

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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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	
<i>Practices the skills and habits of citizenship, community, and scholarship in order to be a successful independent and collaborative learner</i>	3
<i>Completes assignments in a timely and thoughtful manner</i>	3
<i>Demonstrates appropriate effort.</i>	3
<i>Participates in class actively by making contributions, asking questions, and engaging with classmates in the work</i>	3
<i>Listens actively to teachers and classmates</i>	3
<i>Seeks assistance when needed</i>	3
<i>Accepts responsibility and respectfully responds to feedback.</i>	3
<i>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

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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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>	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

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<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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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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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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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, 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>		

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

Birth date: 2/25/2012

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>	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)
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Somerville, MA 02144
Birth date: 2/25/2012
Grade level: 7th Grade

2024 - 2025



Cambridge Friends School
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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 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>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>		