Kira sometimes needs to be reminded to pay closer attention to form, technique, and proper range of motion during dynamic stretches. Kira usually listens attentively to instructions for the ensuing activity and accepts feedback and suggestions. While demonstrating improving skills, Kira is often hesitant to employ game concepts or strategies that we have discussed, such as how to move into space to create a passing lane through which a teammate could pass the ball or track an opponent to defend against. When Kira has been involved as a helpful team member in the various sports units, it has shown a positive outcome of improved applied effort and teamwork. Some goals for Kira would be to put forth the best effort possible in order to gain the most benefits from class activities and to help the team as much as possible.</p>	

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Chat - Gabriela van Veen, Camilla Buba

		Fall
Comment		
Subject description		
<p>Grade 7</p> <p>Throughout the fall trimester 7th grade students learned about various topics related to mental health, executive function, healthy relationships/bullying, and identity. Our first class focused on group rules and what environment we want to have as a community during chat. The students were into the idea of creating classroom rules that fit the needs of the group while also allowing flexibility, for example: “ minor tangents allowed as long as they are appropriate and brief.” With this little area for creativity I have found that it has helped to foster their sense of community as a class as well as helped us to connect what we are learning about to other ideas and form connections. Our curriculum started with a get to know you/ identity activity. I had students think about core parts of their identity, traits, hopes, and parts of themselves. Then had them create a map that labeled those pieces as places on an island, and one student made a nebula of stars to represent themselves. Some of the places on the maps were listed as; going to high school, favorite singers, anxiety, video games, and friends. From here we moved onto relationship building and discussed topics of vulnerability and communication styles to help foster positive and healthy relationships. We then shifted to discuss bullying, what qualifies as bullying, what to do if bullying is happening, how to be an upstander, and the rules surrounding bullying in the school and state of Massachusetts. We did a lesson on responsible decision making and executive functioning and used the real life example from the Apollo 13 mission. The class was really connected with this project because it was realistic compared to a fake scenario. The students were able to look at each item and understand the prioritized list of why and when each item was selected to aid in the mission. We used that example to look at what might need to be prioritized in their life and why certain things have a higher ranking than others. We also learned about stress and anxiety and what good stress and bad stress is and how it can show up for people. One lesson that we did was all about our vagus nerve and the parasympathetic nervous system. The students were really interested in the science behind anxiety and how our bodies can become overactive and what coping skills we can use to help it regulate back to baseline. We played “self care” bingo and talked about how self care looks different for everyone and that taking care of ourselves plays a big role in our own unique identities.</p>		

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 Birth date: 5/13/2012
 Grade level: 7th Grade

Attendance		Grading Legend: 4 = Student is exceeding grade level expectations 3 = Student is achieving grade level expectations 2 = Student is working at or near grade level expectations 1 = Student is working below grade level expectations N/A = Not Applicable this term Note: As a school policy, all narratives are intentionally written without pronouns. Classes meeting once a week include a subject description but not individualized benchmarks or narrative reports.
Category	Count	
Tardy Excused	0	
Absent Excused	3	

Grades

7th Grade Homeroom/Advisory - Karen Harvey

	Fall
Organization	
<i>Enters school on time, prepared, and ready to learn</i>	3
<i>Organizes cubby and work materials</i>	3
<i>Makes transitions independently, arriving on time and with necessary materials</i>	3
Social Development and Community Membership	
<i>Respects the rights, feelings, and opinions of others</i>	3
<i>Interacts with peers in a positive and productive manner</i>	3
<i>Participates in the care and organization of the classroom environment</i>	3
<i>Has a positive attitude toward school and learning</i>	3
<i>Resolves conflicts constructively</i>	3
<i>Interacts with adults in a positive and productive manner</i>	3
<i>Accepts responsibility and respectfully responds to feedback.</i>	3
<i>Seeks adult support when needed</i>	3
<i>Cooperatively and collaboratively participates in group and social activities</i>	3
<i>Engages actively in homeroom routines</i>	3
<i>Actively seeks ways to lead by example and model positive community citizenship</i>	3

Clark Davis (Clark)
42 Cushing Street
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Grade level: 7th Grade

2024 - 2025



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7th Grade Homeroom/Advisory - Karen Harvey

	Fall
Comments	
Subject description	
<p>Seventh-Grade Homeroom serves as a vital space for students to transition into the school day, fostering a sense of belonging and community within the grade level. Each morning, students gather to connect with peers, organize for the day ahead, and participate in activities that strengthen relationships and build a positive school culture. This time encourages reflection, goal-setting, and collaboration, helping students develop both academic and social-emotional skills.</p> <p>A key focus of homeroom is affinity groups, where students engage in meaningful discussions on social justice topics. These groups provide a supportive environment for students to explore identity, equity, and advocacy, empowering them to make a positive impact in their school community and beyond.</p> <p>Beyond morning meetings, students extend their engagement through SPARK sessions and lunchtime clubs, where they connect with middle school peers around shared interests, leadership opportunities, and creative pursuits. Whether participating in student-led initiatives, joining collaborative projects, or simply building friendships, homeroom serves as a foundation for personal growth and community-building throughout the school year.</p>	
Narrative 2024-2025	
<p>Clark has demonstrated consistent punctuality and preparedness, arriving at school each morning on time and equipped with all necessary materials for a successful day. This semester, Clark has been an active participant in school life, especially evident through engagement with the 7th-grade group and contributions to the school play.</p> <p>Clark is known for being a social hub among peers and can frequently be found spending time with the seventh-grade group during breaks. This ability to connect with classmates enriches the school community and enhances group dynamics. When faced with peer conflicts, Clark handles situations with respect and productivity, effectively contributing to a positive and supportive class environment.</p> <p>Throughout the semester, there have been occasions where Clark needed reminders to maintain school-appropriate humor and language. These moments are learning opportunities that have helped Clark better understand the expectations within the school setting.</p> <p>Each day, Clark diligently fulfills the assigned classroom responsibilities, demonstrating a strong sense of duty and commitment to the classroom's daily operations. This reliability in completing tasks contributes significantly to the smooth running of our classroom environment.</p> <p>As the semester progresses, Clark is encouraged to continue fostering strong peer relationships and upholding the school's community standards. Strengthening awareness of the impact of words and actions on others will further Clark's development as a respectful and mindful member of the school community.</p>	

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7th Grade Humanities - Christopher Gandolfo-Lucia

	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>	3
<i>Makes inferences about setting, plot, characters, and events, and supports them with evidence from the text</i>	3
<i>Uses precise words and phrases to capture and convey experiences and information</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>Correctly uses past, present, and future verb tenses</i>	3
<i>Correctly uses simple, compound, and complex sentences</i>	3
<i>Employs proper use of punctuation</i>	2
<i>Accurately incorporates new vocabulary into work</i>	3

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7th Grade Humanities - Christopher Gandolfo-Lucia

	Fall
History	
<i>Uses the skills of historians to analyze, interpret, and evaluate historical sources</i>	3
<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>	3
<i>Explains causes and effects of historical events</i>	2
<i>Analyzes primary source documents for purpose, audience, and message</i>	3
<i>Analyzes and explains the meaning and context of visuals such as paintings and political cartoons</i>	3
<i>Participates in discussions of current events that relate to historical events and concepts</i>	4
<i>Understands the difference between a secondary and a primary source</i>	3
<i>Analyzes and interprets geographic information</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>	3
<i>Understands the fundamental ideas central to the vision of the 18th century founders of our democracy</i>	3
<i>Understands the intellectual and political tensions and compromises in the founder's ideas and how successive generations in the US have worked to resolve them</i>	3
<i>Understands the purposes, principles, and practices of the US government as established by the Constitution, including their rights and responsibilities</i>	3
<i>Understands that the Constitution has continued to be vibrant and relevant through amendments and decisions of the federal courts</i>	3
<i>Understands how individuals, groups, and organizations have addressed obstacles to democratic principles by working within the structure set forth in the Constitution</i>	3
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>	3
<i>Uses technology effectively to produce and publish writing and to interact and collaborate with others</i>	2
<i>Presents claims and findings in a focused and coherent manner, using appropriate eye contact and adequate volume</i>	2

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7th Grade Humanities - Christopher Gandolfo-Lucia

	Fall
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>	2
<i>Interacts with adults in a positive and productive manner</i>	2
<i>Interacts with peers in a positive and productive manner</i>	3
<i>Takes effective notes that summarize relevant information concisely</i>	3

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7th Grade Humanities - Christopher Gandolfo-Lucia

		Fall
Comments		
Subject description		
<p>In seventh-grade humanities, students learn to engage with literature in meaningful and thought-provoking ways. We use a variety of historical and contemporary texts and resources to make personal connections between our individual experiences and the greater world in which we live. Through projects, writing assignments, and discussions, students work collaboratively to establish a positive learning environment that aims to honor all perspectives, similarities, and differences. Students strengthen their critical thinking and literacy skills by engaging with more complex literature, developing their writing skills across a variety of genres, and honing their ability to evaluate history responsibly and the multiple perspectives that create it. Students also engage in a year-long writing workshop, using a variety of active and collaborative methods to conceive ideas, shape pieces, and build community. The Cambridge Friends School Quaker testimonies provide the lens through which we view our curriculum and conduct our discussions.</p> <p>Students' primary focus this semester was a full-class read of Howard Zinn's <i>A Young People's History of the United States</i> to underpin our class's ongoing focus on American history and the foundations of American democracy. While reading each chapter, students encountered related primary sources in class and demonstrated their findings through journal entries, presentations, posters, comics, and political cartoons. In addition to these mini-projects and in-class discussions, students' responded to sections of the book with response paragraphs, practicing quoting direct evidence and analyzing historical narratives. Throughout the second half of Zinn's text, students began practicing a discussion protocol that assigned individual students responsibility for preparing discussion questions, identifying passages for discussion, gathering further information during discussions whenever needed, and taking notes on the discussion. This protocol encouraged students to practice supportive collaboration skills, and the collective notes that they produced supported their writing when working on response paragraphs. This reading culminated in an essay assignment during which students analyzed Zinn's bias and perspective, building on bias-detection skills practiced throughout the semester.</p> <p>This semester also contained a substantive independent reading component. At the beginning of the school year, students worked to establish consistent routines around independent reading projects and sustained these habits through weekly reading periods in the library. Early in the semester, students built a communal glossary of literary terms for discussing literature and practiced comparing characters, plots, and settings across multiple books. In October and January, students shared their independent reading via book talks. In addition to supporting healthy, wide-ranging reading habits and encouraging students to develop their tastes as readers, this independent reading program also provides students the opportunity to practice oral presentation skills.</p>		
Narrative 2024-2025		
<p>Clark has approached humanities class with discipline and diligence, and Clark's work has demonstrated a genuine desire to further understand historical events and narratives. Clark has excelled in class discussions and has made excellent progress toward the goal of basing contributions on specific references to the texts being discussed. Clark has often been a leader in these discussions and has enjoyed opportunities to bring in outside information to provide additional context. Clark has been a focused reader of nonfiction texts and has demonstrated excellent bias detection skills across both short and long nonfiction texts. On independent reading assignments, Clark has enjoyed the challenge of reading more complex texts and after reading <i>The Mousetrap</i> in 6th grade, Clark has been particularly motivated to explore other works by Agatha Christie. As a writer, Clark has crafted thorough, purposeful paragraphs that make strong use of evidence, and over the course of the semester, Clark's writing has become increasingly clear, well-organized, and accurately supported. Clark is currently practicing the process of editing on a sentence-by-sentence basis to ensure ample clarity and legibility. Throughout the second half of the school year, a goal for Clark as a writer will be to dedicate equal time to editing and proofreading in order to ensure that the clarity of Clark's writing matches the sophistication of Clark's ideas and analysis. Overall, Clark has been a successful student in humanities class this semester.</p>		

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7th Grade Math - Karen Harvey

	Fall
Math skills	
<i>Solves problems involving scale drawings of geometric figures, including computing actual lengths and areas</i>	3
<i>Reproduces a two-dimensional geometric figure at a different scale</i>	N/A
<i>Identifies the circumference, diameter, and radius of a circle and can solve for any one part, given another</i>	N/A
<i>Uses the formulas for the area and circumference of a circle to solve problems</i>	N/A
<i>Finds areas and perimeters of shapes constructed of circle(s), circular parts, and quadrilaterals</i>	N/A
<i>Computes unit rates associated with ratios of fractions including ratios of lengths, areas, and other quantities measured in like or different units</i>	3
<i>Identifies the constant of proportionality (unit rate) in tables, graphs equations diagrams, and verbal descriptions of proportional relationships</i>	3
<i>Represents proportional relationships by equations</i>	3
<i>Uses proportional relationships to solve multistep ratio and percent problems</i>	3
<i>Decides whether two quantities are in a proportional relationship</i>	3
<i>Shows that a number and its opposite are additive inverses; interprets sums of rational numbers by describing real-world contexts</i>	3
<i>Understands subtraction of rational numbers as adding the additive inverse</i>	3
<i>Applies and extends previous understandings of addition, subtraction, multiplication and division of integers and fractions to compute with rational numbers</i>	3
<i>Understands ordering and absolute value of rational numbers</i>	3
<i>Solves word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$; fluently</i>	N/A
<i>Uses facts about supplementary, complementary, vertical and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure</i>	N/A
<i>Solves real-world and mathematical problems involving area, volume, and surface area of two and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms</i>	N/A
<i>Describes the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids</i>	N/A
<i>Uses data from a random sample to draw inferences about a population with an unknown characteristic of interest</i>	N/A
<i>Uses measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations</i>	N/A
<i>Uses variables to represent quantities in a real-world or mathematical problem and constructs simple equations and inequalities to solve problems by reasoning about the quantities</i>	N/A
<i>Understands that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring</i>	N/A
<i>Approximates the probability of a chance event by collecting data in the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability</i>	N/A
<i>Compares probabilities from a model to observed frequencies; if the agreement is inaccurate, explain possible sources of the discrepancy</i>	N/A
<i>Finds probabilities of compound events using organized lists, tables, tree diagrams, and simulations</i>	N/A

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7th Grade Math - Karen Harvey

	Fall
<i>Understands that the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs</i>	N/A
<i>Solves multi-step real-life and mathematical problems posed with positive and negative rational numbers</i>	N/A
Work habits and attitude	
<i>Perseveres in solving challenging problems</i>	3
<i>Reasons abstractly and quantitatively</i>	3
<i>Constructs viable arguments and critiques the reasoning of others</i>	3
<i>Models with mathematics</i>	3
<i>Uses appropriate tools strategically</i>	3
<i>Attends to precision</i>	2
<i>Looks for and makes use of patterns and structure</i>	3
<i>Thoroughly completes assignments</i>	3
<i>Completes homework assignments on time</i>	3
<i>Asks questions, takes notes, and engages with concepts and materials</i>	3
<i>Actively participates in class</i>	3
<i>Comes to class prepared</i>	3
<i>Seeks assistance when needed</i>	3
Comments	
Subject description	
<p>Seventh-grade math begins the year with an in-depth exploration of ratios and proportions, building a strong foundation for proportional reasoning. Students start by analyzing equivalent ratios and identifying proportional relationships in tables, graphs, and equations. Through real-world applications, they develop strategies to solve unit rate problems, reinforcing their understanding of proportionality. Expanding on these skills, students explore percent increase and decrease, applying their knowledge to problems involving discounts, markups, taxes, and interest. Using visual models such as double number lines and percent bars, they connect proportional reasoning to percent calculations, strengthening their ability to solve multi-step problems. As the unit progresses, students extend their understanding of ratios to more complex problems involving fractions and rational numbers. They use their knowledge of arithmetic with positive and negative rational numbers to solve ratio problems in a variety of contexts. Through problem-solving and real-world applications, students build fluency with rational number operations, setting the stage for more advanced algebraic concepts later in the year.</p>	
Narrative 2024-2025	
<p>Clark has shown considerable aptitude in math this year at Cambridge Friends School. Computational skills are robust, and excellence is evident in translating complex word problems into equations and mathematical expressions. This skill set enables Clark to solve problems with remarkable accuracy and efficiency. A need has been demonstrated to focus on fully reading and understanding directions to ensure that all components of a problem are addressed. Hesitation to respond to feedback in this area is noticeable, but embracing this aspect of problem-solving will significantly enhance understanding and ability to tackle more complex mathematical concepts. As the year progresses, with continued encouragement and practice, substantial growth in this crucial skill area is anticipated for Clark.</p>	

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Grade level: 7th Grade

7th Grade Science - Carolyn Sohn

	Fall
Science/engineering processes	
<i>Uses tools appropriately and as necessary to gather qualitative and quantitative data</i>	3
<i>Uses creative design to solve problems</i>	3
<i>Plans effective experimental procedures and makes logical hypotheses and predictions</i>	3
<i>Organizes data in appropriate form for interpretation and recognizes patterns in data</i>	3
<i>Includes reasons or evidence to support scientific arguments or conclusions</i>	3
<i>Records close observations of the natural world and scientific phenomena</i>	3
<i>Identifies questions that can be answered through investigation</i>	3
Articulation of knowledge	
<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
Work habits and attitude	
<i>Participates actively and engages in an appropriate manner in lessons and activities</i>	3
<i>Approaches work with curiosity, openness to new experiences, and demonstrates a growth mindset</i>	3
<i>Demonstrates cooperative learning by supporting intellectual risk-taking, actively listening, and participating positively in group work</i>	4
<i>Uses class time constructively and works in a focused manner</i>	3
<i>Perseveres on difficult tasks and in problem solving</i>	3
<i>Completes homework thoroughly and on time</i>	3
<i>Shows awareness of individuals level of comprehension and uses available resources to further their learning</i>	3

7th Grade Science - Carolyn Sohn

	Fall
Comments	
Subject description	
<p>Seventh-grade science begins with the basics of lab safety. Students are expected to demonstrate their knowledge of safe practices both in formative and summative assessments throughout the academic year. Additionally, students review the metric system and the basic set-up of a scientifically sound experiment.</p> <p>Following this first unit about lab safety and science basics, students dive into earth science with the "Rocks, Minerals, and Soil" unit. This unit takes up the majority of the fall term. First, students learn about the properties of rocks and minerals through a variety of hands-on explorations. To show their knowledge of minerals, students complete an individual research project about a mineral of their choosing. After their initial research, students design a presentation to teach their classmates about the mineral. In addition to this project, students work in small groups to identify unknown mineral samples in their first lab of the year. Students are guided through this first argument-based inquiry investigation, in which they are asked to design and implement a lab experiment to answer the investigation question. After the experiment, they worked to synthesize a claim based on their gathered data. This type of lab investigation is utilized throughout the year with increasing independence as students gain essential skills and confidence. Next, students learn about the types of rocks and the rock cycle through a variety of in-class activities and written homework assignments. As a culminating project, students create a "Rock Memoir" detailing the life of a personified rock going through the rock cycle. At the end of the unit, students gain an understanding of the importance of soil through a variety of activities, which builds on their knowledge of rocks and helps to connect it to the study of life science from sixth grade.</p> <p>The next unit of study is "Fossils and Geologic Time." In this unit, students build upon their understanding of rocks and rock formation by studying how fossils form. As part of this unit, students create a scale timeline of geologic time from the beginning of Earth until the present day. This helps students to contextualize various fossils that have been studied, and to comprehend how little time humans have existed on Earth. At the end of this unit, students</p> <p>Earth's layers are the next unit of study, with a particular emphasis on the movement of tectonic plates and how they are related to volcanoes and earthquakes. When first learning about the tectonic plates, students use graham crackers and shaving cream to simulate plate movement, then use fossil and geologic data to figure out a Pangaea "puzzle" in order to understand the movement of the continents. Students also complete a plate tectonics investigation using the National Oceanic and Atmospheric Administration (NOAA) Natural Hazards Viewer. This online, data-filled map tool allows students to gather data on earthquakes and volcanoes at different types of plate boundaries and determine what if any, patterns exist in their data.</p>	
Narrative 2024-2025	
<p>Clark's humor and consistent engagement in science have been an integral part of the class dynamic so far this year. Clark is a very driven student, often motivated to get assignments done quickly. On occasion, this means that Clark is asked to go back and add more detail to a rushed assignment or specific question. Clark has shown growth since last year in this realm; Clark has shown more genuine interest over the past few months and a desire to delve more deeply into topics compared to sixth grade. Clark loves opportunities to work with friends on projects. Clark has collaborated with a friend on several standout projects this term. One of Clark's standout projects was during the rocks and minerals unit. Clark worked closely with a classmate to create an entire rock cycle board game modeled after the game "Life." Clark checked in with the teacher throughout the project to ensure the game cards and mechanics balanced scientific accuracy with playability. The end result was a truly impressive game! Going into the second half of the year, Clark is encouraged to keep up the level of engagement seen this year in science. Additionally, Clark is encouraged to work on planning ahead for homework assignments, especially when Clark has many after-school commitments. On occasion, Clark has either forgotten or run out of time to complete a homework assignment. While this has not happened often, Clark is still encouraged to work on using tools such as a planner or accountability buddy to keep up with homework.</p>	

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7th Grade Spanish - Jose Lopez Espinosa

	Fall
Spanish	
<i>Researches and designs an original "Piñata", and its origin. (Piñata Project)</i>	3
<i>Helps to set up the Day of the Dead altar from beginning to end</i>	3
<i>Writes and performs original restaurant skit with partners (cooperative project)</i>	3
<i>Reports periodic current events of various Spanish-speaking countries</i>	3
<i>Identifies dances of Spanish-speaking countries (salsa, tango, flamenco, mariachi, merengue and reggeton)</i>	3
<i>Listens and responds in writing to unit-based questions in Spanish (quizzes)</i>	3
<i>Listens and responds to impromptu questions in Spanish (orally) in class</i>	3
<i>Reads and follows written instruction in Spanish</i>	3
<i>Illustrates ability to understand text in Spanish (quizzes and homework)</i>	3
<i>Participates in Spanish (simple responses)</i>	3
<i>Researches about the "Alebrijes" and starts making one with wood material</i>	3
<i>Responds to and formulates questions using five basic interrogatives (who, what, when, where and why)</i>	3
<i>Pronounces Spanish with a developing native accent (focusing on accents, tildes, intonation, flow of words)</i>	3
<i>Demonstrates fluency of Spanish in simple classroom conversations</i>	3
<i>Completes daily homework assignments on time</i>	3
<i>Thoroughly completes assignments</i>	3
<i>Participates actively and cooperatively in class</i>	3
<i>Asks questions, takes notes, engages with concepts and materials</i>	3
<i>Seeks assistance when needed</i>	3
<i>Comes to class prepared</i>	3
<i>Demonstrates attentive and positive attitude</i>	3
<i>Demonstrates knowledge of dates, days, months</i>	3
<i>Demonstrates fluency of Spanish during presentations and recordings</i>	3
<i>Identifies/determines basic parts of speech: nouns, articles, verbs and adjectives</i>	3
<i>Correctly pairs pronouns with verb forms</i>	3
<i>Exhibits recall/retention of vocabulary (quizzes and homework)</i>	3
<i>Demonstrates complexity and clarity of writing in Spanish (journal entries)</i>	3
<i>Uses subject pronouns and the present tense of regular -AR, -ER, and -IR ending verbs</i>	3
<i>Expresses oneself in simple affirmative and negative sentences</i>	3

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7th Grade Spanish - Jose Lopez Espinosa

	Fall
<i>Demonstrates proficiency in the use of irregular verbs in the present tense, including SER, ESTAR, TENER, IR, VIVIR, LLAMARSE, MOVERSE, VIAJAR, etc</i>	3
<i>Understands and applies the present, past, and future using both regular and irregular verbs in these three tenses.</i>	3
Comments	
Subject description	
Spanish in seventh grade was a total immersion course in which students expand their proficiency in the Spanish language. Students delve deeply into the language through the study of Hispanic culture and current events. The course synthesizes the grammar covered in fifth and sixth grades and introduces the preterit, keeps expanding the simple present, and also an introduction to future tense. Students speak, listen, write, and read from simple sentences to longer sentences. The students used authentic sources like podcasts, videos, newspaper articles, and songs to learn and communicate about a variety of topics in Spanish. This is a highly communicative course; the students work individually and collaboratively in class and on assessments such as projects and presentations.	
Narrative 2024-2025	
This semester, Clark stood out as an interested and responsible student. When the class did the "Piñata Project," Clark was immersed. Clark asked questions in most classes regarding the content being taught in the course. With a few reminders, Clark turned in classwork and took notes when asked. Clark sometimes needed to be redirected to stay on task. Clark is ready to expand Spanish vocabulary, which will help Clark move forward and improve listening, speaking, reading, and writing skills. Clark knows how to build simple sentences in Spanish. Using online tools was a fun way for the students to review, incorporating all the benchmarks. Moving forward, Clark is ready to keep succeeding and expanding Spanish knowledge this spring.	

7th Grade Drama - Jennifer Salvucci Bent

	Fall
Drama	
<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>	3
<i>Encourages their peers onstage and works together to ensure the growth and connection of the ensemble</i>	4

Clark Davis (Clark)
42 Cushing Street
Cambridge, MA 02138
Birth date: 5/13/2012
Grade level: 7th Grade

2024 - 2025



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

7th Grade Drama - Jennifer Salvucci Bent

		Fall
Comments		
Subject description		
During the early part of the fall semester, the seventh-graders began working on their first full-scale production at CFS. Tasked with capturing the subtle humor of our witty who-dunit, the seventh grade embraced the rehearsal process for our adaptation of Agatha Christie's <i>Mousetrap</i> . Having read the play last year in Humanities, the class was in agreement that this would be their seventh grade production, fully realizing that this is a much bigger challenge than the one-act comedy done in past years. With two acts and dark undertones, <i>Mousetrap</i> proved to be just what this class needed! Their work ethic is admirable as they work together to capture the humor and pacing of this challenging script. From blocking (where they move onstage) and learning their lines to costumes, set and lighting design, the students have been learning what goes on behind the scenes as well. They eagerly take on new projects and consistently put their all into each rehearsal. It is incredibly exciting to watch as a teacher as the journey of each production showcases the emotional, social, and developmental growth of the students.		
Narrative 2024-2025		
Clark has been a superstar during our rehearsal process this fall for our production of Agatha Christie's <i>Mousetrap</i> . Clark has been taking tremendous risks on the stage and, as a result, has grown enormously as an actor and student. Clark understands the meaning of being part of an ensemble in that everything you do reflects the entire group. Every rehearsal finds Clark entering the Meeting Hall and immediately getting to work on our setup, shutting shades, helping with the lightboard, and getting into character. Clark is always ready with a script and pencil in hand. Clark is working hard crafting a multi-layered character and has been paying close attention to volume, enunciation, and pacing as Clark realizes the importance of these skills onstage. Clark's confidence as a performer is awesome to behold, as Clark is such a valued member of our seventh-grade community.		

42 Cushing Street
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 Grade level: 7th Grade

7th Grade Visual Art - Sami Martasian

	Fall
Visual Art	
<i>Demonstrates respect for classmates in the studio</i>	3
<i>Actively listens and is attentive during instructions and demonstrations</i>	4
<i>Demonstrates persistence working on projects and asks for help when needed</i>	4
<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>	3
<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>	4
<i>Participates and engages in an appropriate manner in discussions and activities</i>	3
<i>Approaches activities with a positive attitude</i>	3
<i>Takes care of materials and tools and uses them appropriately</i>	4
<i>Recognizes and utilizes a variety of sources for artistic imagery, including observation, abstraction, imagination and expression</i>	3
<i>Explores a variety of materials and media, and chooses specific materials to produce different visual effects</i>	3
<i>Experiments with ideas and uses inventiveness in problem solving</i>	4
<i>Demonstrates an understanding of visual art concepts presented</i>	3
<i>Uses time constructively and works in a focused manner</i>	4

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2024 - 2025



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7th Grade Visual Art - Sami Martasian

		Fall
Comments		
Subject description		
<p>Seventh-grade students have spent this fall making work but also deepening their understanding of art history and culture. 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. Seventh-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 Lienares 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. Linoleum block printmaking was the next project these artists embarked on. After studying the work of artists like Kathe Kolwitz, Latoya Hobbes, and Peter Schumman (Bread and Puppet Theater), each student created an image that communicated one of the Quaker Testimonies. Then, linoleum blocks were carved, and multiple colorways were printed. The class also created a shared piece that included a print from each student and some printed on fabric to be sewn onto clothes. Next, seventh-grade students studied examples of public art and memorials, such as Chicano Park in San Diego and Maya Lin's Vietnam War Memorial. These works inspired students to create a miniature model of a possible piece of public art, complete with a written proposal outlining where this work would be and what it would mean for community members interacting with it. Seventh-grade students will close out this semester by constructing and designing sets for their upcoming drama performance.</p>		
Narrative 2024-2025		
<p>Clark is a clever and creative student who is a joy to work with in the art studio. Clark's contributions to class discussions communicate an understanding of how history and art are connected, and interest in the lives of artists and activists. The seventh-grade linoleum printmaking project inspired Clark to reflect on the Quaker Testimony of Simplicity by considering a Ritz cracker as a symbol of something classic, simple and good. Clark's cracker drawing captured careful observations of the ridged edges and textured surface area. Each print reflected a firm understanding of the materials at hand, with clearly carved lines and smoothly applied ink. Clark is currently working hard in building a large window set piece for the class' upcoming drama production. Clark works well with others and enjoys collaborating with classmates.</p>		

42 Cushing Street
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 Grade level: 7th Grade

7th grade Physical Education - Angelo Valle

	Fall
Physical education	
<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>	3
<i>Demonstrates flexibility and coordination</i>	3
<i>Demonstrates developing throwing skills</i>	4
<i>Demonstrates developing catching skills</i>	3
<i>Demonstrates developing striking skills</i>	3
<i>Demonstrates growth in self confidence</i>	3
<i>Contributes to group and team initiatives</i>	4
<i>Demonstrates tactical understanding during team games</i>	3
<i>Able to accept game outcomes</i>	3
<i>Understands sportsmanship as a critical component of physical education</i>	4
<i>Receptive to teacher feedback</i>	3
Comments	
Subject description	
<p>In the first semester of Grade 7 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 developing 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>Clark has had an excellent start to the year. Clark is always a positive presence in class and arrives ready to participate in the pace run, dynamic stretches, and ensuing activities in an exemplary fashion. Clark helps lead the class by example with consistent effort and an energetic demonstration of strong, improving skills and a solid understanding of tactics in all aspects of the class. Clark possesses outstanding physical strength and athleticism yet demonstrates good sportsmanship, is supportive of teammates, and has a strong sense of fair play and how to create healthy competition. More comfortable with running a determined distance as quickly as possible, Clark could work on becoming more comfortable with running as far as possible during the pace run.</p>	



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Grade level: 7th Grade

Chat - Gabriela van Veen, Camilla Buba

		Fall
Comment		
Subject description		
<p>Grade 7</p> <p>Throughout the fall trimester 7th grade students learned about various topics related to mental health, executive function, healthy relationships/bullying, and identity. Our first class focused on group rules and what environment we want to have as a community during chat. The students were into the idea of creating classroom rules that fit the needs of the group while also allowing flexibility, for example: “minor tangents allowed as long as they are appropriate and brief.” With this little area for creativity I have found that it has helped to foster their sense of community as a class as well as helped us to connect what we are learning about to other ideas and form connections. Our curriculum started with a get to know you/ identity activity. I had students think about core parts of their identity, traits, hopes, and parts of themselves. Then had them create a map that labeled those pieces as places on an island, and one student made a nebula of stars to represent themselves. Some of the places on the maps were listed as; going to high school, favorite singers, anxiety, video games, and friends. From here we moved onto relationship building and discussed topics of vulnerability and communication styles to help foster positive and healthy relationships. We then shifted to discuss bullying, what qualifies as bullying, what to do if bullying is happening, how to be an upstander, and the rules surrounding bullying in the school and state of Massachusetts. We did a lesson on responsible decision making and executive functioning and used the real life example from the Apollo 13 mission. The class was really connected with this project because it was realistic compared to a fake scenario. The students were able to look at each item and understand the prioritized list of why and when each item was selected to aid in the mission. We used that example to look at what might need to be prioritized in their life and why certain things have a higher ranking than others. We also learned about stress and anxiety and what good stress and bad stress is and how it can show up for people. One lesson that we did was all about our vagus nerve and the parasympathetic nervous system. The students were really interested in the science behind anxiety and how our bodies can become overactive and what coping skills we can use to help it regulate back to baseline. We played “self care” bingo and talked about how self care looks different for everyone and that taking care of ourselves plays a big role in our own unique identities.</p>		

20 Elliott St

Unit 1

Yes

Malden, MA 02148

Birth date: 4/13/2012

Grade level: 7th Grade

Attendance		Grading Legend: 4 = Student is exceeding grade level expectations 3 = Student is achieving grade level expectations 2 = Student is working at or near grade level expectations 1 = Student is working below grade level expectations N/A = Not Applicable this term Note: As a school policy, all narratives are intentionally written without pronouns. Classes meeting once a week include a subject description but not individualized benchmarks or narrative reports.
Category	Count	
Tardy Excused	2	
Absent Excused	11	

Grades

7th Grade Homeroom/Advisory - Karen Harvey

	Fall
Organization	
<i>Enters school on time, prepared, and ready to learn</i>	3
<i>Organizes cubby and work materials</i>	3
<i>Makes transitions independently, arriving on time and with necessary materials</i>	3
Social Development and Community Membership	
<i>Respects the rights, feelings, and opinions of others</i>	3
<i>Interacts with peers in a positive and productive manner</i>	3
<i>Participates in the care and organization of the classroom environment</i>	3
<i>Has a positive attitude toward school and learning</i>	3
<i>Resolves conflicts constructively</i>	3
<i>Interacts with adults in a positive and productive manner</i>	3
<i>Accepts responsibility and respectfully responds to feedback.</i>	3
<i>Seeks adult support when needed</i>	3
<i>Cooperatively and collaboratively participates in group and social activities</i>	3
<i>Engages actively in homeroom routines</i>	3
<i>Actively seeks ways to lead by example and model positive community citizenship</i>	3

7th Grade Homeroom/Advisory - Karen Harvey

	Fall
Comments	
Subject description	
<p>Seventh-Grade Homeroom serves as a vital space for students to transition into the school day, fostering a sense of belonging and community within the grade level. Each morning, students gather to connect with peers, organize for the day ahead, and participate in activities that strengthen relationships and build a positive school culture. This time encourages reflection, goal-setting, and collaboration, helping students develop both academic and social-emotional skills.</p> <p>A key focus of homeroom is affinity groups, where students engage in meaningful discussions on social justice topics. These groups provide a supportive environment for students to explore identity, equity, and advocacy, empowering them to make a positive impact in their school community and beyond.</p> <p>Beyond morning meetings, students extend their engagement through SPARK sessions and lunchtime clubs, where they connect with middle school peers around shared interests, leadership opportunities, and creative pursuits. Whether participating in student-led initiatives, joining collaborative projects, or simply building friendships, homeroom serves as a foundation for personal growth and community-building throughout the school year.</p>	
Narrative 2024-2025	
<p>Erikson consistently arrives at school each day ready to engage, equipped with a positive attitude and all necessary materials for the day's activities. This readiness sets a productive tone for participation in the daily routine and contributes significantly to classroom dynamics.</p> <p>Erikson has established strong and positive relationships within the seventh-grade group. These relationships are evident during breaks and downtime, where Erikson is often engaged in reading, chatting and joking with classmates, or playing board games like Battleship.</p> <p>Although conflicts are infrequent, when they do occur, Erikson addresses them with respect and maturity. Erikson's approach to conflict resolution involves clear communication and taking responsibility for personal actions, which facilitates effective and peaceful solutions.</p> <p>Over the course of the semester, it has been remarkable to witness Erikson's growth in enjoying and valuing the school experience. Erikson has openly expressed that this year has felt particularly positive, which is a testament to Erikson's developing comfort with the CFS And seventh-grade community.</p> <p>As the semester progresses, Erikson is encouraged to continue this positive trajectory. Maintaining strong connections with peers and further embracing the diverse opportunities for engagement at school will undoubtedly contribute to ongoing success and happiness in the school community.</p>	

20 Elliott St
 Unit 1
 Yes
 Malden, MA 02148
 Birth date: 4/13/2012
 Grade level: 7th Grade

7th Grade Humanities - Christopher Gandolfo-Lucia

	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>	3
<i>Makes inferences about setting, plot, characters, and events, and supports them with evidence from the text</i>	3
<i>Uses precise words and phrases to capture and convey experiences and information</i>	4
<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>Correctly uses past, present, and future verb tenses</i>	3
<i>Correctly uses simple, compound, and complex sentences</i>	3
<i>Employs proper use of punctuation</i>	3
<i>Accurately incorporates new vocabulary into work</i>	3

20 Elliott St

Unit 1

Yes

Malden, MA 02148

Birth date: 4/13/2012

Grade level: 7th Grade

7th Grade Humanities - Christopher Gandolfo-Lucia

	Fall
History	
<i>Uses the skills of historians to analyze, interpret, and evaluate historical sources</i>	4
<i>Understands and is able to analyze a text for bias and subjectivity</i>	4
<i>Constructs a historical argument and uses evidence to support it</i>	4
<i>Explains causes and effects of historical events</i>	3
<i>Analyzes primary source documents for purpose, audience, and message</i>	3
<i>Analyzes and explains the meaning and context of visuals such as paintings and political cartoons</i>	4
<i>Participates in discussions of current events that relate to historical events and concepts</i>	3
<i>Understands the difference between a secondary and a primary source</i>	3
<i>Analyzes and interprets geographic information</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>	4
<i>Understands the relationship between economic, political, and social change, as well as the ways in which they intersect.</i>	3
<i>Understands the fundamental ideas central to the vision of the 18th century founders of our democracy</i>	3
<i>Understands the intellectual and political tensions and compromises in the founder's ideas and how successive generations in the US have worked to resolve them</i>	3
<i>Understands the purposes, principles, and practices of the US government as established by the Constitution, including their rights and responsibilities</i>	3
<i>Understands that the Constitution has continued to be vibrant and relevant through amendments and decisions of the federal courts</i>	3
<i>Understands how individuals; groups, and organizations have addressed obstacles to democratic principles by working within the structure set forth in the Constitution</i>	3
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>	3
<i>Uses technology effectively to produce and publish writing and to interact and collaborate with others</i>	3
<i>Presents claims and findings in a focused and coherent manner, using appropriate eye contact and adequate volume</i>	3

7th Grade Humanities - Christopher Gandolfo-Lucia

	Fall
Work habits	
Practices the skills and habits of citizenship, community, and scholarship in order to be a successful independent and collaborative learner	3
Completes assignments in a timely and thoughtful manner	3
Demonstrates appropriate effort.	4
Participates in class actively by making contributions, asking questions, and engaging with classmates in the work	3
Listens actively to teachers and classmates	3
Seeks assistance when needed	3
Accepts responsibility and respectfully responds to feedback.	3
Interacts with adults in a positive and productive manner	3
Interacts with peers in a positive and productive manner	3
Takes effective notes that summarize relevant information concisely	3

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7th Grade Humanities - Christopher Gandolfo-Lucia

		Fall
Comments		
Subject description		
<p>In seventh-grade humanities, students learn to engage with literature in meaningful and thought-provoking ways. We use a variety of historical and contemporary texts and resources to make personal connections between our individual experiences and the greater world in which we live. Through projects, writing assignments, and discussions, students work collaboratively to establish a positive learning environment that aims to honor all perspectives, similarities, and differences. Students strengthen their critical thinking and literacy skills by engaging with more complex literature, developing their writing skills across a variety of genres, and honing their ability to evaluate history responsibly and the multiple perspectives that create it. Students also engage in a year-long writing workshop, using a variety of active and collaborative methods to conceive ideas, shape pieces, and build community. The Cambridge Friends School Quaker testimonies provide the lens through which we view our curriculum and conduct our discussions.</p> <p>Students' primary focus this semester was a full-class read of Howard Zinn's <i>A Young People's History of the United States</i> to underpin our class's ongoing focus on American history and the foundations of American democracy. While reading each chapter, students encountered related primary sources in class and demonstrated their findings through journal entries, presentations, posters, comics, and political cartoons. In addition to these mini-projects and in-class discussions, students' responded to sections of the book with response paragraphs, practicing quoting direct evidence and analyzing historical narratives. Throughout the second half of Zinn's text, students began practicing a discussion protocol that assigned individual students responsibility for preparing discussion questions, identifying passages for discussion, gathering further information during discussions whenever needed, and taking notes on the discussion. This protocol encouraged students to practice supportive collaboration skills, and the collective notes that they produced supported their writing when working on response paragraphs. This reading culminated in an essay assignment during which students analyzed Zinn's bias and perspective, building on bias-detection skills practiced throughout the semester.</p> <p>This semester also contained a substantive independent reading component. At the beginning of the school year, students worked to establish consistent routines around independent reading projects and sustained these habits through weekly reading periods in the library. Early in the semester, students built a communal glossary of literary terms for discussing literature and practiced comparing characters, plots, and settings across multiple books. In October and January, students shared their independent reading via book talks. In addition to supporting healthy, wide-ranging reading habits and encouraging students to develop their tastes as readers, this independent reading program also provides students the opportunity to practice oral presentation skills.</p>		
Narrative 2024-2025		
<p>Erikson has approached humanities class with enthusiasm, discipline, and curiosity this semester. Erikson has been a consistent contributor to class discussions and has always based contributions on specific references to the text being discussed. Erikson demonstrates a mature amount of intellectual humility and has accordingly been a source of thoughtful questions that help to keep the discussion focused and specific. Erikson's writing has demonstrated a strong grasp of the mechanics of grammar and punctuation, and Erikson has made excellent usage of direct quotations to clearly support arguments. These pieces have always displayed Erikson's distinct voice: Erikson has deftly navigated between conversational and formal tones in a fashion that has demonstrated a thorough personal understanding of the topics being discussed, all packaged in language that is both accessible and precise. As a reader, Erikson has been motivated by opportunities to use independent reading assignments to explore topics and themes of interest, and Erikson has demonstrated strong comprehension and bias detection skills while analyzing nonfiction texts. A goal for Erikson over the coming semester will be to continue broadening the scope of fiction books that Erikson reads for independent reading, and Erikson will be supported in achieving this goal by teacher and librarian recommendations. Overall, Erikson has been a strong student in humanities class this semester.</p>		

20 Elliott St

Unit 1

Yes

Malden, MA 02148

Birth date: 4/13/2012

Grade level: 7th Grade

7th Grade Math - Karen Harvey

	Fall
Math skills	
<i>Solves problems involving scale drawings of geometric figures, including computing actual lengths and areas</i>	3
<i>Reproduces a two-dimensional geometric figure at a different scale</i>	N/A
<i>Identifies the circumference, diameter, and radius of a circle and can solve for any one part, given another</i>	N/A
<i>Uses the formulas for the area and circumference of a circle to solve problems</i>	N/A
<i>Finds areas and perimeters of shapes constructed of circle(s), circular parts, and quadrilaterals</i>	N/A
<i>Computes unit rates associated with ratios of fractions including ratios of lengths, areas, and other quantities measured in like or different units</i>	3
<i>Identifies the constant of proportionality (unit rate) in tables, graphs equations diagrams, and verbal descriptions of proportional relationships</i>	3
<i>Represents proportional relationships by equations</i>	3
<i>Uses proportional relationships to solve multistep ratio and percent problems</i>	3
<i>Decides whether two quantities are in a proportional relationship</i>	3
<i>Shows that a number and its opposite are additive inverses; interprets sums of rational numbers by describing real-world contexts</i>	3
<i>Understands subtraction of rational numbers as adding the additive inverse</i>	3
<i>Applies and extends previous understandings of addition, subtraction, multiplication and division of integers and fractions to compute with rational numbers</i>	3
<i>Understands ordering and absolute value of rational numbers</i>	3
<i>Solves word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$; fluently</i>	3
<i>Uses facts about supplementary, complementary, vertical and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure</i>	N/A
<i>Solves real-world and mathematical problems involving area, volume, and surface area of two and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms</i>	N/A
<i>Describes the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids</i>	N/A
<i>Uses data from a random sample to draw inferences about a population with an unknown characteristic of interest</i>	N/A
<i>Uses measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations</i>	N/A
<i>Uses variables to represent quantities in a real-world or mathematical problem and constructs simple equations and inequalities to solve problems by reasoning about the quantities</i>	N/A
<i>Understands that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring</i>	N/A
<i>Approximates the probability of a chance event by collecting data in the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability</i>	N/A
<i>Compares probabilities from a model to observed frequencies; if the agreement is inaccurate, explain possible sources of the discrepancy</i>	N/A

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7th Grade Math - Karen Harvey

	Fall
<i>Finds probabilities of compound events using organized lists, tables, tree diagrams, and simulations</i>	N/A
<i>Understands that the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs</i>	N/A
<i>Solves multi-step real-life and mathematical problems posed with positive and negative rational numbers</i>	N/A
Work habits and attitude	
<i>Perseveres in solving challenging problems</i>	3
<i>Reasons abstractly and quantitatively</i>	3
<i>Constructs viable arguments and critiques the reasoning of others</i>	3
<i>Models with mathematics</i>	3
<i>Uses appropriate tools strategically</i>	3
<i>Attends to precision</i>	3
<i>Looks for and makes use of patterns and structure</i>	3
<i>Thoroughly completes assignments</i>	3
<i>Completes homework assignments on time</i>	3
<i>Asks questions, takes notes, and engages with concepts and materials</i>	3
<i>Actively participates in class</i>	3
<i>Comes to class prepared</i>	3
<i>Seeks assistance when needed</i>	3

20 Elliott St
 Unit 1
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 Malden, MA 02148
 Birth date: 4/13/2012
 Grade level: 7th Grade

7th Grade Math - Karen Harvey

	Fall
Comments	
Subject description	
<p>Seventh-grade math begins the year with an in-depth exploration of ratios and proportions, building a strong foundation for proportional reasoning. Students start by analyzing equivalent ratios and identifying proportional relationships in tables, graphs, and equations. Through real-world applications, they develop strategies to solve unit rate problems, reinforcing their understanding of proportionality. Expanding on these skills, students explore percent increase and decrease, applying their knowledge to problems involving discounts, markups, taxes, and interest. Using visual models such as double number lines and percent bars, they connect proportional reasoning to percent calculations, strengthening their ability to solve multi-step problems. As the unit progresses, students extend their understanding of ratios to more complex problems involving fractions and rational numbers. They use their knowledge of arithmetic with positive and negative rational numbers to solve ratio problems in a variety of contexts. Through problem-solving and real-world applications, students build fluency with rational number operations, setting the stage for more advanced algebraic concepts later in the year.</p>	
Narrative 2024-2025	
<p>Erikson's dedication has continued to yield positive results in math this year. Demonstrating grade-level independence and consistency, Erikson has excelled in topics such as proportional relationships, percent change, and arithmetic with rational numbers. Classwork showcases a strong number sense, particularly evident in interpreting word problems and translating real-world situations into mathematical expressions and equations. An area for growth is in double-checking work for accuracy and reasonableness. Often, when errors occur, they stem from small mathematical mistakes or misreading of a question. Focusing on independently verifying work will likely increase both accuracy and mathematical confidence. As the year progresses, continued emphasis on this skill will enhance Erikson's overall mathematical proficiency.</p>	

7th Grade Science - Carolyn Sohn

	Fall
Science/engineering processes	
<i>Uses tools appropriately and as necessary to gather qualitative and quantitative data</i>	3
<i>Uses creative design to solve problems</i>	3
<i>Plans effective experimental procedures and makes logical hypotheses and predictions</i>	3
<i>Organizes data in appropriate form for interpretation and recognizes patterns in data</i>	3
<i>Includes reasons or evidence to support scientific arguments or conclusions</i>	3
<i>Records close observations of the natural world and scientific phenomena</i>	3
<i>Identifies questions that can be answered through investigation</i>	3
Articulation of knowledge	
<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

7th Grade Science - Carolyn Sohn

	Fall
Work habits and attitude	
Participates actively and engages in an appropriate manner in lessons and activities	4
Approaches work with curiosity, openness to new experiences, and demonstrates a growth mindset	3
Demonstrates cooperative learning by supporting intellectual risk-taking, actively listening, and participating positively in group work	3
Uses class time constructively and works in a focused manner	3
Perseveres on difficult tasks and in problem solving	2
Completes homework thoroughly and on time	3
Shows awareness of individuals level of comprehension and uses available resources to further their learning	3

7th Grade Science - Carolyn Sohn

	Fall
Comments	
Subject description	
<p>Seventh-grade science begins with the basics of lab safety. Students are expected to demonstrate their knowledge of safe practices both in formative and summative assessments throughout the academic year. Additionally, students review the metric system and the basic set-up of a scientifically sound experiment.</p> <p>Following this first unit about lab safety and science basics, students dive into earth science with the "Rocks, Minerals, and Soil" unit. This unit takes up the majority of the fall term. First, students learn about the properties of rocks and minerals through a variety of hands-on explorations. To show their knowledge of minerals, students complete an individual research project about a mineral of their choosing. After their initial research, students design a presentation to teach their classmates about the mineral. In addition to this project, students work in small groups to identify unknown mineral samples in their first lab of the year. Students are guided through this first argument-based inquiry investigation, in which they are asked to design and implement a lab experiment to answer the investigation question. After the experiment, they worked to synthesize a claim based on their gathered data. This type of lab investigation is utilized throughout the year with increasing independence as students gain essential skills and confidence. Next, students learn about the types of rocks and the rock cycle through a variety of in-class activities and written homework assignments. As a culminating project, students create a "Rock Memoir" detailing the life of a personified rock going through the rock cycle. At the end of the unit, students gain an understanding of the importance of soil through a variety of activities, which builds on their knowledge of rocks and helps to connect it to the study of life science from sixth grade.</p> <p>The next unit of study is "Fossils and Geologic Time." In this unit, students build upon their understanding of rocks and rock formation by studying how fossils form. As part of this unit, students create a scale timeline of geologic time from the beginning of Earth until the present day. This helps students to contextualize various fossils that have been studied, and to comprehend how little time humans have existed on Earth. At the end of this unit, students</p> <p>Earth's layers are the next unit of study, with a particular emphasis on the movement of tectonic plates and how they are related to volcanoes and earthquakes. When first learning about the tectonic plates, students use graham crackers and shaving cream to simulate plate movement, then use fossil and geologic data to figure out a Pangaea "puzzle" in order to understand the movement of the continents. Students also complete a plate tectonics investigation using the National Oceanic and Atmospheric Administration (NOAA) Natural Hazards Viewer. This online, data-filled map tool allows students to gather data on earthquakes and volcanoes at different types of plate boundaries and determine what if any, patterns exist in their data.</p>	
Narrative 2024-2025	
<p>Erikson has continued to be a delightfully enthusiastic and cheerful student this year in science. Erikson comes to class each day with a smile and a pleasant greeting for the teacher. Occasionally, Erikson will complain about a given day's assignment, but Erikson always completes the required work regardless. Erikson's classwork and homework are always done on time, and Erikson checks in with the teacher to ensure satisfactory completion of each assignment. Erikson typically chooses to work alone. However, when Erikson is assigned to be in a pair or small group, Erikson is still able to work effectively. Erikson has completed many excellent projects this term. One standout project was during the first geology unit, in which Erikson was tasked with creating a personified rock story based on a rock cycle dice simulation activity in class. Erikson's rock story stood out because it used text size, font, and color to indicate the passage of time, tone, and different "voices" in the story. Going into the second half of the year, Erikson is encouraged to keep coming to class with a positive attitude! In addition, Erikson is encouraged to keep building academic stamina. This is something that Erikson has greatly improved since the beginning of middle school.</p>	

20 Elliott St
 Unit 1
 Yes
 Malden, MA 02148
 Birth date: 4/13/2012
 Grade level: 7th Grade

7th Grade Spanish - Jose Lopez Espinosa

	Fall
Spanish	
<i>Researches and designs an original "Piñata", and its origin. (Piñata Project)</i>	3
<i>Helps to set up the Day of the Dead altar from beginning to end</i>	3
<i>Writes and performs original restaurant skit with partners (cooperative project)</i>	3
<i>Reports periodic current events of various Spanish-speaking countries</i>	3
<i>Identifies dances of Spanish-speaking countries (salsa, tango, flamenco, mariachi, merengue and reggeton)</i>	3
<i>Listens and responds in writing to unit-based questions in Spanish (quizzes)</i>	3
<i>Listens and responds to impromptu questions in Spanish (orally) in class</i>	3
<i>Reads and follows written instruction in Spanish</i>	3
<i>Illustrates ability to understand text in Spanish (quizzes and homework)</i>	3
<i>Participates in Spanish (simple responses)</i>	3
<i>Researches about the "Alebrijes" and starts making one with wood material</i>	3
<i>Responds to and formulates questions using five basic interrogatives (who, what, when, where and why)</i>	3
<i>Pronounces Spanish with a developing native accent (focusing on accents, tildes, intonation, flow of words)</i>	3
<i>Demonstrates fluency of Spanish in simple classroom conversations</i>	3
<i>Completes daily homework assignments on time</i>	3
<i>Thoroughly completes assignments</i>	3
<i>Participates actively and cooperatively in class</i>	3
<i>Asks questions, takes notes, engages with concepts and materials</i>	3
<i>Seeks assistance when needed</i>	3
<i>Comes to class prepared</i>	3
<i>Demonstrates attentive and positive attitude</i>	3
<i>Demonstrates knowledge of dates, days, months</i>	3
<i>Demonstrates fluency of Spanish during presentations and recordings</i>	3
<i>Identifies/determines basic parts of speech: nouns, articles, verbs and adjectives</i>	3
<i>Correctly pairs pronouns with verb forms</i>	3
<i>Exhibits recall/retention of vocabulary (quizzes and homework)</i>	3
<i>Demonstrates complexity and clarity of writing in Spanish (journal entries)</i>	3
<i>Uses subject pronouns and the present tense of regular -AR, -ER, and -IR ending verbs</i>	3

20 Elliott St
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 Malden, MA 02148
 Birth date: 4/13/2012
 Grade level: 7th Grade

7th Grade Spanish - Jose Lopez Espinosa

	Fall
<i>Expresses oneself in simple affirmative and negative sentences</i>	3
<i>Demonstrates proficiency in the use of irregular verbs in the present tense, including SER, ESTAR, TENER, IR, VIVIR, LLAMARSE, MOVERSE, VIAJAR, etc</i>	3
<i>Understands and applies the present, past, and future using both regular and irregular verbs in these three tenses.</i>	3
Comments	
Subject description	
<p>Spanish in seventh grade was a total immersion course in which students expand their proficiency in the Spanish language. Students delve deeply into the language through the study of Hispanic culture and current events. The course synthesizes the grammar covered in fifth and sixth grades and introduces the preterit, keeps expanding the simple present, and also an introduction to future tense. Students speak, listen, write, and read from simple sentences to longer sentences. The students used authentic sources like podcasts, videos, newspaper articles, and songs to learn and communicate about a variety of topics in Spanish. This is a highly communicative course; the students work individually and collaboratively in class and on assessments such as projects and presentations.</p>	
Narrative 2024-2025	
<p>This semester, Erikson stood out as a very engaged, responsible, and motivated student. When the class did the "Piñata Project," Erikson was utterly immersed. Erikson asked questions in every class regarding the content being taught in the course. Erikson turned in classwork promptly and took notes without being asked. Erikson liked to take advantage of each class and always stayed on task. Erikson is eager to expand Spanish vocabulary, and that will help Erikson move forward and work on improving listening, speaking, reading, and writing skills. Erikson already knows how to build long sentences in Spanish. Using online tools was a fun way for the students to review, incorporating all the benchmarks. Moving forward, Erikson has been building a substantial base and is ready to keep succeeding and expanding knowledge in Spanish this spring.</p>	

7th Grade Drama - Jennifer Salvucci Bent

	Fall
Drama	
<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>	3
<i>Challenges themselves in text analysis and character building (does not merely do the bare minimum)</i>	4
<i>Encourages their peers onstage and works together to ensure the growth and connection of the ensemble</i>	3

7th Grade Drama - Jennifer Salvucci Bent

	Fall
Comments	
Subject description	
During the early part of the fall semester, the seventh-graders began working on their first full-scale production at CFS. Tasked with capturing the subtle humor of our witty who-dunit, the seventh grade embraced the rehearsal process for our adaptation of Agatha Christie's <i>Mousetrap</i> . Having read the play last year in Humanities, the class was in agreement that this would be their seventh grade production, fully realizing that this is a much bigger challenge than the one-act comedy done in past years. With two acts and dark undertones, <i>Mousetrap</i> proved to be just what this class needed! Their work ethic is admirable as they work together to capture the humor and pacing of this challenging script. From blocking (where they move onstage) and learning their lines to costumes, set and lighting design, the students have been learning what goes on behind the scenes as well. They eagerly take on new projects and consistently put their all into each rehearsal. It is incredibly exciting to watch as a teacher as the journey of each production showcases the emotional, social, and developmental growth of the students.	
Narrative 2024-2025	
Erikson has been working hard to develop the lighting and sound cues for our Agatha Christie's <i>Mousetrap</i> production. Erikson is working hard to stay focused throughout the rehearsal, even when the lighting does not change much, and has taken the initiative to ask what else needs to be done if time allows. Erikson has consistently volunteered to fill in for peers when absent, which has also been helpful for the ensemble. In other words, Erikson is a total team player. Erikson has also become adept at troubleshooting when the need arises, having become confident in ability as it pertains to the lightboard. Erikson is a valued member of our seventh-grade community.	

20 Elliott St
 Unit 1
 Yes
 Malden, MA 02148
 Birth date: 4/13/2012
 Grade level: 7th Grade

7th Grade Visual Art - Sami Martasian

	Fall
Visual Art	
<i>Demonstrates respect for classmates in the studio</i>	4
<i>Actively listens and is attentive during instructions and demonstrations</i>	4
<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>	3
<i>Uses studio process on major projects, brainstorming, rough drafts, editing, and final drafts</i>	3
<i>Demonstrates independent work habits while supporting classmates</i>	3
<i>Reflects on personal history and completed work developing an understanding of personal process or growth</i>	4
<i>Communicates and gives feedback in a number of critique situations including one on one, small group, whole class, and public presentation</i>	4
<i>Participates and engages in an appropriate manner in discussions and activities</i>	3
<i>Approaches activities with a positive attitude</i>	4
<i>Takes care of materials and tools and uses them appropriately</i>	3
<i>Recognizes and utilizes a variety of sources for artistic imagery, including observation, abstraction, imagination and expression</i>	4
<i>Explores a variety of materials and media, and chooses specific materials to produce different visual effects</i>	4
<i>Experiments with ideas and uses inventiveness in problem solving</i>	4
<i>Demonstrates an understanding of visual art concepts presented</i>	4
<i>Uses time constructively and works in a focused manner</i>	4

20 Elliott St
 Unit 1
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 Malden, MA 02148
 Birth date: 4/13/2012
 Grade level: 7th Grade

7th Grade Visual Art - Sami Martasian

		Fall
Comments		
Subject description		
<p>Seventh-grade students have spent this fall making work but also deepening their understanding of art history and culture. 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. Seventh-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. Linoleum block printmaking was the next project these artists embarked on. After studying the work of artists like Kathe Kolwitz, Latoya Hobbes, and Peter Schumman (Bread and Puppet Theater), each student created an image that communicated one of the Quaker Testimonies. Then, linoleum blocks were carved, and multiple colorways were printed. The class also created a shared piece that included a print from each student and some printed on fabric to be sewn onto clothes. Next, seventh-grade students studied examples of public art and memorials, such as Chicano Park in San Diego and Maya Lin's Vietnam War Memorial. These works inspired students to create a miniature model of a possible piece of public art, complete with a written proposal outlining where this work would be and what it would mean for community members interacting with it. Seventh-grade students will close out this semester by constructing and designing sets for their upcoming drama performance.</p>		
Narrative 2024-2025		
<p>Erickson is a deeply creative student. An extraordinary understanding of space and form brings each piece Erickson makes to a notable level of finish, no matter the medium. Erickson's drawings continue to be expressive and well-designed, always considering the physicality of even imaginary characters. The seventh-grade linoleum printmaking project inspired Erickson to create an image of a krill, with well-carved text labeling the drawing "Krill Issue." It is a challenge to carve letters into linoleum, yet Erickson did so with grace and care. Erickson has been working off and on this semester to transform a broken drawing mannequin into an entirely new sculptural character, as layers of carefully measured cardboard have built up the form into a sort of fantasy figure in a suit of space armor. This piece reflects Erickson's precision and vision. It has captured the interest of each person who enters the classroom, and many students look forward to noting how it has developed from day to day. This piece inspired students from other grades to make similar work. The final sculpture features careful application of paint and intricate details like spikes on the back of boots. Erickson is a supportive and positive member of our art-making community and is always found contributing to class discussions with enthusiasm and supporting peers with kind words.</p>		

20 Elliott St

Unit 1

Yes

Malden, MA 02148

Birth date: 4/13/2012

Grade level: 7th Grade

7th grade Physical Education - Angelo Valle

	Fall
Physical education	
<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>	3
<i>Demonstrates flexibility and coordination</i>	3
<i>Demonstrates developing throwing skills</i>	3
<i>Demonstrates developing catching skills</i>	3
<i>Demonstrates developing striking skills</i>	3
<i>Demonstrates growth in self confidence</i>	3
<i>Contributes to group and team initiatives</i>	3
<i>Demonstrates tactical understanding during team games</i>	3
<i>Able to accept game outcomes</i>	3
<i>Understands sportsmanship as a critical component of physical education</i>	3
<i>Receptive to teacher feedback</i>	3
Comments	
Subject description	
<p>In the first semester of Grade 7 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 developing 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>Erikson started the year having to sit out of class due to health reasons. Once able to participate, Erikson gradually put forth excellent effort for the remainder of the semester. Always a positive presence who brings good humor and energy to the class, Erikson consistently arrives prepared to put forth a good effort in the pace run, dynamic stretches, and ensuing activities. Erikson is supportive of classmates and willing to help others in whatever way possible. Erikson demonstrates improving skills in all aspects of class. Some goals for Erikson would be to improve conditioning by putting even more effort into the pace run and flexibility by paying closer attention to form during stretches.</p>	

Chat - Gabriela van Veen, Camilla Buba

	Fall
Comment	
Subject description	
<p>Grade 7</p> <p>Throughout the fall trimester 7th grade students learned about various topics related to mental health, executive function, healthy relationships/bullying, and identity. Our first class focused on group rules and what environment we want to have as a community during chat. The students were into the idea of creating classroom rules that fit the needs of the group while also allowing flexibility, for example: " minor tangents allowed as long as they are appropriate and brief." With this little area for creativity I have found that it has helped to foster their sense of community as a class as well as helped us to connect what we are learning about to other ideas and form connections. Our curriculum started with a get to know you/ identity activity. I had students think about core parts of their identity, traits, hopes, and parts of themselves. Then had them create a map that labeled those pieces as places on an island, and one student made a nebula of stars to represent themselves. Some of the places on the maps were listed as; going to high school, favorite singers, anxiety, video games, and friends. From here we moved onto relationship building and discussed topics of vulnerability and communication styles to help foster positive and healthy relationships. We then shifted to discuss bullying, what qualifies as bullying, what to do if bullying is happening, how to be an upstander, and the rules surrounding bullying in the school and state of Massachusetts. We did a lesson on responsible decision making and executive functioning and used the real life example from the Apollo 13 mission. The class was really connected with this project because it was realistic compared to a fake scenario. The students were able to look at each item and understand the prioritized list of why and when each item was selected to aid in the mission. We used that example to look at what might need to be prioritized in their life and why certain things have a higher ranking than others. We also learned about stress and anxiety and what good stress and bad stress is and how it can show up for people. One lesson that we did was all about our vagus nerve and the parasympathetic nervous system. The students were really interested in the science behind anxiety and how our bodies can become overactive and what coping skills we can use to help it regulate back to baseline. We played "self care" bingo and talked about how self care looks different for everyone and that taking care of ourselves plays a big role in our own unique identities.</p>	

19 Teresa Circle
Arlington, MA 02474
Birth date: 11/25/2011
Grade level: 7th Grade

Attendance		Grading Legend: 4 = Student is exceeding grade level expectations 3 = Student is achieving grade level expectations 2 = Student is working at or near grade level expectations 1 = Student is working below grade level expectations N/A = Not Applicable this term Note: As a school policy, all narratives are intentionally written without pronouns. Classes meeting once a week include a subject description but not individualized benchmarks or narrative reports.
Category	Count	
Tardy Excused	0	
Absent Excused	1	
Grades		

7th Grade Homeroom/Advisory - Karen Harvey

	Fall
Organization	
<i>Enters school on time, prepared, and ready to learn</i>	3
<i>Organizes cubby and work materials</i>	3
<i>Makes transitions independently, arriving on time and with necessary materials</i>	3
Social Development and Community Membership	
<i>Respects the rights, feelings, and opinions of others</i>	3
<i>Interacts with peers in a positive and productive manner</i>	3
<i>Participates in the care and organization of the classroom environment</i>	3
<i>Has a positive attitude toward school and learning</i>	3
<i>Resolves conflicts constructively</i>	3
<i>Interacts with adults in a positive and productive manner</i>	3
<i>Accepts responsibility and respectfully responds to feedback.</i>	3
<i>Seeks adult support when needed</i>	3
<i>Cooperatively and collaboratively participates in group and social activities</i>	3
<i>Engages actively in homeroom routines</i>	3
<i>Actively seeks ways to lead by example and model positive community citizenship</i>	3



19 Teresa Circle
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Grade level: 7th Grade

7th Grade Homeroom/Advisory - Karen Harvey

		Fall
Comments		
Subject description		
<p>Seventh-Grade Homeroom serves as a vital space for students to transition into the school day, fostering a sense of belonging and community within the grade level. Each morning, students gather to connect with peers, organize for the day ahead, and participate in activities that strengthen relationships and build a positive school culture. This time encourages reflection, goal-setting, and collaboration, helping students develop both academic and social-emotional skills.</p> <p>A key focus of homeroom is affinity groups, where students engage in meaningful discussions on social justice topics. These groups provide a supportive environment for students to explore identity, equity, and advocacy, empowering them to make a positive impact in their school community and beyond.</p> <p>Beyond morning meetings, students extend their engagement through SPARK sessions and lunchtime clubs, where they connect with middle school peers around shared interests, leadership opportunities, and creative pursuits. Whether participating in student-led initiatives, joining collaborative projects, or simply building friendships, homeroom serves as a foundation for personal growth and community-building throughout the school year.</p>		
Narrative 2024-2025		
<p>Summer has made a successful transition to seventh grade this term, consistently coming to school prepared each day. While occasionally missing a deadline, Summer actively works to devise a plan for timely work submission. This year, there has been notable personal growth, with a marked increase in happiness and confidence. Open to feedback from both peers and teachers, Summer takes ownership of actions and consistently follows classroom rules and routines. Each morning, Summer arrives ready to learn, contributing positively to the classroom environment. When faced with a deadline challenge, a proactive approach is taken to communicate with teachers and arrange for completion. This proactive behavior demonstrates a strong commitment to academic responsibilities.</p> <p>Throughout the semester, the interactions with peers have shown significant improvement, engaging more frequently and demonstrating enhanced confidence in social settings. When conflicts arise, Summer seeks to resolve them peacefully and respects others, aligning with the community standards of the middle school.</p> <p>During afternoon homeroom, Summer is diligent in organizing work materials and completing the assigned classroom job for the week. This term, the growth in self-assurance and the ability to engage constructively with the school community has been impressive.</p> <p>Going into the next term, Summer is encouraged to continue this trajectory of personal and academic growth, further developing time management skills to meet all deadlines consistently.</p>		

19 Teresa Circle
 Arlington, MA 02474

Birth date: 11/25/2011

Grade level: 7th Grade

7th Grade Humanities - Christopher Gandolfo-Lucia

	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>	3
<i>Makes inferences about setting, plot, characters, and events, and supports them with evidence from the text</i>	3
<i>Uses precise words and phrases to capture and convey experiences and information</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>Correctly uses past, present, and future verb tenses</i>	3
<i>Correctly uses simple, compound, and complex sentences</i>	3
<i>Employs proper use of punctuation</i>	2
<i>Accurately incorporates new vocabulary into work</i>	3

19 Teresa Circle
 Arlington, MA 02474

Birth date: 11/25/2011

Grade level: 7th Grade

7th Grade Humanities - Christopher Gandolfo-Lucia

	Fall
History	
<i>Uses the skills of historians to analyze, interpret, and evaluate historical sources</i>	4
<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>	3
<i>Explains causes and effects of historical events</i>	3
<i>Analyzes primary source documents for purpose, audience, and message</i>	3
<i>Analyzes and explains the meaning and context of visuals such as paintings and political cartoons</i>	3
<i>Participates in discussions of current events that relate to historical events and concepts</i>	3
<i>Understands the difference between a secondary and a primary source</i>	3
<i>Analyzes and interprets geographic information</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>	4
<i>Understands the relationship between economic, political, and social change, as well as the ways in which they intersect.</i>	3
<i>Understands the fundamental ideas central to the vision of the 18th century founders of our democracy</i>	3
<i>Understands the intellectual and political tensions and compromises in the founder's ideas and how successive generations in the US have worked to resolve them</i>	3
<i>Understands the purposes, principles, and practices of the US government as established by the Constitution, including their rights and responsibilities</i>	3
<i>Understands that the Constitution has continued to be vibrant and relevant through amendments and decisions of the federal courts</i>	3
<i>Understands how individuals, groups, and organizations have addressed obstacles to democratic principles by working within the structure set forth in the Constitution</i>	3
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>	3
<i>Uses technology effectively to produce and publish writing and to interact and collaborate with others</i>	3
<i>Presents claims and findings in a focused and coherent manner, using appropriate eye contact and adequate volume</i>	2



19 Teresa Circle
Arlington, MA 02474
Birth date: 11/25/2011
Grade level: 7th Grade

7th Grade Humanities - Christopher Gandolfo-Lucia

	Fall
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>	2
<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>Interacts with adults in a positive and productive manner</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



19 Teresa Circle
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Birth date: 11/25/2011
Grade level: 7th Grade

7th Grade Humanities - Christopher Gandolfo-Lucia

		Fall
Comments		
Subject description		
<p>In seventh-grade humanities, students learn to engage with literature in meaningful and thought-provoking ways. We use a variety of historical and contemporary texts and resources to make personal connections between our individual experiences and the greater world in which we live. Through projects, writing assignments, and discussions, students work collaboratively to establish a positive learning environment that aims to honor all perspectives, similarities, and differences. Students strengthen their critical thinking and literacy skills by engaging with more complex literature, developing their writing skills across a variety of genres, and honing their ability to evaluate history responsibly and the multiple perspectives that create it. Students also engage in a year-long writing workshop, using a variety of active and collaborative methods to conceive ideas, shape pieces, and build community. The Cambridge Friends School Quaker testimonies provide the lens through which we view our curriculum and conduct our discussions.</p> <p>Students' primary focus this semester was a full-class read of Howard Zinn's <i>A Young People's History of the United States</i> to underpin our class's ongoing focus on American history and the foundations of American democracy. While reading each chapter, students encountered related primary sources in class and demonstrated their findings through journal entries, presentations, posters, comics, and political cartoons. In addition to these mini-projects and in-class discussions, students' responded to sections of the book with response paragraphs, practicing quoting direct evidence and analyzing historical narratives. Throughout the second half of Zinn's text, students began practicing a discussion protocol that assigned individual students responsibility for preparing discussion questions, identifying passages for discussion, gathering further information during discussions whenever needed, and taking notes on the discussion. This protocol encouraged students to practice supportive collaboration skills, and the collective notes that they produced supported their writing when working on response paragraphs. This reading culminated in an essay assignment during which students analyzed Zinn's bias and perspective, building on bias-detection skills practiced throughout the semester.</p> <p>This semester also contained a substantive independent reading component. At the beginning of the school year, students worked to establish consistent routines around independent reading projects and sustained these habits through weekly reading periods in the library. Early in the semester, students built a communal glossary of literary terms for discussing literature and practiced comparing characters, plots, and settings across multiple books. In October and January, students shared their independent reading via book talks. In addition to supporting healthy, wide-ranging reading habits and encouraging students to develop their tastes as readers, this independent reading program also provides students the opportunity to practice oral presentation skills.</p>		
Narrative 2024-2025		
<p>Throughout this semester, Summer has approached humanities class with diligence, curiosity, and a thoughtful perspective on historical events and social issues. Summer has been engaged in class discussions and has stood out as an active listener; teacher prompting has sometimes been necessary to encourage Summer to contribute comments and questions, but nonetheless, Summer's contributions have always been insightful and based on precise references to specific information from the text being discussed. Accordingly, a goal for Summer throughout the second semester will be to continue volunteering contributions to class discussions more consistently. As a reader, Summer has demonstrated strong comprehension and analysis skills, and Summer has become skilled at identifying and describing bias in nonfiction texts. Across both whole-class and independent reading assignments, Summer has read with precision, accuracy, and focus, and Summer has particularly enjoyed opportunities to use independent reading assignments to explore themes and authors of interest to Summer. As a writer, Summer has produced clear, well-organized pieces that make strong use of directly quoted evidence to support a central claim, and all of Summer's writing has displayed a distinct, thoughtful voice. Summer has been working on editing and proofreading with precision, and a current goal for Summer as a writer is to practice proofreading for comma and apostrophe usage specifically. Overall, Summer has been a successful student in humanities class.</p>		

19 Teresa Circle
 Arlington, MA 02474

Birth date: 11/25/2011

Grade level: 7th Grade

7th Grade Math - Karen Harvey

	Fall
Math skills	
<i>Solves problems involving scale drawings of geometric figures, including computing actual lengths and areas</i>	3
<i>Reproduces a two-dimensional geometric figure at a different scale</i>	N/A
<i>Identifies the circumference, diameter, and radius of a circle and can solve for any one part, given another</i>	N/A
<i>Uses the formulas for the area and circumference of a circle to solve problems</i>	N/A
<i>Finds areas and perimeters of shapes constructed of circle(s), circular parts, and quadrilaterals</i>	N/A
<i>Computes unit rates associated with ratios of fractions including ratios of lengths, areas, and other quantities measured in like or different units</i>	3
<i>Identifies the constant of proportionality (unit rate) in tables, graphs equations diagrams, and verbal descriptions of proportional relationships</i>	3
<i>Represents proportional relationships by equations</i>	3
<i>Uses proportional relationships to solve multistep ratio and percent problems</i>	3
<i>Decides whether two quantities are in a proportional relationship</i>	3
<i>Shows that a number and its opposite are additive inverses; interprets sums of rational numbers by describing real-world contexts</i>	2
<i>Understands subtraction of rational numbers as adding the additive inverse</i>	2
<i>Applies and extends previous understandings of addition, subtraction, multiplication and division of integers and fractions to compute with rational numbers</i>	2
<i>Understands ordering and absolute value of rational numbers</i>	3
<i>Solves word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$; fluently</i>	N/A
<i>Uses facts about supplementary, complementary, vertical and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure</i>	N/A
<i>Solves real-world and mathematical problems involving area, volume, and surface area of two and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms</i>	N/A
<i>Describes the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids</i>	N/A
<i>Uses data from a random sample to draw inferences about a population with an unknown characteristic of interest</i>	N/A
<i>Uses measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations</i>	N/A
<i>Uses variables to represent quantities in a real-world or mathematical problem and constructs simple equations and inequalities to solve problems by reasoning about the quantities</i>	N/A
<i>Understands that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring</i>	N/A
<i>Approximates the probability of a chance event by collecting data in the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability</i>	N/A
<i>Compares probabilities from a model to observed frequencies; if the agreement is inaccurate, explain possible sources of the discrepancy</i>	N/A
<i>Finds probabilities of compound events using organized lists, tables, tree diagrams, and simulations</i>	N/A

19 Teresa Circle
 Arlington, MA 02474
 Birth date: 11/25/2011
 Grade level: 7th Grade

7th Grade Math - Karen Harvey

	Fall
<i>Understands that the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs</i>	N/A
<i>Solves multi-step real-life and mathematical problems posed with positive and negative rational numbers</i>	N/A
Work habits and attitude	
<i>Perseveres in solving challenging problems</i>	3
<i>Reasons abstractly and quantitatively</i>	3
<i>Constructs viable arguments and critiques the reasoning of others</i>	3
<i>Models with mathematics</i>	3
<i>Uses appropriate tools strategically</i>	3
<i>Attends to precision</i>	3
<i>Looks for and makes use of patterns and structure</i>	3
<i>Thoroughly completes assignments</i>	3
<i>Completes homework assignments on time</i>	3
<i>Asks questions, takes notes, and engages with concepts and materials</i>	3
<i>Actively participates in class</i>	3
<i>Comes to class prepared</i>	3
<i>Seeks assistance when needed</i>	3
Comments	
Subject description	
<p>Seventh-grade math begins the year with an in-depth exploration of ratios and proportions, building a strong foundation for proportional reasoning. Students start by analyzing equivalent ratios and identifying proportional relationships in tables, graphs, and equations. Through real-world applications, they develop strategies to solve unit rate problems, reinforcing their understanding of proportionality. Expanding on these skills, students explore percent increase and decrease, applying their knowledge to problems involving discounts, markups, taxes, and interest. Using visual models such as double number lines and percent bars, they connect proportional reasoning to percent calculations, strengthening their ability to solve multi-step problems. As the unit progresses, students extend their understanding of ratios to more complex problems involving fractions and rational numbers. They use their knowledge of arithmetic with positive and negative rational numbers to solve ratio problems in a variety of contexts. Through problem-solving and real-world applications, students build fluency with rational number operations, setting the stage for more advanced algebraic concepts later in the year.</p>	
Narrative 2024-2025	
<p>It has been a pleasure to see Summer grow and develop this year. Throughout the first half of the year, participation and willingness to share ideas have increased noticeably. Consistent ability has been demonstrated in representing proportional relationships using tables, as well as multiplying and dividing with integers, including negative numbers. A key goal for Summer is to continue developing skills in adding and subtracting with integers. Mastery of this area will be essential for success throughout this year and as preparation for Algebra 1 next year. With Summer's continued effort and progress, I am excited to see the great strides that will be made throughout the remainder of the school year.</p>	

19 Teresa Circle
 Arlington, MA 02474

Birth date: 11/25/2011

Grade level: 7th Grade

7th Grade Science - Carolyn Sohn

	Fall
Science/engineering processes	
<i>Uses tools appropriately and as necessary to gather qualitative and quantitative data</i>	3
<i>Uses creative design to solve problems</i>	3
<i>Plans effective experimental procedures and makes logical hypotheses and predictions</i>	3
<i>Organizes data in appropriate form for interpretation and recognizes patterns in data</i>	3
<i>Includes reasons or evidence to support scientific arguments or conclusions</i>	3
<i>Records close observations of the natural world and scientific phenomena</i>	3
<i>Identifies questions that can be answered through investigation</i>	3
Articulation of knowledge	
<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
Work habits and attitude	
<i>Participates actively and engages in an appropriate manner in lessons and activities</i>	3
<i>Approaches work with curiosity, openness to new experiences, and demonstrates a growth mindset</i>	3
<i>Demonstrates cooperative learning by supporting intellectual risk-taking, actively listening, and participating positively in group work</i>	4
<i>Uses class time constructively and works in a focused manner</i>	4
<i>Perseveres on difficult tasks and in problem solving</i>	3
<i>Completes homework thoroughly and on time</i>	3
<i>Shows awareness of individuals level of comprehension and uses available resources to further their learning</i>	3

19 Teresa Circle
 Arlington, MA 02474

Birth date: 11/25/2011

Grade level: 7th Grade

7th Grade Science - Carolyn Sohn

	Fall
Comments	
Subject description	
<p>Seventh-grade science begins with the basics of lab safety. Students are expected to demonstrate their knowledge of safe practices both in formative and summative assessments throughout the academic year. Additionally, students review the metric system and the basic set-up of a scientifically sound experiment.</p> <p>Following this first unit about lab safety and science basics, students dive into earth science with the "Rocks, Minerals, and Soil" unit. This unit takes up the majority of the fall term. First, students learn about the properties of rocks and minerals through a variety of hands-on explorations. To show their knowledge of minerals, students complete an individual research project about a mineral of their choosing. After their initial research, students design a presentation to teach their classmates about the mineral. In addition to this project, students work in small groups to identify unknown mineral samples in their first lab of the year. Students are guided through this first argument-based inquiry investigation, in which they are asked to design and implement a lab experiment to answer the investigation question. After the experiment, they worked to synthesize a claim based on their gathered data. This type of lab investigation is utilized throughout the year with increasing independence as students gain essential skills and confidence. Next, students learn about the types of rocks and the rock cycle through a variety of in-class activities and written homework assignments. As a culminating project, students create a "Rock Memoir" detailing the life of a personified rock going through the rock cycle. At the end of the unit, students gain an understanding of the importance of soil through a variety of activities, which builds on their knowledge of rocks and helps to connect it to the study of life science from sixth grade.</p> <p>The next unit of study is "Fossils and Geologic Time." In this unit, students build upon their understanding of rocks and rock formation by studying how fossils form. As part of this unit, students create a scale timeline of geologic time from the beginning of Earth until the present day. This helps students to contextualize various fossils that have been studied, and to comprehend how little time humans have existed on Earth. At the end of this unit, students</p> <p>Earth's layers are the next unit of study, with a particular emphasis on the movement of tectonic plates and how they are related to volcanoes and earthquakes. When first learning about the tectonic plates, students use graham crackers and shaving cream to simulate plate movement, then use fossil and geologic data to figure out a Pangaea "puzzle" in order to understand the movement of the continents. Students also complete a plate tectonics investigation using the National Oceanic and Atmospheric Administration (NOAA) Natural Hazards Viewer. This online, data-filled map tool allows students to gather data on earthquakes and volcanoes at different types of plate boundaries and determine what if any, patterns exist in their data.</p>	
Narrative 2024-2025	
<p>Summer is an incredibly consistent student who puts 100% effort into every assignment every day. Summer often works with a small group of friends on assignments, which allows for Summer to discuss the concepts in addition to writing about them. This leads to deeper learning of the concept and allows Summer to strengthen friendships as well. Summer has had several standout projects this term. At the end of the rocks and minerals unit, Summer created a comic project that showcased Summer's artistic talent! Summer clearly took time and effort to make each panel full of drama in order to engage the audience. Later in the term, Summer was one of only a couple of students to choose to make a 3D fossil project. Summer created a Megalodon box (complete with teeth) that held a multitude of fact cards about the fossil. This project was well-received by classmates. Going into the second half of the year, Summer is encouraged to keep up the fantastic effort every day, especially when there are creative projects. Summer has truly been shining during projects so far this year!</p>	

19 Teresa Circle
 Arlington, MA 02474
 Birth date: 11/25/2011
 Grade level: 7th Grade

7th Grade Spanish - Jose Lopez Espinosa

	Fall
Spanish	
<i>Researches and designs an original "Piñata", and its origin. (Piñata Project)</i>	3
<i>Helps to set up the Day of the Dead altar from beginning to end</i>	3
<i>Writes and performs original restaurant skit with partners (cooperative project)</i>	3
<i>Reports periodic current events of various Spanish-speaking countries</i>	3
<i>Identifies dances of Spanish-speaking countries (salsa, tango, flamenco, mariachi, merengue and reggeton)</i>	3
<i>Listens and responds in writing to unit-based questions in Spanish (quizzes)</i>	3
<i>Listens and responds to impromptu questions in Spanish (orally) in class</i>	3
<i>Reads and follows written instruction in Spanish</i>	3
<i>Illustrates ability to understand text in Spanish (quizzes and homework)</i>	3
<i>Participates in Spanish (simple responses)</i>	3
<i>Researches about the "Alebrijes" and starts making one with wood material</i>	3
<i>Responds to and formulates questions using five basic interrogatives (who, what, when, where and why)</i>	3
<i>Pronounces Spanish with a developing native accent (focusing on accents, tildes, intonation, flow of words)</i>	3
<i>Demonstrates fluency of Spanish in simple classroom conversations</i>	3
<i>Demonstrates fluency of Spanish during presentations and recordings</i>	3
<i>Completes daily homework assignments on time</i>	3
<i>Thoroughly completes assignments</i>	3
<i>Participates actively and cooperatively in class</i>	3
<i>Asks questions, takes notes, engages with concepts and materials</i>	3
<i>Seeks assistance when needed</i>	3
<i>Comes to class prepared</i>	3
<i>Demonstrates attentive and positive attitude</i>	3
<i>Demonstrates knowledge of dates, days, months</i>	3
<i>Identifies/determines basic parts of speech: nouns, articles, verbs and adjectives</i>	3
<i>Correctly pairs pronouns with verb forms</i>	3
<i>Exhibits recall/retention of vocabulary (quizzes and homework)</i>	3
<i>Demonstrates complexity and clarity of writing in Spanish (journal entries)</i>	3
<i>Uses subject pronouns and the present tense of regular -AR, -ER, and -IR ending verbs</i>	3
<i>Expresses oneself in simple affirmative and negative sentences</i>	3

19 Teresa Circle
 Arlington, MA 02474

Birth date: 11/25/2011

Grade level: 7th Grade

7th Grade Spanish - Jose Lopez Espinosa

	Fall
<i>Demonstrates proficiency in the use of irregular verbs in the present tense, including SER, ESTAR, TENER, IR, VIVIR, LLAMARSE, MOVERSE, VIAJAR, etc</i>	3
<i>Understands and applies the present, past, and future using both regular and irregular verbs in these three tenses.</i>	3
Comments	
Subject description	
Spanish in seventh grade was a total immersion course in which students expand their proficiency in the Spanish language. Students delve deeply into the language through the study of Hispanic culture and current events. The course synthesizes the grammar covered in fifth and sixth grades and introduces the preterit, keeps expanding the simple present, and also an introduction to future tense. Students speak, listen, write, and read from simple sentences to longer sentences. The students used authentic sources like podcasts, videos, newspaper articles, and songs to learn and communicate about a variety of topics in Spanish. This is a highly communicative course; the students work individually and collaboratively in class and on assessments such as projects and presentations.	
Narrative 2024-2025	
This semester, Summer stood out as an engaged and interested student. When the class did the "Piñata Project," Summer was so immersed. Summer asked questions all the time regarding the content being taught in the class. Summer took notes when asked. Summer liked to take advantage of each class and usually stayed on task. Meeka's motivation to expand Spanish vocabulary will help Summer move forward and improve listening, speaking, reading, and writing skills. Summer knows how to build simple sentences in Spanish. Using the online tools was a fun way for the students to review, incorporating all the benchmarks. Moving forward, Summer is ready to keep learning Spanish this spring.	

7th Grade Drama - Jennifer Salvucci Bent

	Fall
Drama	
<i>Listens closely to directions</i>	3
<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>	3
<i>Encourages their peers onstage and works together to ensure the growth and connection of the ensemble</i>	4



19 Teresa Circle
Arlington, MA 02474
Birth date: 11/25/2011
Grade level: 7th Grade

7th Grade Drama - Jennifer Salvucci Bent

		Fall
Comments		
Subject description		
During the early part of the fall semester, the seventh-graders began working on their first full-scale production at CFS. Tasked with capturing the subtle humor of our witty who-dunit, the seventh grade embraced the rehearsal process for our adaptation of Agatha Christie's <i>Mousetrap</i> . Having read the play last year in Humanities, the class was in agreement that this would be their seventh grade production, fully realizing that this is a much bigger challenge than the one-act comedy done in past years. With two acts and dark undertones, <i>Mousetrap</i> proved to be just what this class needed! Their work ethic is admirable as they work together to capture the humor and pacing of this challenging script. From blocking (where they move onstage) and learning their lines to costumes, set and lighting design, the students have been learning what goes on behind the scenes as well. They eagerly take on new projects and consistently put their all into each rehearsal. It is incredibly exciting to watch as a teacher as the journey of each production showcases the emotional, social, and developmental growth of the students.		
Narrative 2024-2025		
Summer has such impeccable comedic timing! This discovery was evident early on during our rehearsal process for our production of Agatha Christie's <i>Mousetrap</i> . Summer has taken on the role of "Miss Casewell," combining quick wit, charm, and intelligence to create a layered character that will keep the audience guessing until the end! Summer understands the meaning of being part of an ensemble in that everything you do reflects the entire group. Summer has developed such confidence as a performer this year, with that evolution showcasing the maturity and depth that Summer brings to every rehearsal. Summer has taken on a leadership role during our production, volunteering to help with anything a peer (or teacher) may need and helping to get the class to focus and get the job done. Summer has also helped with set and costume design, two very important parts of production. Summer is a valued member of our seventh-grade community.		

19 Teresa Circle
 Arlington, MA 02474
 Birth date: 11/25/2011
 Grade level: 7th Grade

7th Grade Visual Art - Sami Martasian

	Fall
Visual Art	
<i>Demonstrates respect for classmates in the studio</i>	4
<i>Actively listens and is attentive during instructions and demonstrations</i>	4
<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>	4
<i>Experiments and explores a variety of materials and tools</i>	4
<i>Works cooperatively and collaboratively on visual arts projects and displays</i>	3
<i>Uses studio process on major projects, brainstorming, rough drafts, editing, and final drafts</i>	3
<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>	4
<i>Communicates and gives feedback in a number of critique situations including one on one, small group, whole class, and public presentation</i>	4
<i>Participates and engages in an appropriate manner in discussions and activities</i>	4
<i>Approaches activities with a positive attitude</i>	3
<i>Takes care of materials and tools and uses them appropriately</i>	4
<i>Recognizes and utilizes a variety of sources for artistic imagery, including observation, abstraction, imagination and expression</i>	3
<i>Explores a variety of materials and media, and chooses specific materials to produce different visual effects</i>	3
<i>Experiments with ideas and uses inventiveness in problem solving</i>	3
<i>Demonstrates an understanding of visual art concepts presented</i>	3
<i>Uses time constructively and works in a focused manner</i>	4



19 Teresa Circle
Arlington, MA 02474
Birth date: 11/25/2011
Grade level: 7th Grade

7th Grade Visual Art - Sami Martasian

		Fall
Comments		
Subject description		
<p>Seventh-grade students have spent this fall making work but also deepening their understanding of art history and culture. 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. Seventh-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 Lienares 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. Linoleum block printmaking was the next project these artists embarked on. After studying the work of artists like Kathe Kolwitz, Latoya Hobbes, and Peter Schumman (Bread and Puppet Theater), each student created an image that communicated one of the Quaker Testimonies. Then, linoleum blocks were carved, and multiple colorways were printed. The class also created a shared piece that included a print from each student and some printed on fabric to be sewn onto clothes. Next, seventh-grade students studied examples of public art and memorials, such as Chicano Park in San Diego and Maya Lin's Vietnam War Memorial. These works inspired students to create a miniature model of a possible piece of public art, complete with a written proposal outlining where this work would be and what it would mean for community members interacting with it. Seventh-grade students will close out this semester by constructing and designing sets for their upcoming drama performance.</p>		
Narrative 2024-2025		
<p>The fall has been a joyful time for Summer in the art studio. Summer produced a series of fantastic linoleum prints reflecting on the Quaker Testimony of Peace. The design captured a classic peace sign accompanied by decorative swirls, all carved with precision and care. This young artist enjoyed experimenting with color combinations and handled the materials involved very well. In response to the class studying the history of Chicano Park, Summer created a magnificent proposal for a public monument. Summer proposed a monument centered around the events of the Salem witch trials, with a focus on evoking a sense of empathy from those who experience it. Summer is a collaborative member of our art-making community and works very well in groups with peers. This has been especially true in the process of building sets for the upcoming seventh-grade drama production.</p>		

19 Teresa Circle
 Arlington, MA 02474

Birth date: 11/25/2011

Grade level: 7th Grade

7th grade Physical Education - Angelo Valle

	Fall
Physical education	
<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>	3
<i>Demonstrates flexibility and coordination</i>	3
<i>Demonstrates developing throwing skills</i>	3
<i>Demonstrates developing catching skills</i>	3
<i>Demonstrates developing striking skills</i>	3
<i>Demonstrates growth in self confidence</i>	3
<i>Contributes to group and team initiatives</i>	3
<i>Demonstrates tactical understanding during team games</i>	3
<i>Able to accept game outcomes</i>	3
<i>Understands sportsmanship as a critical component of physical education</i>	3
<i>Receptive to teacher feedback</i>	3
Comments	
Subject description	
<p>In the first semester of Grade 7 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 developing 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>Summer has had an excellent beginning of the year. Always bringing positive energy to the class and ready to participate fully, yet sometimes distracted by friends, Summer usually puts good effort into the pace run and dynamic stretches and then listens attentively to instructions for the ensuing activity. Summer accepts feedback and suggestions and demonstrates improving skills and understanding of tactics in all aspects of the class. Summer is supportive of teammates, has a strong sense of fair play, and knows how to partake in healthy competition. While being supportive of others, a goal for Summer would be to improve conditioning by putting even more effort into the pace run without being tempted to hold back to accommodate the pace of slower friends.</p>	



19 Teresa Circle
Arlington, MA 02474
Birth date: 11/25/2011
Grade level: 7th Grade

Chat - Gabriela van Veen, Camilla Buba

		Fall
Comment		
Subject description		
<p>Grade 7</p> <p>Throughout the fall trimester 7th grade students learned about various topics related to mental health, executive function, healthy relationships/bullying, and identity. Our first class focused on group rules and what environment we want to have as a community during chat. The students were into the idea of creating classroom rules that fit the needs of the group while also allowing flexibility, for example: “ minor tangents allowed as long as they are appropriate and brief.” With this little area for creativity I have found that it has helped to foster their sense of community as a class as well as helped us to connect what we are learning about to other ideas and form connections. Our curriculum started with a get to know you/ identity activity. I had students think about core parts of their identity, traits, hopes, and parts of themselves. Then had them create a map that labeled those pieces as places on an island, and one student made a nebula of stars to represent themselves. Some of the places on the maps were listed as; going to high school, favorite singers, anxiety, video games, and friends. From here we moved onto relationship building and discussed topics of vulnerability and communication styles to help foster positive and healthy relationships. We then shifted to discuss bullying, what qualifies as bullying, what to do if bullying is happening, how to be an upstander, and the rules surrounding bullying in the school and state of Massachusetts. We did a lesson on responsible decision making and executive functioning and used the real life example from the Apollo 13 mission. The class was really connected with this project because it was realistic compared to a fake scenario. The students were able to look at each item and understand the prioritized list of why and when each item was selected to aid in the mission. We used that example to look at what might need to be prioritized in their life and why certain things have a higher ranking than others. We also learned about stress and anxiety and what good stress and bad stress is and how it can show up for people. One lesson that we did was all about our vagus nerve and the parasympathetic nervous system. The students were really interested in the science behind anxiety and how our bodies can become overactive and what coping skills we can use to help it regulate back to baseline. We played “self care” bingo and talked about how self care looks different for everyone and that taking care of ourselves plays a big role in our own unique identities.</p>		

84 Bay State Avenue, Apt. 2
 Somerville, MA 02144

Birth date: 2/25/2012

Grade level: 7th Grade

Attendance	Grading Legend: 4 = Student is exceeding grade level expectations 3 = Student is achieving grade level expectations 2 = Student is working at or near grade level expectations 1 = Student is working below grade level expectations N/A = Not Applicable this term Note: As a school policy, all narratives are intentionally written without pronouns. Classes meeting once a week include a subject description but not individualized benchmarks or narrative reports.	
Category		
Tardy Excused		
Absent Excused		
Count		
	1	
	5	
Grades		

7th Grade Homeroom/Advisory - Karen Harvey

	Fall
Organization	
<i>Enters school on time, prepared, and ready to learn</i>	3
<i>Organizes cubby and work materials</i>	3
<i>Makes transitions independently, arriving on time and with necessary materials</i>	3
Social Development and Community Membership	
<i>Respects the rights, feelings, and opinions of others</i>	3
<i>Interacts with peers in a positive and productive manner</i>	3
<i>Participates in the care and organization of the classroom environment</i>	3
<i>Has a positive attitude toward school and learning</i>	3
<i>Resolves conflicts constructively</i>	3
<i>Interacts with adults in a positive and productive manner</i>	3
<i>Accepts responsibility and respectfully responds to feedback.</i>	3
<i>Seeks adult support when needed</i>	3
<i>Cooperatively and collaboratively participates in group and social activities</i>	3
<i>Engages actively in homeroom routines</i>	3
<i>Actively seeks ways to lead by example and model positive community citizenship</i>	3

Quinn Torres (Quinn)
84 Bay State Avenue, Apt. 2
Somerville, MA 02144
Birth date: 2/25/2012
Grade level: 7th Grade

2024 - 2025



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

7th Grade Homeroom/Advisory - Karen Harvey

		Fall
Comments		
Subject description		
<p>Seventh-Grade Homeroom serves as a vital space for students to transition into the school day, fostering a sense of belonging and community within the grade level. Each morning, students gather to connect with peers, organize for the day ahead, and participate in activities that strengthen relationships and build a positive school culture. This time encourages reflection, goal-setting, and collaboration, helping students develop both academic and social-emotional skills.</p> <p>A key focus of homeroom is affinity groups, where students engage in meaningful discussions on social justice topics. These groups provide a supportive environment for students to explore identity, equity, and advocacy, empowering them to make a positive impact in their school community and beyond.</p> <p>Beyond morning meetings, students extend their engagement through SPARK sessions and lunchtime clubs, where they connect with middle school peers around shared interests, leadership opportunities, and creative pursuits. Whether participating in student-led initiatives, joining collaborative projects, or simply building friendships, homeroom serves as a foundation for personal growth and community-building throughout the school year.</p>		
Narrative 2024-2025		
<p>Quinn has made an excellent transition into the new school year, consistently arriving each morning ready to learn and fully prepared with the necessary materials. Throughout the semester, Quinn has demonstrated excellent communication skills, particularly when negotiating deadlines due to personal circumstances outside of school, always adhering to the revised timelines agreed upon.</p> <p>Each morning, Quinn enters the classroom with a focus and readiness that sets a positive tone for the day. When conflicts with peers arise, Quinn addresses them respectfully and constructively, showing a maturity that promotes a harmonious classroom environment. Accountability for actions is consistently acknowledged, reflecting a deep respect for the learning community.</p> <p>Quinn has fostered strong connections among the 7th graders, often using free time to collaborate on preparations for the upcoming school play. This involvement not only highlights Quinn's dedication to extracurricular activities but also serves as a platform for leadership and team-building among peers.</p> <p>During group activities and unstructured times, Quinn actively works to include everyone, ensuring that no one feels left out. This inclusive behavior has significantly enhanced peer relationships and contributed to a supportive classroom atmosphere. In the afternoon homeroom, Quinn is diligent in organizing and managing tasks, effectively balancing academic and extracurricular commitments.</p> <p>Going into the next semester, Quinn is encouraged to continue these practices, further strengthening interpersonal skills and leadership capabilities. The proactive and inclusive approach Quinn brings to school every day enriches the learning environment and sets a commendable example for peers.</p>		

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Grade level: 7th Grade

7th Grade Humanities - Christopher Gandolfo-Lucia

	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>	3
<i>Makes inferences about setting, plot, characters, and events, and supports them with evidence from the text</i>	3
<i>Uses precise words and phrases to capture and convey experiences and information</i>	3
<i>Uses evidence from texts effectively to strengthen arguments and prove a thesis in an essay</i>	4
<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>	4
<i>Writes with a clear voice and style appropriate for the piece of writing</i>	4
<i>Accepts and incorporates peer and teacher feedback to improve writing pieces</i>	4
<i>Applies revision and editing techniques to polish writing pieces effectively</i>	3
<i>Correctly uses past, present, and future verb tenses</i>	3
<i>Correctly uses simple, compound, and complex sentences</i>	3
<i>Employs proper use of punctuation</i>	3
<i>Accurately incorporates new vocabulary into work</i>	3

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7th Grade Humanities - Christopher Gandolfo-Lucia

	Fall
History	
<i>Uses the skills of historians to analyze, interpret, and evaluate historical sources</i>	4
<i>Understands and is able to analyze a text for bias and subjectivity</i>	4
<i>Constructs a historical argument and uses evidence to support it</i>	4
<i>Explains causes and effects of historical events</i>	3
<i>Analyzes primary source documents for purpose, audience, and message</i>	3
<i>Analyzes and explains the meaning and context of visuals such as paintings and political cartoons</i>	3
<i>Participates in discussions of current events that relate to historical events and concepts</i>	4
<i>Understands the difference between a secondary and a primary source</i>	3
<i>Analyzes and interprets geographic information</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>	4
<i>Understands the relationship between economic, political, and social change, as well as the ways in which they intersect.</i>	4
<i>Understands the fundamental ideas central to the vision of the 18th century founders of our democracy</i>	3
<i>Understands the intellectual and political tensions and compromises in the founder's ideas and how successive generations in the US have worked to resolve them</i>	3
<i>Understands the purposes, principles, and practices of the US government as established by the Constitution, including their rights and responsibilities</i>	3
<i>Understands that the Constitution has continued to be vibrant and relevant through amendments and decisions of the federal courts</i>	3
<i>Understands how individuals, groups, and organizations have addressed obstacles to democratic principles by working within the structure set forth in the Constitution</i>	3
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>	3
<i>Uses technology effectively to produce and publish writing and to interact and collaborate with others</i>	2
<i>Presents claims and findings in a focused and coherent manner, using appropriate eye contact and adequate volume</i>	3

7th Grade Humanities - Christopher Gandolfo-Lucia

	Fall
Work habits	
Practices the skills and habits of citizenship, community, and scholarship in order to be a successful independent and collaborative learner	3
Completes assignments in a timely and thoughtful manner	3
Demonstrates appropriate effort.	3
Participates in class actively by making contributions, asking questions, and engaging with classmates in the work	3
Listens actively to teachers and classmates	3
Seeks assistance when needed	3
Accepts responsibility and respectfully responds to feedback.	3
Interacts with adults in a positive and productive manner	3
Interacts with peers in a positive and productive manner	3
Takes effective notes that summarize relevant information concisely	3

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7th Grade Humanities - Christopher Gandolfo-Lucia

		Fall
Comments		
Subject description		
<p>In seventh-grade humanities, students learn to engage with literature in meaningful and thought-provoking ways. We use a variety of historical and contemporary texts and resources to make personal connections between our individual experiences and the greater world in which we live. Through projects, writing assignments, and discussions, students work collaboratively to establish a positive learning environment that aims to honor all perspectives, similarities, and differences. Students strengthen their critical thinking and literacy skills by engaging with more complex literature, developing their writing skills across a variety of genres, and honing their ability to evaluate history responsibly and the multiple perspectives that create it. Students also engage in a year-long writing workshop, using a variety of active and collaborative methods to conceive ideas, shape pieces, and build community. The Cambridge Friends School Quaker testimonies provide the lens through which we view our curriculum and conduct our discussions.</p> <p>Students' primary focus this semester was a full-class read of Howard Zinn's <i>A Young People's History of the United States</i> to underpin our class's ongoing focus on American history and the foundations of American democracy. While reading each chapter, students encountered related primary sources in class and demonstrated their findings through journal entries, presentations, posters, comics, and political cartoons. In addition to these mini-projects and in-class discussions, students' responded to sections of the book with response paragraphs, practicing quoting direct evidence and analyzing historical narratives. Throughout the second half of Zinn's text, students began practicing a discussion protocol that assigned individual students responsibility for preparing discussion questions, identifying passages for discussion, gathering further information during discussions whenever needed, and taking notes on the discussion. This protocol encouraged students to practice supportive collaboration skills, and the collective notes that they produced supported their writing when working on response paragraphs. This reading culminated in an essay assignment during which students analyzed Zinn's bias and perspective, building on bias-detection skills practiced throughout the semester.</p> <p>This semester also contained a substantive independent reading component. At the beginning of the school year, students worked to establish consistent routines around independent reading projects and sustained these habits through weekly reading periods in the library. Early in the semester, students built a communal glossary of literary terms for discussing literature and practiced comparing characters, plots, and settings across multiple books. In October and January, students shared their independent reading via book talks. In addition to supporting healthy, wide-ranging reading habits and encouraging students to develop their tastes as readers, this independent reading program also provides students the opportunity to practice oral presentation skills.</p>		
Narrative 2024-2025		
<p>Quinn has been an enthusiastic, curious, and motivated student in humanities class this semester. Quinn's natural inclination towards studying history has led to an impressive depth of analysis across both in-class and homework assignments, and Quinn has particularly excelled when given opportunities to bring outside resources into pieces of writing as further support or evidence. Quinn has consistently contributed insightful commentary, thoughtful questions, and illuminating information to class discussions and has always been a leader in these discussions. As a reader, Quinn has demonstrated strong comprehension and analysis skills across both independent and whole-class readings, and Quinn has precisely identified bias in nonfiction texts by analyzing tone and choice of information. Quinn has also successfully discussed how to responsibly use texts that may exhibit some amount of bias. Throughout this semester, Quinn has built strong independent proofreading techniques, with a particular focus on comma usage, and Quinn now takes pride in proofreading with precision and accuracy. Quinn's writing has been thorough and demonstrative of the same depth of analysis that Quinn has brought to class discussions, and Quinn has confidently built a suite of strategies for directly quoting and analyzing evidence to support a piece's main argument. Quinn's enthusiastic approach to school has sometimes led Quinn to command a fair amount of attention from both peers and teachers — often due to Quinn's high level of engagement in lessons, but sometimes also due to Quinn's social capital and influence — and so a goal for Quinn throughout the second half of this school year will be to practice sometimes “stepping down” in class discussions to make room for other students' contributions. That being said, Quinn has certainly been a strong student in humanities class this semester.</p>		

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Grade level: 7th Grade

7th Grade Math - Karen Harvey

	Fall
Math skills	
<i>Solves problems involving scale drawings of geometric figures, including computing actual lengths and areas</i>	3
<i>Reproduces a two-dimensional geometric figure at a different scale</i>	N/A
<i>Identifies the circumference, diameter, and radius of a circle and can solve for any one part, given another</i>	N/A
<i>Uses the formulas for the area and circumference of a circle to solve problems</i>	N/A
<i>Finds areas and perimeters of shapes constructed of circle(s), circular parts, and quadrilaterals</i>	N/A
<i>Computes unit rates associated with ratios of fractions including ratios of lengths, areas, and other quantities measured in like or different units</i>	3
<i>Identifies the constant of proportionality (unit rate) in tables, graphs equations diagrams, and verbal descriptions of proportional relationships</i>	3
<i>Represents proportional relationships by equations</i>	3
<i>Uses proportional relationships to solve multistep ratio and percent problems</i>	3
<i>Decides whether two quantities are in a proportional relationship</i>	3
<i>Shows that a number and its opposite are additive inverses; interprets sums of rational numbers by describing real-world contexts</i>	3
<i>Understands subtraction of rational numbers as adding the additive inverse</i>	3
<i>Applies and extends previous understandings of addition, subtraction, multiplication and division of integers and fractions to compute with rational numbers</i>	3
<i>Understands ordering and absolute value of rational numbers</i>	3
<i>Solves word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$; fluently</i>	N/A
<i>Uses facts about supplementary, complementary, vertical and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure</i>	N/A
<i>Solves real-world and mathematical problems involving area, volume, and surface area of two and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms</i>	N/A
<i>Describes the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids</i>	N/A
<i>Uses data from a random sample to draw inferences about a population with an unknown characteristic of interest</i>	N/A
<i>Uses measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations</i>	N/A
<i>Uses variables to represent quantities in a real-world or mathematical problem and constructs simple equations and inequalities to solve problems by reasoning about the quantities</i>	N/A
<i>Understands that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring</i>	N/A
<i>Approximates the probability of a chance event by collecting data in the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability</i>	N/A
<i>Compares probabilities from a model to observed frequencies; if the agreement is inaccurate, explain possible sources of the discrepancy</i>	N/A
<i>Finds probabilities of compound events using organized lists, tables, tree diagrams, and simulations</i>	N/A

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7th Grade Math - Karen Harvey

	Fall
<i>Understands that the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs</i>	N/A
<i>Solves multi-step real-life and mathematical problems posed with positive and negative rational numbers</i>	N/A
Work habits and attitude	
<i>Perseveres in solving challenging problems</i>	3
<i>Reasons abstractly and quantitatively</i>	3
<i>Constructs viable arguments and critiques the reasoning of others</i>	3
<i>Models with mathematics</i>	3
<i>Uses appropriate tools strategically</i>	3
<i>Attends to precision</i>	3
<i>Looks for and makes use of patterns and structure</i>	3
<i>Thoroughly completes assignments</i>	3
<i>Completes homework assignments on time</i>	3
<i>Asks questions, takes notes, and engages with concepts and materials</i>	3
<i>Actively participates in class</i>	3
<i>Comes to class prepared</i>	3
<i>Seeks assistance when needed</i>	3
Comments	
Subject description	
<p>Seventh-grade math begins the year with an in-depth exploration of ratios and proportions, building a strong foundation for proportional reasoning. Students start by analyzing equivalent ratios and identifying proportional relationships in tables, graphs, and equations. Through real-world applications, they develop strategies to solve unit rate problems, reinforcing their understanding of proportionality. Expanding on these skills, students explore percent increase and decrease, applying their knowledge to problems involving discounts, markups, taxes, and interest. Using visual models such as double number lines and percent bars, they connect proportional reasoning to percent calculations, strengthening their ability to solve multi-step problems. As the unit progresses, students extend their understanding of ratios to more complex problems involving fractions and rational numbers. They use their knowledge of arithmetic with positive and negative rational numbers to solve ratio problems in a variety of contexts. Through problem-solving and real-world applications, students build fluency with rational number operations, setting the stage for more advanced algebraic concepts later in the year.</p>	
Narrative 2024-2025	
<p>Quinn has continued to grow as a strong math student this semester. Strong number sense has greatly supported work throughout the semester. Often, Quinn transitions seamlessly from visual models to more abstract mathematical computations. As middle school math becomes more abstract and complex, recording thinking processes will become increasingly important to ensure clarity and accuracy. The progress made so far is commendable, and there is great anticipation for continued growth throughout the rest of the year.</p>	

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Grade level: 7th Grade

7th Grade Science - Carolyn Sohn

	Fall
Science/engineering processes	
<i>Uses tools appropriately and as necessary to gather qualitative and quantitative data</i>	3
<i>Uses creative design to solve problems</i>	3
<i>Plans effective experimental procedures and makes logical hypotheses and predictions</i>	3
<i>Organizes data in appropriate form for interpretation and recognizes patterns in data</i>	3
<i>Includes reasons or evidence to support scientific arguments or conclusions</i>	3
<i>Records close observations of the natural world and scientific phenomena</i>	3
<i>Identifies questions that can be answered through investigation</i>	3
Articulation of knowledge	
<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
Work habits and attitude	
<i>Participates actively and engages in an appropriate manner in lessons and activities</i>	3
<i>Approaches work with curiosity, openness to new experiences, and demonstrates a growth mindset</i>	4
<i>Demonstrates cooperative learning by supporting intellectual risk-taking, actively listening, and participating positively in group work</i>	4
<i>Uses class time constructively and works in a focused manner</i>	3
<i>Perseveres on difficult tasks and in problem solving</i>	3
<i>Completes homework thoroughly and on time</i>	3
<i>Shows awareness of individuals level of comprehension and uses available resources to further their learning</i>	3

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Grade level: 7th Grade

7th Grade Science - Carolyn Sohn

		Fall
Comments		
Subject description		
<p>Seventh-grade science begins with the basics of lab safety. Students are expected to demonstrate their knowledge of safe practices both in formative and summative assessments throughout the academic year. Additionally, students review the metric system and the basic set-up of a scientifically sound experiment.</p> <p>Following this first unit about lab safety and science basics, students dive into earth science with the "Rocks, Minerals, and Soil" unit. This unit takes up the majority of the fall term. First, students learn about the properties of rocks and minerals through a variety of hands-on explorations. To show their knowledge of minerals, students complete an individual research project about a mineral of their choosing. After their initial research, students design a presentation to teach their classmates about the mineral. In addition to this project, students work in small groups to identify unknown mineral samples in their first lab of the year. Students are guided through this first argument-based inquiry investigation, in which they are asked to design and implement a lab experiment to answer the investigation question. After the experiment, they worked to synthesize a claim based on their gathered data. This type of lab investigation is utilized throughout the year with increasing independence as students gain essential skills and confidence. Next, students learn about the types of rocks and the rock cycle through a variety of in-class activities and written homework assignments. As a culminating project, students create a "Rock Memoir" detailing the life of a personified rock going through the rock cycle. At the end of the unit, students gain an understanding of the importance of soil through a variety of activities, which builds on their knowledge of rocks and helps to connect it to the study of life science from sixth grade.</p> <p>The next unit of study is "Fossils and Geologic Time." In this unit, students build upon their understanding of rocks and rock formation by studying how fossils form. As part of this unit, students create a scale timeline of geologic time from the beginning of Earth until the present day. This helps students to contextualize various fossils that have been studied, and to comprehend how little time humans have existed on Earth. At the end of this unit, students</p> <p>Earth's layers are the next unit of study, with a particular emphasis on the movement of tectonic plates and how they are related to volcanoes and earthquakes. When first learning about the tectonic plates, students use graham crackers and shaving cream to simulate plate movement, then use fossil and geologic data to figure out a Pangaea "puzzle" in order to understand the movement of the continents. Students also complete a plate tectonics investigation using the National Oceanic and Atmospheric Administration (NOAA) Natural Hazards Viewer. This online, data-filled map tool allows students to gather data on earthquakes and volcanoes at different types of plate boundaries and determine what if any, patterns exist in their data.</p>		
Narrative 2024-2025		
<p>Quinn is such a pleasant student to have in science! Quinn comes to class each day ready to learn something new and clearly enjoys science. Quinn typically likes to talk through a new idea or new information in order to fully grasp the concept. Quinn does tend to get distracted in larger groups of peers but works very well when working with just one other classmate. Often, there are many 'lightbulb' moments when working with just one peer that Quinn wouldn't necessarily have had alone. Generally Quinn turns homework in on time, occasionally forgetting an assignment here or there. When this happens, Quinn is diligent about working with the teacher to complete the late assignment. Quinn has loved the projects this term, often choosing to work in a pair with a classmate. One of Quinn's standout projects was during the rocks and minerals unit. Quinn worked closely with a classmate to create an entire rock cycle board game modeled after the game "Life." Quinn checked in with the teacher throughout the project to ensure the game cards and mechanics balanced scientific accuracy with playability. Going into the second half of the year, Quinn is encouraged to keep dreaming big with projects! Quinn's imagination and creativity have been crucial to the success of major projects during the first half of the year.</p>		

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Grade level: 7th Grade

7th Grade Spanish - Jose Lopez Espinosa

	Fall
Spanish	
<i>Researches and designs an original "Piñata", and its origin. (Piñata Project)</i>	3
<i>Helps to set up the Day of the Dead altar from beginning to end</i>	3
<i>Writes and performs original restaurant skit with partners (cooperative project)</i>	3
<i>Reports periodic current events of various Spanish-speaking countries</i>	3
<i>Identifies dances of Spanish-speaking countries (salsa, tango, flamenco, mariachi, merengue and reggeton)</i>	3
<i>Listens and responds in writing to unit-based questions in Spanish (quizzes)</i>	3
<i>Listens and responds to impromptu questions in Spanish (orally) in class</i>	3
<i>Reads and follows written instruction in Spanish</i>	3
<i>Illustrates ability to understand text in Spanish (quizzes and homework)</i>	3
<i>Participates in Spanish (simple responses)</i>	3
<i>Researches about the "Alebrijes" and starts making one with wood material</i>	3
<i>Responds to and formulates questions using five basic interrogatives (who, what, when, where and why)</i>	3
<i>Pronounces Spanish with a developing native accent (focusing on accents, tildes, intonation, flow of words)</i>	3
<i>Demonstrates fluency of Spanish in simple classroom conversations</i>	3
<i>Completes daily homework assignments on time</i>	3
<i>Thoroughly completes assignments</i>	3
<i>Participates actively and cooperatively in class</i>	3
<i>Asks questions, takes notes, engages with concepts and materials</i>	3
<i>Seeks assistance when needed</i>	3
<i>Comes to class prepared</i>	3
<i>Demonstrates attentive and positive attitude</i>	3
<i>Demonstrates knowledge of dates, days, months</i>	3
<i>Demonstrates fluency of Spanish during presentations and recordings</i>	3
<i>Identifies/determines basic parts of speech: nouns, articles, verbs and adjectives</i>	3
<i>Correctly pairs pronouns with verb forms</i>	3
<i>Exhibits recall/retention of vocabulary (quizzes and homework)</i>	3
<i>Demonstrates complexity and clarity of writing in Spanish (journal entries)</i>	3
<i>Uses subject pronouns and the present tense of regular -AR, -ER, and -IR ending verbs</i>	3
<i>Expresses oneself in simple affirmative and negative sentences</i>	3

Quinn Torres (Quinn)

2024 - 2025



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Grade level: 7th Grade

7th Grade Spanish - Jose Lopez Espinosa

	Fall
<i>Demonstrates proficiency in the use of irregular verbs in the present tense, including SER, ESTAR, TENER, IR, VIVIR, LLAMARSE, MOVERSE, VIAJAR, etc</i>	3
<i>Understands and applies the present, past, and future using both regular and irregular verbs in these three tenses.</i>	3
Comments	
Subject description	
Spanish in seventh grade was a total immersion course in which students expand their proficiency in the Spanish language. Students delve deeply into the language through the study of Hispanic culture and current events. The course synthesizes the grammar covered in fifth and sixth grades and introduces the preterit, keeps expanding the simple present, and also an introduction to future tense. Students speak, listen, write, and read from simple sentences to longer sentences. The students used authentic sources like podcasts, videos, newspaper articles, and songs to learn and communicate about a variety of topics in Spanish. This is a highly communicative course; the students work individually and collaboratively in class and on assessments such as projects and presentations.	
Narrative 2024-2025	
This semester, Quinn stood out as an engaged and collaborative student. When the class did the "Piñata Project," Quinn was immersed. Quinn asked questions in most cases regarding the content being taught in class. Quinn turned in classwork and took notes when asked. Quinn sometimes needed to be redirected to stay on task. Quinn is ready to expand Spanish vocabulary, which will help Quinn move forward and improve listening, speaking, reading, and writing skills. Quinn knows how to build simple sentences in Spanish. Using the online tools was a fun way for the students to review, incorporating all the benchmarks. Moving forward, Quinn is ready to keep succeeding and expanding Spanish knowledge this spring.	

7th Grade Drama - Jennifer Salvucci Bent

	Fall
Drama	
<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>	3
<i>Challenges themselves in text analysis and character building (does not merely do the bare minimum)</i>	3
<i>Encourages their peers onstage and works together to ensure the growth and connection of the ensemble</i>	4

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7th Grade Drama - Jennifer Salvucci Bent

		Fall
Comments		
Subject description		
<p>During the early part of the fall semester, the seventh-graders began working on their first full-scale production at CFS. Tasked with capturing the subtle humor of our witty who-dunit, the seventh grade embraced the rehearsal process for our adaptation of Agatha Christie's <i>Mousetrap</i>. Having read the play last year in Humanities, the class was in agreement that this would be their seventh grade production, fully realizing that this is a much bigger challenge than the one-act comedy done in past years. With two acts and dark undertones, <i>Mousetrap</i> proved to be just what this class needed! Their work ethic is admirable as they work together to capture the humor and pacing of this challenging script. From blocking (where they move onstage) and learning their lines to costumes, set and lighting design, the students have been learning what goes on behind the scenes as well. They eagerly take on new projects and consistently put their all into each rehearsal. It is incredibly exciting to watch as a teacher as the journey of each production showcases the emotional, social, and developmental growth of the students.</p>		
Narrative 2024-2025		
<p>Quinn has continued to show significant growth as a performer this year. Quinn understands the meaning of being part of an ensemble in that everything you do reflects the entire group. Watching Quinn's comedic timing develop (for the character of "Christopher Wren") during rehearsals for our upcoming production of Agatha Christie's <i>Mousetrap</i>, with Quinn consistently working hard to fine-tune the physicality and voice of the character. Quinn has a bit of a slapstick comedy routine that happened spontaneously during one rehearsal. Quinn carefully cultivated an idea and made it a throughline for the show, which is how some of the most memorable moments occur, which goes to show how important taking risks onstage can be! Additionally, Quinn's careful attention to details, such as enunciation, pacing, diction, and bold choices, dramatically adds to the character and its story arc. Quinn's sense of humor is also always on full display, which is always welcome when we are working hard on a performance of this magnitude.</p>		

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Grade level: 7th Grade

7th Grade Visual Art - Sami Martasian

	Fall
Visual Art	
<i>Demonstrates respect for classmates in the studio</i>	4
<i>Actively listens and is attentive during instructions and demonstrations</i>	4
<i>Demonstrates persistence working on projects and asks for help when needed</i>	4
<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>	3
<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>	4
<i>Participates and engages in an appropriate manner in discussions and activities</i>	4
<i>Approaches activities with a positive attitude</i>	4
<i>Takes care of materials and tools and uses them appropriately</i>	4
<i>Recognizes and utilizes a variety of sources for artistic imagery, including observation, abstraction, imagination and expression</i>	4
<i>Explores a variety of materials and media, and chooses specific materials to produce different visual effects</i>	4
<i>Experiments with ideas and uses inventiveness in problem solving</i>	4
<i>Demonstrates an understanding of visual art concepts presented</i>	4
<i>Uses time constructively and works in a focused manner</i>	4

Quinn Torres (Quinn)
84 Bay State Avenue, Apt. 2
Somerville, MA 02144
Birth date: 2/25/2012
Grade level: 7th Grade

2024 - 2025



Cambridge Friends School
5 Cadbury Road
Cambridge, MA 02140
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7th Grade Visual Art - Sami Martasian

		Fall
Comments		
Subject description		
<p>Seventh-grade students have spent this fall making work but also deepening their understanding of art history and culture. 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. Seventh-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. Linoleum block printmaking was the next project these artists embarked on. After studying the work of artists like Kathe Kolwitz, Latoya Hobbes, and Peter Schumman (Bread and Puppet Theater), each student created an image that communicated one of the Quaker Testimonies. Then, linoleum blocks were carved, and multiple colorways were printed. The class also created a shared piece that included a print from each student and some printed on fabric to be sewn onto clothes. Next, seventh-grade students studied examples of public art and memorials, such as Chicano Park in San Diego and Maya Lin's Vietnam War Memorial. These works inspired students to create a miniature model of a possible piece of public art, complete with a written proposal outlining where this work would be and what it would mean for community members interacting with it. Seventh-grade students will close out this semester by constructing and designing sets for their upcoming drama performance.</p>		
Narrative 2024-2025		
<p>Quinn is a responsible and engaged student who is a joy to work with in the art studio. The seventh-grade linoleum print project inspired Quinn to create an incredible image of a worm. The piece involved three separate linoleum plates, which formed the figure when printed next to each other, carefully lined up. The prints are all incredibly dynamic, featuring bold lines and a sense of movement that brought the character to life. After studying Chicano Park and other public art monuments, Quinn created a proposal for a piece of public art focused on the balance between humans and nature. Quinn contributes greatly to class discussions and brings a level of deep thinking to each project. When working with a group, Quinn reflects integrity and community-mindedness, always helping peers negotiate the best path forward. This young artist's curiosity and excitement to learn enriches every class period.</p>		

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Birth date: 2/25/2012

Grade level: 7th Grade

7th grade Physical Education - Angelo Valle

	Fall
Physical education	
<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>	3
<i>Demonstrates flexibility and coordination</i>	3
<i>Demonstrates developing throwing skills</i>	3
<i>Demonstrates developing catching skills</i>	3
<i>Demonstrates developing striking skills</i>	3
<i>Demonstrates growth in self confidence</i>	3
<i>Contributes to group and team initiatives</i>	4
<i>Demonstrates tactical understanding during team games</i>	3
<i>Able to accept game outcomes</i>	3
<i>Understands sportsmanship as a critical component of physical education</i>	4
<i>Receptive to teacher feedback</i>	3
Comments	
Subject description	
<p>In the first semester of Grade 7 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 developing 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>Quinn has had an excellent beginning of the year. Always bringing positive energy to the class and ready to participate fully, Quinn consistently puts good effort into the pace run and dynamic stretches, then listens attentively to instructions for the ensuing activity. Quinn accepts feedback and suggestions, asks good questions, and demonstrates strong, improving skills and a solid understanding of tactics in all aspects of the class. Quinn is a positive leader who is very supportive of teammates, has a strong sense of fair play, and knows how to create healthy competition. Quinn should continue along the current path toward excellence.</p>	

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Chat - Gabriela van Veen, Camilla Buba

		Fall
Comment		
Subject description		
<p>Grade 7</p> <p>Throughout the fall trimester 7th grade students learned about various topics related to mental health, executive function, healthy relationships/bullying, and identity. Our first class focused on group rules and what environment we want to have as a community during chat. The students were into the idea of creating classroom rules that fit the needs of the group while also allowing flexibility, for example: “ minor tangents allowed as long as they are appropriate and brief.” With this little area for creativity I have found that it has helped to foster their sense of community as a class as well as helped us to connect what we are learning about to other ideas and form connections. Our curriculum started with a get to know you/ identity activity. I had students think about core parts of their identity, traits, hopes, and parts of themselves. Then had them create a map that labeled those pieces as places on an island, and one student made a nebula of stars to represent themselves. Some of the places on the maps were listed as; going to high school, favorite singers, anxiety, video games, and friends. From here we moved onto relationship building and discussed topics of vulnerability and communication styles to help foster positive and healthy relationships. We then shifted to discuss bullying, what qualifies as bullying, what to do if bullying is happening, how to be an upstander, and the rules surrounding bullying in the school and state of Massachusetts. We did a lesson on responsible decision making and executive functioning and used the real life example from the Apollo 13 mission. The class was really connected with this project because it was realistic compared to a fake scenario. The students were able to look at each item and understand the prioritized list of why and when each item was selected to aid in the mission. We used that example to look at what might need to be prioritized in their life and why certain things have a higher ranking than others. We also learned about stress and anxiety and what good stress and bad stress is and how it can show up for people. One lesson that we did was all about our vagus nerve and the parasympathetic nervous system. The students were really interested in the science behind anxiety and how our bodies can become overactive and what coping skills we can use to help it regulate back to baseline. We played “self care” bingo and talked about how self care looks different for everyone and that taking care of ourselves plays a big role in our own unique identities.</p>		

16 Prospect Hill Ave
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Birth date: 1/26/2012
Grade level: 7th Grade

Attendance		Grading Legend: 4 = Student is exceeding grade level expectations 3 = Student is achieving grade level expectations 2 = Student is working at or near grade level expectations 1 = Student is working below grade level expectations N/A = Not Applicable this term Note: As a school policy, all narratives are intentionally written without pronouns. Classes meeting once a week include a subject description but not individualized benchmarks or narrative reports.
Category	Count	
Tardy Excused	3	
Absent Excused	13	

Grades

7th Grade Homeroom/Advisory - Karen Harvey

	Fall
Organization	
<i>Enters school on time, prepared, and ready to learn</i>	3
<i>Organizes cubby and work materials</i>	3
<i>Makes transitions independently, arriving on time and with necessary materials</i>	3
Social Development and Community Membership	
<i>Respects the rights, feelings, and opinions of others</i>	3
<i>Interacts with peers in a positive and productive manner</i>	3
<i>Participates in the care and organization of the classroom environment</i>	3
<i>Has a positive attitude toward school and learning</i>	3
<i>Resolves conflicts constructively</i>	3
<i>Interacts with adults in a positive and productive manner</i>	3
<i>Accepts responsibility and respectfully responds to feedback.</i>	3
<i>Seeks adult support when needed</i>	3
<i>Cooperatively and collaboratively participates in group and social activities</i>	3
<i>Engages actively in homeroom routines</i>	3
<i>Actively seeks ways to lead by example and model positive community citizenship</i>	3

Alex Zafrin (Alex)
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Grade level: 7th Grade

2024 - 2025



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7th Grade Homeroom/Advisory - Karen Harvey

		Fall
Comments		
Subject description		
<p>Seventh-Grade Homeroom serves as a vital space for students to transition into the school day, fostering a sense of belonging and community within the grade level. Each morning, students gather to connect with peers, organize for the day ahead, and participate in activities that strengthen relationships and build a positive school culture. This time encourages reflection, goal-setting, and collaboration, helping students develop both academic and social-emotional skills.</p> <p>A key focus of homeroom is affinity groups, where students engage in meaningful discussions on social justice topics. These groups provide a supportive environment for students to explore identity, equity, and advocacy, empowering them to make a positive impact in their school community and beyond.</p> <p>Beyond morning meetings, students extend their engagement through SPARK sessions and lunchtime clubs, where they connect with middle school peers around shared interests, leadership opportunities, and creative pursuits. Whether participating in student-led initiatives, joining collaborative projects, or simply building friendships, homeroom serves as a foundation for personal growth and community-building throughout the school year.</p>		
Narrative 2024-2025		
<p>Alex has integrated exceptionally well into the 7th-grade community this year, forging strong connections and actively participating in group activities. During breaks and downtime, Alex engages in games like Battleship, enjoys lively discussions with classmates, and dedicates effort to preparing for the upcoming performance of "Mouse Trap."</p> <p>Alex has a clear understanding of personal boundaries and consistently demonstrates the ability to communicate these respectfully to peers during conflicts. Occasionally, Alex requires guidance from an adult when humor extends beyond the comfort level of peers. When such instances are pointed out, Alex promptly takes responsibility, shifting the conversation to ensure it remains appropriate for the school setting.</p> <p>Each day, Alex arrives at school with a positive attitude and a readiness to engage in the day's learning activities. This enthusiasm is matched by a strong track record of consistently meeting homework and project deadlines across various subjects.</p> <p>As the semester progresses, Alex is encouraged to continue nurturing the strong peer relationships that have been developed and to maintain the proactive and respectful handling of social interactions. Further enhancing awareness of peer sensitivities will undoubtedly contribute to Alex's ongoing personal and academic growth.</p>		

Alex Zafrin (Alex)

2024 - 2025



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Grade level: 7th Grade

7th Grade Humanities - Christopher Gandolfo-Lucia

		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>		3
<i>Makes inferences about setting, plot, characters, and events, and supports them with evidence from the text</i>		3
<i>Uses precise words and phrases to capture and convey experiences and information</i>		4
<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>Correctly uses past, present, and future verb tenses</i>		3
<i>Correctly uses simple, compound, and complex sentences</i>		3
<i>Employs proper use of punctuation</i>		3
<i>Accurately incorporates new vocabulary into work</i>		3

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7th Grade Humanities - Christopher Gandolfo-Lucia

	Fall
History	
<i>Uses the skills of historians to analyze, interpret, and evaluate historical sources</i>	3
<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>	3
<i>Explains causes and effects of historical events</i>	3
<i>Analyzes primary source documents for purpose, audience, and message</i>	3
<i>Analyzes and explains the meaning and context of visuals such as paintings and political cartoons</i>	4
<i>Participates in discussions of current events that relate to historical events and concepts</i>	4
<i>Understands the difference between a secondary and a primary source</i>	3
<i>Analyzes and interprets geographic information</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>	4
<i>Understands the fundamental ideas central to the vision of the 18th century founders of our democracy</i>	3
<i>Understands the intellectual and political tensions and compromises in the founder's ideas and how successive generations in the US have worked to resolve them</i>	3
<i>Understands the purposes, principles, and practices of the US government as established by the Constitution, including their rights and responsibilities</i>	3
<i>Understands that the Constitution has continued to be vibrant and relevant through amendments and decisions of the federal courts</i>	3
<i>Understands how individuals, groups, and organizations have addressed obstacles to democratic principles by working within the structure set forth in the Constitution</i>	3
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>	3
<i>Uses technology effectively to produce and publish writing and to interact and collaborate with others</i>	2
<i>Presents claims and findings in a focused and coherent manner, using appropriate eye contact and adequate volume</i>	3

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2024 - 2025



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7th Grade Humanities - Christopher Gandolfo-Lucia

	Fall
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>	2
<i>Interacts with adults in a positive and productive manner</i>	3
<i>Interacts with peers in a positive and productive manner</i>	3
<i>Takes effective notes that summarize relevant information concisely</i>	2

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Grade level: 7th Grade

7th Grade Humanities - Christopher Gandolfo-Lucia

	Fall
Comments	
Subject description	
<p>In seventh-grade humanities, students learn to engage with literature in meaningful and thought-provoking ways. We use a variety of historical and contemporary texts and resources to make personal connections between our individual experiences and the greater world in which we live. Through projects, writing assignments, and discussions, students work collaboratively to establish a positive learning environment that aims to honor all perspectives, similarities, and differences. Students strengthen their critical thinking and literacy skills by engaging with more complex literature, developing their writing skills across a variety of genres, and honing their ability to evaluate history responsibly and the multiple perspectives that create it. Students also engage in a year-long writing workshop, using a variety of active and collaborative methods to conceive ideas, shape pieces, and build community. The Cambridge Friends School Quaker testimonies provide the lens through which we view our curriculum and conduct our discussions.</p> <p>Students' primary focus this semester was a full-class read of Howard Zinn's <i>A Young People's History of the United States</i> to underpin our class's ongoing focus on American history and the foundations of American democracy. While reading each chapter, students encountered related primary sources in class and demonstrated their findings through journal entries, presentations, posters, comics, and political cartoons. In addition to these mini-projects and in-class discussions, students' responded to sections of the book with response paragraphs, practicing quoting direct evidence and analyzing historical narratives. Throughout the second half of Zinn's text, students began practicing a discussion protocol that assigned individual students responsibility for preparing discussion questions, identifying passages for discussion, gathering further information during discussions whenever needed, and taking notes on the discussion. This protocol encouraged students to practice supportive collaboration skills, and the collective notes that they produced supported their writing when working on response paragraphs. This reading culminated in an essay assignment during which students analyzed Zinn's bias and perspective, building on bias-detection skills practiced throughout the semester.</p> <p>This semester also contained a substantive independent reading component. At the beginning of the school year, students worked to establish consistent routines around independent reading projects and sustained these habits through weekly reading periods in the library. Early in the semester, students built a communal glossary of literary terms for discussing literature and practiced comparing characters, plots, and settings across multiple books. In October and January, students shared their independent reading via book talks. In addition to supporting healthy, wide-ranging reading habits and encouraging students to develop their tastes as readers, this independent reading program also provides students the opportunity to practice oral presentation skills.</p>	
Narrative 2024-2025	
<p>Alex has been a skilled student in humanities class this semester, demonstrating a mature capacity for sustained discussion and an insightful approach to analyzing historical events. Alex has consistently contributed incisive comments to class discussions, skillfully blending direct references to specific information from the text at hand with thoughtful interpretations and helpful, explanatory references to various philosophies and social theories that relate to the discussion. As a writer, Alex has crafted clear and well-organized pieces that mirror the level of Alex's contributions to class discussions: when writing in response to nonfiction texts, Alex has deftly analyzed authors' tones and choices of information to identify and evaluate bias, and Alex has confidently supported this analysis with specific quotations from the texts themselves. Alex has used independent reading assignments as an opportunity to read widely across both fiction and nonfiction texts, and Alex has enjoyed opportunities to share about all of these texts with classmates. Alex's high level of engagement with class topics and assignments has sometimes led Alex to grow frustrated with assignments that involve any amount of straightforward or otherwise simple components (like, for example, defining "bias" at the beginning of an essay about an author's bias), but Alex has consistently responded positively to teacher explanations for these pieces and has willingly demonstrated the necessary skills and knowledge before moving onto the more complex components of such assignments. Accordingly, a goal for Alex throughout the second half of the semester will be to practice responding to setbacks and frustrations with increased resilience and independent problem-solving; Alex will be supported in achieving this goal with problem-solving tactics, teacher support, and time and space for processing and considering assignments before beginning to work. That being said, Alex has certainly been a strong student in humanities class this semester.</p>	

16 Prospect Hill Ave
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Birth date: 1/26/2012

Grade level: 7th Grade

7th Grade Math - Karen Harvey

	Fall
Math skills	
<i>Solves problems involving scale drawings of geometric figures, including computing actual lengths and areas</i>	3
<i>Reproduces a two-dimensional geometric figure at a different scale</i>	N/A
<i>Identifies the circumference, diameter, and radius of a circle and can solve for any one part, given another</i>	N/A
<i>Uses the formulas for the area and circumference of a circle to solve problems</i>	N/A
<i>Finds areas and perimeters of shapes constructed of circle(s), circular parts, and quadrilaterals</i>	N/A
<i>Computes unit rates associated with ratios of fractions including ratios of lengths, areas, and other quantities measured in like or different units</i>	3
<i>Identifies the constant of proportionality (unit rate) in tables, graphs equations diagrams, and verbal descriptions of proportional relationships</i>	3
<i>Represents proportional relationships by equations</i>	3
<i>Uses proportional relationships to solve multistep ratio and percent problems</i>	3
<i>Decides whether two quantities are in a proportional relationship</i>	3
<i>Shows that a number and its opposite are additive inverses; interprets sums of rational numbers by describing real-world contexts</i>	3
<i>Understands subtraction of rational numbers as adding the additive inverse</i>	3
<i>Applies and extends previous understandings of addition, subtraction, multiplication and division of integers and fractions to compute with rational numbers</i>	3
<i>Understands ordering and absolute value of rational numbers</i>	3
<i>Solves word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$; fluently</i>	N/A
<i>Uses facts about supplementary, complementary, vertical and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure</i>	N/A
<i>Solves real-world and mathematical problems involving area, volume, and surface area of two and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms</i>	N/A
<i>Describes the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids</i>	N/A
<i>Uses data from a random sample to draw inferences about a population with an unknown characteristic of interest</i>	N/A
<i>Uses measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations</i>	N/A
<i>Uses variables to represent quantities in a real-world or mathematical problem and constructs simple equations and inequalities to solve problems by reasoning about the quantities</i>	N/A
<i>Understands that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring</i>	N/A
<i>Approximates the probability of a chance event by collecting data in the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability</i>	N/A
<i>Compares probabilities from a model to observed frequencies; if the agreement is inaccurate, explain possible sources of the discrepancy</i>	N/A
<i>Finds probabilities of compound events using organized lists, tables, tree diagrams, and simulations</i>	N/A

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7th Grade Math - Karen Harvey

	Fall
<i>Understands that the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs</i>	N/A
<i>Solves multi-step real-life and mathematical problems posed with positive and negative rational numbers</i>	N/A
Work habits and attitude	
<i>Perseveres in solving challenging problems</i>	3
<i>Reasons abstractly and quantitatively</i>	3
<i>Constructs viable arguments and critiques the reasoning of others</i>	3
<i>Models with mathematics</i>	3
<i>Uses appropriate tools strategically</i>	3
<i>Attends to precision</i>	3
<i>Looks for and makes use of patterns and structure</i>	3
<i>Thoroughly completes assignments</i>	3
<i>Completes homework assignments on time</i>	3
<i>Asks questions, takes notes, and engages with concepts and materials</i>	3
<i>Actively participates in class</i>	3
<i>Comes to class prepared</i>	3
<i>Seeks assistance when needed</i>	3
Comments	
Subject description	
<p>Seventh-grade math begins the year with an in-depth exploration of ratios and proportions, building a strong foundation for proportional reasoning. Students start by analyzing equivalent ratios and identifying proportional relationships in tables, graphs, and equations. Through real-world applications, they develop strategies to solve unit rate problems, reinforcing their understanding of proportionality. Expanding on these skills, students explore percent increase and decrease, applying their knowledge to problems involving discounts, markups, taxes, and interest. Using visual models such as double number lines and percent bars, they connect proportional reasoning to percent calculations, strengthening their ability to solve multi-step problems. As the unit progresses, students extend their understanding of ratios to more complex problems involving fractions and rational numbers. They use their knowledge of arithmetic with positive and negative rational numbers to solve ratio problems in a variety of contexts. Through problem-solving and real-world applications, students build fluency with rational number operations, setting the stage for more advanced algebraic concepts later in the year.</p>	
Narrative 2024-2025	
<p>Alex has excelled in math this year at Cambridge Friends School, demonstrating strong computational skills. Consistent understanding has been shown across a range of concepts, including percent change, proportional relationships, and arithmetic with rational numbers. Another strength is the consistent accuracy in interpreting a variety of word problems and ensuring that all components of the questions are addressed thoroughly. An area for growth for Alex is to show mathematical thinking and process more explicitly. As math continues to evolve into more abstract and conceptual topics through middle and high school, this skill will increasingly support Alex's understanding and performance. Encouragement to detail steps and reasoning in problem-solving is key to further enhancing Alex's strong mathematical foundation.</p>	

16 Prospect Hill Ave
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Grade level: 7th Grade

7th Grade Science - Carolyn Sohn

	Fall
Science/engineering processes	
<i>Uses tools appropriately and as necessary to gather qualitative and quantitative data</i>	3
<i>Uses creative design to solve problems</i>	3
<i>Plans effective experimental procedures and makes logical hypotheses and predictions</i>	3
<i>Organizes data in appropriate form for interpretation and recognizes patterns in data</i>	3
<i>Includes reasons or evidence to support scientific arguments or conclusions</i>	3
<i>Records close observations of the natural world and scientific phenomena</i>	3
<i>Identifies questions that can be answered through investigation</i>	3
Articulation of knowledge	
<i>Demonstrates understanding of concepts, facts, and vocabulary during class discussions</i>	4
<i>Demonstrates understanding of concepts, facts, and vocabulary in written work and projects</i>	3
Work habits and attitude	
<i>Participates actively and engages in an appropriate manner in lessons and activities</i>	3
<i>Approaches work with curiosity, openness to new experiences, and demonstrates a growth mindset</i>	4
<i>Demonstrates cooperative learning by supporting intellectual risk-taking, actively listening, and participating positively in group work</i>	3
<i>Uses class time constructively and works in a focused manner</i>	3
<i>Perseveres on difficult tasks and in problem solving</i>	4
<i>Completes homework thoroughly and on time</i>	2
<i>Shows awareness of individuals level of comprehension and uses available resources to further their learning</i>	3

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Grade level: 7th Grade

7th Grade Science - Carolyn Sohn

		Fall
Comments		
Subject description		
<p>Seventh-grade science begins with the basics of lab safety. Students are expected to demonstrate their knowledge of safe practices both in formative and summative assessments throughout the academic year. Additionally, students review the metric system and the basic set-up of a scientifically sound experiment.</p> <p>Following this first unit about lab safety and science basics, students dive into earth science with the "Rocks, Minerals, and Soil" unit. This unit takes up the majority of the fall term. First, students learn about the properties of rocks and minerals through a variety of hands-on explorations. To show their knowledge of minerals, students complete an individual research project about a mineral of their choosing. After their initial research, students design a presentation to teach their classmates about the mineral. In addition to this project, students work in small groups to identify unknown mineral samples in their first lab of the year. Students are guided through this first argument-based inquiry investigation, in which they are asked to design and implement a lab experiment to answer the investigation question. After the experiment, they worked to synthesize a claim based on their gathered data. This type of lab investigation is utilized throughout the year with increasing independence as students gain essential skills and confidence. Next, students learn about the types of rocks and the rock cycle through a variety of in-class activities and written homework assignments. As a culminating project, students create a "Rock Memoir" detailing the life of a personified rock going through the rock cycle. At the end of the unit, students gain an understanding of the importance of soil through a variety of activities, which builds on their knowledge of rocks and helps to connect it to the study of life science from sixth grade.</p> <p>The next unit of study is "Fossils and Geologic Time." In this unit, students build upon their understanding of rocks and rock formation by studying how fossils form. As part of this unit, students create a scale timeline of geologic time from the beginning of Earth until the present day. This helps students to contextualize various fossils that have been studied, and to comprehend how little time humans have existed on Earth. At the end of this unit, students</p> <p>Earth's layers are the next unit of study, with a particular emphasis on the movement of tectonic plates and how they are related to volcanoes and earthquakes. When first learning about the tectonic plates, students use graham crackers and shaving cream to simulate plate movement, then use fossil and geologic data to figure out a Pangaea "puzzle" in order to understand the movement of the continents. Students also complete a plate tectonics investigation using the National Oceanic and Atmospheric Administration (NOAA) Natural Hazards Viewer. This online, data-filled map tool allows students to gather data on earthquakes and volcanoes at different types of plate boundaries and determine what if any, patterns exist in their data.</p>		
Narrative 2024-2025		
<p>Alex is such a delight to have in science class. Alex's infectious enthusiasm for science and vast prior knowledge enriches the whole class each day. Alex absolutely loves to add interesting facts and relevant information when content is being introduced and never fails to teach everyone something new. Alex often requests more time to finish assignments. This is due to Alex's desire to complete assignments thoroughly and dive deeply into each topic. Alex is proactive about asking the teacher for extra time when needed. Alex has had a wonderful time with the projects so far this year. At the end of the fossil unit, Alex created a truly standout project about a scientifically based (but fake) fossil called Archibald the Dino. Alex crafted an entire newspaper with a front-page story about Archibald, which went into great detail about the "discovery" of the specimen. Additionally, Alex added fun details like advertisements and even a comic. Going into the second half of the year, Alex is encouraged to work on increasing efficiency (and, therefore, speed) on assignments. Alex will soon be in eighth grade, then high school, and it would benefit Alex to be able to complete assignments more quickly when needed.</p>		

16 Prospect Hill Ave
Somerville, MA 02143
Birth date: 1/26/2012
Grade level: 7th Grade

7th Grade Spanish - Jose Lopez Espinosa

	Fall
Spanish	
<i>Researches and designs an original "Piñata", and its origin. (Piñata Project)</i>	3
<i>Helps to set up the Day of the Dead altar from beginning to end</i>	3
<i>Writes and performs original restaurant skit with partners (cooperative project)</i>	3
<i>Reports periodic current events of various Spanish-speaking countries</i>	3
<i>Identifies dances of Spanish-speaking countries (salsa, tango, flamenco, mariachi, merengue and reggeton)</i>	3
<i>Listens and responds in writing to unit-based questions in Spanish (quizzes)</i>	3
<i>Listens and responds to impromptu questions in Spanish (orally) in class</i>	3
<i>Reads and follows written instruction in Spanish</i>	3
<i>Illustrates ability to understand text in Spanish (quizzes and homework)</i>	3
<i>Participates in Spanish (simple responses)</i>	3
<i>Researches about the "Alebrijes" and starts making one with wood material</i>	3
<i>Responds to and formulates questions using five basic interrogatives (who, what, when, where and why)</i>	3
<i>Pronounces Spanish with a developing native accent (focusing on accents, tildes, intonation, flow of words)</i>	3
<i>Demonstrates fluency of Spanish in simple classroom conversations</i>	3
<i>Demonstrates fluency of Spanish during presentations and recordings</i>	3
<i>Completes daily homework assignments on time</i>	3
<i>Thoroughly completes assignments</i>	3
<i>Participates actively and cooperatively in class</i>	3
<i>Asks questions, takes notes, engages with concepts and materials</i>	3
<i>Seeks assistance when needed</i>	3
<i>Comes to class prepared</i>	3
<i>Demonstrates attentive and positive attitude</i>	3
<i>Demonstrates knowledge of dates, days, months</i>	3
<i>Identifies/determines basic parts of speech: nouns, articles, verbs and adjectives</i>	3
<i>Correctly pairs pronouns with verb forms</i>	3
<i>Exhibits recall/retention of vocabulary (quizzes and homework)</i>	3
<i>Demonstrates complexity and clarity of writing in Spanish (journal entries)</i>	3
<i>Uses subject pronouns and the present tense of regular -AR, -ER, and -IR ending verbs</i>	3
<i>Expresses oneself in simple affirmative and negative sentences</i>	3

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Birth date: 1/26/2012

Grade level: 7th Grade

7th Grade Spanish - Jose Lopez Espinosa

	Fall
<i>Demonstrates proficiency in the use of irregular verbs in the present tense, including SER, ESTAR, TENER, IR, VIVIR, LLAMARSE, MOVERSE, VIAJAR, etc</i>	3
<i>Understands and applies the present, past, and future using both regular and irregular verbs in these three tenses.</i>	3
Comments	
Subject description	
Spanish in seventh grade was a total immersion course in which students expand their proficiency in the Spanish language. Students delve deeply into the language through the study of Hispanic culture and current events. The course synthesizes the grammar covered in fifth and sixth grades and introduces the preterit, keeps expanding the simple present, and also an introduction to future tense. Students speak, listen, write, and read from simple sentences to longer sentences. The students used authentic sources like podcasts, videos, newspaper articles, and songs to learn and communicate about a variety of topics in Spanish. This is a highly communicative course; the students work individually and collaboratively in class and on assessments such as projects and presentations.	
Narrative 2024-2025	
This semester, Alex stood out as an interested and engaged student. When the class did the "Piñata Project," Alex was sometimes distracted but could accomplish most of the classwork when redirected and with several check-ins. Alex asked questions occasionally regarding the content being taught in the course. Alex turns in most of the classwork and always takes notes. Alex can expand a solid base in Spanish vocabulary given that Alex already knows how to make long sentences. Alex is on the way to building paragraphs in Spanish. Using the online tools was a fun way for the students to review, incorporating all the content. Moving forward, Alex is ready to keep succeeding and expanding Spanish knowledge this spring.	

7th Grade Drama - Jennifer Salvucci Bent

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

Alex Zafrin (Alex)
16 Prospect Hill Ave
Somerville, MA 02143
Birth date: 1/26/2012
Grade level: 7th Grade

2024 - 2025



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7th Grade Drama - Jennifer Salvucci Bent

		Fall
Comments		
Subject description		
During the early part of the fall semester, the seventh-graders began working on their first full-scale production at CFS. Tasked with capturing the subtle humor of our witty who-dunit, the seventh grade embraced the rehearsal process for our adaptation of Agatha Christie's <i>Mousetrap</i> . Having read the play last year in Humanities, the class was in agreement that this would be their seventh grade production, fully realizing that this is a much bigger challenge than the one-act comedy done in past years. With two acts and dark undertones, <i>Mousetrap</i> proved to be just what this class needed! Their work ethic is admirable as they work together to capture the humor and pacing of this challenging script. From blocking (where they move onstage) and learning their lines to costumes, set and lighting design, the students have been learning what goes on behind the scenes as well. They eagerly take on new projects and consistently put their all into each rehearsal. It is incredibly exciting to watch as a teacher as the journey of each production showcases the emotional, social, and developmental growth of the students.		
Narrative 2024-2025		
Alex has showcased enormous growth as an actor this year. Alex has tackled character development head-on, creating TWO multi-layered characters ("Mrs. Boyle" and "Mr. Paravacini") that combine quick wit, charm, and intelligence in our production of Agatha Christie's <i>Mousetrap</i> . Alex has worked tirelessly on diction, projection, and inflection, as Alex understands the value of these skills. Alex's willingness to listen to all members of the ensemble this year is a testament to the substantial growth and maturity seen from Alex since September. Alex has also responded very positively to constructive feedback from teachers and peers this year. Alex is a valued member of our seventh-grade community.		

16 Prospect Hill Ave
 Somerville, MA 02143

Birth date: 1/26/2012

Grade level: 7th Grade

7th Grade Visual Art - Sami Martasian

	Fall
Visual Art	
<i>Demonstrates respect for classmates in the studio</i>	3
<i>Actively listens and is attentive during instructions and demonstrations</i>	4
<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>	4
<i>Works cooperatively and collaboratively on visual arts projects and displays</i>	3
<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>	3
<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
<i>Participates and engages in an appropriate manner in discussions and activities</i>	3
<i>Approaches activities with a positive attitude</i>	3
<i>Takes care of materials and tools and uses them appropriately</i>	4
<i>Recognizes and utilizes a variety of sources for artistic imagery, including observation, abstraction, imagination and expression</i>	4
<i>Explores a variety of materials and media, and chooses specific materials to produce different visual effects</i>	4
<i>Experiments with ideas and uses inventiveness in problem solving</i>	4
<i>Demonstrates an understanding of visual art concepts presented</i>	4
<i>Uses time constructively and works in a focused manner</i>	3

Alex Zafrin (Alex)

2024 - 2025



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16 Prospect Hill Ave
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Birth date: 1/26/2012
Grade level: 7th Grade

7th Grade Visual Art - Sami Martasian

		Fall
Comments		
Subject description		
<p>Seventh-grade students have spent this fall making work but also deepening their understanding of art history and culture. 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. Seventh-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. Linoleum block printmaking was the next project these artists embarked on. After studying the work of artists like Kathe Kolwitz, Latoya Hobbes, and Peter Schumman (Bread and Puppet Theater), each student created an image that communicated one of the Quaker Testimonies. Then, linoleum blocks were carved, and multiple colorways were printed. The class also created a shared piece that included a print from each student and some printed on fabric to be sewn onto clothes. Next, seventh-grade students studied examples of public art and memorials, such as Chicano Park in San Diego and Maya Lin's Vietnam War Memorial. These works inspired students to create a miniature model of a possible piece of public art, complete with a written proposal outlining where this work would be and what it would mean for community members interacting with it. Seventh-grade students will close out this semester by constructing and designing sets for their upcoming drama performance.</p>		
Narrative 2024-2025		
<p>Alex is a joy to work with in the art studio. This inquisitive student brings thoughtfulness and curiosity to class discussions, always making meaningful connections between history, philosophy, and art. Linoleum block printmaking resonated greatly with Alex, who carved an intricate plate of abstract swirls in clear-cut lines, rippling over the whole surface of the linoleum. Each print made from this plate featured different color combinations and ink mixes, well applied and clear. The best part of this project was how passionate Alex felt about doing it; this young artist was thrilled to consider the ways this medium allowed for replication and multiple pieces from a single image and was particularly inspired to use these prints for fundraising for those experiencing serious political situations and needs. Alex has been working well collaborating with peers to build sets for the upcoming seventh-grade drama production.</p>		

16 Prospect Hill Ave
 Somerville, MA 02143

Birth date: 1/26/2012

Grade level: 7th Grade

7th grade Physical Education - Angelo Valle

	Fall
Physical education	
<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>	3
<i>Demonstrates flexibility and coordination</i>	3
<i>Demonstrates developing throwing skills</i>	3
<i>Demonstrates developing catching skills</i>	3
<i>Demonstrates developing striking skills</i>	3
<i>Demonstrates growth in self confidence</i>	3
<i>Contributes to group and team initiatives</i>	3
<i>Demonstrates tactical understanding during team games</i>	3
<i>Able to accept game outcomes</i>	3
<i>Understands sportsmanship as a critical component of physical education</i>	2
<i>Receptive to teacher feedback</i>	3
Comments	
Subject description	
<p>In the first semester of Grade 7 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 developing 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>Alex has had a good first semester after having started the year with sporadic participation in class due to health-related absences. Usually a positive presence, Alex is capable of bringing good humor and energy to the class. Alex usually arrives prepared and ready to participate in the pace run, dynamic stretches, and ensuing activities. Although running indoors is challenging for Alex, as fresher air outdoors is preferred, Alex puts forth good effort all around. Though sometimes distracted by others, Alex usually listens attentively to instructions for class activities and demonstrates improving skills in all aspects of class. Usually supportive of classmates and capable of being a helpful team member, Alex sometimes feels very strongly about team placement and is unhappy being assigned to a particular team. Some goals for Alex would be to become more comfortable finding a way to work together with whomever is assigned to the same team and being respectful of all teammates and opponents.</p>	



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Grade level: 7th Grade

Chat - Gabriela van Veen, Camilla Buba

		Fall
Comment		
Subject description		
<p>Grade 7</p> <p>Throughout the fall trimester 7th grade students learned about various topics related to mental health, executive function, healthy relationships/bullying, and identity. Our first class focused on group rules and what environment we want to have as a community during chat. The students were into the idea of creating classroom rules that fit the needs of the group while also allowing flexibility, for example: “ minor tangents allowed as long as they are appropriate and brief.” With this little area for creativity I have found that it has helped to foster their sense of community as a class as well as helped us to connect what we are learning about to other ideas and form connections. Our curriculum started with a get to know you/ identity activity. I had students think about core parts of their identity, traits, hopes, and parts of themselves. Then had them create a map that labeled those pieces as places on an island, and one student made a nebula of stars to represent themselves. Some of the places on the maps were listed as; going to high school, favorite singers, anxiety, video games, and friends. From here we moved onto relationship building and discussed topics of vulnerability and communication styles to help foster positive and healthy relationships. We then shifted to discuss bullying, what qualifies as bullying, what to do if bullying is happening, how to be an upstander, and the rules surrounding bullying in the school and state of Massachusetts. We did a lesson on responsible decision making and executive functioning and used the real life example from the Apollo 13 mission. The class was really connected with this project because it was realistic compared to a fake scenario. The students were able to look at each item and understand the prioritized list of why and when each item was selected to aid in the mission. We used that example to look at what might need to be prioritized in their life and why certain things have a higher ranking than others. We also learned about stress and anxiety and what good stress and bad stress is and how it can show up for people. One lesson that we did was all about our vagus nerve and the parasympathetic nervous system. The students were really interested in the science behind anxiety and how our bodies can become overactive and what coping skills we can use to help it regulate back to baseline. We played “self care” bingo and talked about how self care looks different for everyone and that taking care of ourselves plays a big role in our own unique identities.</p>		