

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

2024 - 2025



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

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

Grades

8th Grade Homeroom/Advisory - Christopher Gandolfo-Lucia

	Gr 8 Fall
Personal and Social Skills	
<i>Engages actively in homeroom routines</i>	3
<i>Makes transitions independently, arriving on time and ready to learn with necessary materials</i>	2
<i>Actively seeks ways to lead by example and model positive community citizenship</i>	3
<i>Has a positive attitude toward school and learning</i>	3
<i>Participates in the care and organization of the classroom environment</i>	3
<i>Seeks adult help when needed</i>	3
<i>Interacts with adults in a positive and productive manner</i>	3
<i>Accepts responsibility and respectfully responds to feedback.</i>	2
<i>Enters school on time, prepared, and ready to learn</i>	4
<i>Organizes cubby and work materials</i>	2
<i>Accepts responsibility for own actions</i>	3
<i>Respects the rights, feelings, and opinions of others</i>	3

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8th Grade Homeroom/Advisory - Christopher Gandolfo-Lucia

	Gr 8 Fall
Comments	
Subject description	
<p>In order to be successful in and out of school, students need to learn a set of social and emotional competencies—cooperation, assertiveness, responsibility, empathy, and self-control—and a set of academic competencies—academic mindset, perseverance, learning strategies, and academic behaviors. The eighth-grade advisory is designed to help students develop these skills through discussions, reflections, and project-based opportunities for community building and engagement. In addition to these social, emotional, and academic skills, the eighth-grade advisory also guides and supports students through the secondary school application and selection process.</p>	
Narrative 2024-2025	
<p>Adam has been a thoughtful and persevering member of the eighth-grade cohort this semester. Adam has been actively working on improving organizational skills, and with teacher support, Adam has successfully maintained an orderly cubby. Adam's academic resilience has been notable this semester, particularly in the context of long-term class assignments. Adam's ability to stay focused and committed to assignments has markedly improved, and Adam has continued to demonstrate a dedication to growth. While typically punctual and prepared for class, challenges around keeping track of Adam's Chromebook have sometimes impacted timeliness, but Adam has responded to feedback while working to address this challenge. In general, Adam has made steady progress in terms of work habits.</p> <p>Socially, Adam has continued to build friendships and relationships throughout the eighth grade. Adam has been practicing implementing tools for emotional regulation, and Adam has demonstrated an increased capacity for conflict resolution this semester; in particular, Adam has been more proactive in recognizing when conflict has begun to emerge and exiting such situations before they escalate. Adam has enjoyed building community with adults and classmates, helping to contribute to an overall welcoming and supportive environment. Overall, Adam has made steady progress this semester and has continued to be a valued member of the eighth-grade cohort.</p>	

8th Grade Humanities - Christopher Gandolfo-Lucia

	Gr 8 Fall
English	
<i>Determines a theme or central idea of a text and analyzes its development over the course of the text, including its relationship to the characters, setting and plot</i>	3
<i>Analyzes how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision</i>	3
<i>Makes inferences about setting, plot, characters, and events, and supports them with evidence from the text</i>	3
<i>Uses evidence from texts effectively to strengthen arguments and prove a thesis in an essay</i>	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>	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>	2
<i>Applies revision and editing techniques to polish writing pieces effectively</i>	3
<i>Employs proper use of punctuation</i>	3
<i>Uses effective techniques, relevant descriptive details, and well-structured event sequences to capture experiences in personal essay</i>	3
<i>Engages thoughtfully with independent reading</i>	3
<i>Uses precise words and phrases to capture and convey experiences and information</i>	3

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8th Grade Humanities - Christopher Gandolfo-Lucia

	Gr 8 Fall
History	
<i>Understands and is able to analyze a text for bias and subjectivity</i>	3
<i>Constructs a historical argument and uses evidence to support it</i>	N/A
<i>Explains causes and effects of historical events</i>	N/A
<i>Analyzes primary source documents for purpose, audience, and message</i>	N/A
<i>Understands the difference between primary and secondary sources</i>	N/A
<i>Examines current events through a historical lens</i>	3
<i>Explains the historical attitudes and treatment of marginalized communities in the U.S. and the major events, leaders, and changes in the rights of those groups over time.</i>	3
<i>Understands the relationship between economic, political, and social change, as well as the ways in which they intersect.</i>	N/A
<i>Analyzes and interprets geographic information</i>	N/A
<i>Analyzes and explains the meaning and context of visuals</i>	N/A
<i>Describes the United States' form and structure of government</i>	N/A
<i>Uses comparative techniques to describe the form and structure of non-US governments</i>	N/A
Research	
<i>Perseveres through the inquiry process, including the development of appropriately rigorous research questions</i>	N/A
<i>Identifies and uses credible sources when conducting research</i>	3
<i>Presents research in an organized, coherent, and polished manner</i>	N/A

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8th Grade Humanities - Christopher Gandolfo-Lucia

	Gr 8 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>	2
<i>Accepts responsibility and respectfully responds to feedback.</i>	3
<i>Respects the rights, feelings, and opinions of others</i>	3
<i>Makes transitions independently, arriving on time and ready to learn with necessary materials</i>	2
<i>Interacts with peers in a positive and productive manner</i>	3
<i>Takes effective notes that summarize relevant information concisely</i>	2
<i>Discusses social issues thoughtfully and respectfully</i>	3
<i>Interacts with adults in a positive and productive manner</i>	3

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8th Grade Humanities - Christopher Gandolfo-Lucia

	Gr 8 Fall
Comments	
Subject description	
<p>This course investigates the categories that make up “identity” as understood in contemporary culture and politics. We invited students to think widely about the terms they use to define themselves; this focus helps to forge a classroom community where students feel comfortable and encouraged to share personal experiences and perspectives. Students read independent reading books featuring diverse voices and think collaboratively about the importance of representation in literature, film, and television. The first half of the CFS Eighth Grade Humanities course focuses entirely on essay writing. Students practice a complete writing process involving planning/prewriting, drafting, revising, editing, and proofreading/publishing. Via this practice, each student crafts a personalized writing process that emphasizes their strengths and supports areas of challenges. Throughout all essay units, students engage in the process of self-editing, learning the art of taking constructive feedback from both peers and teachers. For each essay, students submit a rough draft and have a 15-minute conference with their Humanities teacher to discuss specific revision points regarding mechanics, punctuation, organization, support, clarity of writing, and flow of argument. This conference-based writing workshop allows each student an opportunity to practice specific skills and areas for growth that are uniquely relevant to their profile as a writer. This fall semester, students practiced three distinct forms of essay writing: persuasive essay, personal essay, and literary analysis essay. Through a unit studying casting processes and minority representation in film, students practiced crafting persuasive arguments regarding the moral, social, and economic considerations that casting directors should evaluate when casting for roles with marginalized identities. Following this unit, students interrogated their own beliefs by writing personal essays. In this unit, students had the choice between supporting their beliefs with narrative essays and expository evidence drawn from history, culture, science, and personal experience. To conclude the semester, students practiced literary analysis essays through an Ursula K. Le Guin author study, during which students read and analyzed the themes of the following stories: “The Wife’s Tale,” “The Ones Who Walk Away From Omelas,” and “The Author of the Acacia Seeds’ and Other Extracts from the Journal of the Association of Therolinguistics.” In addition to this primary focus on essay writing, students have maintained an independent reading routine that involves 45 minutes of independent reading in class each week. Independent reading is evaluated through oral presentations at an interval of 8-10 weeks. In the second half of the year, students will practice research and oral presentation skills through a variety of independent and collaborative project-based assignments. These projects are open-ended and encourage students to employ a variety of interdisciplinary skills: in addition to relying on brainstorming skills and a complete writing process, for these projects, students will make use of data analysis skills, performing and visual arts skills, production design skills, creative writing skills, and other multi-disciplinary skills.</p>	
Narrative 2024-2025	
<p>Adam has approached humanities class this semester with increased academic independence and resilience. Adam successfully practiced a complete writing process this semester and became markedly more comfortable receiving and implementing teacher feedback. Dedicated time and scaffolds for planning and prewriting have been particularly helpful for Adam, and so a goal for Adam over the second half of the year will be to practice independent tactics for prewriting when an outline template is not provided. In class discussions, Adam has enjoyed participating by contributing comments, asking clarifying questions, and listening actively. Adam has also brought a positive attitude to independent reading and has demonstrated increased stamina and comprehension, as well as a willingness to invest the time needed to become engaged in longer books. Overall, Adam has made steady progress in humanities class this semester.</p>	

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8th Grade Math - Karen Harvey

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Math Skills	
<i>Able to use distributive property when solving equations or simplifying expressions.</i>	3
<i>Able to set up proportions</i>	3
<i>Able to perform all operations on real numbers.</i>	3
<i>Able to graph quadratic functions</i>	N/A
<i>Able to solve equations with variable on both sides.</i>	3
<i>Able to solve multi-step linear equations.</i>	3
<i>Able to analyze linear equations that contain two variables, and how these can be represented by graphical lines and tables of values</i>	3
<i>Able to graph linear equations and functions</i>	2
<i>Able to identify unique characteristics of, and graph horizontal and vertical lines.</i>	2
<i>Able to find slope of a linear function visually from a graph (rise over run) or calculate from a table ($m = \frac{y_2 - y_1}{x_2 - x_1}$).</i>	3
<i>Able to solve various word problems that involve real world relationships that can be represented by linear equations or functions</i>	2
<i>Able to write an equation in standard form ($Ax + By = C$) from a graph or from a linear equation in non-standard form.</i>	3
<i>Able to write linear equations in slope intercept form ($y = mx + b$) from graphs, tables and word problems.</i>	2
<i>Able to graph linear inequalities and compound linear inequalities</i>	3
<i>Able to identify the number of solutions of a linear system of equations.</i>	3
<i>Able to interpret systems of inequalities (multiple inequalities at the same time) and use them to describe real-world situations</i>	3
<i>Able to solve systems of simple linear inequalities by creating graphs.</i>	3
<i>Able to construct, analyze, graph, and interpret basic exponential functions of the form $f(x) = a(r^x)$</i>	N/A
<i>Able to identify exponential functions using graphs and/or tables.</i>	N/A
<i>Able to apply exponent properties involving products, powers of a power, and quotients.</i>	N/A
<i>Able to add and subtract polynomial expressions</i>	N/A
<i>Able to multiply polynomial expressions</i>	N/A
<i>Able to differentiate between monomials, binomials and polynomials, identify the degree of polynomial and leading coefficient.</i>	N/A
<i>Able to solve quadratic equations using square roots.</i>	N/A
<i>Able to identify quadratic functions in equation and graph form, and state their properties (vertex, axis of symmetry, relationship to parent quadratic function).</i>	N/A
<i>Able to use the discriminant to determine the number of solutions to a quadratic equation.</i>	N/A
<i>Able to simplify radicals without and with variables.</i>	N/A

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8th Grade Math - Karen Harvey

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

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8th Grade Math - Karen Harvey

		Gr 8 Fall
Comments		
Subject description		
<p>In 8th grade math, students have engaged with a range of topics that build critical algebraic and statistical skills. The year began with graphing linear equations, where students learned to plot points and understand the relationships represented by linear graphs. They progressed to writing equations and expressions derived from real-world problems and data tables, enhancing their ability to translate between different representations of mathematical relationships. Next, students explored graphing inequalities and solving systems of equations and inequalities, developing strategies to find solutions and interpret their meaning in various contexts. Additionally, the class analyzed two-way data tables, gaining the ability to interpret and organize categorical data effectively. To round out their statistical understanding, students examined correlation coefficients and lines of best fit, learning to interpret statistical relationships and trends within data sets. This comprehensive approach has provided a strong foundation for advanced mathematical concepts and real-world applications.</p>		
Narrative 2024-2025		
<p>In class, we began by assessing students' areas of need for additional support. After that, we quickly moved into solving linear equations, writing equations and expressions from given examples. The class then tackled systems of equations using the elimination method and learned how to graph these systems. As we progressed into the second half of our unit on equations and inequalities, students refined their skills in graphing linear inequalities and creating systems of inequalities from word problems. Our current focus is on two-variable statistics, where we are investigating correlation versus causation, calculating the line of best fit using graphing technology, interpreting what the line of best fit reveals about the problem, determining residuals, and estimating the correlation coefficient from a graph.</p> <p>Adam has made consistent growth in math throughout the first semester. One of Adam's strengths is identifying corollary relationships in scatter plots, both through manual graphing and graphing technology. Additionally, Adam excels in solving linear equations and inequalities, demonstrating a strong understanding of the "legal moves" in problem-solving.</p> <p>An area for growth is Adam's response to feedback, both through formal graded assessments and informal class discussions. At times, receiving feedback can be challenging, and we have been working together to develop the understanding that mistakes are not a reflection of innate ability in math but rather a natural part of the learning process. With continued focus and practice, Adam is well on track for further success in the second semester.</p>		

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8th Grade Science - Carolyn Sohn

	Gr 8 Fall
Science Skills	
<i>Constructs and records close observations of the natural world, and able to asks questions about what is unknown</i>	3
<i>Can independently use the scientific method to answer scientific questions through investigation</i>	3
<i>Organizes data in appropriate form for interpretation and recognizes patterns in data</i>	3
<i>Includes reason and/or evidence to support scientific arguments or conclusions</i>	3
<i>Systems thinking: understands specific information in the context of large scale natural systems, patterns, and cycles</i>	3
<i>Uses class time constructively and works in a focused manner</i>	3
<i>Communicates original findings and understanding through writing, speech, and project work, tailoring communication to specific audiences</i>	3
<i>Demonstrates understanding of concepts, facts and vocabulary during class discussions</i>	4
<i>Demonstrates understanding of concepts, facts, and vocabulary in written work and projects</i>	2
<i>Awareness of individual level of comprehension and uses available resources to further their learning</i>	3
<i>Participates actively and engages in an appropriate manner in lessons and activities</i>	3
<i>Approaches work with curiosity, openness to new experiences, and demonstrates a growth mindset</i>	3
<i>Perseveres on difficult tasks and in problem solving</i>	3
<i>Engages in self-directed learning: setting goals, striving to meet them, and evaluating progress</i>	3
<i>Completes homework thoroughly and on time</i>	3
<i>Records and communicates observations and thinking to others</i>	3
<i>Demonstrates cooperative learning by supporting intellectual risk-taking, actively listening, and participating positively in group work</i>	2

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8th Grade Science - Carolyn Sohn

		Gr 8 Fall
Comments		
Subject description		
<p>Eighth-grade science begins with an exploration of chemistry. In the first unit, "Properties and States of Matter," students gain an understanding of the molecular motion of matter and how scientists classify matter. In this unit, students explore the first inquiry investigation in which they write and implement their own lab procedure to answer the investigation question: "What happens at a molecular level when thermal energy is added to a substance?"</p> <p>Students then explore the foundational elements of chemistry: atomic structure and the periodic table. Students are then introduced to the basic structure of atoms and the properties of subatomic particles, then take time to explore the periodic table once they understand how to interpret terms like "atomic mass." The periodic table is taught using both digital and physical exploration activities as a tool for understanding chemistry and how elements behave.</p> <p>Students each do a deep dive into one element through the "Element Baby Book" project, in which they "adopt" an element and create a scrapbook-style "baby book" using research they do on that element's history, properties, and uses. By the end of this project, students demonstrated a deeper understanding of an element's structure and properties, as well as connected that element to similar elements on the periodic table.</p> <p>The next unit covers atomic bonding and chemical reactions. Students start by learning different types of bonding through a variety of digital simulations and physical activities. Once the bonding concepts are mastered, students learn more about how breaking and forming bonds connect with chemical reactions. Chemical reactions are brought to life through teacher demonstrations and hands-on labs. The unit includes the lab investigation: "Conservation of Mass: How Does the Total Mass of the Substances Formed as a result of a Chemical Change Compare With the Total Mass of the Original Substances?" This investigation brings to life paper-and-pencil chemical equations by giving students the opportunity to carry out several chemical reactions.</p> <p>Students tackle the final chemistry unit, acids and bases, after winter break. This unit pushes students to build upon their understanding of chemical reactions by adding on the concept of acid-base reactions. This unit incorporates inquiry activities and focused lab investigations, such as a cabbage juice pH lab. In the cabbage juice lab, students classify known household substances such as vinegar and soap as strong/weak acids or bases by using the juice of a red cabbage. Students create and test their own cabbage juice color pH scale, then test the scale using substances with known pH values.</p>		
Narrative 2024-2025		
<p>Adam clearly loves science and engages with the lesson in every class. Adam often likes to talk through concepts and assignments with the teacher prior to writing down answers, preferring verbal communication to written. Adam tends to need encouragement to then transcribe what was expressed verbally. Adam occasionally forgets about a homework assignment but is always able to demonstrate an understanding of the material when prompted. During labs, Adam's strength lies in having strong conceptual knowledge of the topic at hand. However, Adam tends to need teacher support in order to work effectively with others. Additionally, Adam's post-lab assignments don't typically express the depth of understanding that Adam showed during the lab itself. Adam took great pride in the element baby book about titanium. Adam had unique ideas on how to approach the assignment and produced a project that fulfilled all requirements while including many moments of humor. Going into the second half of the year, Adam is encouraged to continue working on putting orally communicated ideas to paper in order to capture them for the assignment.</p>		

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8th Grade Spanish - Jose Lopez Espinosa

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

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8th Grade Spanish - Jose Lopez Espinosa

	Gr 8 Fall
Comments	
Subject description	
<p>Eighth-grade Spanish continues with a review of the basic structures from fifth, sixth, and seventh grades with new vocabulary and grammar that serves to broaden the speaking, reading, listening, and writing of Spanish. It also provides students with an understanding and appreciation of cultures other than their own when the students compare and connect any Latinx culture and communities with the American culture. Students acquire a working knowledge of a wide variety of grammatical structures and continue to learn to speak Spanish with more accuracy, expanding their understanding of the language and improving fluency, pronunciation, rhythm, and intonation when speaking Spanish. The students graduate knowing how to use the present, past, and future of the indicative tenses, and eighth graders know how to identify the present subjunctive, commands, the present progressive, the conditional, the present perfect, and the imperfect tenses. Our eighth-grade collaboration happens with the eighth-grade humanities teacher, as well as with science, art, drama, and math classes.</p>	
Narrative 2024-2025	
<p>During this first part of the year, Adam has demonstrated growth through more frequent participation. Adam enjoys our weekly game-based approach, which has helped the entire class make progress in Spanish. Weekly writing activities are important to help practice the four skills, and Adam completes these even though they are not a preferred part of Spanish class. Adam is working to be more confident when speaking Spanish, which should increase through time and practice. Adam has shown progress when we do the interviews every week or every other week, demonstrating an understanding of all the questions asked in the interview. Adam is able to make medium and long sentences and will benefit from continued practice speaking in the tenses the class is mastering: the past tense, the present, and the future tenses of the indicative. The next steps for Adam are to continue to practice writing, practice answering questions in complete sentences, continue listening exercises, and read at least once a week at home.</p>	

8th Grade Drama - Jennifer Salvucci Bent

	Gr 8 Fall
Drama Skills	
<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>	N/A
<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>Eighth grade is essential to the culminating study of the dramatic arts. Drama is intellectual growth, learning to trust your instincts, working with your ensemble, creating safe environments, and risk-taking onstage. It is confidence in making mistakes and it is about the process over time. At the start of the academic term students engage in the first unit of study: Interviewing 101. Because eighth grade is a year of new possibilities and development before transitioning to secondary schools, students begin the process of next school selection, and interviewing has been incorporated into the drama curriculum. This essential skill is not only used for secondary school preparation, but for college and job interviewing as well. Students are lead through a series of interview questions, enhancing their oral presentation skills as progress toward mock interviews. Students begin to realize how like physicality is extremely important in our stage productions, their physical self is used as a marker in interviews. Posture, a firm handshake, eye contact, and culture serve as essential factors in the final interview. The eighth graders also learn the importance of dress in connection with specific situations, and how they should always remain true to who they are as a person: that their thoughts, instincts and reflections on life thus far, is a voice that needs to be heard. Though they will move on to connecting with a different ensemble, students are able to reflect on everything that has brought them to this point in their lives and how their time at Cambridge Friends School has shaped their views on the world. Once the interview unit has concluded, students change course and begin the journey of piecing together a culminating stage production. Using every one of the skills sets incorporated into the first three years of the Cambridge Friends School Drama curriculum, this year's eighth graders will be performing <i>Newsies</i>, <i>JR.</i>! The beginning steps of this process is for the students to identify the through-line of the play, the symbolism and the themes behind it, and then begin the process of text analysis for their individual character(s). From there, we will begin the blocking process, as well as lighting and sound along the way. Looking forward to our final adventure together!</p>	
Narrative 2024-2025	
<p>Adam has grown tremendously over the past year, both as an actor and as a person, speaking up more readily during our discussions and taking a fierce interest in our Next Schools process. Adam is engaged, enthusiastic, and genuinely excited about what lies ahead. Adam was also thoughtful and reflective in the interviews, asking thoughtful questions that helped peers think more critically and deeply. Adam has come a long way in accepting the idea of the eighth-grade musical. Adam has become increasingly more eager to try on all sorts of roles and is committed to what lies ahead during the rehearsal process for our production of <i>Newsies</i>!</p>	

8th Grade Visual Art - Sami Martasian

	Gr 8 Fall
Visual Art Skills	
<i>Follows art studio procedures and meets art studio expectations for behavior</i>	3
<i>Demonstrates respect for classmates</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>	2
<i>Communicates knowledge, emotions, and understanding using a range of mediums and materials</i>	2
<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>	2

Adam Azim

2024 - 2025



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no

Cambridge, MA 02138

Birth date: 10/30/2010

Grade level: 8th Grade

8th Grade Visual Art - Sami Martasian

		Gr 8 Fall
Comments		
Subject description		
<p>Eighth-grade has spent this semester honing personal style and practicing useful techniques to carry into their future art making. Each student began the school year by making a talking piece to be used in Restorative justice circles and community time. These were made with care and consideration of their connection to indigenous cultures that inform our understanding of Restorative Justice. Eighth-grade students then participated in making Alebrijes to be displayed on our Day of the Dead Ofrenda along with the rest of the middle school. All grades participating in the project first studied the life and work of Pedro 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. Eighth-grade students then began their Surrealist self portrait project. Students began this unit by considering work by Leonora Carrington, Frida Khalo, and Kehinde Wiley, three artists whose work is very different from one another but each keen on using surreal elements to better express the emotional reality of their subjects. Face drawing techniques, both by measuring out the face using a classic figure drawing method and by observation in a mirror helped students begin their planning, which then developed into including expressive elements of their own. Students chose symbols, animals, backgrounds, or changes to their appearance to express their identities and inner emotional landscapes. Our next steps were to study shadow and highlight and paint mixing and application to finish these fabulous pieces. Eighth-grade students are currently concluding a linoleum printmaking unit. Students created a square design that is made in such a way that it creates a larger image when printed. Many students carved their linoleum to be 1/4th of an image, so that once rotated, a complete flower, planet, or shape is formed. Students experimented with different colorways and printed on both fabric and paper.</p>		
Narrative 2024-2025		
<p>Adam has shown great growth in the art room this fall; flexible thinking and willingness to adjust drafts to create a thoughtful final work are the strengths of this young artist. Adam demonstrated perseverance and attention to detail in approaching the eighth-grade linoleum print project. Unhappy with the first design, Adam was comfortable replanning and starting over and ended up creating a fantastic geometric design that printed clearly. The eighth-grade surrealist self-portrait project similarly began with feelings of challenge for Adam, but eventually, this young artist embraced the medium and layered paint to strengthen the design. A bold character with a slightly cartoonish face occupies a dark landscape, meeting the viewer's gaze with bright eyes.</p>		

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8th Grade Physical Education - Angelo Valle

	Gr 8 Fall
Physical Education Skills	
<i>Comes to class prepared and ready to participate</i>	3
<i>Comes to class positive and cooperative</i>	3
<i>Listens attentively and follows directions</i>	2
<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>	3
<i>Demonstrates developing throwing skills</i>	3
<i>Demonstrates developing catching skills</i>	3
<i>Demonstrates developing striking skills</i>	3
<i>Contributes to group and team initiatives</i>	3
<i>Demonstrates tactical understanding during team games</i>	3
<i>Demonstrates abilities to perform skills relating to specific team units</i>	3
<i>Understands specific terminology related to skills, positioning, and game play</i>	3
<i>Understands sportsmanship as a critical component of physical education</i>	3
<i>Demonstrates sportsmanship during gameplay</i>	3
<i>Able to accept game outcomes</i>	3
<i>Understands the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</i>	3
<i>Receptive to teacher feedback</i>	2
Comments	
Subject description	
In the first semester of Grade 8 Physical Education, we began each class period with a pace run to warm up for the ensuing activities while developing conditioning and endurance. The focus then turned to coordination and flexibility through dynamic movements and stretches to prepare the muscles for activity. Through cooperative games and team-building activities, we focused on team cooperative skills before moving on to the competitive team games of soccer, football, and basketball. Throughout the semester, we worked on developing good sportsmanship and building the physical fitness skills involved in those sports, including kicking, receiving, passing, dribbling, shooting, throwing, catching, changing direction, and responding and reacting.	
Narrative 2024-2025	
Adam has had a strong start to the year. Though sometimes distracted by classmates during instruction, Adam consistently arrives ready to participate in class and puts forth good effort into following classroom routines, starting with the pace run and continuing with the ensuing dynamic stretches and activities. Generally, Adam is supportive of classmates and willing to help others out in whatever way possible. Adam demonstrates improving skills in all aspects of class. Some goals for Adam would be to improve conditioning by putting even more effort into the pace run, to increase strategies to manage moments of frustration when things do not go as desired, including adopting a growth mindset and being more accepting of feedback that is meant to aid learning and improvement.	

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

Grades

8th Grade Homeroom/Advisory - Jose Lopez Espinosa

	Gr 8 Fall
Personal and Social Skills	
<i>Engages actively in homeroom routines</i>	3
<i>Makes transitions independently, arriving on time and ready to learn with necessary materials</i>	3
<i>Actively seeks ways to lead by example and model positive community citizenship</i>	3
<i>Has a positive attitude toward school and learning</i>	3
<i>Participates in the care and organization of the classroom environment</i>	3
<i>Seeks adult help when needed</i>	3
<i>Interacts with adults in a positive and productive manner</i>	3
<i>Accepts responsibility and respectfully responds to feedback.</i>	3
<i>Enters school on time, prepared, and ready to learn</i>	3
<i>Organizes cubby and work materials</i>	3
<i>Accepts responsibility for own actions</i>	3
<i>Respects the rights, feelings, and opinions of others</i>	3
Comments	
Subject description	
<p>The eighth-grade advisory program develops trusting and supportive relationships between the teacher and students to improve students' overall experience. Through advisory, students have a community in which to develop and enhance their social and emotional skills, build executive skill functions and work habits. Advisory helps students practice and improve skills in self-direction, problem-solving, community, and effective communication. Additionally, teachers support students as they transition from middle school to high school. This includes strategies on effectively handling stress and anxiety and using Quaker principles and mindfulness to stay centered and calm throughout the secondary school process. Students discuss real-life scenarios that they will likely face in high school and beyond and grapple with nuance when making decisions.</p>	
Narrative 2024-2025	
<p>Saoirse continues to display solid organizational and time management skills and comes to school prepared for the day.</p> <p>Over the years, Saoirse has displayed a keen interest and aptitude for art. This was particularly evident during homeroom, advisory, or Spanish classes. Saoirse routinely comes up with ideas that stretch the parameters of the project guidelines, leading to some creative inventions in several of Saoirse 's class projects. Saoirse also maintained several close friendships in the class and enjoyed socializing at lunch and recess. One of Saoirse's strengths is not being afraid of speaking her mind, an ability Saoirse often used to lighten the mood with friends. Saoirse often prefers social interactions over activities during advisory, and it will be important for Saoirse to learn to balance social interactions with academic responsibilities, a necessary skill during partner and small group work (including time management). Overall, Saoirse is an enthusiastic and motivated student who is well-prepared to meet future challenges.</p>	

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8th Grade Humanities - Christopher Gandolfo-Lucia

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

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8th Grade Humanities - Christopher Gandolfo-Lucia

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

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8th Grade Humanities - Christopher Gandolfo-Lucia

		Gr 8 Fall
Comments		
Subject description		
<p>This course investigates the categories that make up “identity” as understood in contemporary culture and politics. We invited students to think widely about the terms they use to define themselves; this focus helps to forge a classroom community where students feel comfortable and encouraged to share personal experiences and perspectives. Students read independent reading books featuring diverse voices and think collaboratively about the importance of representation in literature, film, and television. The first half of the CFS Eighth Grade Humanities course focuses entirely on essay writing. Students practice a complete writing process involving planning/prewriting, drafting, revising, editing, and proofreading/publishing. Via this practice, each student crafts a personalized writing process that emphasizes their strengths and supports areas of challenges. Throughout all essay units, students engage in the process of self-editing, learning the art of taking constructive feedback from both peers and teachers. For each essay, students submit a rough draft and have a 15-minute conference with their Humanities teacher to discuss specific revision points regarding mechanics, punctuation, organization, support, clarity of writing, and flow of argument. This conference-based writing workshop allows each student an opportunity to practice specific skills and areas for growth that are uniquely relevant to their profile as a writer. This fall semester, students practiced three distinct forms of essay writing: persuasive essay, personal essay, and literary analysis essay. Through a unit studying casting processes and minority representation in film, students practiced crafting persuasive arguments regarding the moral, social, and economic considerations that casting directors should evaluate when casting for roles with marginalized identities. Following this unit, students interrogated their own beliefs by writing personal essays. In this unit, students had the choice between supporting their beliefs with narrative essays and expository evidence drawn from history, culture, science, and personal experience. To conclude the semester, students practiced literary analysis essays through an Ursula K. Le Guin author study, during which students read and analyzed the themes of the following stories: “The Wife’s Tale,” “The Ones Who Walk Away From Omelas,” and “The Author of the Acacia Seeds’ and Other Extracts from the Journal of the Association of Therolinguistics.” In addition to this primary focus on essay writing, students have maintained an independent reading routine that involves 45 minutes of independent reading in class each week. Independent reading is evaluated through oral presentations at an interval of 8-10 weeks. In the second half of the year, students will practice research and oral presentation skills through a variety of independent and collaborative project-based assignments. These projects are open-ended and encourage students to employ a variety of interdisciplinary skills: in addition to relying on brainstorming skills and a complete writing process, for these projects, students will make use of data analysis skills, performing and visual arts skills, production design skills, creative writing skills, and other multi-disciplinary skills.</p>		
Narrative 2024-2025		
<p>Saoirse’s participation in humanities class this semester has been characterized by focus, a consistent work ethic, and an authentic voice in both writing and class discussions. Saoirse has successfully employed a multi-step writing process to produce clear, organized writing, and Saoirse has made effective usage of organizational devices like topic sentences and transition sentences. Saoirse has enthusiastically used essay assignments as productive opportunities to explore identities, beliefs, and stories that are meaningful to Saoirse. This approach was apparent in Saoirse’s wide-reaching choices of evidence for an essay on the representation of queer characters in film, in which Saoirse explored the nuance of this question by comparing characters in live-action and animation films, all while citing only sources that Saoirse had found outside of class. In class discussions, Saoirse has contributed thoughtfully by asking clarifying questions and sharing shrewd comments. Saoirse has continued to be a dedicated, enthusiastic, and observant reader across both whole-class and independent reading assignments. Saoirse’s Fall book talk demonstrated this exceptional capacity for in-depth analysis, but this presentation also exceeded double the expected time of four minutes; accordingly, a goal for Saoirse over the coming semester will be to practice clear and effective summaries when sharing about independent reading. Overall, Saoirse has been a successful student in humanities class this semester.</p>		

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8th Grade Math - Karen Harvey

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

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8th Grade Math - Karen Harvey

	Gr 8 Fall
Identify, Solve, Simplify Linear equations, Quadratic Equations and Factor Polynomials	
<i>Able to solve systems of linear equations using algebraic methods</i>	N/A
<i>Able to visualize linear systems and systems of linear inequalities using graphing calculator technology</i>	N/A
<i>Able to solve quadratic equations using the quadratic formula</i>	N/A
<i>Able to identify and combine like terms</i>	4
<i>Able to distinguish between expressions and equations</i>	3
<i>Able to simplify expressions</i>	3
<i>Able to identify, define, and determine opposites and absolute values of integers</i>	3
<i>Able to evaluate, graph, analyze, and create various types of functions</i>	3
<i>Able to solve linear inequalities</i>	N/A
<i>Able to write linear equations in point-slope form $(y - y_1) = m(x - x_1)$ from graphs and tables; given a point-slope equation, able to graph it.</i>	2
<i>Able to solve compound linear inequalities</i>	3
<i>Able to solve one-step linear equations</i>	3
Math Work Habits	
<i>Comes to class prepared and on time</i>	3
<i>Takes notes and uses notes successfully on open book tests</i>	3
<i>Completes homework assignments on time</i>	3
<i>Thoroughly completes class and homework assignments</i>	2
<i>Participates cooperatively and actively (volunteers, asks questions, engages with concepts and materials) in class</i>	3
<i>Advocates for support when needed</i>	3
<i>Demonstrates attentive and positive attitude</i>	3

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8th Grade Math - Karen Harvey

		Gr 8 Fall
Comments		
Subject description		
<p>In 8th grade math, students have engaged with a range of topics that build critical algebraic and statistical skills. The year began with graphing linear equations, where students learned to plot points and understand the relationships represented by linear graphs. They progressed to writing equations and expressions derived from real-world problems and data tables, enhancing their ability to translate between different representations of mathematical relationships. Next, students explored graphing inequalities and solving systems of equations and inequalities, developing strategies to find solutions and interpret their meaning in various contexts. Additionally, the class analyzed two-way data tables, gaining the ability to interpret and organize categorical data effectively. To round out their statistical understanding, students examined correlation coefficients and lines of best fit, learning to interpret statistical relationships and trends within data sets. This comprehensive approach has provided a strong foundation for advanced mathematical concepts and real-world applications.</p>		
Narrative 2024-2025		
<p>The class has made great strides this semester, covering a wide range of mathematical topics. We started by exploring one-variable statistics, where students learned how to represent data graphically, classify different types of distributions, and interpret data to determine the most appropriate measures of center and spread, such as the mean, median, Mean Absolute Deviation, and Interquartile Range. After that, we began our in-depth study of linear equations and inequalities, concentrating on the first portion of this extensive unit. Students have focused on writing equations from word problems, simplifying expressions, solving equations using balancing rules, interpreting graphs, and generating their own graphs of linear equations.</p> <p>Saoirse's math skills have grown significantly throughout the first semester. The pacing of the math class this year has been particularly beneficial, allowing Saoirse to receive the necessary support while reinforcing essential skills. One of Saoirse's strengths is the noticeable improvement in applied computational skills, especially in writing equations and expressions from word problems. Saoirse is often someone who can be relied on in class to demonstrate this challenging skill, which has been a valuable asset to the group. Additionally, Saoirse did very well using the 5-point summary model to generate box-and-whisker plots, bar graphs, and other graphical representations.</p> <p>An area for growth is setting reasonable time limits for independent work. Saoirse tends to work at a slower pace, and at times, this can make it challenging to cover all of the topics we discuss during our daily practice problems. Working on managing time effectively will help Saoirse engage more fully with each topic and ensure that all material is addressed. It will be a pleasure to continue to see Saoirse's growth in the second half of the year.</p>		

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8th Grade Science - Carolyn Sohn

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

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8th Grade Science - Carolyn Sohn

		Gr 8 Fall
Comments		
Subject description		
<p>Eighth-grade science begins with an exploration of chemistry. In the first unit, "Properties and States of Matter," students gain an understanding of the molecular motion of matter and how scientists classify matter. In this unit, students explore the first inquiry investigation in which they write and implement their own lab procedure to answer the investigation question: "What happens at a molecular level when thermal energy is added to a substance?"</p> <p>Students then explore the foundational elements of chemistry: atomic structure and the periodic table. Students are then introduced to the basic structure of atoms and the properties of subatomic particles, then take time to explore the periodic table once they understand how to interpret terms like "atomic mass." The periodic table is taught using both digital and physical exploration activities as a tool for understanding chemistry and how elements behave.</p> <p>Students each do a deep dive into one element through the "Element Baby Book" project, in which they "adopt" an element and create a scrapbook-style "baby book" using research they do on that element's history, properties, and uses. By the end of this project, students demonstrated a deeper understanding of an element's structure and properties, as well as connected that element to similar elements on the periodic table.</p> <p>The next unit covers atomic bonding and chemical reactions. Students start by learning different types of bonding through a variety of digital simulations and physical activities. Once the bonding concepts are mastered, students learn more about how breaking and forming bonds connect with chemical reactions. Chemical reactions are brought to life through teacher demonstrations and hands-on labs. The unit includes the lab investigation: "Conservation of Mass: How Does the Total Mass of the Substances Formed as a result of a Chemical Change Compare With the Total Mass of the Original Substances?" This investigation brings to life paper-and-pencil chemical equations by giving students the opportunity to carry out several chemical reactions.</p> <p>Students tackle the final chemistry unit, acids and bases, after winter break. This unit pushes students to build upon their understanding of chemical reactions by adding on the concept of acid-base reactions. This unit incorporates inquiry activities and focused lab investigations, such as a cabbage juice pH lab. In the cabbage juice lab, students classify known household substances such as vinegar and soap as strong/weak acids or bases by using the juice of a red cabbage. Students create and test their own cabbage juice color pH scale, then test the scale using substances with known pH values.</p>		
Narrative 2024-2025		
<p>Saoirse is a delightful student who comes to class each day with a smile, ready to tackle new concepts. Saoirse typically works with a friend during class to complete assignments and frequently leads the pair. During written assessments throughout the first half of the year, Saoirse has included small notes about observed connections between disparate concepts learned through the unit. Saoirse typically completes homework on time, though occasionally will need extra time on an assignment due to an especially taxing week. Saoirse adores science labs and, as with classwork, is often a leader within the group. Saoirse takes detailed notes during labs and ensures sufficient time is taken to collect the necessary data. Saoirse had a wonderful time creating a colorful and engaging element baby book about potassium. While Saoirse worked hard in each class, some extra time was needed at home to ensure the project was fully complete. Saoirse is encouraged to continue making strides in time management skills, especially on assignments with longer timelines. This is an area that Saoirse has been working on and improved greatly since the start of middle school.</p>		

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Birth date: 11/15/2010
Grade level: 8th Grade

2024 - 2025



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8th Grade Spanish - Jose Lopez Espinosa

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

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8th Grade Spanish - Jose Lopez Espinosa

	Gr 8 Fall
Comments	
Subject description	
<p>Eighth-grade Spanish continues with a review of the basic structures from fifth, sixth, and seventh grades with new vocabulary and grammar that serves to broaden the speaking, reading, listening, and writing of Spanish. It also provides students with an understanding and appreciation of cultures other than their own when the students compare and connect any Latinx culture and communities with the American culture. Students acquire a working knowledge of a wide variety of grammatical structures and continue to learn to speak Spanish with more accuracy, expanding their understanding of the language and improving fluency, pronunciation, rhythm, and intonation when speaking Spanish. The students graduate knowing how to use the present, past, and future of the indicative tenses, and eighth graders know how to identify the present subjunctive, commands, the present progressive, the conditional, the present perfect, and the imperfect tenses. Our eighth-grade collaboration happens with the eighth-grade humanities teacher, as well as with science, art, drama, and math classes.</p>	
Narrative 2024-2025	
<p>This semester, Saoirse has been a very attentive, engaged, and very inquisitive student. Saoirse learns best by discussing specific topics and doing hands-on activities. Saoirse is a visual learner. Seeing the spelling of words on the board supports Saoirse's acquisition of new Spanish vocabulary, which supports spelling accuracy when completing writing assignments. Saoirse enjoys using technology and understands its importance in reviewing, reteaching, and reassessing what is being taught in the classroom. Saoirse works well with classmates, particularly when choosing a partner. Saoirse loves the projects we do in the classroom. Though listening activities are less desirable, Saoirse understands that we must practice the four skills. Saoirse always completes work with quality in mind. The next steps for Saoirse are to continue gaining confidence with listening tasks, to further speaking skills, and to maintain and improve reading and writing skills. All these goals are achievable when we make comparisons and connections among cultures and communities using Spanish, and the preterit, the present tense, and the future tenses.</p>	

8th Grade Drama - Jennifer Salvucci Bent

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

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8th Grade Drama - Jennifer Salvucci Bent

	Gr 8 Fall
Comments	
Subject description	
<p>Eighth grade is essential to the culminating study of the dramatic arts. Drama is intellectual growth, learning to trust your instincts, working with your ensemble, creating safe environments, and risk-taking onstage. It is confidence in making mistakes and it is about the process over time. At the start of the academic term students engage in the first unit of study: Interviewing 101. Because eighth grade is a year of new possibilities and development before transitioning to secondary schools, students begin the process of next school selection, and interviewing has been incorporated into the drama curriculum. This essential skill is not only used for secondary school preparation, but for college and job interviewing as well. Students are lead through a series of interview questions, enhancing their oral presentation skills as progress toward mock interviews. Students begin to realize how like physicality is extremely important in our stage productions, their physical self is used as a marker in interviews. Posture, a firm handshake, eye contact, and culture serve as essential factors in the final interview. The eighth graders also learn the importance of dress in connection with specific situations, and how they should always remain true to who they are as a person: that their thoughts, instincts and reflections on life thus far, is a voice that needs to be heard. Though they will move on to connecting with a different ensemble, students are able to reflect on everything that has brought them to this point in their lives and how their time at Cambridge Friends School has shaped their views on the world. Once the interview unit has concluded, students change course and begin the journey of piecing together a culminating stage production. Using every one of the skills sets incorporated into the first three years of the Cambridge Friends School Drama curriculum, this year's eighth graders will be performing <i>Newsies</i>, <i>JR.!</i> The beginning steps of this process is for the students to identify the through-line of the play, the symbolism and the themes behind it, and then begin the process of text analysis for their individual character(s). From there, we will begin the blocking process, as well as lighting and sound along the way. Looking forward to our final adventure together!</p>	
Narrative 2024-2025	
<p>Saoirse is an enthusiastic, creative spirit that lends many talents to our drama community. Armed with an intense focus, drive, and passion for the arts, Saoirse continues to explore what it means to be an artist in many terms. Saoirse articulates strength and confidence in an effortless way. Saoirse is also a good friend and always willing to help peers in any way that they may need. Highly invested in our Next Schools process, Saoirse continued to explore topic conversations for interviews at the high schools, speaking at length with teachers to help access valuable traits and key elements of personality. Saoirse is an advocate, participant, and a valued member of our eighth-grade community.</p>	

8th Grade Visual Art - Sami Martasian

	Gr 8 Fall
Visual Art Skills	
<i>Follows art studio procedures and meets art studio expectations for behavior</i>	4
<i>Demonstrates respect for classmates</i>	4
<i>Actively listens and is attentive during instructions and demonstrations</i>	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>	4
<i>Uses studio process on major projects, brainstorming, rough drafts, editing, and final drafts</i>	4
<i>Demonstrates independent work habits while supporting classmates</i>	4
<i>Reflects on personal history and completed work developing an understanding of personal process or growth</i>	4
<i>Communicates and gives feedback in a number of critique situations including one on one, small group, whole class, and public presentation</i>	3

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8th Grade Visual Art - Sami Martasian

		Gr 8 Fall
Comments		
Subject description		
<p>Eighth-grade has spent this semester honing personal style and practicing useful techniques to carry into their future art making. Each student began the school year by making a talking piece to be used in Restorative justice circles and community time. These were made with care and consideration of their connection to indigenous cultures that inform our understanding of Restorative Justice. Eighth-grade students then participated in making Alebrijes to be displayed on our Day of the Dead Ofrenda along with the rest of the middle school. All grades participating in the project first studied the life and work of Pedro 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. Eighth-grade students then began their Surrealist self portrait project. Students began this unit by considering work by Leonora Carrington, Frida Khalo, and Kehinde Wiley, three artists whose work is very different from one another but each keen on using surreal elements to better express the emotional reality of their subjects. Face drawing techniques, both by measuring out the face using a classic figure drawing method and by observation in a mirror helped students begin their planning, which then developed into including expressive elements of their own. Students chose symbols, animals, backgrounds, or changes to their appearance to express their identities and inner emotional landscapes. Our next steps were to study shadow and highlight and paint mixing and application to finish these fabulous pieces. Eighth-grade students are currently concluding a linoleum printmaking unit. Students created a square design that is made in such a way that it creates a larger image when printed. Many students carved their linoleum to be 1/4th of an image, so that once rotated, a complete flower, planet, or shape is formed. Students experimented with different colorways and printed on both fabric and paper.</p>		
Narrative 2024-2025		
<p>Saoirse wields creative confidence and an exceptional understanding of process and design in the art room. The eighth-grade Surrealist self-portrait project provided time for Saoirse to apply diligent attention to detail to an expressive project. The final painting depicts the artist as an elf-like character in the woods, fitted with several layers of patterned costuming and a braid that showcases Saoirse's understanding of form. Delicately mixed paint captures shadows and highlights on the face. Great care is taken to capture light reflecting off the eyes and hair. Saoirse does not shy away from process work and is content with drafting and adjusting plans until the best path forward is decided. This has served this young artist well in each project this fall, especially in linoleum print carving. Saoirse's determination and embracement of challenge makes for great work.</p>		

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8th Grade Physical Education - Angelo Valle

	Gr 8 Fall
Physical Education Skills	
<i>Comes to class prepared and ready to participate</i>	3
<i>Comes to class positive and cooperative</i>	3
<i>Listens attentively and follows directions</i>	2
<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>Contributes to group and team initiatives</i>	3
<i>Demonstrates tactical understanding during team games</i>	2
<i>Demonstrates abilities to perform skills relating to specific team units</i>	3
<i>Understands specific terminology related to skills, positioning, and game play</i>	3
<i>Understands sportsmanship as a critical component of physical education</i>	3
<i>Demonstrates sportsmanship during gameplay</i>	3
<i>Able to accept game outcomes</i>	3
<i>Understands the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</i>	3
<i>Receptive to teacher feedback</i>	3
Comments	
Subject description	
In the first semester of Grade 8 Physical Education, we began each class period with a pace run to warm up for the ensuing activities while developing conditioning and endurance. The focus then turned to coordination and flexibility through dynamic movements and stretches to prepare the muscles for activity. Through cooperative games and team-building activities, we focused on team cooperative skills before moving on to the competitive team games of soccer, football, and basketball. Throughout the semester, we worked on developing good sportsmanship and building the physical fitness skills involved in those sports, including kicking, receiving, passing, dribbling, shooting, throwing, catching, changing direction, and responding and reacting.	
Narrative 2024-2025	
Saoirse has had a good beginning of the year. Usually ready to participate in class on time with a positive attitude, Saoirse generally puts forth a good effort. The pace run that starts each class has sometimes been a slight challenge for Saoirse, who occasionally needs to be reminded to find a pace that can be run the entire time. And Saoirse sometimes needs to be reminded to pay closer attention to form, technique, and proper range of motion during dynamic stretches. While demonstrating improving skills, Saoirse has been occasionally 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 tracking an opponent to defend against. Overall, Saoirse has been a positive and supportive teammate who tries to help the team. A goal for Saoirse would be to be comfortable with the discomfort inherent in trying unfamiliar activities in order to gain the most benefits from class activities and to help the team in the best way possible.	

Anandi Chakrabarti (Anandi) 2024 - 2025
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 Birth date: 3/21/2011
 Grade level: 8th Grade



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

Grades

8th Grade Homeroom/Advisory - Jose Lopez Espinosa

		Gr 8 Fall
Personal and Social Skills		
<i>Engages actively in homeroom routines</i>		3
<i>Makes transitions independently, arriving on time and ready to learn with necessary materials</i>		3
<i>Actively seeks ways to lead by example and model positive community citizenship</i>		3
<i>Has a positive attitude toward school and learning</i>		3
<i>Participates in the care and organization of the classroom environment</i>		3
<i>Seeks adult help when needed</i>		3
<i>Interacts with adults in a positive and productive manner</i>		3
<i>Accepts responsibility and respectfully responds to feedback.</i>		3
<i>Enters school on time, prepared, and ready to learn</i>		3
<i>Organizes cubby and work materials</i>		3
<i>Accepts responsibility for own actions</i>		3
<i>Respects the rights, feelings, and opinions of others</i>		3
Comments		
Subject description		
<p>The eighth-grade advisory program develops trusting and supportive relationships between the teacher and students to improve students' overall experience. Through advisory, students have a community in which to develop and enhance their social and emotional skills, build executive skill functions and work habits. Advisory helps students practice and improve skills in self-direction, problem-solving, community, and effective communication. Additionally, teachers support students as they transition from middle school to high school. This includes strategies on effectively handling stress and anxiety and using Quaker principles and mindfulness to stay centered and calm throughout the secondary school process. Students discuss real-life scenarios that they will likely face in high school and beyond and grapple with nuance when making decisions.</p>		
Narrative 2024-2025		
<p>Anandi continues to display solid organizational and time management skills and comes to school prepared for the day.</p> <p>Over the course of the year, Anandi displayed a keen interest and aptitude for art. This has been particularly evident during homeroom advisory. Anandi also maintains several close friendships in the class and enjoys socializing at lunch and recess. One of Anandi's strengths is a quick wit, an ability Anandi often used to lighten the mood with friends and conform them at the right time and place. Anandi often prefers social interactions over activities during advisory. Overall, Anandi is an enthusiastic and an excellent student who is well-prepared to meet the challenges of high school.</p>		



8th Grade Humanities - Christopher Gandolfo-Lucia

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

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8th Grade Humanities - Christopher Gandolfo-Lucia

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



8th Grade Humanities - Christopher Gandolfo-Lucia

		Gr 8 Fall
Comments		
Subject description		
<p>This course investigates the categories that make up “identity” as understood in contemporary culture and politics. We invited students to think widely about the terms they use to define themselves; this focus helps to forge a classroom community where students feel comfortable and encouraged to share personal experiences and perspectives. Students read independent reading books featuring diverse voices and think collaboratively about the importance of representation in literature, film, and television. The first half of the CFS Eighth Grade Humanities course focuses entirely on essay writing. Students practice a complete writing process involving planning/prewriting, drafting, revising, editing, and proofreading/publishing. Via this practice, each student crafts a personalized writing process that emphasizes their strengths and supports areas of challenges. Throughout all essay units, students engage in the process of self-editing, learning the art of taking constructive feedback from both peers and teachers. For each essay, students submit a rough draft and have a 15-minute conference with their Humanities teacher to discuss specific revision points regarding mechanics, punctuation, organization, support, clarity of writing, and flow of argument. This conference-based writing workshop allows each student an opportunity to practice specific skills and areas for growth that are uniquely relevant to their profile as a writer. This fall semester, students practiced three distinct forms of essay writing: persuasive essay, personal essay, and literary analysis essay. Through a unit studying casting processes and minority representation in film, students practiced crafting persuasive arguments regarding the moral, social, and economic considerations that casting directors should evaluate when casting for roles with marginalized identities. Following this unit, students interrogated their own beliefs by writing personal essays. In this unit, students had the choice between supporting their beliefs with narrative essays and expository evidence drawn from history, culture, science, and personal experience. To conclude the semester, students practiced literary analysis essays through an Ursula K. Le Guin author study, during which students read and analyzed the themes of the following stories: “The Wife’s Tale,” “The Ones Who Walk Away From Omelas,” and “The Author of the Acacia Seeds’ and Other Extracts from the Journal of the Association of Therolinguistics.” In addition to this primary focus on essay writing, students have maintained an independent reading routine that involves 45 minutes of independent reading in class each week. Independent reading is evaluated through oral presentations at an interval of 8-10 weeks. In the second half of the year, students will practice research and oral presentation skills through a variety of independent and collaborative project-based assignments. These projects are open-ended and encourage students to employ a variety of interdisciplinary skills: in addition to relying on brainstorming skills and a complete writing process, for these projects, students will make use of data analysis skills, performing and visual arts skills, production design skills, creative writing skills, and other multi-disciplinary skills.</p>		
Narrative 2024-2025		
<p>Anandi has approached humanities class with a diligent work ethic, a thoughtful perspective, and an admirable interest in using class assignments as opportunities for meaningful personal reflection. Anandi has practiced a complete writing process and has benefitted particularly from dedicated sessions for revising the organization of writing, editing the mechanics, and proofreading for spelling and punctuation. Reading essays aloud to check for awkward sentence structures has also benefitted Anandi. As a reader, Anandi has continued to approach both independent and whole-class reading assignments with curiosity, enthusiasm, and a solid capacity for identifying themes in works of fiction. Anandi has occasionally demonstrated gaps in comprehension after a first pass over a text, but upon being prompted to revisit the text, Anandi has always reached clear understandings and has typically gone on to produce thoughtful interpretations. During class discussions, Anandi has been an active listener but has been reticent about contributing to large group discussions; accordingly, an ongoing goal for Anandi will be to continue practicing contributing by asking clarifying questions and sharing opinions. Overall, Anandi has been a successful student in humanities class this semester.</p>		



8th Grade Math - Karen Harvey

	Gr 8 Fall
Math Skills	
<i>Able to use distributive property when solving equations or simplifying expressions.</i>	3
<i>Able to set up proportions</i>	2
<i>Able to perform all operations on real numbers.</i>	3
<i>Able to graph quadratic functions</i>	N/A
<i>Able to solve equations with variable on both sides.</i>	2
<i>Able to solve multi-step linear equations.</i>	2
<i>Able to analyze linear equations that contain two variables, and how these can be represented by graphical lines and tables of values</i>	2
<i>Able to graph linear equations and functions</i>	2
<i>Able to identify unique characteristics of, and graph horizontal and vertical lines.</i>	2
<i>Able to find slope of a linear function visually from a graph (rise over run) or calculate from a table ($m = \frac{y_2 - y_1}{x_2 - x_1}$).</i>	2
<i>Able to solve various word problems that involve real world relationships that can be represented by linear equations or functions</i>	2
<i>Able to write an equation in standard form ($Ax + By = C$) from a graph or from a linear equation in non-standard form.</i>	2
<i>Able to write linear equations in slope intercept form ($y = mx + b$) from graphs, tables and word problems.</i>	2
<i>Able to graph linear inequalities and compound linear inequalities</i>	N/A
<i>Able to identify the number of solutions of a linear system of equations.</i>	N/A
<i>Able to interpret systems of inequalities (multiple inequalities at the same time) and use them to describe real-world situations</i>	N/A
<i>Able to solve systems of simple linear inequalities by creating graphs.</i>	N/A
<i>Able to construct, analyze, graph, and interpret basic exponential functions of the form $f(x) = a(r^x)$</i>	N/A
<i>Able to identify exponential functions using graphs and/or tables.</i>	N/A
<i>Able to apply exponent properties involving products, powers of a power, and quotients.</i>	N/A
<i>Able to add and subtract polynomial expressions</i>	N/A
<i>Able to multiply polynomial expressions</i>	N/A
<i>Able to differentiate between monomials, binomials and polynomials, identify the degree of polynomial and leading coefficient.</i>	N/A
<i>Able to solve quadratic equations using square roots.</i>	N/A
<i>Able to identify quadratic functions in equation and graph form, and state their properties (vertex, axis of symmetry, relationship to parent quadratic function).</i>	N/A
<i>Able to use the discriminant to determine the number of solutions to a quadratic equation.</i>	N/A
<i>Able to simplify radicals without and with variables.</i>	N/A

Anandi Chakrabarti (Anandi) 2024 - 2025
 117 Appleton Street
 Cambridge, MA 02138
 Birth date: 3/21/2011
 Grade level: 8th Grade



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

8th Grade Math - Karen Harvey

	Gr 8 Fall
Identify, Solve, Simplify Linear equations, Quadratic Equations and Factor Polynomials	
<i>Able to solve systems of linear equations using algebraic methods</i>	N/A
<i>Able to visualize linear systems and systems of linear inequalities using graphing calculator technology</i>	N/A
<i>Able to solve quadratic equations using the quadratic formula</i>	N/A
<i>Able to identify and combine like terms</i>	3
<i>Able to distinguish between expressions and equations</i>	3
<i>Able to simplify expressions</i>	3
<i>Able to identify, define, and determine opposites and absolute values of integers</i>	2
<i>Able to evaluate, graph, analyze, and create various types of functions</i>	2
<i>Able to solve linear inequalities</i>	N/A
<i>Able to write linear equations in point-slope form $(y - y_1) = m(x - x_1)$ from graphs and tables; given a point-slope equation, able to graph it.</i>	2
<i>Able to solve compound linear inequalities</i>	N/A
<i>Able to solve one-step linear equations</i>	3
Math Work Habits	
<i>Comes to class prepared and on time</i>	4
<i>Takes notes and uses notes successfully on open book tests</i>	3
<i>Completes homework assignments on time</i>	3
<i>Thoroughly completes class and homework assignments</i>	4
<i>Participates cooperatively and actively (volunteers, asks questions, engages with concepts and materials) in class</i>	3
<i>Advocates for support when needed</i>	3
<i>Demonstrates attentive and positive attitude</i>	3

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8th Grade Math - Karen Harvey

		Gr 8 Fall
Comments		
Subject description		
<p>In 8th grade math, students have engaged with a range of topics that build critical algebraic and statistical skills. The year began with graphing linear equations, where students learned to plot points and understand the relationships represented by linear graphs. They progressed to writing equations and expressions derived from real-world problems and data tables, enhancing their ability to translate between different representations of mathematical relationships. Next, students explored graphing inequalities and solving systems of equations and inequalities, developing strategies to find solutions and interpret their meaning in various contexts. Additionally, the class analyzed two-way data tables, gaining the ability to interpret and organize categorical data effectively. To round out their statistical understanding, students examined correlation coefficients and lines of best fit, learning to interpret statistical relationships and trends within data sets. This comprehensive approach has provided a strong foundation for advanced mathematical concepts and real-world applications.</p>		
Narrative 2024-2025		
<p>Throughout this semester, the class has worked diligently on a variety of math topics. We began the year by diving into one-variable statistics, where we practiced creating graphs, classifying distributions (such as bi-modal and symmetrical), and interpreting data to choose the best measure of spread (Mean Absolute Deviation or Interquartile Range) and center (mean or median). Following that, we shifted our focus to linear equations and inequalities, covering the first half of this broad unit. Students have worked on writing equations and expressions from word problems, simplifying equations by combining like terms, balancing equations by moving terms, interpreting linear equation graphs, and creating graphs from equations.</p> <p>Anandi has demonstrated strong computational skills this year, particularly with rational numbers, and has shown significant growth in working with data representations since the beginning of the year. During our unit on one-variable statistics, Anandi made excellent progress interpreting and creating box-and-whisker plots using the 5-point summary strategy, which added depth and understanding of data distributions. These strengths reflect Anandi's ability to approach mathematical challenges with determination and focus.</p> <p>An area for growth for Anandi is maintaining accuracy by revisiting topics and concepts frequently. From time to time, Anandi may confuse one concept with another or make small errors that affect the final answer. For instance, Anandi is adept at balancing equations by applying operations on both sides but sometimes forgets to use reciprocal operations when necessary. Developing strategies to consistently check work will help minimize these errors.</p> <p>It has been a pleasure working with Anandi this year. With a positive attitude and commitment to growth, Anandi will continue to thrive in high school and beyond!</p>		



8th Grade Science - Carolyn Sohn

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



8th Grade Science - Carolyn Sohn

	Gr 8 Fall
Comments	
Subject description	
<p>Eighth-grade science begins with an exploration of chemistry. In the first unit, "Properties and States of Matter," students gain an understanding of the molecular motion of matter and how scientists classify matter. In this unit, students explore the first inquiry investigation in which they write and implement their own lab procedure to answer the investigation question: "What happens at a molecular level when thermal energy is added to a substance?"</p> <p>Students then explore the foundational elements of chemistry: atomic structure and the periodic table. Students are then introduced to the basic structure of atoms and the properties of subatomic particles, then take time to explore the periodic table once they understand how to interpret terms like "atomic mass." The periodic table is taught using both digital and physical exploration activities as a tool for understanding chemistry and how elements behave.</p> <p>Students each do a deep dive into one element through the "Element Baby Book" project, in which they "adopt" an element and create a scrapbook-style "baby book" using research they do on that element's history, properties, and uses. By the end of this project, students demonstrated a deeper understanding of an element's structure and properties, as well as connected that element to similar elements on the periodic table.</p> <p>The next unit covers atomic bonding and chemical reactions. Students start by learning different types of bonding through a variety of digital simulations and physical activities. Once the bonding concepts are mastered, students learn more about how breaking and forming bonds connect with chemical reactions. Chemical reactions are brought to life through teacher demonstrations and hands-on labs. The unit includes the lab investigation: "Conservation of Mass: How Does the Total Mass of the Substances Formed as a result of a Chemical Change Compare With the Total Mass of the Original Substances?" This investigation brings to life paper-and-pencil chemical equations by giving students the opportunity to carry out several chemical reactions.</p> <p>Students tackle the final chemistry unit, acids and bases, after winter break. This unit pushes students to build upon their understanding of chemical reactions by adding on the concept of acid-base reactions. This unit incorporates inquiry activities and focused lab investigations, such as a cabbage juice pH lab. In the cabbage juice lab, students classify known household substances such as vinegar and soap as strong/weak acids or bases by using the juice of a red cabbage. Students create and test their own cabbage juice color pH scale, then test the scale using substances with known pH values.</p>	
Narrative 2024-2025	
<p>It has been an absolute delight to work with Anandi during Anandi's middle school years. Anandi has come to every science class with a smile, ready to learn something new. Despite the higher level of difficulty that comes with eighth-grade science, this year has been no exception to Anandi's unending optimism and love for learning. Anandi tackles every assignment confidently but is most successful and accurate when given a demonstration first in order to ensure starting on the right track. Anandi takes detailed notes during labs, which helps the whole lab group when completing post-lab assignments. Anandi's element baby book on arsenic was creative and colorful, including many extra facts and attention to detail, and it seemed like Anandi thoroughly enjoyed the assignment. Anandi will be missed at CFS, but Anandi will surely be a delight in future science classes, wherever they may be.</p>	



8th Grade Spanish - Jose Lopez Espinosa

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

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8th Grade Spanish - Jose Lopez Espinosa

	Gr 8 Fall
Comments	
Subject description	
<p>Eighth-grade Spanish continues with a review of the basic structures from fifth, sixth, and seventh grades with new vocabulary and grammar that serves to broaden the speaking, reading, listening, and writing of Spanish. It also provides students with an understanding and appreciation of cultures other than their own when the students compare and connect any Latinx culture and communities with the American culture. Students acquire a working knowledge of a wide variety of grammatical structures and continue to learn to speak Spanish with more accuracy, expanding their understanding of the language and improving fluency, pronunciation, rhythm, and intonation when speaking Spanish. The students graduate knowing how to use the present, past, and future of the indicative tenses, and eighth graders know how to identify the present subjunctive, commands, the present progressive, the conditional, the present perfect, and the imperfect tenses. Our eighth-grade collaboration happens with the eighth-grade humanities teacher, as well as with science, art, drama, and math classes.</p>	
Narrative 2024-2025	
<p>Though participation in Spanish classes is limited due to academic support, Anandi has made a lot of progress so far in this second year of taking Spanish. Anandi is very visual and loves anything related to music and art; music, videos, and hands-on activities support Anandi's learning. Anandi is currently working on a collaborative project that involves making one hundred questions that will demonstrate the ability to use the past, present, and future tenses. The artistic opportunities of this project allow Anandi to incorporate a passion. Anandi continues to build confidence in writing assignments and knows that it is an important skill when studying a foreign language. Anandi already knows how to make short sentences and is working on building up vocabulary, phrases, and memorized basic questions, as well as medium to long sentences. Anandi is also practicing the past tense, the simple present, and the future tense of the indicative and shows evidence of understanding the structure of the simple sentences. The next steps for Anandi are to keep on writing in Spanish regularly, speaking every week when I interview the students, listening to music in Spanish, and reading short sentences using any platform or books of Anandi's choice.</p>	

8th Grade Drama - Jennifer Salvucci Bent

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



8th Grade Drama - Jennifer Salvucci Bent

	Gr 8 Fall
Comments	
Subject description	
<p>Eighth grade is essential to the culminating study of the dramatic arts. Drama is intellectual growth, learning to trust your instincts, working with your ensemble, creating safe environments, and risk-taking onstage. It is confidence in making mistakes and it is about the process over time. At the start of the academic term students engage in the first unit of study: Interviewing 101. Because eighth grade is a year of new possibilities and development before transitioning to secondary schools, students begin the process of next school selection, and interviewing has been incorporated into the drama curriculum. This essential skill is not only used for secondary school preparation, but for college and job interviewing as well. Students are lead through a series of interview questions, enhancing their oral presentation skills as progress toward mock interviews. Students begin to realize how like physicality is extremely important in our stage productions, their physical self is used as a marker in interviews. Posture, a firm handshake, eye contact, and culture serve as essential factors in the final interview. The eighth graders also learn the importance of dress in connection with specific situations, and how they should always remain true to who they are as a person: that their thoughts, instincts and reflections on life thus far, is a voice that needs to be heard. Though they will move on to connecting with a different ensemble, students are able to reflect on everything that has brought them to this point in their lives and how their time at Cambridge Friends School has shaped their views on the world. Once the interview unit has concluded, students change course and begin the journey of piecing together a culminating stage production. Using every one of the skills sets incorporated into the first three years of the Cambridge Friends School Drama curriculum, this year's eighth graders will be performing <i>Newsies</i>, <i>JR.</i>! The beginning steps of this process is for the students to identify the through-line of the play, the symbolism and the themes behind it, and then begin the process of text analysis for their individual character(s). From there, we will begin the blocking process, as well as lighting and sound along the way. Looking forward to our final adventure together!</p>	
Narrative 2024-2025	
<p>The growth that Anandi has exhibited throughout the past three years in drama has been tremendous. Anandi is a talented actor, a thoughtful student, and an example to all on how to be a genuine and authentic person. Anandi is a team player who is always willing to help peers in whatever way they need. Whether running lines or helping to figure out costuming choices, Anandi is inquisitive, gracious, a joy to be around, and a great friend to all. Anandi took our Next Schools process seriously and was thoughtful and reflective during the interviewing process, becoming more comfortable with being "on the spot," which can be very hard for some. Anandi's confidence grew throughout this process. Because Anandi is leaving at the end of January, Anandi has offered to be of help for anything the group may need during the rehearsal process, a testament to Anandi's understanding of the meaning of ensemble. Thank you, Anandi.</p>	

8th Grade Visual Art - Sami Martasian

	Gr 8 Fall
Visual Art Skills	
<i>Follows art studio procedures and meets art studio expectations for behavior</i>	4
<i>Demonstrates respect for classmates</i>	4
<i>Actively listens and is attentive during instructions and demonstrations</i>	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>	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

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8th Grade Visual Art - Sami Martasian

		Gr 8 Fall
Comments		
Subject description		
<p>Eighth-grade has spent this semester honing personal style and practicing useful techniques to carry into their future art making. Each student began the school year by making a talking piece to be used in Restorative justice circles and community time. These were made with care and consideration of their connection to indigenous cultures that inform our understanding of Restorative Justice. Eighth-grade students then participated in making Alebrijes to be displayed on our Day of the Dead Ofrenda along with the rest of the middle school. All grades participating in the project first studied the life and work of Pedro Linares Lopez, who is credited with beginning the tradition. Though this is a yearly project, students approach it each year with different materials; this year the medium was colorful air dry clay and paint markers. Eighth-grade students then began their Surrealist self portrait project. Students began this unit by considering work by Leonora Carrington, Frida Khalo, and Kehinde Wiley, three artists whose work is very different from one another but each keen on using surreal elements to better express the emotional reality of their subjects. Face drawing techniques, both by measuring out the face using a classic figure drawing method and by observation in a mirror helped students begin their planning, which then developed into including expressive elements of their own. Students chose symbols, animals, backgrounds, or changes to their appearance to express their identities and inner emotional landscapes. Our next steps were to study shadow and highlight and paint mixing and application to finish these fabulous pieces. Eighth-grade students are currently concluding a linoleum printmaking unit. Students created a square design that is made in such a way that it creates a larger image when printed. Many students carved their linoleum to be 1/4th of an image, so that once rotated, a complete flower, planet, or shape is formed. Students experimented with different colorways and printed on both fabric and paper.</p>		
Narrative 2024-2025		
<p>Anandi is a determined student who approaches creative challenges with a growth mindset and curiosity. Anandi's Surrealist self-portrait captured this student's joyful smile, framed thoughtfully in a double gold and purple border. This bright young artist chose to represent previous items representing a love of music and animals. Anandi is not afraid to ask questions and will check in with classmates and teachers to discern the best path forward for a project. In addition to being on task for each art class, Anandi works well with others and is often quick to support classmates.</p>		



8th Grade Physical Education - Angelo Valle

	Gr 8 Fall
Physical Education Skills	
<i>Comes to class prepared and ready to participate</i>	3
<i>Comes to class positive and cooperative</i>	3
<i>Listens attentively and follows directions</i>	3
<i>Demonstrates safe, responsible behavior that respects self and others.</i>	3
<i>Able to run and find their own pace</i>	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>Contributes to group and team initiatives</i>	3
<i>Demonstrates tactical understanding during team games</i>	3
<i>Demonstrates abilities to perform skills relating to specific team units</i>	3
<i>Understands specific terminology related to skills, positioning, and game play</i>	3
<i>Understands sportsmanship as a critical component of physical education</i>	4
<i>Demonstrates sportsmanship during gameplay</i>	4
<i>Able to accept game outcomes</i>	3
<i>Understands the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</i>	3
<i>Receptive to teacher feedback</i>	3
Comments	
Subject description	
In the first semester of Grade 8 Physical Education, we began each class period with a pace run to warm up for the ensuing activities while developing conditioning and endurance. The focus then turned to coordination and flexibility through dynamic movements and stretches to prepare the muscles for activity. Through cooperative games and team-building activities, we focused on team cooperative skills before moving on to the competitive team games of soccer, football, and basketball. Throughout the semester, we worked on developing good sportsmanship and building the physical fitness skills involved in those sports, including kicking, receiving, passing, dribbling, shooting, throwing, catching, changing direction, and responding and reacting.	
Narrative 2024-2025	
Anandi has had an excellent start to the year. Anandi is always a positive presence in class, arriving prepared and ready to participate in the pace run, dynamic stretches, and ensuing activities in an exemplary fashion. Anandi helps lead the class by example with consistent effort and demonstrates improving skills and a good understanding of tactics in all aspects of the class. Anandi demonstrates good sportsmanship, is supportive of teammates, and has a strong sense of fair play and how to create healthy competition. Anandi's questions also show motivation to improve physical fitness. Anandi should continue along the current path towards excellence.	

66 Lexington Avenue, Apt. 1
Somerville, MA 02144

Birth date: 7/19/2011

Grade level: 8th Grade

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

Grades

8th Grade Homeroom/Advisory - Jose Lopez Espinosa

		Gr 8 Fall
Personal and Social Skills		
<i>Engages actively in homeroom routines</i>		3
<i>Makes transitions independently, arriving on time and ready to learn with necessary materials</i>		3
<i>Actively seeks ways to lead by example and model positive community citizenship</i>		3
<i>Has a positive attitude toward school and learning</i>		3
<i>Participates in the care and organization of the classroom environment</i>		3
<i>Seeks adult help when needed</i>		3
<i>Interacts with adults in a positive and productive manner</i>		3
<i>Accepts responsibility and respectfully responds to feedback.</i>		3
<i>Enters school on time, prepared, and ready to learn</i>		3
<i>Organizes cubby and work materials</i>		3
<i>Accepts responsibility for own actions</i>		3
<i>Respects the rights, feelings, and opinions of others</i>		3
Comments		
Subject description		
<p>The eighth-grade advisory program develops trusting and supportive relationships between the teacher and students to improve students' overall experience. Through advisory, students have a community in which to develop and enhance their social and emotional skills, build executive skill functions and work habits. Advisory helps students practice and improve skills in self-direction, problem-solving, community, and effective communication. Additionally, teachers support students as they transition from middle school to high school. This includes strategies on effectively handling stress and anxiety and using Quaker principles and mindfulness to stay centered and calm throughout the secondary school process. Students discuss real-life scenarios that they will likely face in high school and beyond and grapple with nuance when making decisions.</p>		
Narrative 2024-2025		
<p>Sofia continues to display solid organizational and time management skills and comes to school prepared for the day.</p> <p>So far, Sofia's active participation in whole class and group discussions keeps improving. Sofia maintains several close friendships in the class and enjoys socializing during lunch and recess. One of Sofia's positive traits is playfulness, especially when Sofia starts making classmates laugh out of the blue; Sofia can always be counted on to bring a smile to a classmate's face. Sofia is always friendly and cheerful and helps maintain a positive atmosphere in advisory, especially when spending time with closest friends. Overall, Sofia is a conscientious student with a positive attitude and is ready to meet future challenges.</p>		



8th Grade Humanities - Christopher Gandolfo-Lucia

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

Sofia Daniel (Sofia)

2024 - 2025



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8th Grade Humanities - Christopher Gandolfo-Lucia

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

Sofia Daniel (Sofia)

2024 - 2025



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Birth date: 7/19/2011

Grade level: 8th Grade

8th Grade Humanities - Christopher Gandolfo-Lucia

		Gr 8 Fall
Comments		
Subject description		
<p>This course investigates the categories that make up “identity” as understood in contemporary culture and politics. We invited students to think widely about the terms they use to define themselves; this focus helps to forge a classroom community where students feel comfortable and encouraged to share personal experiences and perspectives. Students read independent reading books featuring diverse voices and think collaboratively about the importance of representation in literature, film, and television. The first half of the CFS Eighth Grade Humanities course focuses entirely on essay writing. Students practice a complete writing process involving planning/prewriting, drafting, revising, editing, and proofreading/publishing. Via this practice, each student crafts a personalized writing process that emphasizes their strengths and supports areas of challenges. Throughout all essay units, students engage in the process of self-editing, learning the art of taking constructive feedback from both peers and teachers. For each essay, students submit a rough draft and have a 15-minute conference with their Humanities teacher to discuss specific revision points regarding mechanics, punctuation, organization, support, clarity of writing, and flow of argument. This conference-based writing workshop allows each student an opportunity to practice specific skills and areas for growth that are uniquely relevant to their profile as a writer. This fall semester, students practiced three distinct forms of essay writing: persuasive essay, personal essay, and literary analysis essay. Through a unit studying casting processes and minority representation in film, students practiced crafting persuasive arguments regarding the moral, social, and economic considerations that casting directors should evaluate when casting for roles with marginalized identities. Following this unit, students interrogated their own beliefs by writing personal essays. In this unit, students had the choice between supporting their beliefs with narrative essays and expository evidence drawn from history, culture, science, and personal experience. To conclude the semester, students practiced literary analysis essays through an Ursula K. Le Guin author study, during which students read and analyzed the themes of the following stories: “The Wife’s Tale,” “The Ones Who Walk Away From Omelas,” and “The Author of the Acacia Seeds’ and Other Extracts from the Journal of the Association of Therolinguistics.” In addition to this primary focus on essay writing, students have maintained an independent reading routine that involves 45 minutes of independent reading in class each week. Independent reading is evaluated through oral presentations at an interval of 8-10 weeks. In the second half of the year, students will practice research and oral presentation skills through a variety of independent and collaborative project-based assignments. These projects are open-ended and encourage students to employ a variety of interdisciplinary skills: in addition to relying on brainstorming skills and a complete writing process, for these projects, students will make use of data analysis skills, performing and visual arts skills, production design skills, creative writing skills, and other multi-disciplinary skills.</p>		
Narrative 2024-2025		
<p>Sofia has approached humanities class with curiosity, thoughtfulness, and a diligent work ethic this semester. Sofia has demonstrated increased independence around writing assignments and has been particularly successful at bringing supporting evidence for essays from outside of class. This thoughtful approach was evident in Sofia's essay regarding the representation of queer characters in film, in which Sofia referred to multiple pieces of nuanced evidence from outside of class to support a sophisticated argument about how different factors must be considered depending on the character's traits and whether the film is animated or live action. Throughout this semester, Sofia has been working on employing varied sentence structures and more specific word choices, and a goal for Sofia over the coming semester will be to continue bringing further complexity to pieces of writing. As a reader, Sofia has continued to be motivated and insightful, and Sofia has been particularly enthusiastic about discussing independent reading with classmates and swapping book recommendations. During class discussions, Sofia has often been an active listener, although Sofia has not often contributed directly to discussions; accordingly, a second goal for Sofia will be to contribute questions and opinions to discussions more frequently. Overall, Sofia has been a successful student in humanities class this semester.</p>		



8th Grade Math - Karen Harvey

	Gr 8 Fall
Math Skills	
<i>Able to use distributive property when solving equations or simplifying expressions.</i>	3
<i>Able to set up proportions</i>	2
<i>Able to perform all operations on real numbers.</i>	3
<i>Able to graph quadratic functions</i>	N/A
<i>Able to solve equations with variable on both sides.</i>	3
<i>Able to solve multi-step linear equations.</i>	3
<i>Able to analyze linear equations that contain two variables, and how these can be represented by graphical lines and tables of values</i>	3
<i>Able to graph linear equations and functions</i>	2
<i>Able to identify unique characteristics of, and graph horizontal and vertical lines.</i>	2
<i>Able to find slope of a linear function visually from a graph (rise over run) or calculate from a table ($m = \frac{y_2 - y_1}{x_2 - x_1}$).</i>	2
<i>Able to solve various word problems that involve real world relationships that can be represented by linear equations or functions</i>	2
<i>Able to write an equation in standard form ($Ax + By = C$) from a graph or from a linear equation in non-standard form.</i>	2
<i>Able to write linear equations in slope intercept form ($y = mx + b$) from graphs, tables and word problems.</i>	2
<i>Able to graph linear inequalities and compound linear inequalities</i>	N/A
<i>Able to identify the number of solutions of a linear system of equations.</i>	N/A
<i>Able to interpret systems of inequalities (multiple inequalities at the same time) and use them to describe real-world situations</i>	N/A
<i>Able to solve systems of simple linear inequalities by creating graphs.</i>	N/A
<i>Able to construct, analyze, graph, and interpret basic exponential functions of the form $f(x) = a(r^x)$</i>	N/A
<i>Able to identify exponential functions using graphs and/or tables.</i>	N/A
<i>Able to apply exponent properties involving products, powers of a power, and quotients.</i>	N/A
<i>Able to add and subtract polynomial expressions</i>	N/A
<i>Able to multiply polynomial expressions</i>	N/A
<i>Able to differentiate between monomials, binomials and polynomials, identify the degree of polynomial and leading coefficient.</i>	N/A
<i>Able to solve quadratic equations using square roots.</i>	N/A
<i>Able to identify quadratic functions in equation and graph form, and state their properties (vertex, axis of symmetry, relationship to parent quadratic function).</i>	N/A
<i>Able to use the discriminant to determine the number of solutions to a quadratic equation.</i>	N/A
<i>Able to simplify radicals without and with variables.</i>	N/A

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8th Grade Math - Karen Harvey

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

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8th Grade Math - Karen Harvey

		Gr 8 Fall
Comments		
Subject description		
<p>In 8th grade math, students have engaged with a range of topics that build critical algebraic and statistical skills. The year began with graphing linear equations, where students learned to plot points and understand the relationships represented by linear graphs. They progressed to writing equations and expressions derived from real-world problems and data tables, enhancing their ability to translate between different representations of mathematical relationships. Next, students explored graphing inequalities and solving systems of equations and inequalities, developing strategies to find solutions and interpret their meaning in various contexts. Additionally, the class analyzed two-way data tables, gaining the ability to interpret and organize categorical data effectively. To round out their statistical understanding, students examined correlation coefficients and lines of best fit, learning to interpret statistical relationships and trends within data sets. This comprehensive approach has provided a strong foundation for advanced mathematical concepts and real-world applications.</p>		
Narrative 2024-2025		
<p>This semester, the class has put in great effort as we explored a range of mathematical topics. We started by examining one-variable statistics, where we focused on creating graphical representations of data, classifying distributions as bi-modal, symmetrical, etc., and determining the best measures of center (mean or median) and spread (Mean Absolute Deviation or Interquartile Range). Next, we transitioned into studying linear equations and inequalities. We've made significant progress on the first half of this extensive unit, concentrating on linear equations and expressions. The students have worked on writing equations from word problems, simplifying expressions by combining like terms, using balancing rules to manipulate equations, interpreting graphs, and generating their own linear graphs.</p> <p>It has been a pleasure to see Sofia's confidence grow in math this year. The slightly smaller group and pacing of the math class have really supported Sofia's learning this semester. One of Sofia's strengths is interpreting graphical representations of one-variable data, particularly in determining the types of distributions. Sofia has also demonstrated strong growth in solving equations to determine whether other equations are equivalent, demonstrating a solid understanding of this key algebraic concept.</p> <p>An area for Sofia's growth is building a routine of checking work to avoid small computational errors or missing parts of a question. This habit will be incredibly helpful in increasing accuracy and confidence, both in classwork and homework. As Sofia continues to develop these skills, accuracy and overall confidence in math work will continue to improve. It has been a pleasure to watch Sofia's growth. It will be a pleasure to see continued progress in the coming months!</p>		

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8th Grade Science - Carolyn Sohn

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



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8th Grade Science - Carolyn Sohn

	Gr 8 Fall
Comments	
Subject description	
<p>Eighth-grade science begins with an exploration of chemistry. In the first unit, "Properties and States of Matter," students gain an understanding of the molecular motion of matter and how scientists classify matter. In this unit, students explore the first inquiry investigation in which they write and implement their own lab procedure to answer the investigation question: "What happens at a molecular level when thermal energy is added to a substance?"</p> <p>Students then explore the foundational elements of chemistry: atomic structure and the periodic table. Students are then introduced to the basic structure of atoms and the properties of subatomic particles, then take time to explore the periodic table once they understand how to interpret terms like "atomic mass." The periodic table is taught using both digital and physical exploration activities as a tool for understanding chemistry and how elements behave.</p> <p>Students each do a deep dive into one element through the "Element Baby Book" project, in which they "adopt" an element and create a scrapbook-style "baby book" using research they do on that element's history, properties, and uses. By the end of this project, students demonstrated a deeper understanding of an element's structure and properties, as well as connected that element to similar elements on the periodic table.</p> <p>The next unit covers atomic bonding and chemical reactions. Students start by learning different types of bonding through a variety of digital simulations and physical activities. Once the bonding concepts are mastered, students learn more about how breaking and forming bonds connect with chemical reactions. Chemical reactions are brought to life through teacher demonstrations and hands-on labs. The unit includes the lab investigation: "Conservation of Mass: How Does the Total Mass of the Substances Formed as a result of a Chemical Change Compare With the Total Mass of the Original Substances?" This investigation brings to life paper-and-pencil chemical equations by giving students the opportunity to carry out several chemical reactions.</p> <p>Students tackle the final chemistry unit, acids and bases, after winter break. This unit pushes students to build upon their understanding of chemical reactions by adding on the concept of acid-base reactions. This unit incorporates inquiry activities and focused lab investigations, such as a cabbage juice pH lab. In the cabbage juice lab, students classify known household substances such as vinegar and soap as strong/weak acids or bases by using the juice of a red cabbage. Students create and test their own cabbage juice color pH scale, then test the scale using substances with known pH values.</p>	
Narrative 2024-2025	
<p>Sofia shows up to class each day, ready to learn something new. Sofia works well in pairs, though larger groups tend to make Sofia less productive; working in pairs helps Sofia to better absorb the material via audio discussion with a peer. This term, Sofia has done well with the more visual chemistry concepts, such as ionic and covalent bonding diagrams. Sofia occasionally requires prompting to turn in homework but has generally been able to keep up with assignments. Sofia shines during labs due to the hands-on learning format. In a lab group, Sofia is typically the one who ensures the group has collected sufficient data to answer the question at hand. Sofia delighted in the element baby book project, creating a baby book about bismuth that incorporated the many colors of the element throughout the book. Towards the latter part of this term, Sofia began to gain more confidence in chemistry and started answering more questions in class. Going into physics, Sofia is encouraged to maintain a high level of participation in class despite the new concepts.</p>	

8th Grade Spanish - Jose Lopez Espinosa

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

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Grade level: 8th Grade

8th Grade Spanish - Jose Lopez Espinosa

	Gr 8 Fall
Comments	
Subject description	
<p>Eighth-grade Spanish continues with a review of the basic structures from fifth, sixth, and seventh grades with new vocabulary and grammar that serves to broaden the speaking, reading, listening, and writing of Spanish. It also provides students with an understanding and appreciation of cultures other than their own when the students compare and connect any Latinx culture and communities with the American culture. Students acquire a working knowledge of a wide variety of grammatical structures and continue to learn to speak Spanish with more accuracy, expanding their understanding of the language and improving fluency, pronunciation, rhythm, and intonation when speaking Spanish. The students graduate knowing how to use the present, past, and future of the indicative tenses, and eighth graders know how to identify the present subjunctive, commands, the present progressive, the conditional, the present perfect, and the imperfect tenses. Our eighth-grade collaboration happens with the eighth-grade humanities teacher, as well as with science, art, drama, and math classes.</p>	
Narrative 2024-2025	
<p>This semester Sofia has been focused and engaged. Sofia always stays on task once redirections are made as a general request to all. Sofia has made a lot of progress this year, showing evidence of how to write, speak, listen and read in past, present and future tenses of the indicative. Sofia enjoys the online activities very much, something that helps a lot when reviewing and reteaching concepts in Spanish. Even though Sofia does not like the speaking part when we do the interviews weekly/biweekly, students know the benefits of it, whether this is a requirement or whether students enjoy learning the language. Sofia's best skills are listening in Spanish, and Sofia continues to build writing and reading skills. The next steps for Sofia are moving from medium to long sentences and practicing the formulas to conjugate the regular verbs in the past tense- the preterit- and irregular verbs in the simple past tense as well as in the simple future of the indicative.</p>	

8th Grade Drama - Jennifer Salvucci Bent

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

8th Grade Drama - Jennifer Salvucci Bent

	Gr 8 Fall
Comments	
Subject description	
<p>Eighth grade is essential to the culminating study of the dramatic arts. Drama is intellectual growth, learning to trust your instincts, working with your ensemble, creating safe environments, and risk-taking onstage. It is confidence in making mistakes and it is about the process over time. At the start of the academic term students engage in the first unit of study: Interviewing 101. Because eighth grade is a year of new possibilities and development before transitioning to secondary schools, students begin the process of next school selection, and interviewing has been incorporated into the drama curriculum. This essential skill is not only used for secondary school preparation, but for college and job interviewing as well. Students are lead through a series of interview questions, enhancing their oral presentation skills as progress toward mock interviews. Students begin to realize how like physicality is extremely important in our stage productions, their physical self is used as a marker in interviews. Posture, a firm handshake, eye contact, and culture serve as essential factors in the final interview. The eighth graders also learn the importance of dress in connection with specific situations, and how they should always remain true to who they are as a person: that their thoughts, instincts and reflections on life thus far, is a voice that needs to be heard. Though they will move on to connecting with a different ensemble, students are able to reflect on everything that has brought them to this point in their lives and how their time at Cambridge Friends School has shaped their views on the world. Once the interview unit has concluded, students change course and begin the journey of piecing together a culminating stage production. Using every one of the skills sets incorporated into the first three years of the Cambridge Friends School Drama curriculum, this year's eighth graders will be performing <i>Newsies</i>, <i>JR.!</i> The beginning steps of this process is for the students to identify the through-line of the play, the symbolism and the themes behind it, and then begin the process of text analysis for their individual character(s). From there, we will begin the blocking process, as well as lighting and sound along the way. Looking forward to our final adventure together!</p>	
Narrative 2024-2025	
<p>Sofia has been and continues to be such an asset to the eighth-grade community. Sofia is a hard worker, creative, supportive, and has an intense focus for project work. Sofia was invested in our Next Schools interviews and paid careful attention to notes and suggestions during this process. Sofia asked thought-provoking questions about this process and demonstrated a strong knowledge of self that was effortlessly displayed during our mock interviews. Sofia's genuine spirit and enthusiasm for the overall process fostered a more focused, safe environment for peers to discover what makes them shine. Sofia has displayed endless enthusiasm for our eighth-grade musical. Sofia is looking forward to the rehearsal process and is willing to do anything to help move that process forward, which indicates Sofia's overall commitment to the eighth-grade community.</p>	

8th Grade Visual Art - Sami Martasian

	Gr 8 Fall
Visual Art Skills	
<i>Follows art studio procedures and meets art studio expectations for behavior</i>	4
<i>Demonstrates respect for classmates</i>	4
<i>Actively listens and is attentive during instructions and demonstrations</i>	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>	4
<i>Uses studio process on major projects, brainstorming, rough drafts, editing, and final drafts</i>	4
<i>Demonstrates independent work habits while supporting classmates</i>	4
<i>Reflects on personal history and completed work developing an understanding of personal process or growth</i>	3
<i>Communicates and gives feedback in a number of critique situations including one on one, small group, whole class, and public presentation</i>	3

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8th Grade Visual Art - Sami Martasian

		Gr 8 Fall
Comments		
Subject description		
<p>Eighth-grade has spent this semester honing personal style and practicing useful techniques to carry into their future art making. Each student began the school year by making a talking piece to be used in Restorative justice circles and community time. These were made with care and consideration of their connection to indigenous cultures that inform our understanding of Restorative Justice. Eighth-grade students then participated in making Alebrijes to be displayed on our Day of the Dead Ofrenda along with the rest of the middle school. All grades participating in the project first studied the life and work of Pedro 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. Eighth-grade students then began their Surrealist self portrait project. Students began this unit by considering work by Leonora Carrington, Frida Khalo, and Kehinde Wiley, three artists whose work is very different from one another but each keen on using surreal elements to better express the emotional reality of their subjects. Face drawing techniques, both by measuring out the face using a classic figure drawing method and by observation in a mirror helped students begin their planning, which then developed into including expressive elements of their own. Students chose symbols, animals, backgrounds, or changes to their appearance to express their identities and inner emotional landscapes. Our next steps were to study shadow and highlight and paint mixing and application to finish these fabulous pieces. Eighth-grade students are currently concluding a linoleum printmaking unit. Students created a square design that is made in such a way that it creates a larger image when printed. Many students carved their linoleum to be 1/4th of an image, so that once rotated, a complete flower, planet, or shape is formed. Students experimented with different colorways and printed on both fabric and paper.</p>		
Narrative 2024-2025		
<p>Sophia makes great use of each moment in the art studio; every project undergoes a thoughtful drafting process and careful application of layers or steps until the final work, regardless of the medium, reaches an impressive level of finish. Sophia's Surrealist self-portrait serves as a perfect example of this. A few options were sketched and considered until the artist's final work as an elf-like character was landed on. Not only did Sophia's work connect to the prompt to express one's inner world through a Surreal element, but it also reflected keen life-drawing skills and painterly sensibilities. The viewer is greeted by this character's warm smile and life-like eyes. Sofia enjoyed linoleum print carving and was particularly proud of a <i>DR. Who-related</i> design, which was printed many times successfully in multiple colors.</p>		

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8th Grade Physical Education - Angelo Valle

	Gr 8 Fall
Physical Education Skills	
<i>Comes to class prepared and ready to participate</i>	3
<i>Comes to class positive and cooperative</i>	3
<i>Listens attentively and follows directions</i>	2
<i>Demonstrates safe, responsible behavior that respects self and others.</i>	3
<i>Able to run and find their own pace</i>	2
<i>Demonstrates flexibility and coordination</i>	2
<i>Demonstrates developing throwing skills</i>	3
<i>Demonstrates developing catching skills</i>	3
<i>Demonstrates developing striking skills</i>	3
<i>Contributes to group and team initiatives</i>	3
<i>Demonstrates tactical understanding during team games</i>	2
<i>Demonstrates abilities to perform skills relating to specific team units</i>	3
<i>Understands specific terminology related to skills, positioning, and game play</i>	3
<i>Understands sportsmanship as a critical component of physical education</i>	3
<i>Demonstrates sportsmanship during gameplay</i>	3
<i>Able to accept game outcomes</i>	3
<i>Understands the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</i>	3
<i>Receptive to teacher feedback</i>	3
Comments	
Subject description	
<p>In the first semester of Grade 8 Physical Education, we began each class period with a pace run to warm up for the ensuing activities while developing conditioning and endurance. The focus then turned to coordination and flexibility through dynamic movements and stretches to prepare the muscles for activity. Through cooperative games and team-building activities, we focused on team cooperative skills before moving on to the competitive team games of soccer, football, and basketball. Throughout the semester, we worked on developing good sportsmanship and building the physical fitness skills involved in those sports, including kicking, receiving, passing, dribbling, shooting, throwing, catching, changing direction, and responding and reacting.</p>	
Narrative 2024-2025	
<p>Sofia has started the year off well. Though sometimes caught up in being more social with friends instead of participating fully, Sophia was usually ready to participate in class on time, always with a positive attitude. Sofia generally puts forth a good effort, though the pace of the run that starts each class has sometimes been a slight challenge. Sofia occasionally needs to be reminded to find a pace that can be run the entire time. And Sofia sometimes needs to be reminded to pay closer attention to form, technique, and proper range of motion during dynamic stretches. While demonstrating improving skills, Sofia has also shown more frequent employment of game concepts and 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 and tracking an opponent to defend against. Overall, Sofia has been a positive and supportive teammate who tries to help the team. Some goals for Sofia would be to find a way to maintain a steady pace during the pace run and to ensure a full range of motion during dynamic stretches in order to improve flexibility.</p>	



7 Clifftondale Street
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Grade level: 8th Grade

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

Grades

8th Grade Homeroom/Advisory - Jose Lopez Espinosa

	Gr 8 Fall
Personal and Social Skills	
<i>Engages actively in homeroom routines</i>	3
<i>Makes transitions independently, arriving on time and ready to learn with necessary materials</i>	3
<i>Actively seeks ways to lead by example and model positive community citizenship</i>	3
<i>Has a positive attitude toward school and learning</i>	3
<i>Participates in the care and organization of the classroom environment</i>	3
<i>Seeks adult help when needed</i>	3
<i>Interacts with adults in a positive and productive manner</i>	3
<i>Accepts responsibility and respectfully responds to feedback.</i>	3
<i>Enters school on time, prepared, and ready to learn</i>	3
<i>Organizes cubby and work materials</i>	3
<i>Accepts responsibility for own actions</i>	3
<i>Respects the rights, feelings, and opinions of others</i>	3
Comments	
Subject description	
<p>The eighth-grade advisory program develops trusting and supportive relationships between the teacher and students to improve students' overall experience. Through advisory, students have a community in which to develop and enhance their social and emotional skills, build executive skill functions and work habits. Advisory helps students practice and improve skills in self-direction, problem-solving, community, and effective communication. Additionally, teachers support students as they transition from middle school to high school. This includes strategies on effectively handling stress and anxiety and using Quaker principles and mindfulness to stay centered and calm throughout the secondary school process. Students discuss real-life scenarios that they will likely face in high school and beyond and grapple with nuance when making decisions.</p>	
Narrative 2024-2025	
<p>Joel continues to display solid organizational and time management skills and comes to school prepared for the day.</p> <p>So far, Joel's active participation in whole class and group discussions keeps improving overall. Joel's voice is always heard in our conversations. Joel maintains several close friendships in the class and enjoys socializing during lunch and recess. One of Joel's positive traits is playfulness, and Joel can always be counted on to bring a smile to a classmate's face. Joel is always friendly and helps maintain a positive atmosphere in advisory, especially when spending time with friends. Joel has been more adept at balancing social interactions with academic responsibilities, a valuable skill during partner and small group work. Overall, Joel is a conscientious student with a positive attitude and is ready to meet the challenges of high school.</p>	



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8th Grade Humanities - Christopher Gandolfo-Lucia

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



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8th Grade Humanities - Christopher Gandolfo-Lucia

	Gr 8 Fall
Research	
<i>Perseveres through the inquiry process, including the development of appropriately rigorous research questions</i>	N/A
<i>Identifies and uses credible sources when conducting research</i>	3
<i>Presents research in an organized, coherent, and polished manner</i>	N/A
Work Habits	
<i>Practices the skills and habits of citizenship, community, and scholarship in order to be a successful independent and collaborative learner</i>	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>	3
<i>Accepts responsibility and respectfully responds to feedback.</i>	2
<i>Respects the rights, feelings, and opinions of others</i>	3
<i>Makes transitions independently, arriving on time and ready to learn with necessary materials</i>	3
<i>Interacts with peers in a positive and productive manner</i>	3
<i>Takes effective notes that summarize relevant information concisely</i>	3
<i>Discusses social issues thoughtfully and respectfully</i>	3
<i>Interacts with adults in a positive and productive manner</i>	3

Joel Dawson-Negrón (Joel)

2024 - 2025



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7 Cliftondale Street
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Grade level: 8th Grade

8th Grade Humanities - Christopher Gandolfo-Lucia

		Gr 8 Fall
Comments		
Subject description		
<p>This course investigates the categories that make up “identity” as understood in contemporary culture and politics. We invited students to think widely about the terms they use to define themselves; this focus helps to forge a classroom community where students feel comfortable and encouraged to share personal experiences and perspectives. Students read independent reading books featuring diverse voices and think collaboratively about the importance of representation in literature, film, and television. The first half of the CFS Eighth Grade Humanities course focuses entirely on essay writing. Students practice a complete writing process involving planning/prewriting, drafting, revising, editing, and proofreading/publishing. Via this practice, each student crafts a personalized writing process that emphasizes their strengths and supports areas of challenges. Throughout all essay units, students engage in the process of self-editing, learning the art of taking constructive feedback from both peers and teachers. For each essay, students submit a rough draft and have a 15-minute conference with their Humanities teacher to discuss specific revision points regarding mechanics, punctuation, organization, support, clarity of writing, and flow of argument. This conference-based writing workshop allows each student an opportunity to practice specific skills and areas for growth that are uniquely relevant to their profile as a writer. This fall semester, students practiced three distinct forms of essay writing: persuasive essay, personal essay, and literary analysis essay. Through a unit studying casting processes and minority representation in film, students practiced crafting persuasive arguments regarding the moral, social, and economic considerations that casting directors should evaluate when casting for roles with marginalized identities. Following this unit, students interrogated their own beliefs by writing personal essays. In this unit, students had the choice between supporting their beliefs with narrative essays and expository evidence drawn from history, culture, science, and personal experience. To conclude the semester, students practiced literary analysis essays through an Ursula K. Le Guin author study, during which students read and analyzed the themes of the following stories: “The Wife’s Tale,” “The Ones Who Walk Away From Omelas,” and “The Author of the Acacia Seeds’ and Other Extracts from the Journal of the Association of Therolinguistics.” In addition to this primary focus on essay writing, students have maintained an independent reading routine that involves 45 minutes of independent reading in class each week. Independent reading is evaluated through oral presentations at an interval of 8-10 weeks. In the second half of the year, students will practice research and oral presentation skills through a variety of independent and collaborative project-based assignments. These projects are open-ended and encourage students to employ a variety of interdisciplinary skills: in addition to relying on brainstorming skills and a complete writing process, for these projects, students will make use of data analysis skills, performing and visual arts skills, production design skills, creative writing skills, and other multi-disciplinary skills.</p>		
Narrative 2024-2025		
<p>Joel has been an increasingly confident and hard-working student in humanities class this semester. Joel has effectively practiced a multi-step writing process and has been specifically focused on editing and proofreading for clarity, grammar, punctuation, and spelling. Joel has exhibited substantial growth as a reader, demonstrating both increased stamina and comprehension; this has been evident in Joel’s focused and enthusiastic approach to independent reading. Joel has been notably more comfortable accepting and implementing teacher feedback across writing pieces, independent reading assignments, and group projects. Listening attentively and contributing questions and comments to class discussions have been areas of challenge for Joel, as Joel has often declined teacher prompts to contribute in both small group and whole class contexts and so a goal for Joel in the second half of the school year will be to contribute multiple times to each class discussion; Joel will be supported in pursuing this goal with opportunities to annotate texts and journal prior to discussions as well as specific teacher prompts. Overall, Joel has made good progress in humanities class this semester.</p>		

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8th Grade Math - Karen Harvey

	Gr 8 Fall
Math Skills	
<i>Able to use distributive property when solving equations or simplifying expressions.</i>	3
<i>Able to set up proportions</i>	3
<i>Able to perform all operations on real numbers.</i>	3
<i>Able to graph quadratic functions</i>	N/A
<i>Able to solve equations with variable on both sides.</i>	2
<i>Able to solve multi-step linear equations.</i>	2
<i>Able to analyze linear equations that contain two variables, and how these can be represented by graphical lines and tables of values</i>	2
<i>Able to graph linear equations and functions</i>	2
<i>Able to identify unique characteristics of, and graph horizontal and vertical lines.</i>	2
<i>Able to find slope of a linear function visually from a graph (rise over run) or calculate from a table ($m = \frac{y_2 - y_1}{x_2 - x_1}$).</i>	2
<i>Able to solve various word problems that involve real world relationships that can be represented by linear equations or functions</i>	1
<i>Able to write an equation in standard form ($Ax + By = C$) from a graph or from a linear equation in non-standard form.</i>	2
<i>Able to write linear equations in slope intercept form ($y = mx + b$) from graphs, tables and word problems.</i>	1
<i>Able to graph linear inequalities and compound linear inequalities</i>	N/A
<i>Able to identify the number of solutions of a linear system of equations.</i>	N/A
<i>Able to interpret systems of inequalities (multiple inequalities at the same time) and use them to describe real-world situations</i>	N/A
<i>Able to solve systems of simple linear inequalities by creating graphs.</i>	N/A
<i>Able to construct, analyze, graph, and interpret basic exponential functions of the form $f(x) = a(r^x)$</i>	N/A
<i>Able to identify exponential functions using graphs and/or tables.</i>	N/A
<i>Able to apply exponent properties involving products, powers of a power, and quotients.</i>	N/A
<i>Able to add and subtract polynomial expressions</i>	N/A
<i>Able to multiply polynomial expressions</i>	N/A
<i>Able to differentiate between monomials, binomials and polynomials, identify the degree of polynomial and leading coefficient.</i>	N/A
<i>Able to solve quadratic equations using square roots.</i>	N/A
<i>Able to identify quadratic functions in equation and graph form, and state their properties (vertex, axis of symmetry, relationship to parent quadratic function).</i>	N/A
<i>Able to use the discriminant to determine the number of solutions to a quadratic equation.</i>	N/A
<i>Able to simplify radicals without and with variables.</i>	N/A

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8th Grade Math - Karen Harvey

	Gr 8 Fall
Identify, Solve, Simplify Linear equations, Quadratic Equations and Factor Polynomials	
<i>Able to solve systems of linear equations using algebraic methods</i>	N/A
<i>Able to visualize linear systems and systems of linear inequalities using graphing calculator technology</i>	N/A
<i>Able to solve quadratic equations using the quadratic formula</i>	N/A
<i>Able to identify and combine like terms</i>	3
<i>Able to distinguish between expressions and equations</i>	3
<i>Able to simplify expressions</i>	3
<i>Able to identify, define, and determine opposites and absolute values of integers</i>	3
<i>Able to evaluate, graph, analyze, and create various types of functions</i>	3
<i>Able to solve linear inequalities</i>	N/A
<i>Able to write linear equations in point-slope form $(y - y_1) = m(x - x_1)$ from graphs and tables; given a point-slope equation, able to graph it.</i>	2
<i>Able to solve compound linear inequalities</i>	N/A
<i>Able to solve one-step linear equations</i>	3
Math Work Habits	
<i>Comes to class prepared and on time</i>	3
<i>Takes notes and uses notes successfully on open book tests</i>	3
<i>Completes homework assignments on time</i>	4
<i>Thoroughly completes class and homework assignments</i>	4
<i>Participates cooperatively and actively (volunteers, asks questions, engages with concepts and materials) in class</i>	3
<i>Advocates for support when needed</i>	3
<i>Demonstrates attentive and positive attitude</i>	3

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8th Grade Math - Karen Harvey

		Gr 8 Fall
Comments		
Subject description		
<p>In 8th grade math, students have engaged with a range of topics that build critical algebraic and statistical skills. The year began with graphing linear equations, where students learned to plot points and understand the relationships represented by linear graphs. They progressed to writing equations and expressions derived from real-world problems and data tables, enhancing their ability to translate between different representations of mathematical relationships. Next, students explored graphing inequalities and solving systems of equations and inequalities, developing strategies to find solutions and interpret their meaning in various contexts. Additionally, the class analyzed two-way data tables, gaining the ability to interpret and organize categorical data effectively. To round out their statistical understanding, students examined correlation coefficients and lines of best fit, learning to interpret statistical relationships and trends within data sets. This comprehensive approach has provided a strong foundation for advanced mathematical concepts and real-world applications.</p>		
Narrative 2024-2025		
<p>This semester, the class has put in great effort as we explored a range of mathematical topics. We started by examining one-variable statistics, where we focused on creating graphical representations of data, classifying distributions as bi-modal, symmetrical, etc., and determining the best measures of center (mean or median) and spread (Mean Absolute Deviation or Interquartile Range). Next, we transitioned into studying linear equations and inequalities. We've made significant progress on the first half of this extensive unit, concentrating on linear equations and expressions. The students have worked on writing equations from word problems, simplifying expressions by combining like terms, using balancing rules to manipulate equations, interpreting graphs, and generating their own linear graphs.</p> <p>Joel has made strides in math this year, particularly in the foundational skills of Algebra. While it took a little time for Joel to feel comfortable asking for support after not working together last year, it has been clear that Joel has been dedicated to improving mathematical skills both inside and outside of school. One area of particular growth has been in our linear equations unit, where Joel has shown consistent growth in understanding all of the topics covered. In particular, Joel is able to use the "legal moves" of balancing equations to solve literal equations for more than one variable, demonstrating both increased precision and confidence in this area. Additionally, Joel has developed the ability to read and interpret graphs of linear equations, extracting meaningful information with increasing accuracy.</p> <p>Joel's area for growth is building confidence in working independently. Sometimes, Joel is hesitant to try a problem independently, possibly due to concerns about making mistakes. Joel is always encouraged to give it a try first, as reassurance often reveals that Joel is on the right path. Joel has put in a lot of hard work this year, and this effort is reflected in classwork. As Joel continues to build skills, confidence as a problem solver will continue to grow throughout the upcoming semester. It has been a pleasure to see Joel's development, and it will be a pleasure to see this hard-earned progress continue to move forward!</p>		

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8th Grade Science - Carolyn Sohn

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

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8th Grade Science - Carolyn Sohn

		Gr 8 Fall
Comments		
Subject description		
<p>Eighth-grade science begins with an exploration of chemistry. In the first unit, "Properties and States of Matter," students gain an understanding of the molecular motion of matter and how scientists classify matter. In this unit, students explore the first inquiry investigation in which they write and implement their own lab procedure to answer the investigation question: "What happens at a molecular level when thermal energy is added to a substance?"</p> <p>Students then explore the foundational elements of chemistry: atomic structure and the periodic table. Students are then introduced to the basic structure of atoms and the properties of subatomic particles, then take time to explore the periodic table once they understand how to interpret terms like "atomic mass." The periodic table is taught using both digital and physical exploration activities as a tool for understanding chemistry and how elements behave.</p> <p>Students each do a deep dive into one element through the "Element Baby Book" project, in which they "adopt" an element and create a scrapbook-style "baby book" using research they do on that element's history, properties, and uses. By the end of this project, students demonstrated a deeper understanding of an element's structure and properties, as well as connected that element to similar elements on the periodic table.</p> <p>The next unit covers atomic bonding and chemical reactions. Students start by learning different types of bonding through a variety of digital simulations and physical activities. Once the bonding concepts are mastered, students learn more about how breaking and forming bonds connect with chemical reactions. Chemical reactions are brought to life through teacher demonstrations and hands-on labs. The unit includes the lab investigation: "Conservation of Mass: How Does the Total Mass of the Substances Formed as a result of a Chemical Change Compare With the Total Mass of the Original Substances?" This investigation brings to life paper-and-pencil chemical equations by giving students the opportunity to carry out several chemical reactions.</p> <p>Students tackle the final chemistry unit, acids and bases, after winter break. This unit pushes students to build upon their understanding of chemical reactions by adding on the concept of acid-base reactions. This unit incorporates inquiry activities and focused lab investigations, such as a cabbage juice pH lab. In the cabbage juice lab, students classify known household substances such as vinegar and soap as strong/weak acids or bases by using the juice of a red cabbage. Students create and test their own cabbage juice color pH scale, then test the scale using substances with known pH values.</p>		
Narrative 2024-2025		
<p>Joel comes to class each day prepared and inquisitive about the day's subject matter. Joel is most successful when a clear example is provided for class assignments and homework. Joel occasionally requires more time to finish an assignment but is diligent about communicating when it is needed. Joel has improved on realizing when help may be needed and reaching out accordingly. Joel tends to be most successful in labs when provided with clear tasks to carry out within a lab group. Joel typically needs support to sustain attention during longer lab periods, occasionally utilizing movement breaks to refocus and return to the lab ready to continue gathering data. Joel clearly enjoyed working on the element baby book about iron. Joel required a check-in to ensure everything was on track to meet requirements, but seeing an example proved helpful in continuing work. Going into the second half of the year, Joel is encouraged to continue to recognize when an additional explanation is needed to understand a concept, especially with the more math-heavy physics topics coming up.</p>		

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8th Grade Spanish - Jose Lopez Espinosa

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

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8th Grade Spanish - Jose Lopez Espinosa

	Gr 8 Fall
Comments	
Subject description	
<p>Eighth-grade Spanish continues with a review of the basic structures from fifth, sixth, and seventh grades with new vocabulary and grammar that serves to broaden the speaking, reading, listening, and writing of Spanish. It also provides students with an understanding and appreciation of cultures other than their own when the students compare and connect any Latinx culture and communities with the American culture. Students acquire a working knowledge of a wide variety of grammatical structures and continue to learn to speak Spanish with more accuracy, expanding their understanding of the language and improving fluency, pronunciation, rhythm, and intonation when speaking Spanish. The students graduate knowing how to use the present, past, and future of the indicative tenses, and eighth graders know how to identify the present subjunctive, commands, the present progressive, the conditional, the present perfect, and the imperfect tenses. Our eighth-grade collaboration happens with the eighth-grade humanities teacher, as well as with science, art, drama, and math classes.</p>	
Narrative 2024-2025	
<p>Joel has made a lot of progress in Spanish class; Joel is most times engaged, inquisitive, and making sure that the work is being done exactly as the rubric or instructions state. Joel is very visual and loves anything related to sports and music and particularly enjoys the classes when these topics are involved. Joel is currently working on a collaborative project where one hundred questions will be generated that show the group's ability to use the past, the present, and the future tenses. This project is one of the most important in this grade, given that the students show their understanding of grammar terms, focusing more on the preterit tense, the simple present, and the simple future. Even though it is less preferred, Joel understands that writing assignments are important when studying a foreign language. Joel already knows how to make long sentences, but is still working in every class building up vocabulary, putting in context short and long sentences, and memorizing new irregular verbs. Joel is also practicing the imperfect, conditional, present subjunctive, commands, present progressive, and the present perfect. Joel shows evidence of understanding the structure of all the terms just mentioned. The next steps for Joel are to keep on writing weekly, speaking every week when I interview the students, listening to music in Spanish, and reading short sentences using any platform or books of Joel's choice.</p>	

8th Grade Drama - Jennifer Salvucci Bent

	Gr 8 Fall
Drama Skills	
<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>	N/A
<i>Encourages their peers onstage and works together to ensure the growth and connection of the ensemble</i>	3

Joel Dawson-Negrón (Joel) 2024 - 2025

7 Cliftondale Street
Roslindale, MA 02131
Birth date: 2/26/2011
Grade level: 8th Grade



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8th Grade Drama - Jennifer Salvucci Bent

	Gr 8 Fall
Comments	
Subject description	
<p>Eighth grade is essential to the culminating study of the dramatic arts. Drama is intellectual growth, learning to trust your instincts, working with your ensemble, creating safe environments, and risk-taking onstage. It is confidence in making mistakes and it is about the process over time. At the start of the academic term students engage in the first unit of study: Interviewing 101. Because eighth grade is a year of new possibilities and development before transitioning to secondary schools, students begin the process of next school selection, and interviewing has been incorporated into the drama curriculum. This essential skill is not only used for secondary school preparation, but for college and job interviewing as well. Students are lead through a series of interview questions, enhancing their oral presentation skills as progress toward mock interviews. Students begin to realize how like physicality is extremely important in our stage productions, their physical self is used as a marker in interviews. Posture, a firm handshake, eye contact, and culture serve as essential factors in the final interview. The eighth graders also learn the importance of dress in connection with specific situations, and how they should always remain true to who they are as a person: that their thoughts, instincts and reflections on life thus far, is a voice that needs to be heard. Though they will move on to connecting with a different ensemble, students are able to reflect on everything that has brought them to this point in their lives and how their time at Cambridge Friends School has shaped their views on the world. Once the interview unit has concluded, students change course and begin the journey of piecing together a culminating stage production. Using every one of the skills sets incorporated into the first three years of the Cambridge Friends School Drama curriculum, this year's eighth graders will be performing <i>Newsies</i>, <i>JR.!</i> The beginning steps of this process is for the students to identify the through-line of the play, the symbolism and the themes behind it, and then begin the process of text analysis for their individual character(s). From there, we will begin the blocking process, as well as lighting and sound along the way. Looking forward to our final adventure together!</p>	
Narrative 2024-2025	
<p>Joel has grown tremendously over the past year, both as an actor and as a person, speaking up more readily during our group discussions. Joel asked thoughtful questions during our Next Schools interviewing unit to learn the best strategies for leaving a positive impression during interviews. Joel has been actively working on not letting peers be a source of distraction and is just beginning to physically move away from the peer pressure. Joel has been hesitant about the eighth-grade musical but has slowly started warming up to the idea. Joel continues to be an advocate when necessary and has developed a strong sense of community over the course of the last year.</p>	

8th Grade Visual Art - Sami Martasian

	Gr 8 Fall
Visual Art Skills	
<i>Follows art studio procedures and meets art studio expectations for behavior</i>	2
<i>Demonstrates respect for classmates</i>	2
<i>Actively listens and is attentive during instructions and demonstrations</i>	2
<i>Demonstrates persistence working on projects and asks for help when needed</i>	2
<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>	2
<i>Uses studio process on major projects, brainstorming, rough drafts, editing, and final drafts</i>	2
<i>Demonstrates independent work habits while supporting classmates</i>	2
<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>	2

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8th Grade Visual Art - Sami Martasian

		Gr 8 Fall
Comments		
Subject description		
<p>Eighth-grade has spent this semester honing personal style and practicing useful techniques to carry into their future art making. Each student began the school year by making a talking piece to be used in Restorative justice circles and community time. These were made with care and consideration of their connection to indigenous cultures that inform our understanding of Restorative Justice. Eighth-grade students then participated in making Alebrijes to be displayed on our Day of the Dead Ofrenda along with the rest of the middle school. All grades participating in the project first studied the life and work of Pedro 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. Eighth-grade students then began their Surrealist self portrait project. Students began this unit by considering work by Leonora Carrington, Frida Khalo, and Kehinde Wiley, three artists whose work is very different from one another but each keen on using surreal elements to better express the emotional reality of their subjects. Face drawing techniques, both by measuring out the face using a classic figure drawing method and by observation in a mirror helped students begin their planning, which then developed into including expressive elements of their own. Students chose symbols, animals, backgrounds, or changes to their appearance to express their identities and inner emotional landscapes. Our next steps were to study shadow and highlight and paint mixing and application to finish these fabulous pieces. Eighth-grade students are currently concluding a linoleum printmaking unit. Students created a square design that is made in such a way that it creates a larger image when printed. Many students carved their linoleum to be 1/4th of an image, so that once rotated, a complete flower, planet, or shape is formed. Students experimented with different colorways and printed on both fabric and paper.</p>		
Narrative 2024-2025		
<p>Joel enjoys adapting cartoon characters and motifs from pop culture into expressive and original works. Pencil and paper is a favorite medium for Joel, who much prefers drawing to painting or sculpting. The eighth-grade surrealist self-portrait project led this young artist to create an expressive, brightly colorful piece with a striking expression. A single layer of smooth paint coats the surface of the canvas, which features a blue background that juxtaposes the portrait successfully. The figure is painted with gritted teeth and piercing eyes, which come together to form a very expressive piece that confronts the viewer directly. When Joel has time in between projects, time is well spent composing music digitally on beep box or drawing intricate pop culture pieces.</p>		

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8th Grade Physical Education - Angelo Valle

	Gr 8 Fall
Physical Education Skills	
<i>Comes to class prepared and ready to participate</i>	2
<i>Comes to class positive and cooperative</i>	3
<i>Listens attentively and follows directions</i>	2
<i>Demonstrates safe, responsible behavior that respects self and others.</i>	3
<i>Able to run and find their own pace</i>	2
<i>Demonstrates flexibility and coordination</i>	2
<i>Demonstrates developing throwing skills</i>	3
<i>Demonstrates developing catching skills</i>	3
<i>Demonstrates developing striking skills</i>	3
<i>Contributes to group and team initiatives</i>	3
<i>Demonstrates tactical understanding during team games</i>	3
<i>Demonstrates abilities to perform skills relating to specific team units</i>	3
<i>Understands specific terminology related to skills, positioning, and game play</i>	3
<i>Understands sportsmanship as a critical component of physical education</i>	3
<i>Demonstrates sportsmanship during gameplay</i>	3
<i>Able to accept game outcomes</i>	3
<i>Understands the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</i>	3
<i>Receptive to teacher feedback</i>	2
Comments	
Subject description	
<p>In the first semester of Grade 8 Physical Education, we began each class period with a pace run to warm up for the ensuing activities while developing conditioning and endurance. The focus then turned to coordination and flexibility through dynamic movements and stretches to prepare the muscles for activity. Through cooperative games and team-building activities, we focused on team cooperative skills before moving on to the competitive team games of soccer, football, and basketball. Throughout the semester, we worked on developing good sportsmanship and building the physical fitness skills involved in those sports, including kicking, receiving, passing, dribbling, shooting, throwing, catching, changing direction, and responding and reacting.</p>	
Narrative 2024-2025	
<p>Joel has had a good beginning of the year. Though sometimes forgetful about bringing the proper footwear to class, Joel is generally prepared to participate and arrives with a positive attitude. Sometimes distracted by peers during instruction, Joel eventually responds to reminders to refocus. Joel's competitive nature results in good effort and demonstration of strong abilities and understanding of tactics during competitive games. Joel made some plays that were highlights of the soccer and football units. Some goals for Joel would be to be more disciplined in doing the pace run and taking stretching more seriously in order to improve endurance and flexibility, which would help maximize athletic achievement.</p>	

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

Grades

8th Grade Homeroom/Advisory - Jose Lopez Espinosa

	Gr 8 Fall
Personal and Social Skills	
<i>Engages actively in homeroom routines</i>	3
<i>Makes transitions independently, arriving on time and ready to learn with necessary materials</i>	3
<i>Actively seeks ways to lead by example and model positive community citizenship</i>	3
<i>Has a positive attitude toward school and learning</i>	3
<i>Participates in the care and organization of the classroom environment</i>	3
<i>Seeks adult help when needed</i>	3
<i>Interacts with adults in a positive and productive manner</i>	3
<i>Accepts responsibility and respectfully responds to feedback.</i>	3
<i>Enters school on time, prepared, and ready to learn</i>	3
<i>Organizes cubby and work materials</i>	3
<i>Accepts responsibility for own actions</i>	3
<i>Respects the rights, feelings, and opinions of others</i>	3
Comments	
Subject description	
<p>The eighth-grade advisory program develops trusting and supportive relationships between the teacher and students to improve students' overall experience. Through advisory, students have a community in which to develop and enhance their social and emotional skills, build executive skill functions and work habits. Advisory helps students practice and improve skills in self-direction, problem-solving, community, and effective communication. Additionally, teachers support students as they transition from middle school to high school. This includes strategies on effectively handling stress and anxiety and using Quaker principles and mindfulness to stay centered and calm throughout the secondary school process. Students discuss real-life scenarios that they will likely face in high school and beyond and grapple with nuance when making decisions.</p>	
Narrative 2024-2025	
<p>Yael continues to display solid organizational and time management skills and comes to school prepared for the day.</p> <p>Yael maintains an active participation in whole class and group discussions. Yael shows enthusiasm especially during meetings with the SPARK committee. Yael's voice is always heard in our conversation both one-on-one and with classmates. Yael keeps several close friendships in the class and enjoys socializing during lunch and recess. It is great to see the class care about their opportunity to be together as a community. Yael is always friendly and cheerful and helps maintain a positive atmosphere in advisory, especially when spending time with closest friends. Overall, Yael is doing great regarding the advisory skills.</p>	

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8th Grade Humanities - Christopher Gandolfo-Lucia

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

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8th Grade Humanities - Christopher Gandolfo-Lucia

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

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8th Grade Humanities - Christopher Gandolfo-Lucia

		Gr 8 Fall
Comments		
Subject description		
<p>This course investigates the categories that make up “identity” as understood in contemporary culture and politics. We invited students to think widely about the terms they use to define themselves; this focus helps to forge a classroom community where students feel comfortable and encouraged to share personal experiences and perspectives. Students read independent reading books featuring diverse voices and think collaboratively about the importance of representation in literature, film, and television. The first half of the CFS Eighth Grade Humanities course focuses entirely on essay writing. Students practice a complete writing process involving planning/prewriting, drafting, revising, editing, and proofreading/publishing. Via this practice, each student crafts a personalized writing process that emphasizes their strengths and supports areas of challenges. Throughout all essay units, students engage in the process of self-editing, learning the art of taking constructive feedback from both peers and teachers. For each essay, students submit a rough draft and have a 15-minute conference with their Humanities teacher to discuss specific revision points regarding mechanics, punctuation, organization, support, clarity of writing, and flow of argument. This conference-based writing workshop allows each student an opportunity to practice specific skills and areas for growth that are uniquely relevant to their profile as a writer. This fall semester, students practiced three distinct forms of essay writing: persuasive essay, personal essay, and literary analysis essay. Through a unit studying casting processes and minority representation in film, students practiced crafting persuasive arguments regarding the moral, social, and economic considerations that casting directors should evaluate when casting for roles with marginalized identities. Following this unit, students interrogated their own beliefs by writing personal essays. In this unit, students had the choice between supporting their beliefs with narrative essays and expository evidence drawn from history, culture, science, and personal experience. To conclude the semester, students practiced literary analysis essays through an Ursula K. Le Guin author study, during which students read and analyzed the themes of the following stories: “The Wife’s Tale,” “The Ones Who Walk Away From Omelas,” and “The Author of the Acacia Seeds” and Other Extracts from the Journal of the Association of Therolinguistics.” In addition to this primary focus on essay writing, students have maintained an independent reading routine that involves 45 minutes of independent reading in class each week. Independent reading is evaluated through oral presentations at an interval of 8-10 weeks. In the second half of the year, students will practice research and oral presentation skills through a variety of independent and collaborative project-based assignments. These projects are open-ended and encourage students to employ a variety of interdisciplinary skills: in addition to relying on brainstorming skills and a complete writing process, for these projects, students will make use of data analysis skills, performing and visual arts skills, production design skills, creative writing skills, and other multi-disciplinary skills.</p>		
Narrative 2024-2025		
<p>Yael has brought a positive, diligent work ethic to humanities class this semester. Yael has diligently planned, prewritten, drafted, revised, and edited with precision across all writing pieces this semester and has clearly benefited from practicing such a thorough process. This thoroughness has been typical of Yael's approach to humanities class. Yael has made excellent progress toward the goal of completing essay assignments with minimal teacher support, as Yael's confidence as a writer has lagged behind Yael's great capacity; accordingly, a goal for Yael will be to continue practicing the specific step of revising writing with minimal teacher feedback in order to develop more skills for reflecting on a piece's strengths and weaknesses as well as determining how to improve it. In class discussions, Yael has ardently advocated for marginalized voices and has demonstrated a mature capacity for respectful disagreement. Yael has completed independent reading projects with enthusiasm and autonomy and has particularly enjoyed opportunities to recommend books to classmates. Overall, Yael has been a strong student in humanities class this semester.</p>		

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8th Grade Math - Karen Harvey

	Gr 8 Fall
Math Skills	
<i>Able to use distributive property when solving equations or simplifying expressions.</i>	3
<i>Able to set up proportions</i>	3
<i>Able to perform all operations on real numbers.</i>	3
<i>Able to graph quadratic functions</i>	N/A
<i>Able to solve equations with variable on both sides.</i>	4
<i>Able to solve multi-step linear equations.</i>	4
<i>Able to analyze linear equations that contain two variables, and how these can be represented by graphical lines and tables of values</i>	4
<i>Able to graph linear equations and functions</i>	4
<i>Able to identify unique characteristics of, and graph horizontal and vertical lines.</i>	4
<i>Able to find slope of a linear function visually from a graph (rise over run) or calculate from a table ($m = \frac{y_2 - y_1}{x_2 - x_1}$).</i>	4
<i>Able to solve various word problems that involve real world relationships that can be represented by linear equations or functions</i>	4
<i>Able to write an equation in standard form ($Ax + By = C$) from a graph or from a linear equation in non-standard form.</i>	4
<i>Able to write linear equations in slope intercept form ($y = mx + b$) from graphs, tables and word problems.</i>	4
<i>Able to graph linear inequalities and compound linear inequalities</i>	4
<i>Able to identify the number of solutions of a linear system of equations.</i>	4
<i>Able to interpret systems of inequalities (multiple inequalities at the same time) and use them to describe real-world situations</i>	4
<i>Able to solve systems of simple linear inequalities by creating graphs.</i>	4
<i>Able to construct, analyze, graph, and interpret basic exponential functions of the form $f(x) = a(r^x)$</i>	N/A
<i>Able to identify exponential functions using graphs and/or tables.</i>	N/A
<i>Able to apply exponent properties involving products, powers of a power, and quotients.</i>	N/A
<i>Able to add and subtract polynomial expressions</i>	N/A
<i>Able to multiply polynomial expressions</i>	N/A
<i>Able to differentiate between monomials, binomials and polynomials, identify the degree of polynomial and leading coefficient.</i>	N/A
<i>Able to solve quadratic equations using square roots.</i>	N/A
<i>Able to identify quadratic functions in equation and graph form, and state their properties (vertex, axis of symmetry, relationship to parent quadratic function).</i>	N/A
<i>Able to use the discriminant to determine the number of solutions to a quadratic equation.</i>	N/A
<i>Able to simplify radicals without and with variables.</i>	N/A



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8th Grade Math - Karen Harvey

	Gr 8 Fall
Identify, Solve, Simplify Linear equations, Quadratic Equations and Factor Polynomials	
<i>Able to solve systems of linear equations using algebraic methods</i>	3
<i>Able to visualize linear systems and systems of linear inequalities using graphing calculator technology</i>	3
<i>Able to solve quadratic equations using the quadratic formula</i>	4
<i>Able to identify and combine like terms</i>	4
<i>Able to distinguish between expressions and equations</i>	4
<i>Able to simplify expressions</i>	4
<i>Able to identify, define, and determine opposites and absolute values of integers</i>	3
<i>Able to evaluate, graph, analyze, and create various types of functions</i>	3
<i>Able to solve linear inequalities</i>	3
<i>Able to write linear equations in point-slope form $(y - y_1) = m(x - x_1)$ from graphs and tables; given a point-slope equation, able to graph it.</i>	3
<i>Able to solve compound linear inequalities</i>	3
<i>Able to solve one-step linear equations</i>	3
Math Work Habits	
<i>Comes to class prepared and on time</i>	3
<i>Takes notes and uses notes successfully on open book tests</i>	3
<i>Completes homework assignments on time</i>	3
<i>Thoroughly completes class and homework assignments</i>	3
<i>Participates cooperatively and actively (volunteers, asks questions, engages with concepts and materials) in class</i>	3
<i>Advocates for support when needed</i>	3
<i>Demonstrates attentive and positive attitude</i>	3

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8th Grade Math - Karen Harvey

		Gr 8 Fall
Comments		
Subject description		
<p>In 8th grade math, students have engaged with a range of topics that build critical algebraic and statistical skills. The year began with graphing linear equations, where students learned to plot points and understand the relationships represented by linear graphs. They progressed to writing equations and expressions derived from real-world problems and data tables, enhancing their ability to translate between different representations of mathematical relationships. Next, students explored graphing inequalities and solving systems of equations and inequalities, developing strategies to find solutions and interpret their meaning in various contexts. Additionally, the class analyzed two-way data tables, gaining the ability to interpret and organize categorical data effectively. To round out their statistical understanding, students examined correlation coefficients and lines of best fit, learning to interpret statistical relationships and trends within data sets. This comprehensive approach has provided a strong foundation for advanced mathematical concepts and real-world applications.</p>		
Narrative 2024-2025		
<p>This fall, we began by focusing on where students felt they required more support. Once those areas were identified, we moved on to solving linear equations, learning how to write equations and expressions from examples. The class then worked on solving systems of equations using the elimination method, followed by graphing these systems. In the second part of our unit on equations and inequalities, students practiced graphing linear inequalities and creating systems of inequalities from real-world word problems. Our current unit focuses on two-variable statistics, including analyzing correlation versus causation, using technology to find the line of best fit, interpreting the significance of the best-fit line, determining residuals, and predicting the correlation coefficient from a graph.</p> <p>Yael has continued to be a consistent and diligent math student this semester. One of Yael's strengths is excellent work organization, which helps to minimize computational errors and allows a stronger focus on the conceptual application of various problems. Solving and manipulating equations across different formats has been another strength, and this skill will undoubtedly continue to serve Yael well as we move into the second semester, where we will work on more complex algebraic functions.</p> <p>An area for growth is further developing the ability to self-check work using strategies such as substitution, reciprocal operations, and other methods. While Yael currently relies on teacher reassurance to confirm the correct problem-solving steps, increasing independence in this area will help boost Yael's confidence and reinforce a greater sense of ownership in the learning process. With continued effort and focus, the second half of the year promises to be a rewarding and successful one for Yael.</p>		

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8th Grade Science - Carolyn Sohn

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

Yael Freedman
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Birth date: 6/29/2011
Grade level: 8th Grade

2024 - 2025



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8th Grade Science - Carolyn Sohn

	Gr 8 Fall
Comments	
Subject description	
<p>Eighth-grade science begins with an exploration of chemistry. In the first unit, "Properties and States of Matter," students gain an understanding of the molecular motion of matter and how scientists classify matter. In this unit, students explore the first inquiry investigation in which they write and implement their own lab procedure to answer the investigation question: "What happens at a molecular level when thermal energy is added to a substance?"</p> <p>Students then explore the foundational elements of chemistry: atomic structure and the periodic table. Students are then introduced to the basic structure of atoms and the properties of subatomic particles, then take time to explore the periodic table once they understand how to interpret terms like "atomic mass." The periodic table is taught using both digital and physical exploration activities as a tool for understanding chemistry and how elements behave.</p> <p>Students each do a deep dive into one element through the "Element Baby Book" project, in which they "adopt" an element and create a scrapbook-style "baby book" using research they do on that element's history, properties, and uses. By the end of this project, students demonstrated a deeper understanding of an element's structure and properties, as well as connected that element to similar elements on the periodic table.</p> <p>The next unit covers atomic bonding and chemical reactions. Students start by learning different types of bonding through a variety of digital simulations and physical activities. Once the bonding concepts are mastered, students learn more about how breaking and forming bonds connect with chemical reactions. Chemical reactions are brought to life through teacher demonstrations and hands-on labs. The unit includes the lab investigation: "Conservation of Mass: How Does the Total Mass of the Substances Formed as a result of a Chemical Change Compare With the Total Mass of the Original Substances?" This investigation brings to life paper-and-pencil chemical equations by giving students the opportunity to carry out several chemical reactions.</p> <p>Students tackle the final chemistry unit, acids and bases, after winter break. This unit pushes students to build upon their understanding of chemical reactions by adding on the concept of acid-base reactions. This unit incorporates inquiry activities and focused lab investigations, such as a cabbage juice pH lab. In the cabbage juice lab, students classify known household substances such as vinegar and soap as strong/weak acids or bases by using the juice of a red cabbage. Students create and test their own cabbage juice color pH scale, then test the scale using substances with known pH values.</p>	
Narrative 2024-2025	
<p>Yael shows up to class each day ready to learn. Yael often works with one or two friends during class to complete assignments and is able to stay focused on the task at hand while working with them. Yael is extremely thorough in both classwork and homework, often going above and beyond the requirements for the assignment. Yael completes homework on time or early but will ask for extra time if needed due to a busy schedule. Yael is a detail-oriented leader during labs, taking meticulous notes and recording all observations. Yael's post-lab assignments reflect those detailed notes and are always turned in on time. Yael is typically very thorough when completing projects, adding many details, and completing all required sections. Yael's element baby book on sodium combined a physical and digital format to create a book that could be colored once printed. Due to an unusually busy schedule, Yael's baby book was not as detailed as past projects but still fulfilled all the requirements for the project. Going into the second half of the year, Yael is encouraged to continue being a leader in physics labs and to put in the same high effort into assignments as demonstrated in the first half of the year.</p>	

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8th Grade Spanish - Jose Lopez Espinosa

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

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8th Grade Spanish - Jose Lopez Espinosa

	Gr 8 Fall
Comments	
Subject description	
<p>Eighth-grade Spanish continues with a review of the basic structures from fifth, sixth, and seventh grades with new vocabulary and grammar that serves to broaden the speaking, reading, listening, and writing of Spanish. It also provides students with an understanding and appreciation of cultures other than their own when the students compare and connect any Latinx culture and communities with the American culture. Students acquire a working knowledge of a wide variety of grammatical structures and continue to learn to speak Spanish with more accuracy, expanding their understanding of the language and improving fluency, pronunciation, rhythm, and intonation when speaking Spanish. The students graduate knowing how to use the present, past, and future of the indicative tenses, and eighth graders know how to identify the present subjunctive, commands, the present progressive, the conditional, the present perfect, and the imperfect tenses. Our eighth-grade collaboration happens with the eighth-grade humanities teacher, as well as with science, art, drama, and math classes.</p>	
Narrative 2024-2025	
<p>This semester Yael is very engaged, active, and kind when talking to friends and teachers. Yael learns best when we have independent work and research and always checks each step just to make sure that instructions and the rubric are being followed carefully. Yael enjoys the game-based approach when reviewing content in class but prefers the games in circles when we do the organic world language activities. Yael also loves listening to music in Spanish and has sung five to six songs this semester with the class. Yael is currently working on a big project called the board game project, where students are encouraged to make questions, preferably demonstrating what they learned from fifth to seventh grade and including what they are learning this year. Yael is less fond of reading but practices it anyway. Yael is excellent at listening skills and has favorites when it comes to working collaboratively. Yael's writing and listening skills have improved significantly compared to previous years. The next steps for Yael are to practice speaking consistently and reading and to continue to work on building vocabulary to gradually increase it and combine it with the three main tenses covered in eighth grade: the past tense, present tense, and future tenses of the indicative.</p>	

8th Grade Drama - Jennifer Salvucci Bent

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

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8th Grade Drama - Jennifer Salvucci Bent

		Gr 8 Fall
Comments		
Subject description		
<p>Eighth grade is essential to the culminating study of the dramatic arts. Drama is intellectual growth, learning to trust your instincts, working with your ensemble, creating safe environments, and risk-taking onstage. It is confidence in making mistakes and it is about the process over time. At the start of the academic term students engage in the first unit of study: Interviewing 101. Because eighth grade is a year of new possibilities and development before transitioning to secondary schools, students begin the process of next school selection, and interviewing has been incorporated into the drama curriculum. This essential skill is not only used for secondary school preparation, but for college and job interviewing as well. Students are lead through a series of interview questions, enhancing their oral presentation skills as progress toward mock interviews. Students begin to realize how like physicality is extremely important in our stage productions, their physical self is used as a marker in interviews. Posture, a firm handshake, eye contact, and culture serve as essential factors in the final interview. The eighth graders also learn the importance of dress in connection with specific situations, and how they should always remain true to who they are as a person: that their thoughts, instincts and reflections on life thus far, is a voice that needs to be heard. Though they will move on to connecting with a different ensemble, students are able to reflect on everything that has brought them to this point in their lives and how their time at Cambridge Friends School has shaped their views on the world. Once the interview unit has concluded, students change course and begin the journey of piecing together a culminating stage production. Using every one of the skills sets incorporated into the first three years of the Cambridge Friends School Drama curriculum, this year's eighth graders will be performing <i>Newsies</i>, <i>JR.!</i> The beginning steps of this process is for the students to identify the through-line of the play, the symbolism and the themes behind it, and then begin the process of text analysis for their individual character(s). From there, we will begin the blocking process, as well as lighting and sound along the way. Looking forward to our final adventure together!</p>		
Narrative 2024-2025		
<p>Yael is a genuine, inclusive, and supportive member of our eighth-grade community. A thoughtful student and a loyal friend, Yael is always ready to help with anything any peer could ever need. Yael was deeply invested in our Next Schools interviewing unit and asked in-depth questions for the purpose of really understanding the value of being memorable during high school interviews. Yael continued to explore topics of conversations for interviews at the high schools, speaking at length with teachers to help access valuable traits and key elements of personality. Yael demonstrates a deep understanding of self and was respectful and focused as peers sought teacher help in determining the same. Yael has been deeply committed to our eighth-grade musical since last year. Yael has been working with a vocal coach on the songs for our production of <i>Newsies!</i> Yael values the creative process and the journey it offers, is consistently focused, has a tremendous work ethic, and is a willing member of our ensemble. Yael has become a leader in our eighth-grade community and is an asset to our ensemble.</p>		

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8th Grade Visual Art - Sami Martasian

	Gr 8 Fall
Visual Art Skills	
<i>Follows art studio procedures and meets art studio expectations for behavior</i>	4
<i>Demonstrates respect for classmates</i>	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>	4
<i>Uses studio process on major projects, brainstorming, rough drafts, editing, and final drafts</i>	4
<i>Demonstrates independent work habits while supporting classmates</i>	4
<i>Reflects on personal history and completed work developing an understanding of personal process or growth</i>	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
Comments	
Subject description	
<p>Eighth-grade has spent this semester honing personal style and practicing useful techniques to carry into their future art making. Each student began the school year by making a talking piece to be used in Restorative justice circles and community time. These were made with care and consideration of their connection to indigenous cultures that inform our understanding of Restorative Justice. Eighth-grade students then participated in making Alebrijes to be displayed on our Day of the Dead Ofrenda along with the rest of the middle school. All grades participating in the project first studied the life and work of Pedro 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. Eighth-grade students then began their Surrealist self portrait project. Students began this unit by considering work by Leonora Carrington, Frida Khalo, and Kehinde Wiley, three artists whose work is very different from one another but each keen on using surreal elements to better express the emotional reality of their subjects. Face drawing techniques, both by measuring out the face using a classic figure drawing method and by observation in a mirror helped students begin their planning, which then developed into including expressive elements of their own. Students chose symbols, animals, backgrounds, or changes to their appearance to express their identities and inner emotional landscapes. Our next steps were to study shadow and highlight and paint mixing and application to finish these fabulous pieces. Eighth-grade students are currently concluding a linoleum printmaking unit. Students created a square design that is made in such a way that it creates a larger image when printed. Many students carved their linoleum to be 1/4th of an image, so that once rotated, a complete flower, planet, or shape is formed. Students experimented with different colorways and printed on both fabric and paper.</p>	
Narrative 2024-2025	
<p>Yael continues to bring an incredible understanding of structure and form to every project in the art room, no matter the material at hand. Yael's surrealist self-portrait captured a moment of the young artist walking in a purple abyss with a hood obscuring much of the figure from the viewer. Only the face glanced out to confront the viewer with striking eyes. A sense of perfectionism can bring up feelings of frustration; mixing paint to be the exact shade imagined was a sticking point for this project; however, Yael's ability to capture perspective and life-like form still made this piece a success. Self directed time in the art studio is always productive for Yael, who is often working on a personal project. Painting an old computer monitor in a variety of colorful patterns has been a focus for Yael this fall.</p>	

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8th Grade Physical Education - Angelo Valle

	Gr 8 Fall
Physical Education Skills	
<i>Comes to class prepared and ready to participate</i>	3
<i>Comes to class positive and cooperative</i>	3
<i>Listens attentively and follows directions</i>	2
<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>	3
<i>Demonstrates developing throwing skills</i>	3
<i>Demonstrates developing catching skills</i>	3
<i>Demonstrates developing striking skills</i>	3
<i>Contributes to group and team initiatives</i>	3
<i>Demonstrates tactical understanding during team games</i>	2
<i>Demonstrates abilities to perform skills relating to specific team units</i>	3
<i>Understands specific terminology related to skills, positioning, and game play</i>	3
<i>Understands sportsmanship as a critical component of physical education</i>	3
<i>Demonstrates sportsmanship during gameplay</i>	3
<i>Able to accept game outcomes</i>	3
<i>Understands the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</i>	3
<i>Receptive to teacher feedback</i>	3
Comments	
Subject description	
In the first semester of Grade 8 Physical Education, we began each class period with a pace run to warm up for the ensuing activities while developing conditioning and endurance. The focus then turned to coordination and flexibility through dynamic movements and stretches to prepare the muscles for activity. Through cooperative games and team-building activities, we focused on team cooperative skills before moving on to the competitive team games of soccer, football, and basketball. Throughout the semester, we worked on developing good sportsmanship and building the physical fitness skills involved in those sports, including kicking, receiving, passing, dribbling, shooting, throwing, catching, changing direction, and responding and reacting.	
Narrative 2024-2025	
Yael has had a good beginning of the year. Consistently ready to participate in class with a positive attitude, Yael generally puts forth a good effort. Sometimes, though, Yael was caught up in being more social with friends instead of participating fully. The pace run that starts each class has often been a challenge for Yael due to injuries. Yael generally has needed to walk, which limits improvement in physical conditioning. Yael has been able to put forth a better effort in the dynamic stretches and demonstrate improving skills in the various activities upon which we have focused. Yael was often hesitant to employ game concepts or strategies that we had discussed, such as how to move into space to create a passing lane through which a teammate could pass the ball or tracking an opponent to defend against. Overall, Yael is a positive presence in class. A goal for Yael would be to be comfortable with the discomfort inherent in trying unfamiliar activities in order to gain the most benefits from class activities and to help the team as much as possible.	

Reuben Freedman-Riles
(Reuben)

2024 - 2025



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

Grades

8th Grade Homeroom/Advisory - Jose Lopez Espinosa

		Gr 8 Fall
Personal and Social Skills		
<i>Engages actively in homeroom routines</i>		3
<i>Makes transitions independently, arriving on time and ready to learn with necessary materials</i>		3
<i>Actively seeks ways to lead by example and model positive community citizenship</i>		3
<i>Has a positive attitude toward school and learning</i>		3
<i>Participates in the care and organization of the classroom environment</i>		3
<i>Seeks adult help when needed</i>		3
<i>Interacts with adults in a positive and productive manner</i>		3
<i>Accepts responsibility and respectfully responds to feedback.</i>		3
<i>Enters school on time, prepared, and ready to learn</i>		3
<i>Organizes cubby and work materials</i>		3
<i>Accepts responsibility for own actions</i>		3
<i>Respects the rights, feelings, and opinions of others</i>		3

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8th Grade Homeroom/Advisory - Jose Lopez Espinosa

	Gr 8 Fall
Comments	
Subject description	
<p>The eighth-grade advisory program develops trusting and supportive relationships between the teacher and students to improve students' overall experience. Through advisory, students have a community in which to develop and enhance their social and emotional skills, build executive skill functions and work habits. Advisory helps students practice and improve skills in self-direction, problem-solving, community, and effective communication. Additionally, teachers support students as they transition from middle school to high school. This includes strategies on effectively handling stress and anxiety and using Quaker principles and mindfulness to stay centered and calm throughout the secondary school process. Students discuss real-life scenarios that they will likely face in high school and beyond and grapple with nuance when making decisions.</p>	
Narrative 2024-2025	
<p>Reuben continues to display solid organizational and time management skills and comes to school prepared for the day.</p> <p>So far, Reuben's active participation in whole class and group discussions keeps improving, and Reuben's voice is always heard in our conversations. This was particularly evident during the SPARK meetings. Reuben maintains several close friends in the school and enjoys socializing during lunch and recess, especially with closest friends, which is very nice to see. Reuben is always friendly and cheerful and helps maintain a positive atmosphere in advisory, especially when conversing with classmates about playing chess or something that excites Reuben during the day, or even the day before when Reuben plays frisbee. Overall, Reuben has made a huge improvement both socially and academically. Reuben is a conscientious student with a positive attitude and is ready to meet future challenges.</p>	

8th Grade Humanities - Christopher Gandolfo-Lucia

	Gr 8 Fall
English	
<i>Determines a theme or central idea of a text and analyzes its development over the course of the text, including its relationship to the characters, setting and plot</i>	4
<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 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>	4
<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>	4
<i>Employs proper use of punctuation</i>	3
<i>Uses effective techniques, relevant descriptive details, and well-structured event sequences to capture experiences in personal essay</i>	3
<i>Engages thoughtfully with independent reading</i>	3
<i>Uses precise words and phrases to capture and convey experiences and information</i>	3

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8th Grade Humanities - Christopher Gandolfo-Lucia

	Gr 8 Fall
History	
<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>	N/A
<i>Explains causes and effects of historical events</i>	N/A
<i>Analyzes primary source documents for purpose, audience, and message</i>	N/A
<i>Understands the difference between primary and secondary sources</i>	N/A
<i>Examines current events through a historical lens</i>	4
<i>Explains the historical attitudes and treatment of marginalized communities in the U.S. and the major events, leaders, and changes in the rights of those groups over time.</i>	3
<i>Understands the relationship between economic, political, and social change, as well as the ways in which they intersect.</i>	N/A
<i>Analyzes and interprets geographic information</i>	N/A
<i>Analyzes and explains the meaning and context of visuals</i>	N/A
<i>Describes the United States' form and structure of government</i>	N/A
<i>Uses comparative techniques to describe the form and structure of non-US governments</i>	N/A
Research	
<i>Perseveres through the inquiry process, including the development of appropriately rigorous research questions</i>	N/A
<i>Identifies and uses credible sources when conducting research</i>	3
<i>Presents research in an organized, coherent, and polished manner</i>	N/A

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8th Grade Humanities - Christopher Gandolfo-Lucia

	Gr 8 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>	4
<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>	4
<i>Listens actively to teachers and classmates</i>	3
<i>Seeks assistance when needed</i>	3
<i>Accepts responsibility and respectfully responds to feedback.</i>	3
<i>Respects the rights, feelings, and opinions of others</i>	3
<i>Makes transitions independently, arriving on time and ready to learn with necessary materials</i>	3
<i>Interacts with peers in a positive and productive manner</i>	3
<i>Takes effective notes that summarize relevant information concisely</i>	3
<i>Discusses social issues thoughtfully and respectfully</i>	3
<i>Interacts with adults in a positive and productive manner</i>	3

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8th Grade Humanities - Christopher Gandolfo-Lucia

		Gr 8 Fall
Comments		
Subject description		
<p>This course investigates the categories that make up “identity” as understood in contemporary culture and politics. We invited students to think widely about the terms they use to define themselves; this focus helps to forge a classroom community where students feel comfortable and encouraged to share personal experiences and perspectives. Students read independent reading books featuring diverse voices and think collaboratively about the importance of representation in literature, film, and television. The first half of the CFS Eighth Grade Humanities course focuses entirely on essay writing. Students practice a complete writing process involving planning/prewriting, drafting, revising, editing, and proofreading/publishing. Via this practice, each student crafts a personalized writing process that emphasizes their strengths and supports areas of challenges. Throughout all essay units, students engage in the process of self-editing, learning the art of taking constructive feedback from both peers and teachers. For each essay, students submit a rough draft and have a 15-minute conference with their Humanities teacher to discuss specific revision points regarding mechanics, punctuation, organization, support, clarity of writing, and flow of argument. This conference-based writing workshop allows each student an opportunity to practice specific skills and areas for growth that are uniquely relevant to their profile as a writer. This fall semester, students practiced three distinct forms of essay writing: persuasive essay, personal essay, and literary analysis essay. Through a unit studying casting processes and minority representation in film, students practiced crafting persuasive arguments regarding the moral, social, and economic considerations that casting directors should evaluate when casting for roles with marginalized identities. Following this unit, students interrogated their own beliefs by writing personal essays. In this unit, students had the choice between supporting their beliefs with narrative essays and expository evidence drawn from history, culture, science, and personal experience. To conclude the semester, students practiced literary analysis essays through an Ursula K. Le Guin author study, during which students read and analyzed the themes of the following stories: “The Wife’s Tale,” “The Ones Who Walk Away From Omelas,” and “The Author of the Acacia Seeds’ and Other Extracts from the Journal of the Association of Therolinguistics.” In addition to this primary focus on essay writing, students have maintained an independent reading routine that involves 45 minutes of independent reading in class each week. Independent reading is evaluated through oral presentations at an interval of 8-10 weeks. In the second half of the year, students will practice research and oral presentation skills through a variety of independent and collaborative project-based assignments. These projects are open-ended and encourage students to employ a variety of interdisciplinary skills: in addition to relying on brainstorming skills and a complete writing process, for these projects, students will make use of data analysis skills, performing and visual arts skills, production design skills, creative writing skills, and other multi-disciplinary skills.</p>		
Narrative 2024-2025		
<p>Reuben has approached humanities class with diligence, an admirable work ethic, and intellectual rigor, all of which have been evident in Reuben's thoughtful approach to essay assignments. Reuben has taken seriously the opportunity to advocate for personal values in writing, and through the effective usage of a complete writing process, Reuben has successfully crafted essays that achieve their goals with clarity and creativity. Reuben has enjoyed writing about large-scale social issues and pivotal moments in world history, and so Reuben has consistently received and successfully implemented feedback about the importance of basing arguments on specific, cited information. As a reader, Reuben has continued to be engaged and motivated and has particularly relished opportunities to analyze themes in complex short stories. In class discussions, Reuben has contributed thoughtfully by asking critical questions, sharing insightful opinions, and connecting discussions to topics previously studied. Reuben's enthusiasm for contributing has sometimes led to disappointment at teacher requests for Reuben to share only once or twice, but Reuben has also sometimes taken these requests as a motivating opportunity to gather thoughts, prewrite as needed, and ultimately contribute fully-formed, well-supported ideas. Accordingly, a goal for Reuben will be to continue bringing this positive, constructive approach to even more class discussions and to practice implementing this approach in small group discussions when appropriate. Overall, Reuben has been a strong student in humanities class this semester.</p>		

Reuben Freedman-Riles
(Reuben)

2024 - 2025

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Birth date: 12/9/2010

Grade level: 8th Grade



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8th Grade Math - Karen Harvey

	Gr 8 Fall
Math Skills	
<i>Able to use distributive property when solving equations or simplifying expressions.</i>	3
<i>Able to set up proportions</i>	3
<i>Able to perform all operations on real numbers.</i>	4
<i>Able to graph quadratic functions</i>	N/A
<i>Able to solve equations with variable on both sides.</i>	3
<i>Able to solve multi-step linear equations.</i>	3
<i>Able to analyze linear equations that contain two variables, and how these can be represented by graphical lines and tables of values</i>	3
<i>Able to graph linear equations and functions</i>	3
<i>Able to identify unique characteristics of, and graph horizontal and vertical lines.</i>	3
<i>Able to find slope of a linear function visually from a graph (rise over run) or calculate from a table ($m = \frac{y_2 - y_1}{x_2 - x_1}$).</i>	3
<i>Able to solve various word problems that involve real world relationships that can be represented by linear equations or functions</i>	3
<i>Able to write an equation in standard form ($Ax + By = C$) from a graph or from a linear equation in non-standard form.</i>	3
<i>Able to write linear equations in slope intercept form ($y = mx + b$) from graphs, tables and word problems.</i>	3
<i>Able to graph linear inequalities and compound linear inequalities</i>	3
<i>Able to identify the number of solutions of a linear system of equations.</i>	3
<i>Able to interpret systems of inequalities (multiple inequalities at the same time) and use them to describe real-world situations</i>	3
<i>Able to solve systems of simple linear inequalities by creating graphs.</i>	3
<i>Able to construct, analyze, graph, and interpret basic exponential functions of the form $f(x) = a(r^x)$</i>	N/A
<i>Able to identify exponential functions using graphs and/or tables.</i>	N/A
<i>Able to apply exponent properties involving products, powers of a power, and quotients.</i>	N/A
<i>Able to add and subtract polynomial expressions</i>	N/A
<i>Able to multiply polynomial expressions</i>	N/A
<i>Able to differentiate between monomials, binomials and polynomials, identify the degree of polynomial and leading coefficient.</i>	N/A
<i>Able to solve quadratic equations using square roots.</i>	N/A
<i>Able to identify quadratic functions in equation and graph form, and state their properties (vertex, axis of symmetry, relationship to parent quadratic function).</i>	N/A
<i>Able to use the discriminant to determine the number of solutions to a quadratic equation.</i>	N/A
<i>Able to simplify radicals without and with variables.</i>	N/A

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8th Grade Math - Karen Harvey

	Gr 8 Fall
Identify, Solve, Simplify Linear equations, Quadratic Equations and Factor Polynomials	
<i>Able to solve systems of linear equations using algebraic methods</i>	3
<i>Able to visualize linear systems and systems of linear inequalities using graphing calculator technology</i>	3
<i>Able to solve quadratic equations using the quadratic formula</i>	N/A
<i>Able to identify and combine like terms</i>	4
<i>Able to distinguish between expressions and equations</i>	3
<i>Able to simplify expressions</i>	4
<i>Able to identify, define, and determine opposites and absolute values of integers</i>	3
<i>Able to evaluate, graph, analyze, and create various types of functions</i>	3
<i>Able to solve linear inequalities</i>	3
<i>Able to write linear equations in point-slope form $(y - y_1) = m(x - x_1)$ from graphs and tables; given a point-slope equation, able to graph it.</i>	3
<i>Able to solve compound linear inequalities</i>	3
<i>Able to solve one-step linear equations</i>	3
Math Work Habits	
<i>Comes to class prepared and on time</i>	3
<i>Takes notes and uses notes successfully on open book tests</i>	3
<i>Completes homework assignments on time</i>	3
<i>Thoroughly completes class and homework assignments</i>	3
<i>Participates cooperatively and actively (volunteers, asks questions, engages with concepts and materials) in class</i>	4
<i>Advocates for support when needed</i>	3
<i>Demonstrates attentive and positive attitude</i>	3

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8th Grade Math - Karen Harvey

		Gr 8 Fall
Comments		
Subject description		
<p>In 8th grade math, students have engaged with a range of topics that build critical algebraic and statistical skills. The year began with graphing linear equations, where students learned to plot points and understand the relationships represented by linear graphs. They progressed to writing equations and expressions derived from real-world problems and data tables, enhancing their ability to translate between different representations of mathematical relationships. Next, students explored graphing inequalities and solving systems of equations and inequalities, developing strategies to find solutions and interpret their meaning in various contexts. Additionally, the class analyzed two-way data tables, gaining the ability to interpret and organize categorical data effectively. To round out their statistical understanding, students examined correlation coefficients and lines of best fit, learning to interpret statistical relationships and trends within data sets. This comprehensive approach has provided a strong foundation for advanced mathematical concepts and real-world applications.</p>		
Narrative 2024-2025		
<p>This fall, we began by focusing on where students felt they required more support. Once those areas were identified, we moved on to solving linear equations, learning how to write equations and expressions from examples. The class then worked on solving systems of equations using the elimination method, followed by graphing these systems. In the second part of our unit on equations and inequalities, students practiced graphing linear inequalities and creating systems of inequalities from real-world word problems. Our current unit focuses on two-variable statistics, including analyzing correlation versus causation, using technology to find the line of best fit, interpreting the significance of the best-fit line, determining residuals, and predicting the correlation coefficient from a graph.</p> <p>Reuben has demonstrated very strong algebra skills throughout the first semester. Strengths include a general comfort with manipulating equations to solve a wide variety of problems. Reuben consistently identifies the most efficient way to arrange equations, allowing for quick and accurate solutions to linear equations, inequalities, and systems of equations. Additionally, Reuben has shown a strong ability to interpret word problems, often assisting classmates in understanding and solving these problems during class discussions.</p> <p>An area for growth is fostering more positive self-talk, especially around making mistakes, which are an essential part of learning in math. A hope for Reuben moving forward is recognizing the progress being made through strong mathematical skills and hard work, which will help build confidence and resilience. With continued effort and a focus on these areas, the remainder of the school year holds great promise for Reuben.</p>		

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8th Grade Science - Carolyn Sohn

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

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8th Grade Science - Carolyn Sohn

		Gr 8 Fall
Comments		
Subject description		
<p>Eighth-grade science begins with an exploration of chemistry. In the first unit, "Properties and States of Matter," students gain an understanding of the molecular motion of matter and how scientists classify matter. In this unit, students explore the first inquiry investigation in which they write and implement their own lab procedure to answer the investigation question: "What happens at a molecular level when thermal energy is added to a substance?"</p> <p>Students then explore the foundational elements of chemistry: atomic structure and the periodic table. Students are then introduced to the basic structure of atoms and the properties of subatomic particles, then take time to explore the periodic table once they understand how to interpret terms like "atomic mass." The periodic table is taught using both digital and physical exploration activities as a tool for understanding chemistry and how elements behave.</p> <p>Students each do a deep dive into one element through the "Element Baby Book" project, in which they "adopt" an element and create a scrapbook-style "baby book" using research they do on that element's history, properties, and uses. By the end of this project, students demonstrated a deeper understanding of an element's structure and properties, as well as connected that element to similar elements on the periodic table.</p> <p>The next unit covers atomic bonding and chemical reactions. Students start by learning different types of bonding through a variety of digital simulations and physical activities. Once the bonding concepts are mastered, students learn more about how breaking and forming bonds connect with chemical reactions. Chemical reactions are brought to life through teacher demonstrations and hands-on labs. The unit includes the lab investigation: "Conservation of Mass: How Does the Total Mass of the Substances Formed as a result of a Chemical Change Compare With the Total Mass of the Original Substances?" This investigation brings to life paper-and-pencil chemical equations by giving students the opportunity to carry out several chemical reactions.</p> <p>Students tackle the final chemistry unit, acids and bases, after winter break. This unit pushes students to build upon their understanding of chemical reactions by adding on the concept of acid-base reactions. This unit incorporates inquiry activities and focused lab investigations, such as a cabbage juice pH lab. In the cabbage juice lab, students classify known household substances such as vinegar and soap as strong/weak acids or bases by using the juice of a red cabbage. Students create and test their own cabbage juice color pH scale, then test the scale using substances with known pH values.</p>		
Narrative 2024-2025		
<p>Science is Reuben's favorite subject, which is clear every time Reuben shows up to class eager to learn. Reuben loves diving deeply into topics, especially with the study of chemistry this term. Reuben's love for science is also apparent in written work, including classwork and homework, as Reuben often includes extra details that show excellent external academic research on the topic at hand. Reuben is extremely detail-oriented during labs, which typically is a positive. Occasionally, Reuben's desire for precise data can impede the completion of data collection due to the lab's natural time constraints. Reuben chose a unique element (Rhenium) for the element baby book project this year, specifically seeking out a more complex element. Reuben even chose to hand-draw the entire transition metal section of the periodic table in the baby book. After completing all the necessary components of the baby book, Reuben fashioned a hand-made bookmark to finish off the book. Going into the physics section of the year, Reuben is encouraged to keep the main goal of the physics lab in mind during the lab period in order to not get overwhelmed with the details. Additionally, Reuben is encouraged to keep sharing extra facts with the class as they become relevant.</p>		

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8th Grade Spanish - Jose Lopez Espinosa

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

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8th Grade Spanish - Jose Lopez Espinosa

		Gr 8 Fall
Comments		
Subject description		
Eighth-grade Spanish continues with a review of the basic structures from fifth, sixth, and seventh grades with new vocabulary and grammar that serves to broaden the speaking, reading, listening, and writing of Spanish. It also provides students with an understanding and appreciation of cultures other than their own when the students compare and connect any Latinx culture and communities with the American culture. Students acquire a working knowledge of a wide variety of grammatical structures and continue to learn to speak Spanish with more accuracy, expanding their understanding of the language and improving fluency, pronunciation, rhythm, and intonation when speaking Spanish. The students graduate knowing how to use the present, past, and future of the indicative tenses, and eighth graders know how to identify the present subjunctive, commands, the present progressive, the conditional, the present perfect, and the imperfect tenses. Our eighth-grade collaboration happens with the eighth-grade humanities teacher, as well as with science, art, drama, and math classes.		
Narrative 2024-2025		
Reuben is one of the most mature and dedicated students in the school. Reuben learns best by listening and benefits from seeing Spanish spellings written on the board. Reuben enjoys the game platforms and has shown that the questions and answers asked in the activities help with memory when we do writing, speaking, reading, and listening activities. Reuben enjoys art projects and is currently working on a board game where the team will demonstrate knowledge of past, present, and future tenses. Reuben is focused in each class, capable, and always shows a positive attitude that reflects Reuben's eagerness to learn. Reuben can make long sentences and has started to practice the paragraph level, which is very important and worth mentioning given that Reuben's work habits are to focus on one thing at a time, turning in quality work. The next steps for Reuben are to keep on practicing writing weekly, continue to work on confidence when speaking Spanish, practice listening activities twice a week, and read short stories to connect it all with the four skills and to keep expanding vocabulary.		

8th Grade Drama - Jennifer Salvucci Bent

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

8th Grade Drama - Jennifer Salvucci Bent

		Gr 8 Fall
Comments		
Subject description		
<p>Eighth grade is essential to the culminating study of the dramatic arts. Drama is intellectual growth, learning to trust your instincts, working with your ensemble, creating safe environments, and risk-taking onstage. It is confidence in making mistakes and it is about the process over time. At the start of the academic term students engage in the first unit of study: Interviewing 101. Because eighth grade is a year of new possibilities and development before transitioning to secondary schools, students begin the process of next school selection, and interviewing has been incorporated into the drama curriculum. This essential skill is not only used for secondary school preparation, but for college and job interviewing as well. Students are lead through a series of interview questions, enhancing their oral presentation skills as progress toward mock interviews. Students begin to realize how like physicality is extremely important in our stage productions, their physical self is used as a marker in interviews. Posture, a firm handshake, eye contact, and culture serve as essential factors in the final interview. The eighth graders also learn the importance of dress in connection with specific situations, and how they should always remain true to who they are as a person: that their thoughts, instincts and reflections on life thus far, is a voice that needs to be heard. Though they will move on to connecting with a different ensemble, students are able to reflect on everything that has brought them to this point in their lives and how their time at Cambridge Friends School has shaped their views on the world. Once the interview unit has concluded, students change course and begin the journey of piecing together a culminating stage production. Using every one of the skills sets incorporated into the first three years of the Cambridge Friends School Drama curriculum, this year's eighth graders will be performing <i>Newsies</i>, <i>JR.!</i> The beginning steps of this process is for the students to identify the through-line of the play, the symbolism and the themes behind it, and then begin the process of text analysis for their individual character(s). From there, we will begin the blocking process, as well as lighting and sound along the way. Looking forward to our final adventure together!</p>		
Narrative 2024-2025		
<p>Reuben is a tremendous asset to the eighth-grade community. Reuben is a hard worker, creative, supportive, and has an intense focus for project work. Reuben was invested in our Next Schools interviews and paid careful attention to notes and suggestions during this process. Reuben asked thought-provoking questions about this process and demonstrated a strong knowledge of self that was effortlessly displayed during our mock interviews. Reuben has become a leader in our eighth-grade community. Reuben has been apprehensive about our musical production but has also willingly engaged with teachers on how a role could be adapted to fit Reuben's needs. Reuben understands that though breaking out of a comfort zone is often a chance for growth, it will not lead to that if anxiety gets in the way. Reuben is an active participant in differentiated ways to hone a role in the musical and seems excited to do so.</p>		

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8th Grade Visual Art - Sami Martasian

	Gr 8 Fall
Visual Art Skills	
<i>Follows art studio procedures and meets art studio expectations for behavior</i>	4
<i>Demonstrates respect for classmates</i>	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>	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>	4
<i>Communicates and gives feedback in a number of critique situations including one on one, small group, whole class, and public presentation</i>	3
Comments	
Subject description	
<p>Eighth-grade has spent this semester honing personal style and practicing useful techniques to carry into their future art making. Each student began the school year by making a talking piece to be used in Restorative justice circles and community time. These were made with care and consideration of their connection to indigenous cultures that inform our understanding of Restorative Justice. Eighth-grade students then participated in making Alebrijes to be displayed on our Day of the Dead Ofrenda along with the rest of the middle school. All grades participating in the project first studied the life and work of Pedro Linares Lopez, who is credited with beginning the tradition. Though this is a yearly project, students approach it each year with different materials; this year the medium was colorful air dry clay and paint markers. Eighth-grade students then began their Surrealist self portrait project. Students began this unit by considering work by Leonora Carrington, Frida Khalo, and Kehinde Wiley, three artists whose work is very different from one another but each keen on using surreal elements to better express the emotional reality of their subjects. Face drawing techniques, both by measuring out the face using a classic figure drawing method and by observation in a mirror helped students begin their planning, which then developed into including expressive elements of their own. Students chose symbols, animals, backgrounds, or changes to their appearance to express their identities and inner emotional landscapes. Our next steps were to study shadow and highlight and paint mixing and application to finish these fabulous pieces. Eighth-grade students are currently concluding a linoleum printmaking unit. Students created a square design that is made in such a way that it creates a larger image when printed. Many students carved their linoleum to be 1/4th of an image, so that once rotated, a complete flower, planet, or shape is formed. Students experimented with different colorways and printed on both fabric and paper.</p>	
Narrative 2024-2025	
<p>Reuben has natural creative instincts that conjure up fantastic drawings of imaginary monsters, expressive animals, and intuitive colors. Often favoring working in graphite, the eighth-grade surrealist self-portrait project brought up some feelings of frustration for Reuben; however, some compromise and flexibility made a great work possible. This piece ended up involving a well-drawn graphite sketch of the artist against a colorful, quilt-like grid. Reuben was careful in the placement and mixing of colors, always being sure that they complemented each other and struck a visual balance. Linoleum carving and foam printing also led Reuben to create an image of an atom. When printed once, the image depicts one-fourth of an atom, but when printed four times in a square shape, the lines match perfectly to complete the picture.</p>	

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8th Grade Physical Education - Angelo Valle

	Gr 8 Fall
Physical Education Skills	
<i>Comes to class prepared and ready to participate</i>	3
<i>Comes to class positive and cooperative</i>	3
<i>Listens attentively and follows directions</i>	3
<i>Demonstrates safe, responsible behavior that respects self and others.</i>	3
<i>Able to run and find their own pace</i>	2
<i>Demonstrates flexibility and coordination</i>	3
<i>Demonstrates developing throwing skills</i>	3
<i>Demonstrates developing catching skills</i>	3
<i>Demonstrates developing striking skills</i>	3
<i>Contributes to group and team initiatives</i>	3
<i>Demonstrates tactical understanding during team games</i>	3
<i>Demonstrates abilities to perform skills relating to specific team units</i>	3
<i>Understands specific terminology related to skills, positioning, and game play</i>	3
<i>Understands sportsmanship as a critical component of physical education</i>	4
<i>Demonstrates sportsmanship during gameplay</i>	4
<i>Able to accept game outcomes</i>	3
<i>Understands the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</i>	3
<i>Receptive to teacher feedback</i>	3
Comments	
Subject description	
In the first semester of Grade 8 Physical Education, we began each class period with a pace run to warm up for the ensuing activities while developing conditioning and endurance. The focus then turned to coordination and flexibility through dynamic movements and stretches to prepare the muscles for activity. Through cooperative games and team-building activities, we focused on team cooperative skills before moving on to the competitive team games of soccer, football, and basketball. Throughout the semester, we worked on developing good sportsmanship and building the physical fitness skills involved in those sports, including kicking, receiving, passing, dribbling, shooting, throwing, catching, changing direction, and responding and reacting.	
Narrative 2024-2025	
Reuben has started the year in excellent fashion. Always a positive presence in the class, Reuben consistently arrives prepared to participate in class energetically. Though sometimes complaining of injury, Reuben usually puts forth good effort into the starting pace run and helps lead the class by example with consistently strong effort with the ensuing dynamic stretches and activities. Reuben requests and accepts feedback on the way toward demonstrating improving skills and understanding of tactics in all aspects of the class. Reuben shows exemplary sportsmanship, is supportive of teammates, and has a strong sense of fair play and how to create healthy competition. Reuben sets a fine example by always taking the initiative to help with cleanup at the end of class. A goal for Reuben would be to figure out a way to maintain a steady pace during the pace run.	

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 Grade level: 8th Grade

2024 - 2025



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Attendance		<p>Grading Legend:</p> <p>4 = Student is exceeding grade level expectations</p> <p>3 = Student is achieving grade level expectations</p> <p>2 = Student is working at or near grade level expectations</p> <p>1 = Student is working below grade level expectations</p> <p>N/A = Not Applicable this term</p> <p>Note: As a school policy, all narratives are intentionally written without pronouns.</p> <p>Classes meeting once a week include a subject description but not individualized benchmarks or narrative reports.</p>
Category	Count	
Absent Excused	9	
Tardy Excused	12	

Grades

8th Grade Homeroom/Advisory - Christopher Gandolfo-Lucia

	Gr 8 Fall
Personal and Social Skills	
<i>Engages actively in homeroom routines</i>	3
<i>Makes transitions independently, arriving on time and ready to learn with necessary materials</i>	3
<i>Actively seeks ways to lead by example and model positive community citizenship</i>	3
<i>Has a positive attitude toward school and learning</i>	3
<i>Participates in the care and organization of the classroom environment</i>	3
<i>Seeks adult help when needed</i>	2
<i>Interacts with adults in a positive and productive manner</i>	3
<i>Accepts responsibility and respectfully responds to feedback.</i>	3
<i>Enters school on time, prepared, and ready to learn</i>	3
<i>Organizes cubby and work materials</i>	3
<i>Accepts responsibility for own actions</i>	3
<i>Respects the rights, feelings, and opinions of others</i>	4

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8th Grade Homeroom/Advisory - Christopher Gandolfo-Lucia

	Gr 8 Fall
Comments	
Subject description	
<p>In order to be successful in and out of school, students need to learn a set of social and emotional competencies—cooperation, assertiveness, responsibility, empathy, and self-control—and a set of academic competencies—academic mindset, perseverance, learning strategies, and academic behaviors. The eighth-grade advisory is designed to help students develop these skills through discussions, reflections, and project-based opportunities for community building and engagement. In addition to these social, emotional, and academic skills, the eighth-grade advisory also guides and supports students through the secondary school application and selection process.</p>	
Narrative 2024-2025	
<p>Sabine has been an enthusiastic and creative member of the eighth-grade cohort this semester. Sabine's imaginative approach to schoolwork has been evident across classes, with Sabine frequently incorporating clever, original ideas into assignments and projects. While organizational skills have been a challenge in the past, Sabine has demonstrated notable growth this semester. With teacher support, Sabine has maintained a tidy cubby and has made progress in keeping track of assignments and materials. Sabine's effort to strengthen these habits has been impressive, and this development has contributed to more consistent academic success. In general, Sabine has displayed growing independence, creativity, and determination this semester.</p> <p>In addition to academic progress, Sabine has continued to be a lively, well-liked presence in the eighth-grade cohort. Sabine has maintained many strong friendships with classmates and has been a valued social presence in the group. Sabine's sense of humor and warm personality have made Sabine a desired friend and a source of joy for the class. Sabine has approached social interactions with kindness and openness, helping to create a welcoming environment for all. Overall, Sabine has been a wonderful and impactful member of the eighth grade this semester.</p>	

8th Grade Humanities - Christopher Gandolfo-Lucia

	Gr 8 Fall
English	
<i>Determines a theme or central idea of a text and analyzes its development over the course of the text, including its relationship to the characters, setting and plot</i>	4
<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 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>	2
<i>Employs proper use of punctuation</i>	3
<i>Uses effective techniques, relevant descriptive details, and well-structured event sequences to capture experiences in personal essay</i>	3
<i>Engages thoughtfully with independent reading</i>	3
<i>Uses precise words and phrases to capture and convey experiences and information</i>	4

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8th Grade Humanities - Christopher Gandolfo-Lucia

	Gr 8 Fall
History	
<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>	N/A
<i>Explains causes and effects of historical events</i>	N/A
<i>Analyzes primary source documents for purpose, audience, and message</i>	N/A
<i>Understands the difference between primary and secondary sources</i>	N/A
<i>Examines current events through a historical lens</i>	3
<i>Explains the historical attitudes and treatment of marginalized communities in the U.S. and the major events, leaders, and changes in the rights of those groups over time.</i>	3
<i>Understands the relationship between economic, political, and social change, as well as the ways in which they intersect.</i>	N/A
<i>Analyzes and interprets geographic information</i>	N/A
<i>Analyzes and explains the meaning and context of visuals</i>	N/A
<i>Describes the United States' form and structure of government</i>	N/A
<i>Uses comparative techniques to describe the form and structure of non-US governments</i>	N/A
Research	
<i>Perseveres through the inquiry process, including the development of appropriately rigorous research questions</i>	N/A
<i>Identifies and uses credible sources when conducting research</i>	3
<i>Presents research in an organized, coherent, and polished manner</i>	N/A

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8th Grade Humanities - Christopher Gandolfo-Lucia

	Gr 8 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>	2
<i>Seeks assistance when needed</i>	3
<i>Accepts responsibility and respectfully responds to feedback.</i>	3
<i>Respects the rights, feelings, and opinions of others</i>	3
<i>Makes transitions independently, arriving on time and ready to learn with necessary materials</i>	3
<i>Interacts with peers in a positive and productive manner</i>	3
<i>Takes effective notes that summarize relevant information concisely</i>	3
<i>Discusses social issues thoughtfully and respectfully</i>	3
<i>Interacts with adults in a positive and productive manner</i>	3

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8th Grade Humanities - Christopher Gandolfo-Lucia

		Gr 8 Fall
Comments		
Subject description		
<p>This course investigates the categories that make up “identity” as understood in contemporary culture and politics. We invited students to think widely about the terms they use to define themselves; this focus helps to forge a classroom community where students feel comfortable and encouraged to share personal experiences and perspectives. Students read independent reading books featuring diverse voices and think collaboratively about the importance of representation in literature, film, and television. The first half of the CFS Eighth Grade Humanities course focuses entirely on essay writing. Students practice a complete writing process involving planning/prewriting, drafting, revising, editing, and proofreading/publishing. Via this practice, each student crafts a personalized writing process that emphasizes their strengths and supports areas of challenges. Throughout all essay units, students engage in the process of self-editing, learning the art of taking constructive feedback from both peers and teachers. For each essay, students submit a rough draft and have a 15-minute conference with their Humanities teacher to discuss specific revision points regarding mechanics, punctuation, organization, support, clarity of writing, and flow of argument. This conference-based writing workshop allows each student an opportunity to practice specific skills and areas for growth that are uniquely relevant to their profile as a writer. This fall semester, students practiced three distinct forms of essay writing: persuasive essay, personal essay, and literary analysis essay. Through a unit studying casting processes and minority representation in film, students practiced crafting persuasive arguments regarding the moral, social, and economic considerations that casting directors should evaluate when casting for roles with marginalized identities. Following this unit, students interrogated their own beliefs by writing personal essays. In this unit, students had the choice between supporting their beliefs with narrative essays and expository evidence drawn from history, culture, science, and personal experience. To conclude the semester, students practiced literary analysis essays through an Ursula K. Le Guin author study, during which students read and analyzed the themes of the following stories: “The Wife’s Tale,” “The Ones Who Walk Away From Omelas,” and “The Author of the Acacia Seeds’ and Other Extracts from the Journal of the Association of Therolinguistics.” In addition to this primary focus on essay writing, students have maintained an independent reading routine that involves 45 minutes of independent reading in class each week. Independent reading is evaluated through oral presentations at an interval of 8-10 weeks. In the second half of the year, students will practice research and oral presentation skills through a variety of independent and collaborative project-based assignments. These projects are open-ended and encourage students to employ a variety of interdisciplinary skills: in addition to relying on brainstorming skills and a complete writing process, for these projects, students will make use of data analysis skills, performing and visual arts skills, production design skills, creative writing skills, and other multi-disciplinary skills.</p>		
Narrative 2024-2025		
<p>Sabine has been a curious, thoughtful student in humanities class this semester. Sabine has approached assignments with increased independence and has demonstrated a notable capacity for self-starting. Sabine has been particularly successful at organizing writing across multiple focused paragraphs and has made helpful use of planning and revising steps to produce clear, orderly pieces. When preparing to analyze literature, Sabine has made skilled use of both digital and physical annotation techniques to earmark and interpret significant details. This has resulted in Sabine’s written literary analyses often being characterized by deep introspection and curiosity, and Sabine’s written social analysis has typically demonstrated these same qualities. Sabine has endeavored to contribute the same thoughtful commentary to class discussions, although maintaining focus during extemporaneous discussion has been an area of challenge. Sabine has been most confident in discussions that were preceded by an opportunity to journal in preparation. Accordingly, a goal for Sabine throughout the next semester will be to practice other note-taking, brainstorming, and planning techniques to support contributions to more unstructured discussions. Nonetheless, Sabine has been engaging, charismatic, and expressive when giving formal presentations and has particularly enjoyed presenting on independent reading books. Overall, Sabine has been a solid, steadily improving student in humanities class this semester.</p>		

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8th Grade Math - Karen Harvey

	Gr 8 Fall
Math Skills	
<i>Able to use distributive property when solving equations or simplifying expressions.</i>	3
<i>Able to set up proportions</i>	2
<i>Able to perform all operations on real numbers.</i>	3
<i>Able to graph quadratic functions</i>	N/A
<i>Able to solve equations with variable on both sides.</i>	2
<i>Able to solve multi-step linear equations.</i>	2
<i>Able to analyze linear equations that contain two variables, and how these can be represented by graphical lines and tables of values</i>	2
<i>Able to graph linear equations and functions</i>	2
<i>Able to identify unique characteristics of, and graph horizontal and vertical lines.</i>	1
<i>Able to find slope of a linear function visually from a graph (rise over run) or calculate from a table ($m = \frac{y_2 - y_1}{x_2 - x_1}$).</i>	1
<i>Able to solve various word problems that involve real world relationships that can be represented by linear equations or functions</i>	2
<i>Able to write an equation in standard form ($Ax + By = C$) from a graph or from a linear equation in non-standard form.</i>	1
<i>Able to write linear equations in slope intercept form ($y = mx + b$) from graphs, tables and word problems.</i>	1
<i>Able to construct, analyze, graph, and interpret basic exponential functions of the form $f(x) = a(r^x)$</i>	N/A
<i>Able to identify exponential functions using graphs and/or tables.</i>	N/A
<i>Able to apply exponent properties involving products, powers of a power, and quotients.</i>	N/A
<i>Able to add and subtract polynomial expressions</i>	N/A
<i>Able to multiply polynomial expressions</i>	N/A
<i>Able to differentiate between monomials, binomials and polynomials, identify the degree of polynomial and leading coefficient.</i>	N/A
<i>Able to solve quadratic equations using square roots.</i>	N/A
<i>Able to identify quadratic functions in equation and graph form, and state their properties (vertex, axis of symmetry, relationship to parent quadratic function).</i>	N/A
<i>Able to use the discriminant to determine the number of solutions to a quadratic equation.</i>	N/A
<i>Able to simplify radicals without and with variables.</i>	N/A

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8th Grade Math - Karen Harvey

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

8th Grade Math - Karen Harvey

		Gr 8 Fall
Comments		
Subject description		
<p>In 8th grade math, students have engaged with a range of topics that build critical algebraic and statistical skills. The year began with graphing linear equations, where students learned to plot points and understand the relationships represented by linear graphs. They progressed to writing equations and expressions derived from real-world problems and data tables, enhancing their ability to translate between different representations of mathematical relationships. Next, students explored graphing inequalities and solving systems of equations and inequalities, developing strategies to find solutions and interpret their meaning in various contexts. Additionally, the class analyzed two-way data tables, gaining the ability to interpret and organize categorical data effectively. To round out their statistical understanding, students examined correlation coefficients and lines of best fit, learning to interpret statistical relationships and trends within data sets. This comprehensive approach has provided a strong foundation for advanced mathematical concepts and real-world applications.</p>		
Narrative 2024-2025		
<p>This semester, the class has put in great effort as we explored a range of mathematical topics. We started by examining one-variable statistics, where we focused on creating graphical representations of data, classifying distributions as bi-modal, symmetrical, etc., and determining the best measures of center (mean or median) and spread (Mean Absolute Deviation or Interquartile Range). Next, we transitioned into studying linear equations and inequalities. We've made significant progress on the first half of this extensive unit, concentrating on linear equations and expressions. The students have worked on writing equations from word problems, simplifying expressions by combining like terms, using balancing rules to manipulate equations, interpreting graphs, and generating their own linear graphs.</p> <p>Sabine has shown strong growth in math this year, particularly in computational skills and interpreting graphs. Sabine demonstrates precision and confidence when solving problems involving interpreting numerical data, and Sabine's ability to analyze and interpret information presented in graphs has been a consistent area of strength this year. These strengths have helped Sabine make steady progress in applying math concepts to various scenarios.</p> <p>An area of growth for Sabine is building endurance when working on extended or multi-step math problems. Developing this skill will help Sabine maintain focus and accuracy throughout longer tasks, a skill that will be increasingly important as concepts become more complex. With continued effort and practice, Sabine will continue to make strides in this area. Sabine is a capable math student with a great sense of humor, and it will be exciting to see the progress Sabine will make as the year continues!</p>		

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8th Grade Science - Carolyn Sohn

	Gr 8 Fall
Science Skills	
<i>Constructs and records close observations of the natural world, and able to asks questions about what is unknown</i>	3
<i>Can independently use the scientific method to answer scientific questions through investigation</i>	3
<i>Organizes data in appropriate form for interpretation and recognizes patterns in data</i>	3
<i>Includes reason and/or evidence to support scientific arguments or conclusions</i>	3
<i>Systems thinking: understands specific information in the context of large scale natural systems, patterns, and cycles</i>	3
<i>Uses class time constructively and works in a focused manner</i>	2
<i>Communicates original findings and understanding through writing, speech, and project work, tailoring communication to specific audiences</i>	3
<i>Demonstrates understanding of concepts, facts and vocabulary during class discussions</i>	3
<i>Demonstrates understanding of concepts, facts, and vocabulary in written work and projects</i>	3
<i>Awareness of individual level of comprehension and uses available resources to further their learning</i>	3
<i>Participates actively and engages in an appropriate manner in lessons and activities</i>	3
<i>Approaches work with curiosity, openness to new experiences, and demonstrates a growth mindset</i>	4
<i>Perseveres on difficult tasks and in problem solving</i>	3
<i>Engages in self-directed learning: setting goals, striving to meet them, and evaluating progress</i>	3
<i>Completes homework thoroughly and on time</i>	2
<i>Records and communicates observations and thinking to others</i>	3
<i>Demonstrates cooperative learning by supporting intellectual risk-taking, actively listening, and participating positively in group work</i>	3

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8th Grade Science - Carolyn Sohn

		Gr 8 Fall
Comments		
Subject description		
<p>Eighth-grade science begins with an exploration of chemistry. In the first unit, "Properties and States of Matter," students gain an understanding of the molecular motion of matter and how scientists classify matter. In this unit, students explore the first inquiry investigation in which they write and implement their own lab procedure to answer the investigation question: "What happens at a molecular level when thermal energy is added to a substance?"</p> <p>Students then explore the foundational elements of chemistry: atomic structure and the periodic table. Students are then introduced to the basic structure of atoms and the properties of subatomic particles, then take time to explore the periodic table once they understand how to interpret terms like "atomic mass." The periodic table is taught using both digital and physical exploration activities as a tool for understanding chemistry and how elements behave.</p> <p>Students each do a deep dive into one element through the "Element Baby Book" project, in which they "adopt" an element and create a scrapbook-style "baby book" using research they do on that element's history, properties, and uses. By the end of this project, students demonstrated a deeper understanding of an element's structure and properties, as well as connected that element to similar elements on the periodic table.</p> <p>The next unit covers atomic bonding and chemical reactions. Students start by learning different types of bonding through a variety of digital simulations and physical activities. Once the bonding concepts are mastered, students learn more about how breaking and forming bonds connect with chemical reactions. Chemical reactions are brought to life through teacher demonstrations and hands-on labs. The unit includes the lab investigation: "Conservation of Mass: How Does the Total Mass of the Substances Formed as a result of a Chemical Change Compare With the Total Mass of the Original Substances?" This investigation brings to life paper-and-pencil chemical equations by giving students the opportunity to carry out several chemical reactions.</p> <p>Students tackle the final chemistry unit, acids and bases, after winter break. This unit pushes students to build upon their understanding of chemical reactions by adding on the concept of acid-base reactions. This unit incorporates inquiry activities and focused lab investigations, such as a cabbage juice pH lab. In the cabbage juice lab, students classify known household substances such as vinegar and soap as strong/weak acids or bases by using the juice of a red cabbage. Students create and test their own cabbage juice color pH scale, then test the scale using substances with known pH values.</p>		
Narrative 2024-2025		
<p>Sabine puts in as much effort as possible every day to learn new concepts in science class. Sabine consistently struggles with focus during class but is more successful with frequent teacher check-ins throughout a class period. Though occasionally working with friends will result in distraction for the group, Sabine typically benefits from working with a friend or two in order to stay on track during classwork. Sabine needs consistent support to complete and turn in homework; Sabine often utilizes homework club to help stay on track with assignments each week. During hands-on activities, Sabine can be more engaged. However, when class periods take longer, such as for labs, the positive effect from being hands-on slightly wears off due to the extended attention time requirement. Sabine loved the element baby book project as it utilized Sabine's talent for art. Sabine "adopted" the element lead, delighting in the many opportunities for light-hearted jokes within the baby book. Sabine's creativity extended throughout the project, and the book showed a clear understanding of the underlying concepts of the chemistry unit. Going into the second half of the year, Sabine is encouraged to look for any opportunities to incorporate art in assignments as this clearly benefited Sabine in the element baby book project.</p>		

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8th Grade Spanish - Jose Lopez Espinosa

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

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8th Grade Spanish - Jose Lopez Espinosa

	Gr 8 Fall
Comments	
Subject description	
<p>Eighth-grade Spanish continues with a review of the basic structures from fifth, sixth, and seventh grades with new vocabulary and grammar that serves to broaden the speaking, reading, listening, and writing of Spanish. It also provides students with an understanding and appreciation of cultures other than their own when the students compare and connect any Latinx culture and communities with the American culture. Students acquire a working knowledge of a wide variety of grammatical structures and continue to learn to speak Spanish with more accuracy, expanding their understanding of the language and improving fluency, pronunciation, rhythm, and intonation when speaking Spanish. The students graduate knowing how to use the present, past, and future of the indicative tenses, and eighth graders know how to identify the present subjunctive, commands, the present progressive, the conditional, the present perfect, and the imperfect tenses. Our eighth-grade collaboration happens with the eighth-grade humanities teacher, as well as with science, art, drama, and math classes.</p>	
Narrative 2024-2025	
<p>Beanie has made a lot of progress in Spanish. Beanie is always smiling, very friendly with all classmates, and respectful of teachers. Beanie knows the past, present, and future tenses of the indicative but needs to keep practicing weekly so Beanie can graduate knowing how to speak, write, read, and listen in long sentences. Following the formula of who, what, where, and when will help Beanie achieve this goal. Beanie this year is very focused, nice, and often quiet; at times, Beanie can throw a joke that makes us all stop and think, but Beanie understands when not to cross the line of appropriateness. Though reading in Spanish is a less preferred task, Beanie knows that we must practice the four skills in whatever foreign language we decide to take in the future. Beanie works well with all classmates. Beanie is currently working on a collaborative project that shows evidence of applying the four skills mentioned above. The next steps for Beanie are improving their writing skills, and speaking skills and continuing to make progress in reading and listening skills.</p>	

8th Grade Drama - Jennifer Salvucci Bent

	Gr 8 Fall
Drama Skills	
<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>	N/A
<i>Encourages their peers onstage and works together to ensure the growth and connection of the ensemble</i>	3



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Birth date: 3/19/2011
Grade level: 8th Grade

8th Grade Drama - Jennifer Salvucci Bent

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

8th Grade Visual Art - Sami Martasian

	Gr 8 Fall
Visual Art Skills	
<i>Follows art studio procedures and meets art studio expectations for behavior</i>	3
<i>Demonstrates respect for classmates</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>	4
<i>Uses studio process on major projects, brainstorming, rough drafts, editing, and final drafts</i>	4
<i>Demonstrates independent work habits while supporting classmates</i>	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>	3

Sabine Gully (Beanie)
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Grade level: 8th Grade

2024 - 2025



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8th Grade Visual Art - Sami Martasian

		Gr 8 Fall
Comments		
Subject description		
<p>Eighth-grade has spent this semester honing personal style and practicing useful techniques to carry into their future art making. Each student began the school year by making a talking piece to be used in Restorative justice circles and community time. These were made with care and consideration of their connection to indigenous cultures that inform our understanding of Restorative Justice. Eighth-grade students then participated in making Alebrijes to be displayed on our Day of the Dead Ofrenda along with the rest of the middle school. All grades participating in the project first studied the life and work of Pedro 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. Eighth-grade students then began their Surrealist self portrait project. Students began this unit by considering work by Leonora Carrington, Frida Khalo, and Kehinde Wiley, three artists whose work is very different from one another but each keen on using surreal elements to better express the emotional reality of their subjects. Face drawing techniques, both by measuring out the face using a classic figure drawing method and by observation in a mirror helped students begin their planning, which then developed into including expressive elements of their own. Students chose symbols, animals, backgrounds, or changes to their appearance to express their identities and inner emotional landscapes. Our next steps were to study shadow and highlight and paint mixing and application to finish these fabulous pieces. Eighth-grade students are currently concluding a linoleum printmaking unit. Students created a square design that is made in such a way that it creates a larger image when printed. Many students carved their linoleum to be 1/4th of an image, so that once rotated, a complete flower, planet, or shape is formed. Students experimented with different colorways and printed on both fabric and paper.</p>		
Narrative 2024-2025		
<p>Beanie's creativity extends well beyond this young artist's years. Each project is approached not only with a strong drawing foundation but also with masterful handling of materials. The eighth-grade surrealist self-portrait project is a perfect example of this work; Beanie's painting captured a figure with a horse, all spectacularly drawn with care given to perspective, proportion, and form, and yet the handling of the paint speaks just as clearly to articulate vision and style. The end result is breathtaking and evokes comparison to professional post-impressionist painters. A bold column stands tall on one side of the canvas, which features shadows and highlights that bring the structure to life. Layers of paint blend together at times, while at other points, they stand apart from each other in a fashion that lends itself to oil painting (though we used acrylic in class). Painting seems to be a favorite for Beanie, but this artist is content working with clay and printmaking, always ready to seek the unique experience of each material. Although Beanie's work speaks for itself, it should be noted Beanie also speaks about the nature of art and creativity with grace and insight. Conversations about art history and analysis are made more meaningful with Beanie's presence.</p>		

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8th Grade Physical Education - Angelo Valle

	Gr 8 Fall
Physical Education Skills	
<i>Comes to class prepared and ready to participate</i>	3
<i>Comes to class positive and cooperative</i>	3
<i>Listens attentively and follows directions</i>	3
<i>Demonstrates safe, responsible behavior that respects self and others.</i>	3
<i>Able to run and find their own pace</i>	2
<i>Demonstrates flexibility and coordination</i>	2
<i>Demonstrates developing throwing skills</i>	3
<i>Demonstrates developing catching skills</i>	3
<i>Demonstrates developing striking skills</i>	3
<i>Contributes to group and team initiatives</i>	2
<i>Demonstrates tactical understanding during team games</i>	2
<i>Demonstrates abilities to perform skills relating to specific team units</i>	2
<i>Understands specific terminology related to skills, positioning, and game play</i>	2
<i>Understands sportsmanship as a critical component of physical education</i>	3
<i>Demonstrates sportsmanship during gameplay</i>	3
<i>Able to accept game outcomes</i>	3
<i>Understands the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</i>	3
<i>Receptive to teacher feedback</i>	3

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8th Grade Physical Education - Angelo Valle

		Gr 8 Fall
Comments		
Subject description		
In the first semester of Grade 8 Physical Education, we began each class period with a pace run to warm up for the ensuing activities while developing conditioning and endurance. The focus then turned to coordination and flexibility through dynamic movements and stretches to prepare the muscles for activity. Through cooperative games and team-building activities, we focused on team cooperative skills before moving on to the competitive team games of soccer, football, and basketball. Throughout the semester, we worked on developing good sportsmanship and building the physical fitness skills involved in those sports, including kicking, receiving, passing, dribbling, shooting, throwing, catching, changing direction, and responding and reacting.		
Narrative 2024-2025		
Beanie has had a good start to the year. Though sometimes distracted by classmates during instruction, Beanie usually arrives ready to participate in class and is always a positive presence whose energy can be a gift to the class. The pace run that starts each class is sometimes a challenge for Beanie, who often needs to be reminded to find a pace that can be run the entire time instead of stopping occasionally or often. Beanie often needs to be reminded to pay closer attention to form, technique, and proper range of motion during dynamic stretches. Beanie demonstrates improving skills yet sometimes forgets to employ concepts and 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 tracking an opponent to defend against. Sometimes, Beanie would lose focus during gameplay but would become involved once again after a reminder to be a helpful teammate. When putting forth a good effort, Beanie could be quite helpful to the team. A goal for Beanie would be to put forth the best effort possible in order to gain the most benefits from class activities.		

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

Grades

8th Grade Homeroom/Advisory - Jose Lopez Espinosa

		Gr 8 Fall
Personal and Social Skills		
<i>Engages actively in homeroom routines</i>		3
<i>Makes transitions independently, arriving on time and ready to learn with necessary materials</i>		3
<i>Actively seeks ways to lead by example and model positive community citizenship</i>		3
<i>Has a positive attitude toward school and learning</i>		3
<i>Participates in the care and organization of the classroom environment</i>		3
<i>Seeks adult help when needed</i>		3
<i>Interacts with adults in a positive and productive manner</i>		3
<i>Accepts responsibility and respectfully responds to feedback.</i>		3
<i>Enters school on time, prepared, and ready to learn</i>		3
<i>Organizes cubby and work materials</i>		3
<i>Accepts responsibility for own actions</i>		3
<i>Respects the rights, feelings, and opinions of others</i>		3
Comments		
Subject description		
<p>The eighth-grade advisory program develops trusting and supportive relationships between the teacher and students to improve students' overall experience. Through advisory, students have a community in which to develop and enhance their social and emotional skills, build executive skill functions and work habits. Advisory helps students practice and improve skills in self-direction, problem-solving, community, and effective communication. Additionally, teachers support students as they transition from middle school to high school. This includes strategies on effectively handling stress and anxiety and using Quaker principles and mindfulness to stay centered and calm throughout the secondary school process. Students discuss real-life scenarios that they will likely face in high school and beyond and grapple with nuance when making decisions.</p>		
Narrative 2024-2025		
<p>Nick continues to display solid organizational and time management skills and comes to school prepared for the day.</p> <p>Nick has an outgoing personality and an infectious smile that can light up a room. Nick's independence has grown; Nick is ready to navigate school with greater independence. Nick enjoys connections and social interactions with peers, particularly when they are focused on hockey and cars. Nick has demonstrated the ability to remain focused and on task when interested in a topic and feeling confident. Nick maintains several close friendships in the class and enjoys socializing at lunch and recess. One of Nick's positive traits is a sense of humor, an ability Nick often uses to lighten the mood with friends. Overall, Nick is a capable student who works hard and is ready to meet future challenges.</p>		

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8th Grade Humanities - Christopher Gandolfo-Lucia

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

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8th Grade Humanities - Christopher Gandolfo-Lucia

	Gr 8 Fall
Research	
<i>Perseveres through the inquiry process, including the development of appropriately rigorous research questions</i>	N/A
<i>Identifies and uses credible sources when conducting research</i>	3
<i>Presents research in an organized, coherent, and polished manner</i>	N/A
Work Habits	
<i>Practices the skills and habits of citizenship, community, and scholarship in order to be a successful independent and collaborative learner</i>	3
<i>Completes assignments in a timely and thoughtful manner</i>	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>	2
<i>Respects the rights, feelings, and opinions of others</i>	3
<i>Makes transitions independently, arriving on time and ready to learn with necessary materials</i>	3
<i>Interacts with peers in a positive and productive manner</i>	3
<i>Takes effective notes that summarize relevant information concisely</i>	3
<i>Discusses social issues thoughtfully and respectfully</i>	3
<i>Interacts with adults in a positive and productive manner</i>	3

8th Grade Humanities - Christopher Gandolfo-Lucia

	Gr 8 Fall
Comments	
Subject description	
<p>This course investigates the categories that make up “identity” as understood in contemporary culture and politics. We invited students to think widely about the terms they use to define themselves; this focus helps to forge a classroom community where students feel comfortable and encouraged to share personal experiences and perspectives. Students read independent reading books featuring diverse voices and think collaboratively about the importance of representation in literature, film, and television. The first half of the CFS Eighth Grade Humanities course focuses entirely on essay writing. Students practice a complete writing process involving planning/prewriting, drafting, revising, editing, and proofreading/publishing. Via this practice, each student crafts a personalized writing process that emphasizes their strengths and supports areas of challenges. Throughout all essay units, students engage in the process of self-editing, learning the art of taking constructive feedback from both peers and teachers. For each essay, students submit a rough draft and have a 15-minute conference with their Humanities teacher to discuss specific revision points regarding mechanics, punctuation, organization, support, clarity of writing, and flow of argument. This conference-based writing workshop allows each student an opportunity to practice specific skills and areas for growth that are uniquely relevant to their profile as a writer. This fall semester, students practiced three distinct forms of essay writing: persuasive essay, personal essay, and literary analysis essay. Through a unit studying casting processes and minority representation in film, students practiced crafting persuasive arguments regarding the moral, social, and economic considerations that casting directors should evaluate when casting for roles with marginalized identities. Following this unit, students interrogated their own beliefs by writing personal essays. In this unit, students had the choice between supporting their beliefs with narrative essays and expository evidence drawn from history, culture, science, and personal experience. To conclude the semester, students practiced literary analysis essays through an Ursula K. Le Guin author study, during which students read and analyzed the themes of the following stories: “The Wife’s Tale,” “The Ones Who Walk Away From Omelas,” and “The Author of the Acacia Seeds’ and Other Extracts from the Journal of the Association of Therolinguistics.” In addition to this primary focus on essay writing, students have maintained an independent reading routine that involves 45 minutes of independent reading in class each week. Independent reading is evaluated through oral presentations at an interval of 8-10 weeks. In the second half of the year, students will practice research and oral presentation skills through a variety of independent and collaborative project-based assignments. These projects are open-ended and encourage students to employ a variety of interdisciplinary skills: in addition to relying on brainstorming skills and a complete writing process, for these projects, students will make use of data analysis skills, performing and visual arts skills, production design skills, creative writing skills, and other multi-disciplinary skills.</p>	
Narrative 2024-2025	
<p>Nick has contributed a thoughtful, authentic, and well-considered perspective to humanities class this semester. Nick has diligently employed a complete writing process in order to produce clear, well-organized writing, and Nick has built a particularly strong skill set for reflecting on a piece’s strengths and shortcomings and then revising accordingly. Nick has often tended towards producing simpler pieces of writing — both in mechanics, like sentence and paragraph structure, as well as in analysis — although Nick has also often shared a nuanced, mature perspective on the same topics during writing conferences, so a goal for Nick over the second half of the year will be to experiment with more varied sentence structures and more complex arguments. In class discussions, Nick has listened attentively and demonstrated a mature approach to disagreeing respectfully with classmates. Nick has also approached independent reading projects with focus and a willingness to consider a wide variety of book recommendations from peers and teachers. Nick’s formal presentations have been organized and clear, and Nick has continued to practice bringing Nick’s natural charisma and warmth to in-class presentations. Overall, Nick has been a successful student in humanities class this semester.</p>	

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8th Grade Math - Karen Harvey

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

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8th Grade Math - Karen Harvey

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

8th Grade Math - Karen Harvey

		Gr 8 Fall
Comments		
Subject description		
<p>In 8th grade math, students have engaged with a range of topics that build critical algebraic and statistical skills. The year began with graphing linear equations, where students learned to plot points and understand the relationships represented by linear graphs. They progressed to writing equations and expressions derived from real-world problems and data tables, enhancing their ability to translate between different representations of mathematical relationships. Next, students explored graphing inequalities and solving systems of equations and inequalities, developing strategies to find solutions and interpret their meaning in various contexts. Additionally, the class analyzed two-way data tables, gaining the ability to interpret and organize categorical data effectively. To round out their statistical understanding, students examined correlation coefficients and lines of best fit, learning to interpret statistical relationships and trends within data sets. This comprehensive approach has provided a strong foundation for advanced mathematical concepts and real-world applications.</p>		
Narrative 2024-2025		
<p>In class this fall, we began by assessing students' areas of need for additional support. After that, we quickly moved into solving linear equations and writing equations and expressions from given examples. The class then tackled systems of equations using the elimination method and learned how to graph these systems. As we progressed into the second half of our unit on equations and inequalities, students refined their skills in graphing linear inequalities and creating systems of inequalities from word problems. Our current focus is on two-variable statistics, where we are investigating correlation versus causation, calculating the line of best fit using graphing technology, interpreting what the line of best fit reveals about the problem, determining residuals, and estimating the correlation coefficient from a graph.</p> <p>Nick has made steady progress in math this year. After a more challenging start, noticeable improvement has been shown. A key strength is balancing equations, including both literal and multi-variable equations, demonstrating a solid grasp of algebraic concepts. Additionally, consistently excelling in generating equations from word problems and skillfully identifying the relevant information needed to solve a given scenario has been evident.</p> <p>An area for growth is asking for help when a problem becomes challenging. At times, problems are left blank and submitted without seeking assistance, which can delay the support needed to work through more complex problems. It would be beneficial to take more ownership of learning by actively seeking help in the moment and reflecting on areas of Algebra I that are more challenging. This will help ensure that Nick gets the necessary support and continues to build confidence when solving difficult problems.</p>		

Nicholas Kisich (Nick)
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 Reading, MA 01867
 Birth date: 3/14/2011
 Grade level: 8th Grade

2024 - 2025



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8th Grade Science - Carolyn Sohn

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

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8th Grade Science - Carolyn Sohn

		Gr 8 Fall
Comments		
Subject description		
<p>Eighth-grade science begins with an exploration of chemistry. In the first unit, "Properties and States of Matter," students gain an understanding of the molecular motion of matter and how scientists classify matter. In this unit, students explore the first inquiry investigation in which they write and implement their own lab procedure to answer the investigation question: "What happens at a molecular level when thermal energy is added to a substance?"</p> <p>Students then explore the foundational elements of chemistry: atomic structure and the periodic table. Students are then introduced to the basic structure of atoms and the properties of subatomic particles, then take time to explore the periodic table once they understand how to interpret terms like "atomic mass." The periodic table is taught using both digital and physical exploration activities as a tool for understanding chemistry and how elements behave.</p> <p>Students each do a deep dive into one element through the "Element Baby Book" project, in which they "adopt" an element and create a scrapbook-style "baby book" using research they do on that element's history, properties, and uses. By the end of this project, students demonstrated a deeper understanding of an element's structure and properties, as well as connected that element to similar elements on the periodic table.</p> <p>The next unit covers atomic bonding and chemical reactions. Students start by learning different types of bonding through a variety of digital simulations and physical activities. Once the bonding concepts are mastered, students learn more about how breaking and forming bonds connect with chemical reactions. Chemical reactions are brought to life through teacher demonstrations and hands-on labs. The unit includes the lab investigation: "Conservation of Mass: How Does the Total Mass of the Substances Formed as a result of a Chemical Change Compare With the Total Mass of the Original Substances?" This investigation brings to life paper-and-pencil chemical equations by giving students the opportunity to carry out several chemical reactions.</p> <p>Students tackle the final chemistry unit, acids and bases, after winter break. This unit pushes students to build upon their understanding of chemical reactions by adding on the concept of acid-base reactions. This unit incorporates inquiry activities and focused lab investigations, such as a cabbage juice pH lab. In the cabbage juice lab, students classify known household substances such as vinegar and soap as strong/weak acids or bases by using the juice of a red cabbage. Students create and test their own cabbage juice color pH scale, then test the scale using substances with known pH values.</p>		
Narrative 2024-2025		
<p>Nick has continued to fulfill all required assignments, showing up to class each day prepared for the lesson ahead. Nick has had a much more intense after-school schedule this year compared to prior years but has been able to complete assignments on time. Nick has struggled with resisting the urge to chat with classmates who may not share Nick's ability to chat and complete assignments simultaneously. Nick has generally done well in labs but has needed encouragement to thoroughly capture all observations and data, especially towards the end of a long lab period. Nick worked very independently on the element baby book project, creating a beautiful hand-written baby book about gold. Nick put high effort into the element baby book, such as intricate cover art, detailed family photos, and Bohr models, but could have benefited from checking that the book had all required components before turning it in. Towards the end of the chemistry unit, Nick greatly enjoyed learning how to balance chemical equations and tackling the most difficult challenge problems with gusto, even on a Friday afternoon. Going into the second half of the year, Nick will surely love the math-heavy physics curriculum as it nicely complements Nick's preferred style of learning.</p>		

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8th Grade Spanish - Jose Lopez Espinosa

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

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8th Grade Spanish - Jose Lopez Espinosa

	Gr 8 Fall
Comments	
Subject description	
<p>Eighth-grade Spanish continues with a review of the basic structures from fifth, sixth, and seventh grades with new vocabulary and grammar that serves to broaden the speaking, reading, listening, and writing of Spanish. It also provides students with an understanding and appreciation of cultures other than their own when the students compare and connect any Latinx culture and communities with the American culture. Students acquire a working knowledge of a wide variety of grammatical structures and continue to learn to speak Spanish with more accuracy, expanding their understanding of the language and improving fluency, pronunciation, rhythm, and intonation when speaking Spanish. The students graduate knowing how to use the present, past, and future of the indicative tenses, and eighth graders know how to identify the present subjunctive, commands, the present progressive, the conditional, the present perfect, and the imperfect tenses. Our eighth-grade collaboration happens with the eighth-grade humanities teacher, as well as with science, art, drama, and math classes.</p>	
Narrative 2024-2025	
<p>Nick, this semester, is very focused, hard-working, and respectful to classmates and teachers. Nick learns best by knowing the grammar rules of the foreign language that is being taught. Nick also enjoys the full immersion approach and also enjoys project-based, task-based, and game-based approaches. Nick cooperates in any way, shape, or form when the teacher asks Nick to complete classwork. Nick knows when the time and place are right when making decisions and is able to take space from classmates who are either distracting or students who do not help to stay on task, and that is very admirable and mature of Nick. Nick's writing is where it should be in this grade and continues to show improvement. Nick is also doing excellent in Speaking and needs more help with reading assignments, whether the class reads for fluency and intonation or reading comprehension. The next steps for Nick are to keep practicing the past tense as well as the future tense. Nick can become fluent in Spanish by the end of the school year once Nick moves from long sentences to paragraphs when practicing the four skills.</p>	

8th Grade Drama - Jennifer Salvucci Bent

	Gr 8 Fall
Drama Skills	
<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>	N/A
<i>Encourages their peers onstage and works together to ensure the growth and connection of the ensemble</i>	3

Nicholas Kisich (Nick)

2024 - 2025



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Grade level: 8th Grade

8th Grade Drama - Jennifer Salvucci Bent

	Gr 8 Fall
Comments	
Subject description	
<p>Eighth grade is essential to the culminating study of the dramatic arts. Drama is intellectual growth, learning to trust your instincts, working with your ensemble, creating safe environments, and risk-taking onstage. It is confidence in making mistakes and it is about the process over time. At the start of the academic term students engage in the first unit of study: Interviewing 101. Because eighth grade is a year of new possibilities and development before transitioning to secondary schools, students begin the process of next school selection, and interviewing has been incorporated into the drama curriculum. This essential skill is not only used for secondary school preparation, but for college and job interviewing as well. Students are lead through a series of interview questions, enhancing their oral presentation skills as progress toward mock interviews. Students begin to realize how like physicality is extremely important in our stage productions, their physical self is used as a marker in interviews. Posture, a firm handshake, eye contact, and culture serve as essential factors in the final interview. The eighth graders also learn the importance of dress in connection with specific situations, and how they should always remain true to who they are as a person: that their thoughts, instincts and reflections on life thus far, is a voice that needs to be heard. Though they will move on to connecting with a different ensemble, students are able to reflect on everything that has brought them to this point in their lives and how their time at Cambridge Friends School has shaped their views on the world. Once the interview unit has concluded, students change course and begin the journey of piecing together a culminating stage production. Using every one of the skills sets incorporated into the first three years of the Cambridge Friends School Drama curriculum, this year's eighth graders will be performing <i>Newsies</i>, <i>JR.</i>! The beginning steps of this process is for the students to identify the through-line of the play, the symbolism and the themes behind it, and then begin the process of text analysis for their individual character(s). From there, we will begin the blocking process, as well as lighting and sound along the way. Looking forward to our final adventure together!</p>	
Narrative 2024-2025	
<p>Nick doesn't like being on stage yet understands the responsibility to the ensemble. Nick always comes through because productions rely on the effort of the entire group. Nick's humor has always been a source of enjoyment for us, especially during the long days of tech. During our Next Schools interviewing process, Nick sometimes felt frustrated with the amount of time we were taking, but Nick also understood the value in the conversations and made an effort to have a positive attitude. Nick sought teacher advice about how to answer questions and spent time trying to tighten up answers and the elevator pitch. Nick has some really insightful observations and was willing to share them more and more as the semester progressed.</p>	

8th Grade Visual Art - Sami Martasian

	Gr 8 Fall
Visual Art Skills	
<i>Follows art studio procedures and meets art studio expectations for behavior</i>	2
<i>Demonstrates respect for classmates</i>	2
<i>Actively listens and is attentive during instructions and demonstrations</i>	2
<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>	2
<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

8th Grade Visual Art - Sami Martasian

		Gr 8 Fall
Comments		
Subject description		
<p>Eighth-grade has spent this semester honing personal style and practicing useful techniques to carry into their future art making. Each student began the school year by making a talking piece to be used in Restorative justice circles and community time. These were made with care and consideration of their connection to indigenous cultures that inform our understanding of Restorative Justice. Eighth-grade students then participated in making Alebrijes to be displayed on our Day of the Dead Ofrenda along with the rest of the middle school. All grades participating in the project first studied the life and work of Pedro Linares Lopez, who is credited with beginning the tradition. Though this is a yearly project, students approach it each year with different materials; this year the medium was colorful air dry clay and paint markers. Eighth-grade students then began their Surrealist self portrait project. Students began this unit by considering work by Leonora Carrington, Frida Khalo, and Kehinde Wiley, three artists whose work is very different from one another but each keen on using surreal elements to better express the emotional reality of their subjects. Face drawing techniques, both by measuring out the face using a classic figure drawing method and by observation in a mirror helped students begin their planning, which then developed into including expressive elements of their own. Students chose symbols, animals, backgrounds, or changes to their appearance to express their identities and inner emotional landscapes. Our next steps were to study shadow and highlight and paint mixing and application to finish these fabulous pieces. Eighth-grade students are currently concluding a linoleum printmaking unit. Students created a square design that is made in such a way that it creates a larger image when printed. Many students carved their linoleum to be 1/4th of an image, so that once rotated, a complete flower, planet, or shape is formed. Students experimented with different colorways and printed on both fabric and paper.</p>		
Narrative 2024-2025		
<p>Nick's work in the art room captures this student's keen sense of observation and humor. Although the many steps of portrait painting brought some frustration for Nick, who can sometimes feel stuck in a sense of perfectionism, the work made in each of these steps has been greatly successful, even if it deviated from the initial plan. Nick's process sketches reveal this young artist's unique perspective and style, particularly drawing expressive faces that may be silly in nature but are fabulously well drawn. A firm understanding of structure and space allows these drawings to be wildly lifelike, even in their surreal, cartoonish expressions. Nick was quick to pick up linoleum carving and produced several beautiful planet prints that fit together into a larger tile when printed four times in a square. Even creating Alebrijies out of clay activated these drawing instincts in Nick, who applied these abilities to capture a life-like character into clay, adorned with careful patterns. Nick is a greatly creative student whose drawing sensibilities apply to work made with any material.</p>		

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8th Grade Physical Education - Angelo Valle

	Gr 8 Fall
Physical Education Skills	
<i>Comes to class prepared and ready to participate</i>	3
<i>Comes to class positive and cooperative</i>	3
<i>Listens attentively and follows directions</i>	2
<i>Demonstrates safe, responsible behavior that respects self and others.</i>	2
<i>Able to run and find their own pace</i>	2
<i>Demonstrates flexibility and coordination</i>	2
<i>Demonstrates developing throwing skills</i>	3
<i>Demonstrates developing catching skills</i>	3
<i>Demonstrates developing striking skills</i>	3
<i>Contributes to group and team initiatives</i>	3
<i>Demonstrates tactical understanding during team games</i>	3
<i>Demonstrates abilities to perform skills relating to specific team units</i>	3
<i>Understands specific terminology related to skills, positioning, and game play</i>	3
<i>Understands sportsmanship as a critical component of physical education</i>	2
<i>Demonstrates sportsmanship during gameplay</i>	2
<i>Able to accept game outcomes</i>	3
<i>Understands the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</i>	3
<i>Receptive to teacher feedback</i>	2

8th Grade Physical Education - Angelo Valle

		Gr 8 Fall
Comments		
Subject description		
In the first semester of Grade 8 Physical Education, we began each class period with a pace run to warm up for the ensuing activities while developing conditioning and endurance. The focus then turned to coordination and flexibility through dynamic movements and stretches to prepare the muscles for activity. Through cooperative games and team-building activities, we focused on team cooperative skills before moving on to the competitive team games of soccer, football, and basketball. Throughout the semester, we worked on developing good sportsmanship and building the physical fitness skills involved in those sports, including kicking, receiving, passing, dribbling, shooting, throwing, catching, changing direction, and responding and reacting.		
Narrative 2024-2025		
Nick has had a strong beginning of the year. Though sometimes forgetful about having the proper footwear by the beginning of class, which causes some delay, Nick is usually ready to participate with a positive attitude. Though occasionally distracted by classmates during instruction or continuing to play after the class has been called to attention, Nick eventually responds appropriately and often admits to those mistakes. Nick has improved the curbing of extraneous commentary. Nick continues to work toward greater consistency with classroom routines, starting with the pace run and dynamic stretches. Nick sometimes has a hard time getting started with the pace run, which prompts reminders to find a pace that can be maintained throughout the run, and that will also help improve conditioning. Nick demonstrates outstanding athletic skills and an understanding of tactics in all aspects of the class. Usually supportive of teammates, Nick sometimes benefits from reminders about not taunting friends on the opposing team, even in a playful manner, and remembering to adjust the level of play to class. Given Nick's athletic ability, some goals for Nick would be to improve conditioning by putting even more effort into the pace run and to strive to consistently be a person of character whom everyone would want to cheer on.		



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

Grades

8th Grade Homeroom/Advisory - Christopher Gandolfo-Lucia

	Gr 8 Fall
Personal and Social Skills	
<i>Engages actively in homeroom routines</i>	3
<i>Makes transitions independently, arriving on time and ready to learn with necessary materials</i>	3
<i>Actively seeks ways to lead by example and model positive community citizenship</i>	4
<i>Has a positive attitude toward school and learning</i>	4
<i>Participates in the care and organization of the classroom environment</i>	4
<i>Seeks adult help when needed</i>	3
<i>Interacts with adults in a positive and productive manner</i>	4
<i>Accepts responsibility and respectfully responds to feedback.</i>	3
<i>Enters school on time, prepared, and ready to learn</i>	3
<i>Organizes cubby and work materials</i>	4
<i>Accepts responsibility for own actions</i>	3
<i>Respects the rights, feelings, and opinions of others</i>	4



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8th Grade Homeroom/Advisory - Christopher Gandolfo-Lucia

	Gr 8 Fall
Comments	
Subject description	
<p>In order to be successful in and out of school, students need to learn a set of social and emotional competencies—cooperation, assertiveness, responsibility, empathy, and self-control—and a set of academic competencies—academic mindset, perseverance, learning strategies, and academic behaviors. The eighth-grade advisory is designed to help students develop these skills through discussions, reflections, and project-based opportunities for community building and engagement. In addition to these social, emotional, and academic skills, the eighth-grade advisory also guides and supports students through the secondary school application and selection process.</p>	
Narrative 2024-2025	
<p>Ella has been an incredibly hard-working, thoughtful, and organized member of the eighth-grade cohort this semester. Motivation to excel in school has been evident in every aspect of Ella's academic work, from how assignments were completed with intense precision to the ways Ella has actively and consistently sought feedback from teachers. Organizational and executive functioning skills have come naturally to Ella, and this has contributed to a high level of success both in and outside of the classroom. Ella has often utilized downtime at school effectively by getting ahead on assignments and refining work when appropriate. In general, Ella has demonstrated an impressive ability to manage time and tasks with efficiency.</p> <p>In addition to academic excellence, Ella has continued to be a beloved friend and trusted companion to classmates. Ella's thoughtful, well-reasoned advice has been sought by many in the eighth grade, and Ella's ability to offer perspective and guidance has made a positive impact on the class. A warm personality and willingness to engage with others have made Ella a welcoming presence throughout the CFS community, and Ella has enjoyed building connections with adults and students of all ages across the school. Overall, Ella has been a reliable, insightful, and positive force within the eighth grade this semester.</p>	

8th Grade Humanities - Christopher Gandolfo-Lucia

	Gr 8 Fall
English	
<i>Determines a theme or central idea of a text and analyzes its development over the course of the text, including its relationship to the characters, setting and plot</i>	4
<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 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>	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>	4
<i>Employs proper use of punctuation</i>	3
<i>Uses effective techniques, relevant descriptive details, and well-structured event sequences to capture experiences in personal essay</i>	4
<i>Engages thoughtfully with independent reading</i>	3
<i>Uses precise words and phrases to capture and convey experiences and information</i>	4



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8th Grade Humanities - Christopher Gandolfo-Lucia

	Gr 8 Fall
History	
<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>	N/A
<i>Explains causes and effects of historical events</i>	N/A
<i>Analyzes primary source documents for purpose, audience, and message</i>	N/A
<i>Understands the difference between primary and secondary sources</i>	N/A
<i>Examines current events through a historical lens</i>	4
<i>Explains the historical attitudes and treatment of marginalized communities in the U.S. and the major events, leaders, and changes in the rights of those groups over time.</i>	3
<i>Understands the relationship between economic, political, and social change, as well as the ways in which they intersect.</i>	N/A
<i>Analyzes and interprets geographic information</i>	N/A
<i>Analyzes and explains the meaning and context of visuals</i>	N/A
<i>Describes the United States' form and structure of government</i>	N/A
<i>Uses comparative techniques to describe the form and structure of non-US governments</i>	N/A
Research	
<i>Perseveres through the inquiry process, including the development of appropriately rigorous research questions</i>	N/A
<i>Identifies and uses credible sources when conducting research</i>	3
<i>Presents research in an organized, coherent, and polished manner</i>	N/A

Ella Lindauer-Cohen (Ella)

2024 - 2025



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8th Grade Humanities - Christopher Gandolfo-Lucia

	Gr 8 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>	4
<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>	4
<i>Listens actively to teachers and classmates</i>	3
<i>Seeks assistance when needed</i>	3
<i>Accepts responsibility and respectfully responds to feedback.</i>	3
<i>Respects the rights, feelings, and opinions of others</i>	3
<i>Makes transitions independently, arriving on time and ready to learn with necessary materials</i>	3
<i>Interacts with peers in a positive and productive manner</i>	4
<i>Takes effective notes that summarize relevant information concisely</i>	3
<i>Discusses social issues thoughtfully and respectfully</i>	3
<i>Interacts with adults in a positive and productive manner</i>	4



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Grade level: 8th Grade

8th Grade Math - Karen Harvey

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



276 Huron Avenue #1
 Cambridge, MA 02138

Birth date: 5/23/2011

Grade level: 8th Grade

8th Grade Math - Karen Harvey

	Gr 8 Fall
Identify, Solve, Simplify Linear equations, Quadratic Equations and Factor Polynomials	
<i>Able to solve systems of linear equations using algebraic methods</i>	3
<i>Able to visualize linear systems and systems of linear inequalities using graphing calculator technology</i>	3
<i>Able to solve quadratic equations using the quadratic formula</i>	N/A
<i>Able to identify and combine like terms</i>	4
<i>Able to distinguish between expressions and equations</i>	4
<i>Able to simplify expressions</i>	4
<i>Able to identify, define, and determine opposites and absolute values of integers</i>	3
<i>Able to evaluate, graph, analyze, and create various types of functions</i>	3
<i>Able to solve linear inequalities</i>	3
<i>Able to write linear equations in point-slope form $(y - y_1) = m(x - x_1)$ from graphs and tables; given a point-slope equation, able to graph it.</i>	3
<i>Able to solve compound linear inequalities</i>	3
<i>Able to solve one-step linear equations</i>	3
Math Work Habits	
<i>Comes to class prepared and on time</i>	3
<i>Takes notes and uses notes successfully on open book tests</i>	3
<i>Completes homework assignments on time</i>	3
<i>Thoroughly completes class and homework assignments</i>	4
<i>Participates cooperatively and actively (volunteers, asks questions, engages with concepts and materials) in class</i>	3
<i>Advocates for support when needed</i>	3
<i>Demonstrates attentive and positive attitude</i>	3

8th Grade Math - Karen Harvey

	Gr 8 Fall
Comments	
Subject description	
<p>In 8th grade math, students have engaged with a range of topics that build critical algebraic and statistical skills. The year began with graphing linear equations, where students learned to plot points and understand the relationships represented by linear graphs. They progressed to writing equations and expressions derived from real-world problems and data tables, enhancing their ability to translate between different representations of mathematical relationships. Next, students explored graphing inequalities and solving systems of equations and inequalities, developing strategies to find solutions and interpret their meaning in various contexts. Additionally, the class analyzed two-way data tables, gaining the ability to interpret and organize categorical data effectively. To round out their statistical understanding, students examined correlation coefficients and lines of best fit, learning to interpret statistical relationships and trends within data sets. This comprehensive approach has provided a strong foundation for advanced mathematical concepts and real-world applications.</p>	
Narrative 2024-2025	
<p>In class this fall, we began by assessing students' areas of need for additional support. After that, we quickly moved into solving linear equations, writing equations and expressions from given examples. The class then tackled systems of equations using the elimination method and learned how to graph these systems. As we progressed into the second half of our unit on equations and inequalities, students refined their skills in graphing linear inequalities and creating systems of inequalities from word problems. Our current focus is on two-variable statistics, where we are investigating correlation versus causation, calculating the line of best fit using graphing technology, interpreting what the line of best fit reveals about the problem, determining residuals, and estimating the correlation coefficient from a graph.</p> <p>Will Richards benefits greatly from being challenged academically and has shown strong progress in math this semester. One of Will's key strengths is the ability to analyze word problems and generate linear equations and inequalities, successfully answering multiple related questions. Will consistently demonstrates the ability to manipulate linear equations to solve for different variables and determine equivalent equations and expressions. An area for growth is checking work for accuracy, as small computation errors occasionally arise and can affect the final answer. With continued focus on this, Will is well-positioned for success throughout the rest of the year.</p>	
<p>This fall, we began by focusing on where students felt they required more support. Once those areas were identified, we moved on to solving linear equations, learning how to write equations and expressions from examples. The class then worked on solving systems of equations using the elimination method, followed by graphing these systems. In the second part of our unit on equations and inequalities, students practiced graphing linear inequalities and creating systems of inequalities from real-world word problems. Our current unit focuses on two-variable statistics, including analyzing correlation versus causation, using technology to find the line of best fit, interpreting the significance of the best-fit line, determining residuals, and predicting the correlation coefficient from a graph.</p>	
<p>Ella has truly shined in math this year, demonstrating strong growth and motivation. A noticeable increase in fluency with math facts has greatly improved problem-solving speed and efficiency, allowing for more focus on complex concepts. Strong skills in solving, graphing, and interpreting linear equations and inequalities have also been a highlight, showcasing a solid understanding of these areas. It's been wonderful to see Ella take on this level of motivation, showcasing capabilities as a math student. An area for growth is interpreting word problems. Occasionally, errors occur due to misunderstandings of what a problem is asking. Regular practice in this area will support continued growth in mathematical reasoning. With continued determination and focus, the rest of the year promises to be a success for Ella.</p>	



276 Huron Avenue #1
 Cambridge, MA 02138

Birth date: 5/23/2011

Grade level: 8th Grade

8th Grade Science - Carolyn Sohn

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

8th Grade Science - Carolyn Sohn

	Gr 8 Fall
Comments	
Subject description	
<p>Eighth-grade science begins with an exploration of chemistry. In the first unit, "Properties and States of Matter," students gain an understanding of the molecular motion of matter and how scientists classify matter. In this unit, students explore the first inquiry investigation in which they write and implement their own lab procedure to answer the investigation question: "What happens at a molecular level when thermal energy is added to a substance?"</p> <p>Students then explore the foundational elements of chemistry: atomic structure and the periodic table. Students are then introduced to the basic structure of atoms and the properties of subatomic particles, then take time to explore the periodic table once they understand how to interpret terms like "atomic mass." The periodic table is taught using both digital and physical exploration activities as a tool for understanding chemistry and how elements behave.</p> <p>Students each do a deep dive into one element through the "Element Baby Book" project, in which they "adopt" an element and create a scrapbook-style "baby book" using research they do on that element's history, properties, and uses. By the end of this project, students demonstrated a deeper understanding of an element's structure and properties, as well as connected that element to similar elements on the periodic table.</p> <p>The next unit covers atomic bonding and chemical reactions. Students start by learning different types of bonding through a variety of digital simulations and physical activities. Once the bonding concepts are mastered, students learn more about how breaking and forming bonds connect with chemical reactions. Chemical reactions are brought to life through teacher demonstrations and hands-on labs. The unit includes the lab investigation: "Conservation of Mass: How Does the Total Mass of the Substances Formed as a result of a Chemical Change Compare With the Total Mass of the Original Substances?" This investigation brings to life paper-and-pencil chemical equations by giving students the opportunity to carry out several chemical reactions.</p> <p>Students tackle the final chemistry unit, acids and bases, after winter break. This unit pushes students to build upon their understanding of chemical reactions by adding on the concept of acid-base reactions. This unit incorporates inquiry activities and focused lab investigations, such as a cabbage juice pH lab. In the cabbage juice lab, students classify known household substances such as vinegar and soap as strong/weak acids or bases by using the juice of a red cabbage. Students create and test their own cabbage juice color pH scale, then test the scale using substances with known pH values.</p>	
Narrative 2024-2025	
<p>Ella has taken to chemistry like a duck to water. From the first few chemistry lessons of the year, Ella's excitement was palpable. Ella has consistently engaged in conversations with the teacher about higher-level chemistry concepts not usually covered until high school or even college! Ella works collaboratively with friends but equally enjoys working independently when a topic is particularly engaging. Ella immediately begins homework as soon as it is distributed in class due to a strong desire to learn new concepts. While starting homework in class Ella will often ask additional questions as to the "why" behind new concepts. Ella has greatly enjoyed the chemistry labs in this unit and has applied the same dedication seen in day-to-day classwork to the lab process. Ella's post-lab write-ups have been very thorough and clearly thought out, especially when it comes to identifying potential experimental errors and how the methods could be improved if the experiment were to be repeated. Not surprisingly, Ella's element baby book project on arsenic was full of wonderful details and showed clear passion for the topic. Within the book, Ella's "baby narrative" page (which incorporated basic information about the element) was especially clever, alluding to the dangerous properties of the element by claiming that within arsenic's "first day at home," it lit the entire room on fire. Going into the second half of the year, Ella is sure to love physics just as much as chemistry and is encouraged to keep up the excitement for science that was unlocked in the chemistry unit.</p>	



276 Huron Avenue #1
Cambridge, MA 02138

Birth date: 5/23/2011

Grade level: 8th Grade

8th Grade Spanish - Jose Lopez Espinosa

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

Ella Lindauer-Cohen (Ella)

2024 - 2025



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

276 Huron Avenue #1
Cambridge, MA 02138

Birth date: 5/23/2011

Grade level: 8th Grade

8th Grade Spanish - Jose Lopez Espinosa

	Gr 8 Fall
Comments	
Subject description	
<p>Eighth-grade Spanish continues with a review of the basic structures from fifth, sixth, and seventh grades with new vocabulary and grammar that serves to broaden the speaking, reading, listening, and writing of Spanish. It also provides students with an understanding and appreciation of cultures other than their own when the students compare and connect any Latinx culture and communities with the American culture. Students acquire a working knowledge of a wide variety of grammatical structures and continue to learn to speak Spanish with more accuracy, expanding their understanding of the language and improving fluency, pronunciation, rhythm, and intonation when speaking Spanish. The students graduate knowing how to use the present, past, and future of the indicative tenses, and eighth graders know how to identify the present subjunctive, commands, the present progressive, the conditional, the present perfect, and the imperfect tenses. Our eighth-grade collaboration happens with the eighth-grade humanities teacher, as well as with science, art, drama, and math classes.</p>	
Narrative 2024-2025	
<p>Ella is a very respectful student, as well as kind and helpful. Ella has an advanced Spanish level and has incorporated humor into learning. Ella learns best by speaking and listening and also by watching songs with the lyrics displayed. Ella loves everything we do in class: the games in circles, reading articles in Spanish every Wednesday, Project-Based Learning, and the Game-Based approach activities that happen every Friday. Ella's speaking and listening skills are excellent and continue to grow. When it comes to making progress in Spanish, Ella is in a phase where listening to songs and repeating the rhythm and rhyme greatly benefit Ella. Ella is and will continue to practice reading. The next steps for Ella are to keep practicing the following tenses and to continue to review those already learned: the imperfect tense, the conditional, the present subjunctive, commands, present progressive, and present perfect, given that Ella already knows how to use the past, present, and future tenses using paragraphs.</p>	

8th Grade Drama - Jennifer Salvucci Bent

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



276 Huron Avenue #1
Cambridge, MA 02138

Birth date: 5/23/2011

Grade level: 8th Grade

8th Grade Drama - Jennifer Salvucci Bent

	Gr 8 Fall
Comments	
Subject description	
<p>Eighth grade is essential to the culminating study of the dramatic arts. Drama is intellectual growth, learning to trust your instincts, working with your ensemble, creating safe environments, and risk-taking onstage. It is confidence in making mistakes and it is about the process over time. At the start of the academic term students engage in the first unit of study: Interviewing 101. Because eighth grade is a year of new possibilities and development before transitioning to secondary schools, students begin the process of next school selection, and interviewing has been incorporated into the drama curriculum. This essential skill is not only used for secondary school preparation, but for college and job interviewing as well. Students are lead through a series of interview questions, enhancing their oral presentation skills as progress toward mock interviews. Students begin to realize how like physicality is extremely important in our stage productions, their physical self is used as a marker in interviews. Posture, a firm handshake, eye contact, and culture serve as essential factors in the final interview. The eighth graders also learn the importance of dress in connection with specific situations, and how they should always remain true to who they are as a person: that their thoughts, instincts and reflections on life thus far, is a voice that needs to be heard. Though they will move on to connecting with a different ensemble, students are able to reflect on everything that has brought them to this point in their lives and how their time at Cambridge Friends School has shaped their views on the world. Once the interview unit has concluded, students change course and begin the journey of piecing together a culminating stage production. Using every one of the skills sets incorporated into the first three years of the Cambridge Friends School Drama curriculum, this year's eighth graders will be performing <i>Newsies</i>, <i>JR.!</i> The beginning steps of this process is for the students to identify the through-line of the play, the symbolism and the themes behind it, and then begin the process of text analysis for their individual character(s). From there, we will begin the blocking process, as well as lighting and sound along the way. Looking forward to our final adventure together!</p>	
Narrative 2024-2025	
<p>Ella is always enthusiastic and energetic and continually brings thoughtful discussion questions to the group, no matter what the topic may be. Highly invested in our Next Schools process, Ella continued to explore topic conversations for interviews at the high schools, speaking at length with teachers to help access valuable traits and key elements of personality. Ella demonstrates a deep understanding of self and was respectful and focused as peers sought teacher help in determining the same. Throughout the fall semester, Ella has remained excited and committed to the eighth-grade musical. Despite not identifying as a singer, Ella is excited to explore music and movement throughout our process. Ella is a valued member of our eighth-grade community.</p>	

8th Grade Visual Art - Sami Martasian

	Gr 8 Fall
Visual Art Skills	
<i>Follows art studio procedures and meets art studio expectations for behavior</i>	4
<i>Demonstrates respect for classmates</i>	4
<i>Actively listens and is attentive during instructions and demonstrations</i>	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>	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>	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

8th Grade Visual Art - Sami Martasian

	Gr 8 Fall
Comments	
Subject description	
<p>Eighth-grade has spent this semester honing personal style and practicing useful techniques to carry into their future art making. Each student began the school year by making a talking piece to be used in Restorative justice circles and community time. These were made with care and consideration of their connection to indigenous cultures that inform our understanding of Restorative Justice. Eighth-grade students then participated in making Alebrijes to be displayed on our Day of the Dead Ofrenda along with the rest of the middle school. All grades participating in the project first studied the life and work of Pedro Linares Lopez, who is credited with beginning the tradition. Though this is a yearly project, students approach it each year with different materials; this year the medium was colorful air dry clay and paint markers. Eighth-grade students then began their Surrealist self portrait project. Students began this unit by considering work by Leonora Carrington, Frida Khalo, and Kehinde Wiley, three artists whose work is very different from one another but each keen on using surreal elements to better express the emotional reality of their subjects. Face drawing techniques, both by measuring out the face using a classic figure drawing method and by observation in a mirror helped students begin their planning, which then developed into including expressive elements of their own. Students chose symbols, animals, backgrounds, or changes to their appearance to express their identities and inner emotional landscapes. Our next steps were to study shadow and highlight and paint mixing and application to finish these fabulous pieces. Eighth-grade students are currently concluding a linoleum printmaking unit. Students created a square design that is made in such a way that it creates a larger image when printed. Many students carved their linoleum to be 1/4th of an image, so that once rotated, a complete flower, planet, or shape is formed. Students experimented with different colorways and printed on both fabric and paper.</p>	
Narrative 2024-2025	
<p>This fall has been a productive time in the art room for Ella, who continues to make remarkable work independently or as part of a group. Ella's surrealist self-portrait was carefully planned, with a thoughtful underdrawing guiding thin layers of carefully mixed paint. Geometric shapes float around Ella in a dark background, a nod to this creative student's critical thinking. With a little extra studio time, Ella designed and built portfolio dividers to be used for all grades. Ella created a few, and then students in other classes studied them and replicated them to complete the set. The result was a genuinely positive impact in the organization of a space in the art room that students are responsible for and a moment of leadership for Ella. Linoleum carving and printing was a joyful task for Ella, who rises to the challenge of any project that involves 3D planning and precise material execution.</p>	



276 Huron Avenue #1
Cambridge, MA 02138

Birth date: 5/23/2011

Grade level: 8th Grade

8th Grade Physical Education - Angelo Valle

	Gr 8 Fall
Physical Education Skills	
<i>Comes to class prepared and ready to participate</i>	3
<i>Comes to class positive and cooperative</i>	3
<i>Listens attentively and follows directions</i>	3
<i>Demonstrates safe, responsible behavior that respects self and others.</i>	3
<i>Able to run and find their own pace</i>	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>Contributes to group and team initiatives</i>	4
<i>Demonstrates tactical understanding during team games</i>	3
<i>Demonstrates abilities to perform skills relating to specific team units</i>	3
<i>Understands specific terminology related to skills, positioning, and game play</i>	3
<i>Understands sportsmanship as a critical component of physical education</i>	4
<i>Demonstrates sportsmanship during gameplay</i>	4
<i>Able to accept game outcomes</i>	3
<i>Understands the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</i>	3
<i>Receptive to teacher feedback</i>	4
Comments	
Subject description	
<p>In the first semester of Grade 8 Physical Education, we began each class period with a pace run to warm up for the ensuing activities while developing conditioning and endurance. The focus then turned to coordination and flexibility through dynamic movements and stretches to prepare the muscles for activity. Through cooperative games and team-building activities, we focused on team cooperative skills before moving on to the competitive team games of soccer, football, and basketball. Throughout the semester, we worked on developing good sportsmanship and building the physical fitness skills involved in those sports, including kicking, receiving, passing, dribbling, shooting, throwing, catching, changing direction, and responding and reacting.</p>	
Narrative 2024-2025	
<p>Ella has had an excellent beginning of the year. Always bringing positive energy to the class and ready to participate fully, Ella jumps right into the pace run and dynamic stretches, then listens attentively to instructions for the ensuing activity. Ella accepts feedback and suggestions and demonstrates strong, improving skills and a solid understanding of tactics in all aspects of the class. Ella is a positive leader who is very supportive of teammates, has a strong sense of fair play, and knows how to create healthy competition. Notably, expressions of appreciation are offered throughout and at the end of each class, which exemplifies the Light that Ella brings to the community. Ella should continue along the current path toward excellence.</p>	



28 Harding St.

no

Cambridge, MA 02141

Birth date: 7/14/2011

Grade level: 8th Grade

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

Grades

8th Grade Homeroom/Advisory - Jose Lopez Espinosa

	Gr 8 Fall
Personal and Social Skills	
<i>Engages actively in homeroom routines</i>	3
<i>Makes transitions independently, arriving on time and ready to learn with necessary materials</i>	3
<i>Actively seeks ways to lead by example and model positive community citizenship</i>	3
<i>Has a positive attitude toward school and learning</i>	3
<i>Participates in the care and organization of the classroom environment</i>	3
<i>Seeks adult help when needed</i>	3
<i>Interacts with adults in a positive and productive manner</i>	3
<i>Accepts responsibility and respectfully responds to feedback.</i>	3
<i>Enters school on time, prepared, and ready to learn</i>	3
<i>Organizes cubby and work materials</i>	3
<i>Accepts responsibility for own actions</i>	3
<i>Respects the rights, feelings, and opinions of others</i>	3



28 Harding St.

no

Cambridge, MA 02141

Birth date: 7/14/2011

Grade level: 8th Grade

8th Grade Homeroom/Advisory - Jose Lopez Espinosa

	Gr 8 Fall
Comments	
Subject description	
<p>The eighth-grade advisory program develops trusting and supportive relationships between the teacher and students to improve students' overall experience. Through advisory, students have a community in which to develop and enhance their social and emotional skills, build executive skill functions and work habits. Advisory helps students practice and improve skills in self-direction, problem-solving, community, and effective communication. Additionally, teachers support students as they transition from middle school to high school. This includes strategies on effectively handling stress and anxiety and using Quaker principles and mindfulness to stay centered and calm throughout the secondary school process. Students discuss real-life scenarios that they will likely face in high school and beyond and grapple with nuance when making decisions.</p>	
Narrative 2024-2025	
<p>Finn continues to display solid organizational and time management skills and comes to school prepared for the day.</p> <p>Finn has an outgoing personality and a smile that lights up a room are evident whenever Finn feels comfortable and in a safe space. Over the course of the first part of the year, Finn finds the time spent in advisory challenging, given that Finn worries a bit about classmates liking Finn in everything Finn does. Finn works well both alone and in small groups, especially when working with friends. In the future, it will be important for Finn to keep the balance of social interactions with academic responsibilities, a necessary skill during group activities. Finn has demonstrated the ability to remain focused and on task when interested in a topic and feeling confident. At times, when the activities are not so interesting for Finn, it is very beneficial for Finn to take walks. Finn always keeps track of time and honors it and returns at the time we agreed on.</p>	

8th Grade Humanities - Christopher Gandolfo-Lucia

	Gr 8 Fall
English	
<i>Determines a theme or central idea of a text and analyzes its development over the course of the text, including its relationship to the characters, setting and plot</i>	3
<i>Analyzes how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision</i>	3
<i>Makes inferences about setting, plot, characters, and events, and supports them with evidence from the text</i>	3
<i>Uses evidence from texts effectively to strengthen arguments and prove a thesis in an essay</i>	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>	2
<i>Accepts and incorporates peer and teacher feedback to improve writing pieces</i>	2
<i>Applies revision and editing techniques to polish writing pieces effectively</i>	2
<i>Employs proper use of punctuation</i>	3
<i>Uses effective techniques, relevant descriptive details, and well-structured event sequences to capture experiences in personal essay</i>	2
<i>Engages thoughtfully with independent reading</i>	3
<i>Uses precise words and phrases to capture and convey experiences and information</i>	2



28 Harding St.

no

Cambridge, MA 02141

Birth date: 7/14/2011

Grade level: 8th Grade

8th Grade Humanities - Christopher Gandolfo-Lucia

	Gr 8 Fall
History	
<i>Understands and is able to analyze a text for bias and subjectivity</i>	3
<i>Constructs a historical argument and uses evidence to support it</i>	N/A
<i>Explains causes and effects of historical events</i>	N/A
<i>Analyzes primary source documents for purpose, audience, and message</i>	N/A
<i>Understands the difference between primary and secondary sources</i>	N/A
<i>Examines current events through a historical lens</i>	3
<i>Explains the historical attitudes and treatment of marginalized communities in the U.S. and the major events, leaders, and changes in the rights of those groups over time.</i>	3
<i>Understands the relationship between economic, political, and social change, as well as the ways in which they intersect.</i>	N/A
<i>Analyzes and interprets geographic information</i>	N/A
<i>Analyzes and explains the meaning and context of visuals</i>	N/A
<i>Describes the United States' form and structure of government</i>	N/A
<i>Uses comparative techniques to describe the form and structure of non-US governments</i>	N/A
Research	
<i>Perseveres through the inquiry process, including the development of appropriately rigorous research questions</i>	N/A
<i>Identifies and uses credible sources when conducting research</i>	3
<i>Presents research in an organized, coherent, and polished manner</i>	N/A

Finnegan McKenna (Finn)

2024 - 2025



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Birth date: 7/14/2011

Grade level: 8th Grade

8th Grade Humanities - Christopher Gandolfo-Lucia

	Gr 8 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>	3
<i>Accepts responsibility and respectfully responds to feedback.</i>	3
<i>Respects the rights, feelings, and opinions of others</i>	3
<i>Makes transitions independently, arriving on time and ready to learn with necessary materials</i>	2
<i>Interacts with peers in a positive and productive manner</i>	3
<i>Takes effective notes that summarize relevant information concisely</i>	2
<i>Discusses social issues thoughtfully and respectfully</i>	3
<i>Interacts with adults in a positive and productive manner</i>	4



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Birth date: 7/14/2011

Grade level: 8th Grade

8th Grade Humanities - Christopher Gandolfo-Lucia

		Gr 8 Fall
Comments		
Subject description		
<p>This course investigates the categories that make up “identity” as understood in contemporary culture and politics. We invited students to think widely about the terms they use to define themselves; this focus helps to forge a classroom community where students feel comfortable and encouraged to share personal experiences and perspectives. Students read independent reading books featuring diverse voices and think collaboratively about the importance of representation in literature, film, and television. The first half of the CFS Eighth Grade Humanities course focuses entirely on essay writing. Students practice a complete writing process involving planning/prewriting, drafting, revising, editing, and proofreading/publishing. Via this practice, each student crafts a personalized writing process that emphasizes their strengths and supports areas of challenges. Throughout all essay units, students engage in the process of self-editing, learning the art of taking constructive feedback from both peers and teachers. For each essay, students submit a rough draft and have a 15-minute conference with their Humanities teacher to discuss specific revision points regarding mechanics, punctuation, organization, support, clarity of writing, and flow of argument. This conference-based writing workshop allows each student an opportunity to practice specific skills and areas for growth that are uniquely relevant to their profile as a writer. This fall semester, students practiced three distinct forms of essay writing: persuasive essay, personal essay, and literary analysis essay. Through a unit studying casting processes and minority representation in film, students practiced crafting persuasive arguments regarding the moral, social, and economic considerations that casting directors should evaluate when casting for roles with marginalized identities. Following this unit, students interrogated their own beliefs by writing personal essays. In this unit, students had the choice between supporting their beliefs with narrative essays and expository evidence drawn from history, culture, science, and personal experience. To conclude the semester, students practiced literary analysis essays through an Ursula K. Le Guin author study, during which students read and analyzed the themes of the following stories: “The Wife’s Tale,” “The Ones Who Walk Away From Omelas,” and “The Author of the Acacia Seeds’ and Other Extracts from the Journal of the Association of Therolinguistics.” In addition to this primary focus on essay writing, students have maintained an independent reading routine that involves 45 minutes of independent reading in class each week. Independent reading is evaluated through oral presentations at an interval of 8-10 weeks. In the second half of the year, students will practice research and oral presentation skills through a variety of independent and collaborative project-based assignments. These projects are open-ended and encourage students to employ a variety of interdisciplinary skills: in addition to relying on brainstorming skills and a complete writing process, for these projects, students will make use of data analysis skills, performing and visual arts skills, production design skills, creative writing skills, and other multi-disciplinary skills.</p>		
Narrative 2024-2025		
<p>Finn has approached humanities class with curiosity, thoughtfulness, and an openness to feedback. With each essay assignment, Finn has produced increasingly clear and organized writing. Although the essay structure remains challenging overall, Finn has become comfortable with the format of a paragraph and has successfully practiced using topic sentences as an organizational tool. Finn has experimented with a variety of scaffolds for planning, prewriting, and outlining, although no single format has stuck as an effective long-term support for independent writing; rather, Finn has benefited most from consistent opportunities for specific teacher feedback. Nonetheless, a goal for Finn will be to continue experimenting with teacher-provided scaffolds for essay and project planning. In class discussions, Finn has been an enthusiastic contributor who has become admirably comfortable with unresolved disagreements and differences. Finn has continued to build confidence as a reader and has enthusiastically accepted teacher recommendations for independent reading books; Finn’s increased willingness to invest the time necessary to become engrossed in a book has led Finn to success across reading assignments this semester. Overall, Finn has made marked progress as a writer this semester and has been a solid student in general.</p>		



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Birth date: 7/14/2011

Grade level: 8th Grade

8th Grade Math - Karen Harvey

	Gr 8 Fall
Math Skills	
<i>Able to use distributive property when solving equations or simplifying expressions.</i>	3
<i>Able to set up proportions</i>	2
<i>Able to perform all operations on real numbers.</i>	3
<i>Able to graph quadratic functions</i>	N/A
<i>Able to solve equations with variable on both sides.</i>	3
<i>Able to solve multi-step linear equations.</i>	3
<i>Able to analyze linear equations that contain two variables, and how these can be represented by graphical lines and tables of values</i>	2
<i>Able to graph linear equations and functions</i>	2
<i>Able to identify unique characteristics of, and graph horizontal and vertical lines.</i>	3
<i>Able to find slope of a linear function visually from a graph (rise over run) or calculate from a table ($m = \frac{y_2 - y_1}{x_2 - x_1}$).</i>	2
<i>Able to solve various word problems that involve real world relationships that can be represented by linear equations or functions</i>	2
<i>Able to write an equation in standard form ($Ax + By = C$) from a graph or from a linear equation in non-standard form.</i>	2
<i>Able to write linear equations in slope intercept form ($y = mx + b$) from graphs, tables and word problems.</i>	2
<i>Able to graph linear inequalities and compound linear inequalities</i>	N/A
<i>Able to identify the number of solutions of a linear system of equations.</i>	N/A
<i>Able to interpret systems of inequalities (multiple inequalities at the same time) and use them to describe real-world situations</i>	N/A
<i>Able to solve systems of simple linear inequalities by creating graphs.</i>	N/A
<i>Able to construct, analyze, graph, and interpret basic exponential functions of the form $f(x) = a(r^x)$</i>	N/A
<i>Able to identify exponential functions using graphs and/or tables.</i>	N/A
<i>Able to apply exponent properties involving products, powers of a power, and quotients.</i>	N/A
<i>Able to add and subtract polynomial expressions</i>	N/A
<i>Able to multiply polynomial expressions</i>	N/A
<i>Able to differentiate between monomials, binomials and polynomials, identify the degree of polynomial and leading coefficient.</i>	N/A
<i>Able to solve quadratic equations using square roots.</i>	N/A
<i>Able to identify quadratic functions in equation and graph form, and state their properties (vertex, axis of symmetry, relationship to parent quadratic function).</i>	N/A
<i>Able to use the discriminant to determine the number of solutions to a quadratic equation.</i>	N/A
<i>Able to simplify radicals without and with variables.</i>	N/A



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8th Grade Math - Karen Harvey

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

Finnegan McKenna (Finn)
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2024 - 2025



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8th Grade Math - Karen Harvey

		Gr 8 Fall
Comments		
Subject description		
<p>In 8th grade math, students have engaged with a range of topics that build critical algebraic and statistical skills. The year began with graphing linear equations, where students learned to plot points and understand the relationships represented by linear graphs. They progressed to writing equations and expressions derived from real-world problems and data tables, enhancing their ability to translate between different representations of mathematical relationships. Next, students explored graphing inequalities and solving systems of equations and inequalities, developing strategies to find solutions and interpret their meaning in various contexts. Additionally, the class analyzed two-way data tables, gaining the ability to interpret and organize categorical data effectively. To round out their statistical understanding, students examined correlation coefficients and lines of best fit, learning to interpret statistical relationships and trends within data sets. This comprehensive approach has provided a strong foundation for advanced mathematical concepts and real-world applications.</p>		
Narrative 2024-2025		
<p>This semester, the class has put in great effort as we explored a range of mathematical topics. We started by examining one-variable statistics, where we focused on creating graphical representations of data, classifying distributions as bi-modal, symmetrical, etc., and determining the best measures of center (mean or median) and spread (Mean Absolute Deviation or Interquartile Range). Next, we transitioned into studying linear equations and inequalities. We've made significant progress on the first half of this extensive unit, concentrating on linear equations and expressions. The students have worked on writing equations from word problems, simplifying expressions by combining like terms, using balancing rules to manipulate equations, interpreting graphs, and generating their own linear graphs.</p> <p>Finn has shown commendable growth in independence and confidence in math throughout the first semester. Finn's determination to improve in math and prepare for the challenges of high school is evident and noteworthy. This mindset has contributed to Finn's success, particularly in our unit on linear equations. Finn has demonstrated strong skills in writing equations from word problems, solving equations with more than one variable, and interpreting graphs of linear equations to answer complex questions. These concepts reflect Finn's growing competency and readiness for continued challenges as the year continues.</p> <p>One area for growth is encouraging Finn to seek help when encountering difficult problems rather than skipping questions. This can sometimes make it challenging to address misunderstandings promptly. Finn should continue to work on asking teachers and peers for support when needed and also consider sharing insights with classmates. Explaining mathematical concepts and strategies not only strengthens understanding but also builds confidence. With Finn's drive and potential, these skills will continue to develop, leading to even greater success in math as the year progresses.</p>		



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Birth date: 7/14/2011

Grade level: 8th Grade

8th Grade Science - Carolyn Sohn

	Gr 8 Fall
Science Skills	
<i>Constructs and records close observations of the natural world, and able to asks questions about what is unknown</i>	3
<i>Can independently use the scientific method to answer scientific questions through investigation</i>	3
<i>Organizes data in appropriate form for interpretation and recognizes patterns in data</i>	3
<i>Includes reason and/or evidence to support scientific arguments or conclusions</i>	3
<i>Systems thinking: understands specific information in the context of large scale natural systems, patterns, and cycles</i>	3
<i>Uses class time constructively and works in a focused manner</i>	2
<i>Communicates original findings and understanding through writing, speech, and project work, tailoring communication to specific audiences</i>	3
<i>Demonstrates understanding of concepts, facts and vocabulary during class discussions</i>	3
<i>Demonstrates understanding of concepts, facts, and vocabulary in written work and projects</i>	3
<i>Awareness of individual level of comprehension and uses available resources to further their learning</i>	3
<i>Participates actively and engages in an appropriate manner in lessons and activities</i>	3
<i>Approaches work with curiosity, openness to new experiences, and demonstrates a growth mindset</i>	4
<i>Perseveres on difficult tasks and in problem solving</i>	3
<i>Engages in self-directed learning: setting goals, striving to meet them, and evaluating progress</i>	3
<i>Completes homework thoroughly and on time</i>	2
<i>Records and communicates observations and thinking to others</i>	3
<i>Demonstrates cooperative learning by supporting intellectual risk-taking, actively listening, and participating positively in group work</i>	3

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2024 - 2025



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8th Grade Science - Carolyn Sohn

		Gr 8 Fall
Comments		
Subject description		
<p>Eighth-grade science begins with an exploration of chemistry. In the first unit, "Properties and States of Matter," students gain an understanding of the molecular motion of matter and how scientists classify matter. In this unit, students explore the first inquiry investigation in which they write and implement their own lab procedure to answer the investigation question: "What happens at a molecular level when thermal energy is added to a substance?"</p> <p>Students then explore the foundational elements of chemistry: atomic structure and the periodic table. Students are then introduced to the basic structure of atoms and the properties of subatomic particles, then take time to explore the periodic table once they understand how to interpret terms like "atomic mass." The periodic table is taught using both digital and physical exploration activities as a tool for understanding chemistry and how elements behave.</p> <p>Students each do a deep dive into one element through the "Element Baby Book" project, in which they "adopt" an element and create a scrapbook-style "baby book" using research they do on that element's history, properties, and uses. By the end of this project, students demonstrated a deeper understanding of an element's structure and properties, as well as connected that element to similar elements on the periodic table.</p> <p>The next unit covers atomic bonding and chemical reactions. Students start by learning different types of bonding through a variety of digital simulations and physical activities. Once the bonding concepts are mastered, students learn more about how breaking and forming bonds connect with chemical reactions. Chemical reactions are brought to life through teacher demonstrations and hands-on labs. The unit includes the lab investigation: "Conservation of Mass: How Does the Total Mass of the Substances Formed as a result of a Chemical Change Compare With the Total Mass of the Original Substances?" This investigation brings to life paper-and-pencil chemical equations by giving students the opportunity to carry out several chemical reactions.</p> <p>Students tackle the final chemistry unit, acids and bases, after winter break. This unit pushes students to build upon their understanding of chemical reactions by adding on the concept of acid-base reactions. This unit incorporates inquiry activities and focused lab investigations, such as a cabbage juice pH lab. In the cabbage juice lab, students classify known household substances such as vinegar and soap as strong/weak acids or bases by using the juice of a red cabbage. Students create and test their own cabbage juice color pH scale, then test the scale using substances with known pH values.</p>		
Narrative 2024-2025		
<p>Finn approaches each class with lots of energy and can typically focus that energy on classwork with teacher support. Finn uses movement breaks effectively to help reset focus during class, coming back from these breaks ready to continue learning. Finn is most successful with classwork when a teacher first shows an example, allowing Finn to utilize that template to complete the assignments. Finn frequently needs reminders to turn in homework, though having a routine, predictable assignment schedule has helped to stay on track. The timing of the lab period this year has presented a challenge to Finn because it occurs on Friday afternoons. Finn has been most successful in labs when Finn is confident with the underlying concepts; when the background for a lab isn't fully understood, Finn tends to become unmoored and struggles to stay engaged. However, when another classmate takes a leadership role within the lab group, Finn is able to engage more effectively and complete the lab. As with classwork, Finn does best with templates when it comes to tackling projects. During the element baby book project, Finn was able to fulfill all the requirements, creating a baby book for the adopted element Copper that included all requested information, in addition to sprinkling in bits of humor for an overall enjoyable book. Going into the second half of the year, Finn is encouraged to continue to tackle difficult concepts and workloads in the face of less-than-ideal circumstances, such as the end of a day.</p>		



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Cambridge, MA 02141

Birth date: 7/14/2011

Grade level: 8th Grade

8th Grade Spanish - Jose Lopez Espinosa

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

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2024 - 2025



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Grade level: 8th Grade

8th Grade Spanish - Jose Lopez Espinosa

	Gr 8 Fall
Comments	
Subject description	
<p>Eighth-grade Spanish continues with a review of the basic structures from fifth, sixth, and seventh grades with new vocabulary and grammar that serves to broaden the speaking, reading, listening, and writing of Spanish. It also provides students with an understanding and appreciation of cultures other than their own when the students compare and connect any Latinx culture and communities with the American culture. Students acquire a working knowledge of a wide variety of grammatical structures and continue to learn to speak Spanish with more accuracy, expanding their understanding of the language and improving fluency, pronunciation, rhythm, and intonation when speaking Spanish. The students graduate knowing how to use the present, past, and future of the indicative tenses, and eighth graders know how to identify the present subjunctive, commands, the present progressive, the conditional, the present perfect, and the imperfect tenses. Our eighth-grade collaboration happens with the eighth-grade humanities teacher, as well as with science, art, drama, and math classes.</p>	
Narrative 2024-2025	
<p>Finn has made much progress in Spanish. Finn knows the present and past tenses but needs to keep practicing consistently so to develop further speaking, writing, reading, and listening skills in long sentences. Following the formula who-what-what- (where and when) will help Finn achieve this goal. Finn is focused, kind, and inquisitive. Though it is a less preferred task, Finn understands that reading in Spanish is an important part of learning a foreign language. Finn has favorites to work with when it comes to doing projects in teams, but Finn also works well with whomever I assign Finn to work with. Finn is currently working on a collaborative project that requires applying the four skills mentioned above. The next steps for Finn are improving their writing skills and speaking skills by completing homework and classwork. Finn will continue making progress in reading and listening skills, practicing the preterit tense, as well as the present and future tenses.</p>	

8th Grade Drama - Jennifer Salvucci Bent

	Gr 8 Fall
Drama Skills	
<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>	N/A
<i>Encourages their peers onstage and works together to ensure the growth and connection of the ensemble</i>	3



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Grade level: 8th Grade

8th Grade Drama - Jennifer Salvucci Bent

	Gr 8 Fall
Comments	
Subject description	
<p>Eighth grade is essential to the culminating study of the dramatic arts. Drama is intellectual growth, learning to trust your instincts, working with your ensemble, creating safe environments, and risk-taking onstage. It is confidence in making mistakes and it is about the process over time. At the start of the academic term students engage in the first unit of study: Interviewing 101. Because eighth grade is a year of new possibilities and development before transitioning to secondary schools, students begin the process of next school selection, and interviewing has been incorporated into the drama curriculum. This essential skill is not only used for secondary school preparation, but for college and job interviewing as well. Students are lead through a series of interview questions, enhancing their oral presentation skills as progress toward mock interviews. Students begin to realize how like physicality is extremely important in our stage productions, their physical self is used as a marker in interviews. Posture, a firm handshake, eye contact, and culture serve as essential factors in the final interview. The eighth graders also learn the importance of dress in connection with specific situations, and how they should always remain true to who they are as a person: that their thoughts, instincts and reflections on life thus far, is a voice that needs to be heard. Though they will move on to connecting with a different ensemble, students are able to reflect on everything that has brought them to this point in their lives and how their time at Cambridge Friends School has shaped their views on the world. Once the interview unit has concluded, students change course and begin the journey of piecing together a culminating stage production. Using every one of the skills sets incorporated into the first three years of the Cambridge Friends School Drama curriculum, this year's eighth graders will be performing <i>Newsies</i>, <i>JR.</i>! The beginning steps of this process is for the students to identify the through-line of the play, the symbolism and the themes behind it, and then begin the process of text analysis for their individual character(s). From there, we will begin the blocking process, as well as lighting and sound along the way. Looking forward to our final adventure together!</p>	
Narrative 2024-2025	
<p>Finn continues to have a sunny disposition and a kind heart. Finn has worked hard to discover a more confident sense of self and is working on being less distracting in class. In the last few weeks alone, Finn has grown tremendously as a person and has done a lot of reflection, developing a much stronger sense of community. Finn was a bit unsure of the Next School interviewing unit, but once Finn recognized that the skills being taught were life skills that would be useful in adulthood, Finn got on board. Finn seems excited about the eighth-grade musical and is committed to the rehearsal process and the ensemble.</p>	

8th Grade Visual Art - Sami Martasian

	Gr 8 Fall
Visual Art Skills	
<i>Follows art studio procedures and meets art studio expectations for behavior</i>	2
<i>Demonstrates respect for classmates</i>	2
<i>Actively listens and is attentive during instructions and demonstrations</i>	2
<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>	2
<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

8th Grade Visual Art - Sami Martasian

		Gr 8 Fall
Comments		
Subject description		
<p>Eighth-grade has spent this semester honing personal style and practicing useful techniques to carry into their future art making. Each student began the school year by making a talking piece to be used in Restorative justice circles and community time. These were made with care and consideration of their connection to indigenous cultures that inform our understanding of Restorative Justice. Eighth-grade students then participated in making Alebrijes to be displayed on our Day of the Dead Ofrenda along with the rest of the middle school. All grades participating in the project first studied the life and work of Pedro 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. Eighth-grade students then began their Surrealist self portrait project. Students began this unit by considering work by Leonora Carrington, Frida Khalo, and Kehinde Wiley, three artists whose work is very different from one another but each keen on using surreal elements to better express the emotional reality of their subjects. Face drawing techniques, both by measuring out the face using a classic figure drawing method and by observation in a mirror helped students begin their planning, which then developed into including expressive elements of their own. Students chose symbols, animals, backgrounds, or changes to their appearance to express their identities and inner emotional landscapes. Our next steps were to study shadow and highlight and paint mixing and application to finish these fabulous pieces. Eighth-grade students are currently concluding a linoleum printmaking unit. Students created a square design that is made in such a way that it creates a larger image when printed. Many students carved their linoleum to be 1/4th of an image, so that once rotated, a complete flower, planet, or shape is formed. Students experimented with different colorways and printed on both fabric and paper.</p>		
Narrative 2024-2025		
<p>Finn is a naturally creative student whose sense of humor and observation lends itself to visual art. Finn's surrealist self-portrait captures this student's sense of humor; the bust sports a classic Groucho-style pair of glasses with a costume nose and mischievous smile. Finn's intuitive drawing style transfers well into acrylic paint, choosing to feature bold black lines outlining the features of the face, which stands out against a black background. Finn took great care to mix the skin tone, which anchors the work in a sense of realism that compliments the cartoonish style.</p>		



28 Harding St.

no

Cambridge, MA 02141

Birth date: 7/14/2011

Grade level: 8th Grade

8th Grade Physical Education - Angelo Valle

	Gr 8 Fall
Physical Education Skills	
<i>Comes to class prepared and ready to participate</i>	3
<i>Comes to class positive and cooperative</i>	3
<i>Listens attentively and follows directions</i>	2
<i>Demonstrates safe, responsible behavior that respects self and others.</i>	2
<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>Contributes to group and team initiatives</i>	3
<i>Demonstrates tactical understanding during team games</i>	3
<i>Demonstrates abilities to perform skills relating to specific team units</i>	3
<i>Understands specific terminology related to skills, positioning, and game play</i>	3
<i>Understands sportsmanship as a critical component of physical education</i>	2
<i>Demonstrates sportsmanship during gameplay</i>	2
<i>Able to accept game outcomes</i>	3
<i>Understands the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</i>	3
<i>Receptive to teacher feedback</i>	3

8th Grade Physical Education - Angelo Valle

		Gr 8 Fall
Comments		
Subject description		
In the first semester of Grade 8 Physical Education, we began each class period with a pace run to warm up for the ensuing activities while developing conditioning and endurance. The focus then turned to coordination and flexibility through dynamic movements and stretches to prepare the muscles for activity. Through cooperative games and team-building activities, we focused on team cooperative skills before moving on to the competitive team games of soccer, football, and basketball. Throughout the semester, we worked on developing good sportsmanship and building the physical fitness skills involved in those sports, including kicking, receiving, passing, dribbling, shooting, throwing, catching, changing direction, and responding and reacting.		
Narrative 2024-2025		
Finn has had a good beginning of the year. Finn always arrives to class promptly or early, is usually properly equipped, has a positive attitude, and is ready to participate. Though often distracted by classmates during instruction and occasionally making inappropriate remarks for class, Finn has made an effort to maintain focus better and hold off on extraneous commentary. Finn eventually started taking the class-starting pace run and dynamic stretches more seriously and has begun to put forth a good effort in them, setting a better example for the class. Demonstrating good, improving skills and understanding of tactics in all aspects of the class, Finn has become more willing to work with a wider array of teammates, thereby showing a better understanding of teamwork and respect for teammates. Sometimes, during competition, though, Finn can get carried away with overexuberant celebration and taunting of friends, which then requires a reminder about sportsmanship and respect for everyone in the game. Some goals for Finn would be to continue withholding unnecessary interruptive talk and to remember to be supportive and encouraging of all classmates.		



67 Rindge Ave
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Birth date: 6/27/2011
Grade level: 8th Grade

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

Grades

8th Grade Homeroom/Advisory - Christopher Gandolfo-Lucia

	Gr 8 Fall
Personal and Social Skills	
<i>Engages actively in homeroom routines</i>	3
<i>Makes transitions independently, arriving on time and ready to learn with necessary materials</i>	3
<i>Actively seeks ways to lead by example and model positive community citizenship</i>	4
<i>Has a positive attitude toward school and learning</i>	4
<i>Participates in the care and organization of the classroom environment</i>	4
<i>Seeks adult help when needed</i>	3
<i>Interacts with adults in a positive and productive manner</i>	4
<i>Accepts responsibility and respectfully responds to feedback.</i>	3
<i>Enters school on time, prepared, and ready to learn</i>	3
<i>Organizes cubby and work materials</i>	4
<i>Accepts responsibility for own actions</i>	3
<i>Respects the rights, feelings, and opinions of others</i>	4

Francesca Muir (Frankie)

2024 - 2025



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67 Rindge Ave
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Birth date: 6/27/2011

Grade level: 8th Grade

8th Grade Homeroom/Advisory - Christopher Gandolfo-Lucia

	Gr 8 Fall
Comments	
Subject description	
<p>In order to be successful in and out of school, students need to learn a set of social and emotional competencies—cooperation, assertiveness, responsibility, empathy, and self-control—and a set of academic competencies—academic mindset, perseverance, learning strategies, and academic behaviors. The eighth-grade advisory is designed to help students develop these skills through discussions, reflections, and project-based opportunities for community building and engagement. In addition to these social, emotional, and academic skills, the eighth-grade advisory also guides and supports students through the secondary school application and selection process.</p>	
Narrative 2024-2025	
<p>Frankie has been an exceptionally organized and hard-working member of the eighth-grade cohort this semester. Frankie has taken great pride in completing assignments with precision and accuracy, and Frankie has consistently approached all classes with diligence, focus, and a genuine desire to grow as both a person and a learner. Frankie has always been on time and prepared for class and has demonstrated strong organizational skills throughout this semester. Frankie has brought a similar level of stewardship and attention to detail to maintaining both Frankie's cubby and shared spaces.</p> <p>Socially, Frankie has maintained incredibly strong friendships throughout the eighth grade and has been well-liked and respected by all classmates. As one of the SPARK Co-Clerks, Frankie has used this role to advocate for others and to promote positive change within the Middle School community; for example, Frankie recently oversaw an initiative to support students who want to start clubs in finding times, spaces, and academic advisors for these programs. Frankie's joyful approach to school, paired with a warm sense of humor, has made Frankie a beloved community member, both among peers and adults. Frankie has particularly enjoyed engaging with adults on a variety of topics like music, movies, culture, and current events, and this enthusiasm for engaging with adults throughout the community has only strengthened Frankie's relationships and standing at school. Overall, Frankie's combination of academic excellence, leadership, and warmth has made Frankie an outstanding member of the eighth-grade class this semester.</p>	

8th Grade Humanities - Christopher Gandolfo-Lucia

	Gr 8 Fall
English	
<i>Determines a theme or central idea of a text and analyzes its development over the course of the text, including its relationship to the characters, setting and plot</i>	4
<i>Analyzes how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision</i>	4
<i>Makes inferences about setting, plot, characters, and events, and supports them with evidence from the text</i>	3
<i>Uses evidence from texts effectively to strengthen arguments and prove a thesis in an essay</i>	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>	3
<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>	4
<i>Employs proper use of punctuation</i>	3
<i>Uses effective techniques, relevant descriptive details, and well-structured event sequences to capture experiences in personal essay</i>	4
<i>Engages thoughtfully with independent reading</i>	3
<i>Uses precise words and phrases to capture and convey experiences and information</i>	3



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Grade level: 8th Grade

8th Grade Humanities - Christopher Gandolfo-Lucia

	Gr 8 Fall
History	
<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>	N/A
<i>Explains causes and effects of historical events</i>	N/A
<i>Analyzes primary source documents for purpose, audience, and message</i>	N/A
<i>Understands the difference between primary and secondary sources</i>	N/A
<i>Examines current events through a historical lens</i>	3
<i>Explains the historical attitudes and treatment of marginalized communities in the U.S. and the major events, leaders, and changes in the rights of those groups over time.</i>	3
<i>Understands the relationship between economic, political, and social change, as well as the ways in which they intersect.</i>	N/A
<i>Analyzes and interprets geographic information</i>	N/A
<i>Analyzes and explains the meaning and context of visuals</i>	N/A
<i>Describes the United States' form and structure of government</i>	N/A
<i>Uses comparative techniques to describe the form and structure of non-US governments</i>	N/A
Research	
<i>Perseveres through the inquiry process, including the development of appropriately rigorous research questions</i>	N/A
<i>Identifies and uses credible sources when conducting research</i>	3
<i>Presents research in an organized, coherent, and polished manner</i>	N/A

Francesca Muir (Frankie)

2024 - 2025

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Grade level: 8th Grade



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8th Grade Humanities - Christopher Gandolfo-Lucia

	Gr 8 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>	4
<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>	4
<i>Listens actively to teachers and classmates</i>	3
<i>Seeks assistance when needed</i>	3
<i>Accepts responsibility and respectfully responds to feedback.</i>	3
<i>Respects the rights, feelings, and opinions of others</i>	3
<i>Makes transitions independently, arriving on time and ready to learn with necessary materials</i>	3
<i>Interacts with peers in a positive and productive manner</i>	3
<i>Takes effective notes that summarize relevant information concisely</i>	4
<i>Discusses social issues thoughtfully and respectfully</i>	3
<i>Interacts with adults in a positive and productive manner</i>	4

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8th Grade Humanities - Christopher Gandolfo-Lucia

		Gr 8 Fall
Comments		
Subject description		
<p>This course investigates the categories that make up “identity” as understood in contemporary culture and politics. We invited students to think widely about the terms they use to define themselves; this focus helps to forge a classroom community where students feel comfortable and encouraged to share personal experiences and perspectives. Students read independent reading books featuring diverse voices and think collaboratively about the importance of representation in literature, film, and television. The first half of the CFS Eighth Grade Humanities course focuses entirely on essay writing. Students practice a complete writing process involving planning/prewriting, drafting, revising, editing, and proofreading/publishing. Via this practice, each student crafts a personalized writing process that emphasizes their strengths and supports areas of challenges. Throughout all essay units, students engage in the process of self-editing, learning the art of taking constructive feedback from both peers and teachers. For each essay, students submit a rough draft and have a 15-minute conference with their Humanities teacher to discuss specific revision points regarding mechanics, punctuation, organization, support, clarity of writing, and flow of argument. This conference-based writing workshop allows each student an opportunity to practice specific skills and areas for growth that are uniquely relevant to their profile as a writer. This fall semester, students practiced three distinct forms of essay writing: persuasive essay, personal essay, and literary analysis essay. Through a unit studying casting processes and minority representation in film, students practiced crafting persuasive arguments regarding the moral, social, and economic considerations that casting directors should evaluate when casting for roles with marginalized identities. Following this unit, students interrogated their own beliefs by writing personal essays. In this unit, students had the choice between supporting their beliefs with narrative essays and expository evidence drawn from history, culture, science, and personal experience. To conclude the semester, students practiced literary analysis essays through an Ursula K. Le Guin author study, during which students read and analyzed the themes of the following stories: “The Wife’s Tale,” “The Ones Who Walk Away From Omelas,” and “The Author of the Acacia Seeds’ and Other Extracts from the Journal of the Association of Therolinguistics.” In addition to this primary focus on essay writing, students have maintained an independent reading routine that involves 45 minutes of independent reading in class each week. Independent reading is evaluated through oral presentations at an interval of 8-10 weeks. In the second half of the year, students will practice research and oral presentation skills through a variety of independent and collaborative project-based assignments. These projects are open-ended and encourage students to employ a variety of interdisciplinary skills: in addition to relying on brainstorming skills and a complete writing process, for these projects, students will make use of data analysis skills, performing and visual arts skills, production design skills, creative writing skills, and other multi-disciplinary skills.</p>		
Narrative 2024-2025		
<p>Frankie has come to humanities class with focus and an earnest desire to learn every day this semester. Frankie's capacity for sustained, rigorous intellectual work has been evident across all of Frankie's essays in their quality of writing, argumentative strategies, and selection of topics and supporting information. Frankie has employed a thorough writing process to great success and has demonstrated remarkable academic maturity in being willing to repeatedly revise writing until it successfully accomplishes or exceeds its initial goals. Frankie's literary analysis work has been particularly outstanding this semester, illustrating Frankie's command over the skills involved in discerning the function of subtle symbols and images and then connecting these devices to significant overarching themes. Frankie has continued to approach independent reading assignments with eagerness, curiosity, and a willingness to explore books outside of Frankie's typical preferred genres. In class discussions, Frankie has been confident when expressing opinions, patient when listening to others, and compassionate when advocating around issues of social justice and equity. Frankie has particularly excelled when given opportunities to give formal presentations to the class. Overall, Frankie has been an excellent student in humanities class this semester.</p>		



67 Rindge Ave
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Birth date: 6/27/2011

Grade level: 8th Grade

8th Grade Math - Karen Harvey

	Gr 8 Fall
Math Skills	
<i>Able to use distributive property when solving equations or simplifying expressions.</i>	3
<i>Able to set up proportions</i>	3
<i>Able to perform all operations on real numbers.</i>	3
<i>Able to graph quadratic functions</i>	N/A
<i>Able to solve equations with variable on both sides.</i>	4
<i>Able to solve multi-step linear equations.</i>	4
<i>Able to analyze linear equations that contain two variables, and how these can be represented by graphical lines and tables of values</i>	3
<i>Able to graph linear equations and functions</i>	3
<i>Able to identify unique characteristics of, and graph horizontal and vertical lines.</i>	3
<i>Able to find slope of a linear function visually from a graph (rise over run) or calculate from a table ($m = \frac{y_2 - y_1}{x_2 - x_1}$).</i>	3
<i>Able to solve various word problems that involve real world relationships that can be represented by linear equations or functions</i>	3
<i>Able to write an equation in standard form ($Ax + By = C$) from a graph or from a linear equation in non-standard form.</i>	3
<i>Able to write linear equations in slope intercept form ($y = mx + b$) from graphs, tables and word problems.</i>	3
<i>Able to graph linear inequalities and compound linear inequalities</i>	3
<i>Able to identify the number of solutions of a linear system of equations.</i>	3
<i>Able to interpret systems of inequalities (multiple inequalities at the same time) and use them to describe real-world situations</i>	3
<i>Able to solve systems of simple linear inequalities by creating graphs.</i>	3
<i>Able to construct, analyze, graph, and interpret basic exponential functions of the form $f(x) = a(r^x)$</i>	N/A
<i>Able to identify exponential functions using graphs and/or tables.</i>	N/A
<i>Able to apply exponent properties involving products, powers of a power, and quotients.</i>	N/A
<i>Able to add and subtract polynomial expressions</i>	N/A
<i>Able to multiply polynomial expressions</i>	N/A
<i>Able to differentiate between monomials, binomials and polynomials, identify the degree of polynomial and leading coefficient.</i>	N/A
<i>Able to solve quadratic equations using square roots.</i>	N/A
<i>Able to identify quadratic functions in equation and graph form, and state their properties (vertex, axis of symmetry, relationship to parent quadratic function).</i>	N/A
<i>Able to use the discriminant to determine the number of solutions to a quadratic equation.</i>	N/A
<i>Able to simplify radicals without and with variables.</i>	N/A



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Grade level: 8th Grade

8th Grade Math - Karen Harvey

	Gr 8 Fall
Identify, Solve, Simplify Linear equations, Quadratic Equations and Factor Polynomials	
<i>Able to solve systems of linear equations using algebraic methods</i>	3
<i>Able to visualize linear systems and systems of linear inequalities using graphing calculator technology</i>	3
<i>Able to solve quadratic equations using the quadratic formula</i>	N/A
<i>Able to identify and combine like terms</i>	4
<i>Able to distinguish between expressions and equations</i>	4
<i>Able to simplify expressions</i>	4
<i>Able to identify, define, and determine opposites and absolute values of integers</i>	3
<i>Able to evaluate, graph, analyze, and create various types of functions</i>	3
<i>Able to solve linear inequalities</i>	3
<i>Able to write linear equations in point-slope form $(y - y_1) = m(x - x_1)$ from graphs and tables; given a point-slope equation, able to graph it.</i>	3
<i>Able to solve compound linear inequalities</i>	3
<i>Able to solve one-step linear equations</i>	3
Math Work Habits	
<i>Comes to class prepared and on time</i>	3
<i>Takes notes and uses notes successfully on open book tests</i>	3
<i>Completes homework assignments on time</i>	3
<i>Thoroughly completes class and homework assignments</i>	3
<i>Participates cooperatively and actively (volunteers, asks questions, engages with concepts and materials) in class</i>	3
<i>Advocates for support when needed</i>	3
<i>Demonstrates attentive and positive attitude</i>	3

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2024 - 2025



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8th Grade Math - Karen Harvey

		Gr 8 Fall
Comments		
Subject description		
<p>In 8th grade math, students have engaged with a range of topics that build critical algebraic and statistical skills. The year began with graphing linear equations, where students learned to plot points and understand the relationships represented by linear graphs. They progressed to writing equations and expressions derived from real-world problems and data tables, enhancing their ability to translate between different representations of mathematical relationships. Next, students explored graphing inequalities and solving systems of equations and inequalities, developing strategies to find solutions and interpret their meaning in various contexts. Additionally, the class analyzed two-way data tables, gaining the ability to interpret and organize categorical data effectively. To round out their statistical understanding, students examined correlation coefficients and lines of best fit, learning to interpret statistical relationships and trends within data sets. This comprehensive approach has provided a strong foundation for advanced mathematical concepts and real-world applications.</p>		
Narrative 2024-2025		
<p>This fall, we started by identifying areas where students felt they needed extra support. From there, we dove into solving linear equations, followed by writing equations and expressions based on examples. The class then tackled solving systems of equations using the elimination method before moving on to graphing these systems. In the second half of our unit on equations and inequalities, students practiced graphing linear inequalities and generating systems of inequalities from word problems. Currently, we're focused on two-variable statistics, exploring correlation versus causation, using graphing technology to calculate the line of best fit, interpreting the meaning of the best-fit line in context, determining residuals, and predicting the correlation coefficient from a graph.</p> <p>Frankie has demonstrated a consistent, high-level understanding of all topics covered in class this year. One of Frankie's key strengths is interpreting residual graphical representations and determining the correlation of scatter plots, consistently applying these concepts with precision. Additionally, Frankie excels in working with linear equations, particularly systems of equations and inequalities, solving them with a high degree of consistency and accuracy.</p> <p>To continue fostering growth,]Frankie is encouraged to seek out additional opportunities for challenge in math. Taking on more complex problems will help push progress forward and ensure continued development. With Frankie's strong abilities and determination, the rest of the school year offers exciting potential for even greater achievement.</p>		



67 Rindge Ave
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Birth date: 6/27/2011

Grade level: 8th Grade

8th Grade Science - Carolyn Sohn

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

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8th Grade Science - Carolyn Sohn

		Gr 8 Fall
Comments		
Subject description		
<p>Eighth-grade science begins with an exploration of chemistry. In the first unit, "Properties and States of Matter," students gain an understanding of the molecular motion of matter and how scientists classify matter. In this unit, students explore the first inquiry investigation in which they write and implement their own lab procedure to answer the investigation question: "What happens at a molecular level when thermal energy is added to a substance?"</p> <p>Students then explore the foundational elements of chemistry: atomic structure and the periodic table. Students are then introduced to the basic structure of atoms and the properties of subatomic particles, then take time to explore the periodic table once they understand how to interpret terms like "atomic mass." The periodic table is taught using both digital and physical exploration activities as a tool for understanding chemistry and how elements behave.</p> <p>Students each do a deep dive into one element through the "Element Baby Book" project, in which they "adopt" an element and create a scrapbook-style "baby book" using research they do on that element's history, properties, and uses. By the end of this project, students demonstrated a deeper understanding of an element's structure and properties, as well as connected that element to similar elements on the periodic table.</p> <p>The next unit covers atomic bonding and chemical reactions. Students start by learning different types of bonding through a variety of digital simulations and physical activities. Once the bonding concepts are mastered, students learn more about how breaking and forming bonds connect with chemical reactions. Chemical reactions are brought to life through teacher demonstrations and hands-on labs. The unit includes the lab investigation: "Conservation of Mass: How Does the Total Mass of the Substances Formed as a result of a Chemical Change Compare With the Total Mass of the Original Substances?" This investigation brings to life paper-and-pencil chemical equations by giving students the opportunity to carry out several chemical reactions.</p> <p>Students tackle the final chemistry unit, acids and bases, after winter break. This unit pushes students to build upon their understanding of chemical reactions by adding on the concept of acid-base reactions. This unit incorporates inquiry activities and focused lab investigations, such as a cabbage juice pH lab. In the cabbage juice lab, students classify known household substances such as vinegar and soap as strong/weak acids or bases by using the juice of a red cabbage. Students create and test their own cabbage juice color pH scale, then test the scale using substances with known pH values.</p>		
Narrative 2024-2025		
<p>Frankie is an earnest and hardworking student who comes to class each day ready to tackle new concepts. Frankie learns best by talking through concepts in order to process them orally for understanding. Frankie always completes homework on time, keeping friends accountable and being accountable to those friends so that they are all successful. Frankie clearly enjoys labs and excels at working in group settings. Frankie is excellent at leading a group without ever being overbearing. Frankie enjoys working on post-lab assignments collaboratively as well. Frankie created a truly incredible element baby book about chlorine with a mosaic-like felt cover. Each page within the book included a clever combination of required information and subtle humor to achieve a light-hearted yet informative baby book. On the final page of the book, Frankie's "hopes for the future" for chlorine made those who read it literally laugh out loud. Frankie has already expressed interest in the physics content coming up in the second half of the year. Frankie is encouraged to continue learning collaboratively and to continue the excellent academic habits shown in the first half of the year.</p>		



67 Rindge Ave
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Birth date: 6/27/2011

Grade level: 8th Grade

8th Grade Spanish - Jose Lopez Espinosa

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

Francesca Muir (Frankie)

2024 - 2025

67 Rindge Ave
Cambridge, MA 02140

Birth date: 6/27/2011

Grade level: 8th Grade



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8th Grade Spanish - Jose Lopez Espinosa

	Gr 8 Fall
Comments	
Subject description	
<p>Eighth-grade Spanish continues with a review of the basic structures from fifth, sixth, and seventh grades with new vocabulary and grammar that serves to broaden the speaking, reading, listening, and writing of Spanish. It also provides students with an understanding and appreciation of cultures other than their own when the students compare and connect any Latinx culture and communities with the American culture. Students acquire a working knowledge of a wide variety of grammatical structures and continue to learn to speak Spanish with more accuracy, expanding their understanding of the language and improving fluency, pronunciation, rhythm, and intonation when speaking Spanish. The students graduate knowing how to use the present, past, and future of the indicative tenses, and eighth graders know how to identify the present subjunctive, commands, the present progressive, the conditional, the present perfect, and the imperfect tenses. Our eighth-grade collaboration happens with the eighth-grade humanities teacher, as well as with science, art, drama, and math classes.</p>	
Narrative 2024-2025	
<p>Frankie's kindness, thoughtfulness, positivity, and encouragement serve as a model for the class. Frankie loves Spanish music, which supports verbal comprehension. Frankie also enjoys the online activities, and is able to make visual connections when reading the questions that increase her recall when we do speaking activities weekly. Even though Frankie likes the reading activities, Frankie has mentioned that speaking, listening, and writing flow better. However, it has been stated to the class that it is important to grow and progress in the four skills. Frankie loves art, and that is why Frankie is creating an amazing board game as part of the eighth-grade project where students show that they can use past, present, and future tenses. The next steps for Frankie are continuing to practice writing, continuing the great speaking and listening, - and pushing to do more reading, given that it will be very beneficial in expanding learning by the end of the school year.</p>	

8th Grade Drama - Jennifer Salvucci Bent

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



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8th Grade Drama - Jennifer Salvucci Bent

	Gr 8 Fall
Comments	
Subject description	
<p>Eighth grade is essential to the culminating study of the dramatic arts. Drama is intellectual growth, learning to trust your instincts, working with your ensemble, creating safe environments, and risk-taking onstage. It is confidence in making mistakes and it is about the process over time. At the start of the academic term students engage in the first unit of study: Interviewing 101. Because eighth grade is a year of new possibilities and development before transitioning to secondary schools, students begin the process of next school selection, and interviewing has been incorporated into the drama curriculum. This essential skill is not only used for secondary school preparation, but for college and job interviewing as well. Students are lead through a series of interview questions, enhancing their oral presentation skills as progress toward mock interviews. Students begin to realize how like physicality is extremely important in our stage productions, their physical self is used as a marker in interviews. Posture, a firm handshake, eye contact, and culture serve as essential factors in the final interview. The eighth graders also learn the importance of dress in connection with specific situations, and how they should always remain true to who they are as a person: that their thoughts, instincts and reflections on life thus far, is a voice that needs to be heard. Though they will move on to connecting with a different ensemble, students are able to reflect on everything that has brought them to this point in their lives and how their time at Cambridge Friends School has shaped their views on the world. Once the interview unit has concluded, students change course and begin the journey of piecing together a culminating stage production. Using every one of the skills sets incorporated into the first three years of the Cambridge Friends School Drama curriculum, this year's eighth graders will be performing <i>Newsies</i>, <i>JR.</i>! The beginning steps of this process is for the students to identify the through-line of the play, the symbolism and the themes behind it, and then begin the process of text analysis for their individual character(s). From there, we will begin the blocking process, as well as lighting and sound along the way. Looking forward to our final adventure together!</p>	
Narrative 2024-2025	
<p>Frankie has a fundamental respect for community, which is evident in conversations with peers and in helping others see someone else's perspective. Frankie is kind, understanding, and empathetic. Frankie is invested in the eighth-grade musical, has taken on the role of lead choreographer, and has helped get peers engaged in the process. Frankie continues to demonstrate leadership qualities and be the voice of reason. Frankie has remained invested in the interviewing process for Next Schools. Frankie has made the decision to attend public high school but recognizes the value of interviewing. Armed with the understanding that these are life skills that everyone needs for college and the professional world, Frankie has continued to ask thoughtful questions and probe deeper into the understanding of self.</p>	

8th Grade Visual Art - Sami Martasian

	Gr 8 Fall
Visual Art Skills	
<i>Follows art studio procedures and meets art studio expectations for behavior</i>	4
<i>Demonstrates respect for classmates</i>	4
<i>Actively listens and is attentive during instructions and demonstrations</i>	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>	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>	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>	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

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8th Grade Visual Art - Sami Martasian

		Gr 8 Fall
Comments		
Subject description		
<p>Eighth-grade has spent this semester honing personal style and practicing useful techniques to carry into their future art making. Each student began the school year by making a talking piece to be used in Restorative justice circles and community time. These were made with care and consideration of their connection to indigenous cultures that inform our understanding of Restorative Justice. Eighth-grade students then participated in making Alebrijes to be displayed on our Day of the Dead Ofrenda along with the rest of the middle school. All grades participating in the project first studied the life and work of Pedro 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. Eighth-grade students then began their Surrealist self portrait project. Students began this unit by considering work by Leonora Carrington, Frida Khalo, and Kehinde Wiley, three artists whose work is very different from one another but each keen on using surreal elements to better express the emotional reality of their subjects. Face drawing techniques, both by measuring out the face using a classic figure drawing method and by observation in a mirror helped students begin their planning, which then developed into including expressive elements of their own. Students chose symbols, animals, backgrounds, or changes to their appearance to express their identities and inner emotional landscapes. Our next steps were to study shadow and highlight and paint mixing and application to finish these fabulous pieces. Eighth-grade students are currently concluding a linoleum printmaking unit. Students created a square design that is made in such a way that it creates a larger image when printed. Many students carved their linoleum to be 1/4th of an image, so that once rotated, a complete flower, planet, or shape is formed. Students experimented with different colorways and printed on both fabric and paper.</p>		
Narrative 2024-2025		
<p>Frankie is an open-minded student who gives each project an enthusiastic effort. When work isn't coming out as planned, Frankie is content to troubleshoot and seek support to adjust to better match the vision. Frankie's surrealist self-portrait captures this student's strong drawing skills and attention to detail; many passes at mixing skin tones and searching for an accurate value to communicate form result in a magnificent painting. An expressive pink and orange splatter background juxtaposes the seriousness of the artist's expression, which matches the complexity of Frankie's personality. This young artist's sketchbook is full of fabulous ideas and experimental styles. Frankie works well both independently and in groups and presents a balance of being joyfully social while also focused on the task at hand.</p>		

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8th Grade Physical Education - Angelo Valle

	Gr 8 Fall
Physical Education Skills	
<i>Comes to class prepared and ready to participate</i>	3
<i>Comes to class positive and cooperative</i>	3
<i>Listens attentively and follows directions</i>	3
<i>Demonstrates safe, responsible behavior that respects self and others.</i>	3
<i>Able to run and find their own pace</i>	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>Contributes to group and team initiatives</i>	4
<i>Demonstrates tactical understanding during team games</i>	3
<i>Demonstrates abilities to perform skills relating to specific team units</i>	3
<i>Understands specific terminology related to skills, positioning, and game play</i>	3
<i>Understands sportsmanship as a critical component of physical education</i>	4
<i>Demonstrates sportsmanship during gameplay</i>	4
<i>Able to accept game outcomes</i>	3
<i>Understands the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</i>	3
<i>Receptive to teacher feedback</i>	3
Comments	
Subject description	
In the first semester of Grade 8 Physical Education, we began each class period with a pace run to warm up for the ensuing activities while developing conditioning and endurance. The focus then turned to coordination and flexibility through dynamic movements and stretches to prepare the muscles for activity. Through cooperative games and team-building activities, we focused on team cooperative skills before moving on to the competitive team games of soccer, football, and basketball. Throughout the semester, we worked on developing good sportsmanship and building the physical fitness skills involved in those sports, including kicking, receiving, passing, dribbling, shooting, throwing, catching, changing direction, and responding and reacting.	
Narrative 2024-2025	
Frankie has started the year in excellent fashion. Always a positive presence in the class, Frankie consistently arrives prepared and ready to put forth exemplary effort in the pace run, dynamic stretches, and ensuing activities. Frankie helps lead the class by example with a consistently strong effort, taking in feedback on the way towards demonstrating improving skills and understanding of tactics in all aspects of the class. Frankie demonstrates good sportsmanship, is supportive of teammates, and has a strong sense of fair play and how to create healthy competition. Frankie should continue along the current path toward excellence.	

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

Grades

8th Grade Homeroom/Advisory - Jose Lopez Espinosa

	Gr 8 Fall
Personal and Social Skills	
<i>Engages actively in homeroom routines</i>	3
<i>Makes transitions independently, arriving on time and ready to learn with necessary materials</i>	3
<i>Actively seeks ways to lead by example and model positive community citizenship</i>	3
<i>Has a positive attitude toward school and learning</i>	3
<i>Participates in the care and organization of the classroom environment</i>	3
<i>Seeks adult help when needed</i>	3
<i>Interacts with adults in a positive and productive manner</i>	3
<i>Accepts responsibility and respectfully responds to feedback.</i>	3
<i>Enters school on time, prepared, and ready to learn</i>	3
<i>Organizes cubby and work materials</i>	3
<i>Accepts responsibility for own actions</i>	3
<i>Respects the rights, feelings, and opinions of others</i>	3

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8th Grade Homeroom/Advisory - Jose Lopez Espinosa

	Gr 8 Fall
Comments	
Subject description	
<p>The eighth-grade advisory program develops trusting and supportive relationships between the teacher and students to improve students' overall experience. Through advisory, students have a community in which to develop and enhance their social and emotional skills, build executive skill functions and work habits. Advisory helps students practice and improve skills in self-direction, problem-solving, community, and effective communication. Additionally, teachers support students as they transition from middle school to high school. This includes strategies on effectively handling stress and anxiety and using Quaker principles and mindfulness to stay centered and calm throughout the secondary school process. Students discuss real-life scenarios that they will likely face in high school and beyond and grapple with nuance when making decisions.</p>	
Narrative 2024-2025	
<p>Vivian continues to display solid organizational and time management skills and comes to school prepared for the day.</p> <p>So far, Vivian's active participation in the whole class and group discussions keeps improving. Vivian's voice was always heard in our conversations. This was particularly evident during our preparation for the NAHM Assembly and in SPARK meetings. Vivian expressed opinions with confidence and was willing to compromise for the benefit of the group. Vivian maintains several close friendships in the class and enjoyed socializing during lunch and recess. Vivian is always friendly and cheerful and helps maintain a positive atmosphere in advisory, especially when spending time with closest friends. Vivian continues to work on time management and organizational skills. Vivian has become more adept at balancing social interactions with academic responsibilities as well, a valuable skill during partner and small group work. Overall, Vivian is a conscientious student with a positive attitude and is ready to meet future challenges.</p>	

8th Grade Humanities - Christopher Gandolfo-Lucia

	Gr 8 Fall
English	
<i>Determines a theme or central idea of a text and analyzes its development over the course of the text, including its relationship to the characters, setting and plot</i>	3
<i>Analyzes how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision</i>	3
<i>Makes inferences about setting, plot, characters, and events, and supports them with evidence from the text</i>	3
<i>Uses evidence from texts effectively to strengthen arguments and prove a thesis in an essay</i>	3
<i>Organizes ideas in writing in a way that makes sense of their purpose. Essays may include an effective rebuttal to anticipated counter claims.</i>	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>Employs proper use of punctuation</i>	3
<i>Uses effective techniques, relevant descriptive details, and well-structured event sequences to capture experiences in personal essay</i>	3
<i>Engages thoughtfully with independent reading</i>	3
<i>Uses precise words and phrases to capture and convey experiences and information</i>	4

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8th Grade Humanities - Christopher Gandolfo-Lucia

	Gr 8 Fall
History	
<i>Understands and is able to analyze a text for bias and subjectivity</i>	3
<i>Constructs a historical argument and uses evidence to support it</i>	N/A
<i>Explains causes and effects of historical events</i>	N/A
<i>Analyzes primary source documents for purpose, audience, and message</i>	N/A
<i>Understands the difference between primary and secondary sources</i>	N/A
<i>Examines current events through a historical lens</i>	3
<i>Explains the historical attitudes and treatment of marginalized communities in the U.S. and the major events, leaders, and changes in the rights of those groups over time.</i>	3
<i>Understands the relationship between economic, political, and social change, as well as the ways in which they intersect.</i>	N/A
<i>Analyzes and interprets geographic information</i>	N/A
<i>Analyzes and explains the meaning and context of visuals</i>	N/A
<i>Describes the United States' form and structure of government</i>	N/A
<i>Uses comparative techniques to describe the form and structure of non-US governments</i>	N/A
Research	
<i>Perseveres through the inquiry process, including the development of appropriately rigorous research questions</i>	N/A
<i>Identifies and uses credible sources when conducting research</i>	3
<i>Presents research in an organized, coherent, and polished manner</i>	N/A

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8th Grade Humanities - Christopher Gandolfo-Lucia

	Gr 8 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>	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>	3
<i>Accepts responsibility and respectfully responds to feedback.</i>	3
<i>Respects the rights, feelings, and opinions of others</i>	3
<i>Makes transitions independently, arriving on time and ready to learn with necessary materials</i>	3
<i>Interacts with peers in a positive and productive manner</i>	3
<i>Takes effective notes that summarize relevant information concisely</i>	3
<i>Discusses social issues thoughtfully and respectfully</i>	4
<i>Interacts with adults in a positive and productive manner</i>	3

8th Grade Humanities - Christopher Gandolfo-Lucia

	Gr 8 Fall
Comments	
Subject description	
<p>This course investigates the categories that make up “identity” as understood in contemporary culture and politics. We invited students to think widely about the terms they use to define themselves; this focus helps to forge a classroom community where students feel comfortable and encouraged to share personal experiences and perspectives. Students read independent reading books featuring diverse voices and think collaboratively about the importance of representation in literature, film, and television. The first half of the CFS Eighth Grade Humanities course focuses entirely on essay writing. Students practice a complete writing process involving planning/prewriting, drafting, revising, editing, and proofreading/publishing. Via this practice, each student crafts a personalized writing process that emphasizes their strengths and supports areas of challenges. Throughout all essay units, students engage in the process of self-editing, learning the art of taking constructive feedback from both peers and teachers. For each essay, students submit a rough draft and have a 15-minute conference with their Humanities teacher to discuss specific revision points regarding mechanics, punctuation, organization, support, clarity of writing, and flow of argument. This conference-based writing workshop allows each student an opportunity to practice specific skills and areas for growth that are uniquely relevant to their profile as a writer. This fall semester, students practiced three distinct forms of essay writing: persuasive essay, personal essay, and literary analysis essay. Through a unit studying casting processes and minority representation in film, students practiced crafting persuasive arguments regarding the moral, social, and economic considerations that casting directors should evaluate when casting for roles with marginalized identities. Following this unit, students interrogated their own beliefs by writing personal essays. In this unit, students had the choice between supporting their beliefs with narrative essays and expository evidence drawn from history, culture, science, and personal experience. To conclude the semester, students practiced literary analysis essays through an Ursula K. Le Guin author study, during which students read and analyzed the themes of the following stories: “The Wife’s Tale,” “The Ones Who Walk Away From Omelas,” and “The Author of the Acacia Seeds’ and Other Extracts from the Journal of the Association of Therolinguistics.” In addition to this primary focus on essay writing, students have maintained an independent reading routine that involves 45 minutes of independent reading in class each week. Independent reading is evaluated through oral presentations at an interval of 8-10 weeks. In the second half of the year, students will practice research and oral presentation skills through a variety of independent and collaborative project-based assignments. These projects are open-ended and encourage students to employ a variety of interdisciplinary skills: in addition to relying on brainstorming skills and a complete writing process, for these projects, students will make use of data analysis skills, performing and visual arts skills, production design skills, creative writing skills, and other multi-disciplinary skills.</p>	
Narrative 2024-2025	
<p>Vivian has approached humanities class with curiosity and a thoughtful focus on social issues. As a writer, Vivian has successfully practiced a complete writing process and has particularly excelled at revising and editing writing. Vivian has sometimes been cagey about receiving teacher feedback while planning and drafting pieces but has nonetheless been comfortable accepting and implementing teacher feedback while revising and editing; accordingly, a goal for Vivian throughout the second half of the school year will be to practice accepting and eventually soliciting teacher feedback earlier in the writing process. As a reader, Vivian has been focused during independent reading periods and has enjoyed discussing books with classmates when given the opportunity. While reading and discussing whole-class readings, Vivian has excelled at identifying and analyzing themes. Vivian has particularly enjoyed opportunities to consider issues of social justice during class discussions and has been skilled at identifying both social commentary that has been both stated and implied by class readings. Overall, Vivian has been a solid student in humanities class this semester.</p>	

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8th Grade Math - Karen Harvey

	Gr 8 Fall
Math Skills	
<i>Able to use distributive property when solving equations or simplifying expressions.</i>	2
<i>Able to set up proportions</i>	2
<i>Able to perform all operations on real numbers.</i>	3
<i>Able to graph quadratic functions</i>	N/A
<i>Able to solve equations with variable on both sides.</i>	2
<i>Able to solve multi-step linear equations.</i>	2
<i>Able to analyze linear equations that contain two variables, and how these can be represented by graphical lines and tables of values</i>	2
<i>Able to graph linear equations and functions</i>	2
<i>Able to identify unique characteristics of, and graph horizontal and vertical lines.</i>	2
<i>Able to find slope of a linear function visually from a graph (rise over run) or calculate from a table ($m = \frac{y_2 - y_1}{x_2 - x_1}$).</i>	2
<i>Able to solve various word problems that involve real world relationships that can be represented by linear equations or functions</i>	2
<i>Able to write an equation in standard form ($Ax + By = C$) from a graph or from a linear equation in non-standard form.</i>	2
<i>Able to write linear equations in slope intercept form ($y = mx + b$) from graphs, tables and word problems.</i>	2
<i>Able to graph linear inequalities and compound linear inequalities</i>	N/A
<i>Able to identify the number of solutions of a linear system of equations.</i>	N/A
<i>Able to interpret systems of inequalities (multiple inequalities at the same time) and use them to describe real-world situations</i>	N/A
<i>Able to solve systems of simple linear inequalities by creating graphs.</i>	N/A
<i>Able to construct, analyze, graph, and interpret basic exponential functions of the form $f(x) = a(r^x)$</i>	N/A
<i>Able to identify exponential functions using graphs and/or tables.</i>	N/A
<i>Able to apply exponent properties involving products, powers of a power, and quotients.</i>	N/A
<i>Able to add and subtract polynomial expressions</i>	N/A
<i>Able to multiply polynomial expressions</i>	N/A
<i>Able to differentiate between monomials, binomials and polynomials, identify the degree of polynomial and leading coefficient.</i>	N/A
<i>Able to solve quadratic equations using square roots.</i>	N/A
<i>Able to identify quadratic functions in equation and graph form, and state their properties (vertex, axis of symmetry, relationship to parent quadratic function).</i>	N/A
<i>Able to use the discriminant to determine the number of solutions to a quadratic equation.</i>	N/A
<i>Able to simplify radicals without and with variables.</i>	N/A

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8th Grade Math - Karen Harvey

	Gr 8 Fall
Identify, Solve, Simplify Linear equations, Quadratic Equations and Factor Polynomials	
<i>Able to solve systems of linear equations using algebraic methods</i>	N/A
<i>Able to visualize linear systems and systems of linear inequalities using graphing calculator technology</i>	N/A
<i>Able to solve quadratic equations using the quadratic formula</i>	N/A
<i>Able to identify and combine like terms</i>	3
<i>Able to distinguish between expressions and equations</i>	3
<i>Able to simplify expressions</i>	3
<i>Able to identify, define, and determine opposites and absolute values of integers</i>	3
<i>Able to evaluate, graph, analyze, and create various types of functions</i>	2
<i>Able to solve linear inequalities</i>	N/A
<i>Able to write linear equations in point-slope form $(y - y_1) = m(x - x_1)$ from graphs and tables; given a point-slope equation, able to graph it.</i>	2
<i>Able to solve compound linear inequalities</i>	N/A
<i>Able to solve one-step linear equations</i>	3
Math Work Habits	
<i>Comes to class prepared and on time</i>	3
<i>Takes notes and uses notes successfully on open book tests</i>	3
<i>Completes homework assignments on time</i>	3
<i>Thoroughly completes class and homework assignments</i>	3
<i>Participates cooperatively and actively (volunteers, asks questions, engages with concepts and materials) in class</i>	4
<i>Advocates for support when needed</i>	4
<i>Demonstrates attentive and positive attitude</i>	4

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8th Grade Math - Karen Harvey

		Gr 8 Fall
Comments		
Subject description		
In 8th grade math, students have engaged with a range of topics that build critical algebraic and statistical skills. The year began with graphing linear equations, where students learned to plot points and understand the relationships represented by linear graphs. They progressed to writing equations and expressions derived from real-world problems and data tables, enhancing their ability to translate between different representations of mathematical relationships. Next, students explored graphing inequalities and solving systems of equations and inequalities, developing strategies to find solutions and interpret their meaning in various contexts. Additionally, the class analyzed two-way data tables, gaining the ability to interpret and organize categorical data effectively. To round out their statistical understanding, students examined correlation coefficients and lines of best fit, learning to interpret statistical relationships and trends within data sets. This comprehensive approach has provided a strong foundation for advanced mathematical concepts and real-world applications.		
Narrative 2024-2025		
<p>Throughout this semester, the class has worked diligently on a variety of math topics. We began the year by diving into one-variable statistics, where we practiced creating graphs, classifying distributions (such as bi-modal and symmetrical), and interpreting data to choose the best measure of spread (Mean Absolute Deviation or Interquartile Range) and center (mean or median). Following that, we shifted our focus to linear equations and inequalities, covering the first half of this broad unit. Students have worked on writing equations and expressions from word problems, simplifying equations by combining like terms, balancing equations by moving terms, interpreting linear equation graphs, and creating graphs from equations.</p> <p>Vivian has demonstrated great motivation and determination in math this year. Vivian consistently seeks additional support when concepts or homework are challenging, showing a commitment to understanding the material and improving skills. This proactive approach has been particularly evident when working on solving literal equations and manipulating equations to solve for more than one variable. Vivian's accuracy in these areas has made steady progress this semester. Vivian's ability to navigate these complex problems is commendable and highlights a growth mindset and a willingness to work on advanced topics.</p> <p>An area for growth for Vivian is to build independence by regularly referencing notes and previous classwork to reinforce understanding of topics covered in class. Developing this habit will support Vivian's transition to high school math, where retaining and applying prior knowledge is essential. With an excellent attitude and motivation, Vivian's skills will continue to grow, and it will be a pleasure to see the progress made throughout the rest of the year!</p>		

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 Grade level: 8th Grade

2024 - 2025



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8th Grade Science - Carolyn Sohn

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

8th Grade Science - Carolyn Sohn

	Gr 8 Fall
Comments	
Subject description	
<p>Eighth-grade science begins with an exploration of chemistry. In the first unit, "Properties and States of Matter," students gain an understanding of the molecular motion of matter and how scientists classify matter. In this unit, students explore the first inquiry investigation in which they write and implement their own lab procedure to answer the investigation question: "What happens at a molecular level when thermal energy is added to a substance?"</p> <p>Students then explore the foundational elements of chemistry: atomic structure and the periodic table. Students are then introduced to the basic structure of atoms and the properties of subatomic particles, then take time to explore the periodic table once they understand how to interpret terms like "atomic mass." The periodic table is taught using both digital and physical exploration activities as a tool for understanding chemistry and how elements behave.</p> <p>Students each do a deep dive into one element through the "Element Baby Book" project, in which they "adopt" an element and create a scrapbook-style "baby book" using research they do on that element's history, properties, and uses. By the end of this project, students demonstrated a deeper understanding of an element's structure and properties, as well as connected that element to similar elements on the periodic table.</p> <p>The next unit covers atomic bonding and chemical reactions. Students start by learning different types of bonding through a variety of digital simulations and physical activities. Once the bonding concepts are mastered, students learn more about how breaking and forming bonds connect with chemical reactions. Chemical reactions are brought to life through teacher demonstrations and hands-on labs. The unit includes the lab investigation: "Conservation of Mass: How Does the Total Mass of the Substances Formed as a result of a Chemical Change Compare With the Total Mass of the Original Substances?" This investigation brings to life paper-and-pencil chemical equations by giving students the opportunity to carry out several chemical reactions.</p> <p>Students tackle the final chemistry unit, acids and bases, after winter break. This unit pushes students to build upon their understanding of chemical reactions by adding on the concept of acid-base reactions. This unit incorporates inquiry activities and focused lab investigations, such as a cabbage juice pH lab. In the cabbage juice lab, students classify known household substances such as vinegar and soap as strong/weak acids or bases by using the juice of a red cabbage. Students create and test their own cabbage juice color pH scale, then test the scale using substances with known pH values.</p>	
Narrative 2024-2025	
<p>Vivian shows up to class each day prepared, often helping others in the class keep track of homework and other assignments. During class, Vivian often works with one or two friends to complete assignments, typically taking a leadership role within the group. Vivian is diligent and independent with homework, rarely requiring check-ins to complete assignments. During labs and hands-on activities this year, Vivian has stood out as a leader in every group of peers. Vivian always understands what is required to complete the lab objective and helps others to do the same. For the element baby book project, Vivian chose zinc and created a unique version of the book by crafting a birth certificate complete with signatures from classmates for "family members". Vivian showed clear excitement and enthusiasm for this project, which was apparent in the final product. Going into the second half of the year, Vivian is encouraged to continue showing leadership through the transition from chemistry to physics.</p>	

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8th Grade Spanish - Jose Lopez Espinosa

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

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8th Grade Spanish - Jose Lopez Espinosa

	Gr 8 Fall
Comments	
Subject description	
<p>Eighth-grade Spanish continues with a review of the basic structures from fifth, sixth, and seventh grades with new vocabulary and grammar that serves to broaden the speaking, reading, listening, and writing of Spanish. It also provides students with an understanding and appreciation of cultures other than their own when the students compare and connect any Latinx culture and communities with the American culture. Students acquire a working knowledge of a wide variety of grammatical structures and continue to learn to speak Spanish with more accuracy, expanding their understanding of the language and improving fluency, pronunciation, rhythm, and intonation when speaking Spanish. The students graduate knowing how to use the present, past, and future of the indicative tenses, and eighth graders know how to identify the present subjunctive, commands, the present progressive, the conditional, the present perfect, and the imperfect tenses. Our eighth-grade collaboration happens with the eighth-grade humanities teacher, as well as with science, art, drama, and math classes.</p>	
Narrative 2024-2025	
<p>Vivian learns best by listening to music and hands-on activities. Vivian is very attentive and engaged and works very well when with friends. Vivian loves practicing Spanish skills online but prefers playing games in a circle, as it involves a lot of movement and fun practice. Though reading comprehension activities are less preferred, Vivian understands the importance of practicing the four skills when learning a language. Vivian knows how to write short and medium sentences. It is important to keep practicing this so Vivian can reach the long sentence level by the end of the school year. The next steps for Vivian are to keep doing the exercises in preterit tense, where the class practices the difference between regular and irregular verbs, as well as the simple present and future tense.</p>	

8th Grade Drama - Jennifer Salvucci Bent

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

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8th Grade Drama - Jennifer Salvucci Bent

	Gr 8 Fall
Comments	
Subject description	
<p>Eighth grade is essential to the culminating study of the dramatic arts. Drama is intellectual growth, learning to trust your instincts, working with your ensemble, creating safe environments, and risk-taking onstage. It is confidence in making mistakes and it is about the process over time. At the start of the academic term students engage in the first unit of study: Interviewing 101. Because eighth grade is a year of new possibilities and development before transitioning to secondary schools, students begin the process of next school selection, and interviewing has been incorporated into the drama curriculum. This essential skill is not only used for secondary school preparation, but for college and job interviewing as well. Students are lead through a series of interview questions, enhancing their oral presentation skills as progress toward mock interviews. Students begin to realize how like physicality is extremely important in our stage productions, their physical self is used as a marker in interviews. Posture, a firm handshake, eye contact, and culture serve as essential factors in the final interview. The eighth graders also learn the importance of dress in connection with specific situations, and how they should always remain true to who they are as a person: that their thoughts, instincts and reflections on life thus far, is a voice that needs to be heard. Though they will move on to connecting with a different ensemble, students are able to reflect on everything that has brought them to this point in their lives and how their time at Cambridge Friends School has shaped their views on the world. Once the interview unit has concluded, students change course and begin the journey of piecing together a culminating stage production. Using every one of the skills sets incorporated into the first three years of the Cambridge Friends School Drama curriculum, this year's eighth graders will be performing <i>Newsies</i>, <i>JR.</i>! The beginning steps of this process is for the students to identify the through-line of the play, the symbolism and the themes behind it, and then begin the process of text analysis for their individual character(s). From there, we will begin the blocking process, as well as lighting and sound along the way. Looking forward to our final adventure together!</p>	
Narrative 2024-2025	
<p>The growth that Vivian has exhibited throughout the past four years in drama has been tremendous. Vivian is a team player, always willing to help peers in whatever way they need. Whether running lines, taking inventory of our props for productions, or troubleshooting when necessary, Vivian is inquisitive, gracious, and a joy to be around. Vivian asked thoughtful questions during our Next Schools interviewing unit to learn the best strategies for leaving a positive impression during interviews. Vivian approaches projects with a sense of humor and a smile, and that makes for a comfortable working environment where peers feel free to be themselves and ask Vivian for help if they need something. Vivian is fiercely dedicated to our upcoming production of <i>Newsies</i>! and is excited to wear many hats during the rehearsal process. Vivian is a leader by nature, and that, coupled with a strong work ethic, makes Vivian a valued member of our eighth-grade community.</p>	

8th Grade Visual Art - Sami Martasian

	Gr 8 Fall
Visual Art Skills	
<i>Follows art studio procedures and meets art studio expectations for behavior</i>	3
<i>Demonstrates respect for classmates</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>	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>	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>	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

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8th Grade Visual Art - Sami Martasian

		Gr 8 Fall
Comments		
Subject description		
<p>Eighth-grade has spent this semester honing personal style and practicing useful techniques to carry into their future art making. Each student began the school year by making a talking piece to be used in Restorative justice circles and community time. These were made with care and consideration of their connection to indigenous cultures that inform our understanding of Restorative Justice. Eighth-grade students then participated in making Alebrijes to be displayed on our Day of the Dead Ofrenda along with the rest of the middle school. All grades participating in the project first studied the life and work of Pedro Linares Lopez, who is credited with beginning the tradition. Though this is a yearly project, students approach it each year with different materials; this year the medium was colorful air dry clay and paint markers. Eighth-grade students then began their Surrealist self portrait project. Students began this unit by considering work by Leonora Carrington, Frida Khalo, and Kehinde Wiley, three artists whose work is very different from one another but each keen on using surreal elements to better express the emotional reality of their subjects. Face drawing techniques, both by measuring out the face using a classic figure drawing method and by observation in a mirror helped students begin their planning, which then developed into including expressive elements of their own. Students chose symbols, animals, backgrounds, or changes to their appearance to express their identities and inner emotional landscapes. Our next steps were to study shadow and highlight and paint mixing and application to finish these fabulous pieces. Eighth-grade students are currently concluding a linoleum printmaking unit. Students created a square design that is made in such a way that it creates a larger image when printed. Many students carved their linoleum to be 1/4th of an image, so that once rotated, a complete flower, planet, or shape is formed. Students experimented with different colorways and printed on both fabric and paper.</p>		
Narrative 2024-2025		
<p>Vivian is a flexible student who takes on creative challenges with curiosity. Linoleum block printing provided an opportunity for Vivian to customize a task to match a creative vision. Not only did this artist create a striking evergreen tree print, Vivian took the project a step further by creating a string of prints on circle cutouts, connected into a sort of garland that was ready to be hung as decoration. Vivian's surrealist self-portrait underwent several drafts and stylistic revisions until it molded into an expressionist, <i>Coraline</i>-inspired piece. When Vivian has spare time between projects or process steps, stewardship for the art room comes naturally. This generous student is the first to volunteer to scrub sinks, wash brushes, and organize, often inspiring classmates to do the same.</p>		

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8th Grade Physical Education - Angelo Valle

	Gr 8 Fall
Physical Education Skills	
<i>Comes to class prepared and ready to participate</i>	3
<i>Comes to class positive and cooperative</i>	3
<i>Listens attentively and follows directions</i>	3
<i>Demonstrates safe, responsible behavior that respects self and others.</i>	3
<i>Able to run and find their own pace</i>	3
<i>Demonstrates flexibility and coordination</i>	3
<i>Demonstrates developing throwing skills</i>	4
<i>Demonstrates developing catching skills</i>	4
<i>Demonstrates developing striking skills</i>	4
<i>Contributes to group and team initiatives</i>	3
<i>Demonstrates tactical understanding during team games</i>	4
<i>Demonstrates abilities to perform skills relating to specific team units</i>	4
<i>Understands specific terminology related to skills, positioning, and game play</i>	3
<i>Understands sportsmanship as a critical component of physical education</i>	3
<i>Demonstrates sportsmanship during gameplay</i>	3
<i>Able to accept game outcomes</i>	3
<i>Understands the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</i>	3
<i>Receptive to teacher feedback</i>	3
Comments	
Subject description	
<p>In the first semester of Grade 8 Physical Education, we began each class period with a pace run to warm up for the ensuing activities while developing conditioning and endurance. The focus then turned to coordination and flexibility through dynamic movements and stretches to prepare the muscles for activity. Through cooperative games and team-building activities, we focused on team cooperative skills before moving on to the competitive team games of soccer, football, and basketball. Throughout the semester, we worked on developing good sportsmanship and building the physical fitness skills involved in those sports, including kicking, receiving, passing, dribbling, shooting, throwing, catching, changing direction, and responding and reacting.</p>	
Narrative 2024-2025	
<p>Vivian has had a strong beginning of the year. Always a positive presence in the class, Vivian usually arrives prepared and ready to participate. Sometimes, Vivian gets caught up in being more social with friends instead of participating fully in the class-starting pace run, prompting a reminder to put forth the effort required to warm up properly and improve endurance. Vivian participates more fully during dynamic stretches and ensuing activities. Vivian takes in feedback on the way towards demonstrating improving skills and understanding of tactics in all aspects of the class. Demonstrating good sportsmanship, Vivian is supportive of teammates and has a strong sense of fair play and healthy competition. Vivian sets a fine example by always taking the initiative to help with cleanup at the end of class. A goal for Vivian would be to improve conditioning by putting even more effort into the pace run.</p>	



8 Dickson Street
Somerville, MA 02144

Birth date: 2/10/2011

Grade level: 8th Grade

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

Grades

8th Grade Homeroom/Advisory - Christopher Gandolfo-Lucia

	Gr 8 Fall
Personal and Social Skills	
<i>Engages actively in homeroom routines</i>	3
<i>Makes transitions independently, arriving on time and ready to learn with necessary materials</i>	3
<i>Actively seeks ways to lead by example and model positive community citizenship</i>	3
<i>Has a positive attitude toward school and learning</i>	3
<i>Participates in the care and organization of the classroom environment</i>	3
<i>Seeks adult help when needed</i>	3
<i>Interacts with adults in a positive and productive manner</i>	4
<i>Accepts responsibility and respectfully responds to feedback.</i>	3
<i>Enters school on time, prepared, and ready to learn</i>	3
<i>Organizes cubby and work materials</i>	4
<i>Accepts responsibility for own actions</i>	3
<i>Respects the rights, feelings, and opinions of others</i>	3

Comments

Subject description

In order to be successful in and out of school, students need to learn a set of social and emotional competencies—cooperation, assertiveness, responsibility, empathy, and self-control—and a set of academic competencies—academic mindset, perseverance, learning strategies, and academic behaviors. The eighth-grade advisory is designed to help students develop these skills through discussions, reflections, and project-based opportunities for community building and engagement. In addition to these social, emotional, and academic skills, the eighth-grade advisory also guides and supports students through the secondary school application and selection process.

Narrative 2024-2025

Naomi has been a kind, patient, and curious member of the eighth-grade cohort this semester. Naomi has taken great pride in work and has approached assignments with a thoughtful, engaged mindset. Naomi has particularly excelled in projects with a visual component and has often incorporated visual design as a critical element of project-based work. Naomi has kept work and materials organized and has consistently maintained a tidy cubby. Naomi always arrived at class on time, prepared with the necessary materials, and completed assignments. In general, Naomi has demonstrated effective work habits and strong organizational skills this semester.

Socially, Naomi has maintained strong friendships with a core group of eighth-graders, and Naomi's clever sense of humor has made Naomi well-liked by classmates. Naomi has been a supportive peer who has been comfortable contributing to thoughtful, meaningful discussions about art, literature, and culture, and Naomi has been particularly skilled at disagreeing with others respectfully. Naomi's ability to express opinions while listening to others and engaging with differing perspectives has been a testament to Naomi's maturity and emotional intelligence. Overall, Naomi has been a thoughtful, hard-working presence in the eighth grade this semester.



8th Grade Humanities - Christopher Gandolfo-Lucia

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



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Grade level: 8th Grade

8th Grade Humanities - Christopher Gandolfo-Lucia

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

Naomi Nurenberg (Naomi)

2024 - 2025



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8th Grade Humanities - Christopher Gandolfo-Lucia

	Gr 8 Fall
Comments	
Subject description	
<p>This course investigates the categories that make up “identity” as understood in contemporary culture and politics. We invited students to think widely about the terms they use to define themselves; this focus helps to forge a classroom community where students feel comfortable and encouraged to share personal experiences and perspectives. Students read independent reading books featuring diverse voices and think collaboratively about the importance of representation in literature, film, and television. The first half of the CFS Eighth Grade Humanities course focuses entirely on essay writing. Students practice a complete writing process involving planning/prewriting, drafting, revising, editing, and proofreading/publishing. Via this practice, each student crafts a personalized writing process that emphasizes their strengths and supports areas of challenges. Throughout all essay units, students engage in the process of self-editing, learning the art of taking constructive feedback from both peers and teachers. For each essay, students submit a rough draft and have a 15-minute conference with their Humanities teacher to discuss specific revision points regarding mechanics, punctuation, organization, support, clarity of writing, and flow of argument. This conference-based writing workshop allows each student an opportunity to practice specific skills and areas for growth that are uniquely relevant to their profile as a writer. This fall semester, students practiced three distinct forms of essay writing: persuasive essay, personal essay, and literary analysis essay. Through a unit studying casting processes and minority representation in film, students practiced crafting persuasive arguments regarding the moral, social, and economic considerations that casting directors should evaluate when casting for roles with marginalized identities. Following this unit, students interrogated their own beliefs by writing personal essays. In this unit, students had the choice between supporting their beliefs with narrative essays and expository evidence drawn from history, culture, science, and personal experience. To conclude the semester, students practiced literary analysis essays through an Ursula K. Le Guin author study, during which students read and analyzed the themes of the following stories: “The Wife’s Tale,” “The Ones Who Walk Away From Omelas,” and “The Author of the Acacia Seeds’ and Other Extracts from the Journal of the Association of Therolinguistics.” In addition to this primary focus on essay writing, students have maintained an independent reading routine that involves 45 minutes of independent reading in class each week. Independent reading is evaluated through oral presentations at an interval of 8-10 weeks. In the second half of the year, students will practice research and oral presentation skills through a variety of independent and collaborative project-based assignments. These projects are open-ended and encourage students to employ a variety of interdisciplinary skills: in addition to relying on brainstorming skills and a complete writing process, for these projects, students will make use of data analysis skills, performing and visual arts skills, production design skills, creative writing skills, and other multi-disciplinary skills.</p>	
Narrative 2024-2025	
<p>Naomi has been an insightful, organized student in humanities class this semester. Naomi has developed a distinct voice as a writer and has comfortably adapted this voice to each essay assignment: in a personal essay, Naomi skillfully moved between imagistic, narrative passages and more expository, reflective paragraphs, and in a recent literary analysis essay, Naomi effectively used poignant rhetorical questions at critical points in the argument while nonetheless maintaining an authoritative, confident argumentative approach. In addition to its clear voice, Naomi’s writing has been characterized by well-organized paragraphs and thoroughly explained reasoning. Given Naomi’s skill as a writer, a goal for Naomi over the coming semester will be to practice greater independence in the revision step of the writing process. Naomi has been comfortable identifying moments in writing that somehow need improvement, so Naomi’s next aim will be to practice proposing revisions as well. In class discussions, Naomi has been an attentive listener and enthusiastic contributor, and Naomi has demonstrated an increased sense of leadership in small-group discussions, often volunteering to take notes and supporting group mates in staying on task. Naomi’s independent reading projects have demonstrated a mature engagement, and Naomi has taken pride in finding examples of literary devices in independent reading books. Overall, Naomi has been a strong student in humanities class this semester.</p>	



8 Dickson Street
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Birth date: 2/10/2011

Grade level: 8th Grade

8th Grade Math - Karen Harvey

	Gr 8 Fall
Math Skills	
<i>Able to use distributive property when solving equations or simplifying expressions.</i>	3
<i>Able to set up proportions</i>	3
<i>Able to perform all operations on real numbers.</i>	3
<i>Able to graph quadratic functions</i>	N/A
<i>Able to solve equations with variable on both sides.</i>	2
<i>Able to solve multi-step linear equations.</i>	2
<i>Able to analyze linear equations that contain two variables, and how these can be represented by graphical lines and tables of values</i>	3
<i>Able to graph linear equations and functions</i>	3
<i>Able to identify unique characteristics of, and graph horizontal and vertical lines.</i>	3
<i>Able to find slope of a linear function visually from a graph (rise over run) or calculate from a table ($m = \frac{y_2 - y_1}{x_2 - x_1}$).</i>	3
<i>Able to solve various word problems that involve real world relationships that can be represented by linear equations or functions</i>	3
<i>Able to write an equation in standard form ($Ax + By = C$) from a graph or from a linear equation in non-standard form.</i>	3
<i>Able to graph linear inequalities and compound linear inequalities</i>	4
<i>Able to identify the number of solutions of a linear system of equations.</i>	N/A
<i>Able to interpret systems of inequalities (multiple inequalities at the same time) and use them to describe real-world situations</i>	N/A
<i>Able to solve systems of simple linear inequalities by creating graphs.</i>	N/A
<i>Able to construct, analyze, graph, and interpret basic exponential functions of the form $f(x) = a(r^x)$</i>	N/A
<i>Able to identify exponential functions using graphs and/or tables.</i>	N/A
<i>Able to apply exponent properties involving products, powers of a power, and quotients.</i>	N/A
<i>Able to add and subtract polynomial expressions</i>	N/A
<i>Able to multiply polynomial expressions</i>	N/A
<i>Able to differentiate between monomials, binomials and polynomials, identify the degree of polynomial and leading coefficient.</i>	N/A
<i>Able to solve quadratic equations using square roots.</i>	N/A
<i>Able to identify quadratic functions in equation and graph form, and state their properties (vertex, axis of symmetry, relationship to parent quadratic function).</i>	N/A
<i>Able to use the discriminant to determine the number of solutions to a quadratic equation.</i>	N/A
<i>Able to simplify radicals without and with variables.</i>	N/A

Naomi Nurenberg (Naomi)

2024 - 2025



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8 Dickson Street
Somerville, MA 02144

Birth date: 2/10/2011

Grade level: 8th Grade

8th Grade Math - Karen Harvey

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

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2024 - 2025



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8th Grade Math - Karen Harvey

		Gr 8 Fall
Comments		
Subject description		
<p>In 8th grade math, students have engaged with a range of topics that build critical algebraic and statistical skills. The year began with graphing linear equations, where students learned to plot points and understand the relationships represented by linear graphs. They progressed to writing equations and expressions derived from real-world problems and data tables, enhancing their ability to translate between different representations of mathematical relationships. Next, students explored graphing inequalities and solving systems of equations and inequalities, developing strategies to find solutions and interpret their meaning in various contexts. Additionally, the class analyzed two-way data tables, gaining the ability to interpret and organize categorical data effectively. To round out their statistical understanding, students examined correlation coefficients and lines of best fit, learning to interpret statistical relationships and trends within data sets. This comprehensive approach has provided a strong foundation for advanced mathematical concepts and real-world applications.</p>		
Narrative 2024-2025		
<p>Throughout this semester, the class has worked diligently on a variety of math topics. We began the year by diving into one-variable statistics, where we practiced creating graphs, classifying distributions (such as bi-modal and symmetrical), and interpreting data to choose the best measure of spread (Mean Absolute Deviation or Interquartile Range) and center (mean or median). Following that, we shifted our focus to linear equations and inequalities, covering the first half of this broad unit. Students have worked on writing equations and expressions from word problems, simplifying equations by combining like terms, balancing equations by moving terms, interpreting linear equation graphs, and creating graphs from equations.</p> <p>Naomi has continued to grow steadily in math this year. One of Naomi's key strengths is strong computational skills with rational numbers. This skill set has allowed for a greater focus on applying concepts rather than getting bogged down by the arithmetic involved in Algebra. Naomi excels at interpreting word problems and writing the equations and expressions needed to solve them, demonstrating a solid understanding of mathematical relationships.</p> <p>An area for growth is continuing to develop the habit of checking answers for accuracy. Naomi sometimes makes small errors that can impact the final answer to multi-step problems. Focusing on attention to detail and reviewing work will help to minimize these mistakes and increase accuracy. By strengthening this habit, Naomi will continue to grow as a confident and precise math student. It will be a pleasure to see Naomi's continued progress this year!</p>		

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8th Grade Science - Carolyn Sohn

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

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Grade level: 8th Grade

8th Grade Science - Carolyn Sohn

	Gr 8 Fall
Comments	
Subject description	
<p>Eighth-grade science begins with an exploration of chemistry. In the first unit, "Properties and States of Matter," students gain an understanding of the molecular motion of matter and how scientists classify matter. In this unit, students explore the first inquiry investigation in which they write and implement their own lab procedure to answer the investigation question: "What happens at a molecular level when thermal energy is added to a substance?"</p> <p>Students then explore the foundational elements of chemistry: atomic structure and the periodic table. Students are then introduced to the basic structure of atoms and the properties of subatomic particles, then take time to explore the periodic table once they understand how to interpret terms like "atomic mass." The periodic table is taught using both digital and physical exploration activities as a tool for understanding chemistry and how elements behave.</p> <p>Students each do a deep dive into one element through the "Element Baby Book" project, in which they "adopt" an element and create a scrapbook-style "baby book" using research they do on that element's history, properties, and uses. By the end of this project, students demonstrated a deeper understanding of an element's structure and properties, as well as connected that element to similar elements on the periodic table.</p> <p>The next unit covers atomic bonding and chemical reactions. Students start by learning different types of bonding through a variety of digital simulations and physical activities. Once the bonding concepts are mastered, students learn more about how breaking and forming bonds connect with chemical reactions. Chemical reactions are brought to life through teacher demonstrations and hands-on labs. The unit includes the lab investigation: "Conservation of Mass: How Does the Total Mass of the Substances Formed as a result of a Chemical Change Compare With the Total Mass of the Original Substances?" This investigation brings to life paper-and-pencil chemical equations by giving students the opportunity to carry out several chemical reactions.</p> <p>Students tackle the final chemistry unit, acids and bases, after winter break. This unit pushes students to build upon their understanding of chemical reactions by adding on the concept of acid-base reactions. This unit incorporates inquiry activities and focused lab investigations, such as a cabbage juice pH lab. In the cabbage juice lab, students classify known household substances such as vinegar and soap as strong/weak acids or bases by using the juice of a red cabbage. Students create and test their own cabbage juice color pH scale, then test the scale using substances with known pH values.</p>	
Narrative 2024-2025	
<p>Naomi comes to class each day ready to work hard and generally prepared, though occasionally needing to backtrack to grab a forgotten item. Naomi typically chooses to work with a small group of classmates on assignments, often taking on a leadership role within the group. Naomi completes homework on time, occasionally completing assignments on loose paper rather than the science notebook due to leaving the science notebook at school. Naomi is thorough during labs, ensuring that the group collects sufficient data to support the investigation question. Naomi had a wonderful time creating a handmade hand-bound element baby book about copper, complete with a watercolor cover. Naomi's baby book included extra details, such as a fully-labeled Bohr diagram that went above and beyond the project requirements. Going into the second half of the year, Naomi is encouraged to continue assuming leadership roles during labs and group activities and, if possible, remember to bring the science notebook home to use for homework assignments.</p>	



8th Grade Spanish - Jose Lopez Espinosa

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

Naomi Nurenberg (Naomi) 2024 - 2025
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Birth date: 2/10/2011
Grade level: 8th Grade



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8th Grade Spanish - Jose Lopez Espinosa

	Gr 8 Fall
Comments	
Subject description	
Eighth-grade Spanish continues with a review of the basic structures from fifth, sixth, and seventh grades with new vocabulary and grammar that serves to broaden the speaking, reading, listening, and writing of Spanish. It also provides students with an understanding and appreciation of cultures other than their own when the students compare and connect any Latinx culture and communities with the American culture. Students acquire a working knowledge of a wide variety of grammatical structures and continue to learn to speak Spanish with more accuracy, expanding their understanding of the language and improving fluency, pronunciation, rhythm, and intonation when speaking Spanish. The students graduate knowing how to use the present, past, and future of the indicative tenses, and eighth graders know how to identify the present subjunctive, commands, the present progressive, the conditional, the present perfect, and the imperfect tenses. Our eighth-grade collaboration happens with the eighth-grade humanities teacher, as well as with science, art, drama, and math classes.	
Narrative 2024-2025	
Naomi's kindness and thoughtfulness are a model for the class to follow. Naomi loves opportunities that allow art to be incorporated into learning. Naomi also enjoys online practice activities and makes connections between this reading work and weekly speaking activities. The least activities that Naomi enjoys are the reading activities, but as I have stated to the class, it is important to grow, make progress in the four skills. Naomi loves to draw, and that is why Naomi is creating an amazing board game as part of the eighth-grade project where students show that they can use the past, present and future tenses of the indicative. Next steps for Naomi are continuing to practice writing, keep the speaking and listening fresh- Naomi's strength- and push Naomi to do more reading because that will be very beneficial by the end of the school year.	

8th Grade Drama - Jennifer Salvucci Bent

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

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Birth date: 2/10/2011

Grade level: 8th Grade

8th Grade Drama - Jennifer Salvucci Bent

Gr 8 Fall	
Comments	
Subject description	
<p>Eighth grade is essential to the culminating study of the dramatic arts. Drama is intellectual growth, learning to trust your instincts, working with your ensemble, creating safe environments, and risk-taking onstage. It is confidence in making mistakes and it is about the process over time. At the start of the academic term students engage in the first unit of study: Interviewing 101. Because eighth grade is a year of new possibilities and development before transitioning to secondary schools, students begin the process of next school selection, and interviewing has been incorporated into the drama curriculum. This essential skill is not only used for secondary school preparation, but for college and job interviewing as well. Students are lead through a series of interview questions, enhancing their oral presentation skills as progress toward mock interviews. Students begin to realize how like physicality is extremely important in our stage productions, their physical self is used as a marker in interviews. Posture, a firm handshake, eye contact, and culture serve as essential factors in the final interview. The eighth graders also learn the importance of dress in connection with specific situations, and how they should always remain true to who they are as a person: that their thoughts, instincts and reflections on life thus far, is a voice that needs to be heard. Though they will move on to connecting with a different ensemble, students are able to reflect on everything that has brought them to this point in their lives and how their time at Cambridge Friends School has shaped their views on the world. Once the interview unit has concluded, students change course and begin the journey of piecing together a culminating stage production. Using every one of the skills sets incorporated into the first three years of the Cambridge Friends School Drama curriculum, this year's eighth graders will be performing <i>Newsies</i>, <i>JR.</i>! The beginning steps of this process is for the students to identify the through-line of the play, the symbolism and the themes behind it, and then begin the process of text analysis for their individual character(s). From there, we will begin the blocking process, as well as lighting and sound along the way. Looking forward to our final adventure together!</p>	
Narrative 2024-2025	
<p>Armed with an intense focus, drive, and passion for the arts, Naomi continues to explore what it means to be an artist in many terms. Naomi is respectful, thoughtful, and helpful, which makes Naomi a strong member of our ensemble. Naomi is a quiet leader who is on the cusp of becoming more outspoken, and peers have begun to look to Naomi for guidance and reassurance as Naomi is steadfast and strong in offering opinions and solutions. Naomi has continued to express extreme enthusiasm for the eighth-grade musical and has asked many thoughtful questions about the process thus far. Naomi has been highly invested in our Next Schools unit and has spent time identifying key personality traits and strengths. Naomi continued to ask questions to help build a sense of self and showed a strong work ethic that has helped keep nerves at bay. Naomi's confidence has soared this year.</p>	

8th Grade Visual Art - Sami Martasian

Gr 8 Fall	
Visual Art Skills	
<i>Follows art studio procedures and meets art studio expectations for behavior</i>	4
<i>Demonstrates respect for classmates</i>	4
<i>Actively listens and is attentive during instructions and demonstrations</i>	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>	4
<i>Uses studio process on major projects, brainstorming, rough drafts, editing, and final drafts</i>	4
<i>Demonstrates independent work habits while supporting classmates</i>	4
<i>Reflects on personal history and completed work developing an understanding of personal process or growth</i>	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

8th Grade Visual Art - Sami Martasian

	Gr 8 Fall
Comments	
Subject description	
<p>Eighth-grade has spent this semester honing personal style and practicing useful techniques to carry into their future art making. Each student began the school year by making a talking piece to be used in Restorative justice circles and community time. These were made with care and consideration of their connection to indigenous cultures that inform our understanding of Restorative Justice. Eighth-grade students then participated in making Alebrijes to be displayed on our Day of the Dead Ofrenda along with the rest of the middle school. All grades participating in the project first studied the life and work of Pedro Linares Lopez, who is credited with beginning the tradition. Though this is a yearly project, students approach it each year with different materials; this year the medium was colorful air dry clay and paint markers. Eighth-grade students then began their Surrealist self portrait project. Students began this unit by considering work by Leonora Carrington, Frida Khalo, and Kehinde Wiley, three artists whose work is very different from one another but each keen on using surreal elements to better express the emotional reality of their subjects. Face drawing techniques, both by measuring out the face using a classic figure drawing method and by observation in a mirror helped students begin their planning, which then developed into including expressive elements of their own. Students chose symbols, animals, backgrounds, or changes to their appearance to express their identities and inner emotional landscapes. Our next steps were to study shadow and highlight and paint mixing and application to finish these fabulous pieces. Eighth-grade students are currently concluding a linoleum printmaking unit. Students created a square design that is made in such a way that it creates a larger image when printed. Many students carved their linoleum to be 1/4th of an image, so that once rotated, a complete flower, planet, or shape is formed. Students experimented with different colorways and printed on both fabric and paper.</p>	
Narrative 2024-2025	
<p>Naomi brings a sense of developed style to each project presented in the art room. Unifying color palettes, a strong understanding of form, and a sense of visual movement are mainstays of Naomi's work. Figures do not just stand static in space; instead, the wind blows their hair, and their poses are lifelike. Naomi's surrealist self-portrait captures the artist in a literal sense; a well-drawn portrait that clearly is drawn with consideration of observation but also expressively as purple and blue bubbles swirl around a painterly gradation. A carefully chosen pallet ensures that all colors connect to each other, with value represented well across the whole painting. Naomi's well-developed style applies itself with ease to each medium encountered in the art room and beyond.</p>	

Naomi Nurenberg (Naomi)

2024 - 2025



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Birth date: 2/10/2011

Grade level: 8th Grade

8th Grade Physical Education - Angelo Valle

	Gr 8 Fall
Physical Education Skills	
<i>Comes to class prepared and ready to participate</i>	3
<i>Comes to class positive and cooperative</i>	3
<i>Listens attentively and follows directions</i>	3
<i>Demonstrates safe, responsible behavior that respects self and others.</i>	3
<i>Able to run and find their own pace</i>	2
<i>Demonstrates flexibility and coordination</i>	2
<i>Demonstrates developing throwing skills</i>	3
<i>Demonstrates developing catching skills</i>	3
<i>Demonstrates developing striking skills</i>	3
<i>Contributes to group and team initiatives</i>	3
<i>Demonstrates tactical understanding during team games</i>	2
<i>Demonstrates abilities to perform skills relating to specific team units</i>	2
<i>Understands specific terminology related to skills, positioning, and game play</i>	2
<i>Understands sportsmanship as a critical component of physical education</i>	3
<i>Demonstrates sportsmanship during gameplay</i>	3
<i>Able to accept game outcomes</i>	3
<i>Understands the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</i>	3
<i>Receptive to teacher feedback</i>	3
Comments	
Subject description	
<p>In the first semester of Grade 8 Physical Education, we began each class period with a pace run to warm up for the ensuing activities while developing conditioning and endurance. The focus then turned to coordination and flexibility through dynamic movements and stretches to prepare the muscles for activity. Through cooperative games and team-building activities, we focused on team cooperative skills before moving on to the competitive team games of soccer, football, and basketball. Throughout the semester, we worked on developing good sportsmanship and building the physical fitness skills involved in those sports, including kicking, receiving, passing, dribbling, shooting, throwing, catching, changing direction, and responding and reacting.</p>	
Narrative 2024-2025	
<p>Naomi has had a good beginning of the year. Consistently ready to participate in class with a positive attitude, Naomi generally puts forth a good effort. The pace run that starts each class is sometimes a slight challenge for Naomi, who occasionally needs to be reminded to find a pace that can be run the entire time instead of stopping occasionally. And Naomi often needs to be reminded to pay closer attention to form, technique, and proper range of motion during dynamic stretches. While demonstrating improving skills, Naomi was often hesitant to employ game concepts or strategies that we had 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. Yet, Naomi's involvement in a couple of touchdowns during one flag football game showed the positive outcome of improved applied effort and teamwork, and it was a highlight of the unit for the team and class. A goal for Naomi would be to put forth the best effort possible in order to gain the most benefits from class activities and to help the team.</p>	

Samuel Pappas (Sam)
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Grade level: 8th Grade

2024 - 2025



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

Grades

8th Grade Homeroom/Advisory - Jose Lopez Espinosa

	Gr 8 Fall
Personal and Social Skills	
<i>Engages actively in homeroom routines</i>	3
<i>Makes transitions independently, arriving on time and ready to learn with necessary materials</i>	3
<i>Actively seeks ways to lead by example and model positive community citizenship</i>	3
<i>Has a positive attitude toward school and learning</i>	3
<i>Participates in the care and organization of the classroom environment</i>	3
<i>Seeks adult help when needed</i>	3
<i>Interacts with adults in a positive and productive manner</i>	3
<i>Accepts responsibility and respectfully responds to feedback.</i>	3
<i>Enters school on time, prepared, and ready to learn</i>	3
<i>Organizes cubby and work materials</i>	3
<i>Accepts responsibility for own actions</i>	3
<i>Respects the rights, feelings, and opinions of others</i>	3
Comments	
Subject description	
<p>The eighth-grade advisory program develops trusting and supportive relationships between the teacher and students to improve students' overall experience. Through advisory, students have a community in which to develop and enhance their social and emotional skills, build executive skill functions and work habits. Advisory helps students practice and improve skills in self-direction, problem-solving, community, and effective communication. Additionally, teachers support students as they transition from middle school to high school. This includes strategies on effectively handling stress and anxiety and using Quaker principles and mindfulness to stay centered and calm throughout the secondary school process. Students discuss real-life scenarios that they will likely face in high school and beyond and grapple with nuance when making decisions.</p>	
Narrative 2024-2025	
<p>Sam continues to display solid organizational and time management skills and comes to school prepared for the day.</p> <p>Over the course of the first semester, Sam continues to be interested in video games. Sam maintains several close friendships in the class and enjoys socializing at lunch and recess- something that has changed over the course of the year. One of Sam's strengths is a quick wit, an ability Sam often uses to lighten the mood with friends. Sam often prefers social interactions and activities during advisory; it is important for Sam to know how to balance social interactions with academic responsibilities, a necessary skill during partner and small group work, and something that Sam does very well. Overall, Sam is an enthusiastic and clever student who is well-prepared to meet future challenges.</p>	

Samuel Pappas (Sam)
 20 Adams Street
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 Birth date: 7/19/2011
 Grade level: 8th Grade

2024 - 2025



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8th Grade Humanities - Christopher Gandolfo-Lucia

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



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8th Grade Humanities - Christopher Gandolfo-Lucia

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

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8th Grade Humanities - Christopher Gandolfo-Lucia

		Gr 8 Fall
Comments		
Subject description		
<p>This course investigates the categories that make up “identity” as understood in contemporary culture and politics. We invited students to think widely about the terms they use to define themselves; this focus helps to forge a classroom community where students feel comfortable and encouraged to share personal experiences and perspectives. Students read independent reading books featuring diverse voices and think collaboratively about the importance of representation in literature, film, and television. The first half of the CFS Eighth Grade Humanities course focuses entirely on essay writing. Students practice a complete writing process involving planning/prewriting, drafting, revising, editing, and proofreading/publishing. Via this practice, each student crafts a personalized writing process that emphasizes their strengths and supports areas of challenges. Throughout all essay units, students engage in the process of self-editing, learning the art of taking constructive feedback from both peers and teachers. For each essay, students submit a rough draft and have a 15-minute conference with their Humanities teacher to discuss specific revision points regarding mechanics, punctuation, organization, support, clarity of writing, and flow of argument. This conference-based writing workshop allows each student an opportunity to practice specific skills and areas for growth that are uniquely relevant to their profile as a writer. This fall semester, students practiced three distinct forms of essay writing: persuasive essay, personal essay, and literary analysis essay. Through a unit studying casting processes and minority representation in film, students practiced crafting persuasive arguments regarding the moral, social, and economic considerations that casting directors should evaluate when casting for roles with marginalized identities. Following this unit, students interrogated their own beliefs by writing personal essays. In this unit, students had the choice between supporting their beliefs with narrative essays and expository evidence drawn from history, culture, science, and personal experience. To conclude the semester, students practiced literary analysis essays through an Ursula K. Le Guin author study, during which students read and analyzed the themes of the following stories: “The Wife’s Tale,” “The Ones Who Walk Away From Omelas,” and “The Author of the Acacia Seeds’ and Other Extracts from the Journal of the Association of Therolinguistics.” In addition to this primary focus on essay writing, students have maintained an independent reading routine that involves 45 minutes of independent reading in class each week. Independent reading is evaluated through oral presentations at an interval of 8-10 weeks. In the second half of the year, students will practice research and oral presentation skills through a variety of independent and collaborative project-based assignments. These projects are open-ended and encourage students to employ a variety of interdisciplinary skills: in addition to relying on brainstorming skills and a complete writing process, for these projects, students will make use of data analysis skills, performing and visual arts skills, production design skills, creative writing skills, and other multi-disciplinary skills.</p>		
Narrative 2024-2025		
<p>Sam has been a dedicated, thoughtful, and organized student in humanities class this semester. Sam has successfully practiced a complete writing process and has eagerly sought multiple rounds of feedback; Sam’s capacity to swiftly produce rough drafts has allowed Sam to allot additional time to revising and editing, and Sam’s writing has often stood out as clear and polished. Sam’s voice as a writer has been particularly distinct, effectively blending moments of humor with deft analysis and insightful commentary. As a reader, Sam has continued to be engaged, curious, and thoughtful, and Sam’s approach to literary analysis has been increasingly insightful and mature. During class discussions, Sam has been an infrequent but wonderfully thoughtful contributor, often referring to specific details from stories and articles to point the class in a helpful direction; accordingly, a goal for Sam throughout the second semester will be to contribute more consistently to class discussions. Overall, Sam has been a successful student in humanities class this semester.</p>		



8th Grade Math - Karen Harvey

	Gr 8 Fall
Math Skills	
<i>Able to use distributive property when solving equations or simplifying expressions.</i>	3
<i>Able to set up proportions</i>	3
<i>Able to perform all operations on real numbers.</i>	3
<i>Able to graph quadratic functions</i>	N/A
<i>Able to solve equations with variable on both sides.</i>	2
<i>Able to solve multi-step linear equations.</i>	3
<i>Able to analyze linear equations that contain two variables, and how these can be represented by graphical lines and tables of values</i>	3
<i>Able to graph linear equations and functions</i>	3
<i>Able to identify unique characteristics of, and graph horizontal and vertical lines.</i>	3
<i>Able to find slope of a linear function visually from a graph (rise over run) or calculate from a table ($m = \frac{y_2 - y_1}{x_2 - x_1}$).</i>	3
<i>Able to solve various word problems that involve real world relationships that can be represented by linear equations or functions</i>	3
<i>Able to write an equation in standard form ($Ax + By = C$) from a graph or from a linear equation in non-standard form.</i>	3
<i>Able to write linear equations in slope intercept form ($y = mx + b$) from graphs, tables and word problems.</i>	3
<i>Able to graph linear inequalities and compound linear inequalities</i>	3
<i>Able to identify the number of solutions of a linear system of equations.</i>	3
<i>Able to interpret systems of inequalities (multiple inequalities at the same time) and use them to describe real-world situations</i>	3
<i>Able to solve systems of simple linear inequalities by creating graphs.</i>	3
<i>Able to construct, analyze, graph, and interpret basic exponential functions of the form $f(x) = a(r^x)$</i>	N/A
<i>Able to identify exponential functions using graphs and/or tables.</i>	N/A
<i>Able to apply exponent properties involving products, powers of a power, and quotients.</i>	N/A
<i>Able to add and subtract polynomial expressions</i>	N/A
<i>Able to multiply polynomial expressions</i>	N/A
<i>Able to differentiate between monomials, binomials and polynomials, identify the degree of polynomial and leading coefficient.</i>	N/A
<i>Able to solve quadratic equations using square roots.</i>	N/A
<i>Able to identify quadratic functions in equation and graph form, and state their properties (vertex, axis of symmetry, relationship to parent quadratic function).</i>	N/A
<i>Able to use the discriminant to determine the number of solutions to a quadratic equation.</i>	N/A
<i>Able to simplify radicals without and with variables.</i>	N/A

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8th Grade Math - Karen Harvey

	Gr 8 Fall
Identify, Solve, Simplify Linear equations, Quadratic Equations and Factor Polynomials	
<i>Able to solve systems of linear equations using algebraic methods</i>	3
<i>Able to visualize linear systems and systems of linear inequalities using graphing calculator technology</i>	3
<i>Able to solve quadratic equations using the quadratic formula</i>	N/A
<i>Able to identify and combine like terms</i>	3
<i>Able to distinguish between expressions and equations</i>	3
<i>Able to simplify expressions</i>	3
<i>Able to identify, define, and determine opposites and absolute values of integers</i>	3
<i>Able to evaluate, graph, analyze, and create various types of functions</i>	3
<i>Able to solve linear inequalities</i>	3
<i>Able to write linear equations in point-slope form $(y - y_1) = m(x - x_1)$ from graphs and tables; given a point-slope equation, able to graph it.</i>	3
<i>Able to solve compound linear inequalities</i>	3
<i>Able to solve one-step linear equations</i>	3
Math Work Habits	
<i>Comes to class prepared and on time</i>	3
<i>Takes notes and uses notes successfully on open book tests</i>	3
<i>Completes homework assignments on time</i>	3
<i>Thoroughly completes class and homework assignments</i>	3
<i>Participates cooperatively and actively (volunteers, asks questions, engages with concepts and materials) in class</i>	4
<i>Advocates for support when needed</i>	4
<i>Demonstrates attentive and positive attitude</i>	3

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8th Grade Math - Karen Harvey

		Gr 8 Fall
Comments		
Subject description		
<p>In 8th grade math, students have engaged with a range of topics that build critical algebraic and statistical skills. The year began with graphing linear equations, where students learned to plot points and understand the relationships represented by linear graphs. They progressed to writing equations and expressions derived from real-world problems and data tables, enhancing their ability to translate between different representations of mathematical relationships. Next, students explored graphing inequalities and solving systems of equations and inequalities, developing strategies to find solutions and interpret their meaning in various contexts. Additionally, the class analyzed two-way data tables, gaining the ability to interpret and organize categorical data effectively. To round out their statistical understanding, students examined correlation coefficients and lines of best fit, learning to interpret statistical relationships and trends within data sets. This comprehensive approach has provided a strong foundation for advanced mathematical concepts and real-world applications.</p>		
Narrative 2024-2025		
<p>In class this fall, we began by assessing students' areas of need for additional support. After that, we quickly moved into solving linear equations and writing equations and expressions from given examples. The class then tackled systems of equations using the elimination method and learned how to graph these systems. As we progressed into the second half of our unit on equations and inequalities, students refined their skills in graphing linear inequalities and creating systems of inequalities from word problems. Our current focus is on two-variable statistics, where we are investigating correlation versus causation, calculating the line of best fit using graphing technology, interpreting what the line of best fit reveals about the problem, determining residuals, and estimating the correlation coefficient from a graph.</p> <p>Sam has demonstrated significant growth in math this semester. After identifying a gap in solving multi-step equations, Sam has worked hard both at home and in school to strengthen this skill. Sam has made great strides in self-advocacy, regularly asking questions when needed, and has also shown improvement in checking work for accuracy. These habits have contributed to a noticeable boost in confidence during classwork. Additionally, Sam has shown strength in graphing linear equations from slope-intercept form, applying this understanding consistently and with precision. To continue building on this progress, Sam will benefit from reviewing and reinforcing strategies for solving systems of equations. With Sam's hard work and positive attitude, the second half of the year is sure to be a success.</p>		



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8th Grade Science - Carolyn Sohn

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

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8th Grade Science - Carolyn Sohn

		Gr 8 Fall
Comments		
Subject description		
<p>Eighth-grade science begins with an exploration of chemistry. In the first unit, "Properties and States of Matter," students gain an understanding of the molecular motion of matter and how scientists classify matter. In this unit, students explore the first inquiry investigation in which they write and implement their own lab procedure to answer the investigation question: "What happens at a molecular level when thermal energy is added to a substance?"</p> <p>Students then explore the foundational elements of chemistry: atomic structure and the periodic table. Students are then introduced to the basic structure of atoms and the properties of subatomic particles, then take time to explore the periodic table once they understand how to interpret terms like "atomic mass." The periodic table is taught using both digital and physical exploration activities as a tool for understanding chemistry and how elements behave.</p> <p>Students each do a deep dive into one element through the "Element Baby Book" project, in which they "adopt" an element and create a scrapbook-style "baby book" using research they do on that element's history, properties, and uses. By the end of this project, students demonstrated a deeper understanding of an element's structure and properties, as well as connected that element to similar elements on the periodic table.</p> <p>The next unit covers atomic bonding and chemical reactions. Students start by learning different types of bonding through a variety of digital simulations and physical activities. Once the bonding concepts are mastered, students learn more about how breaking and forming bonds connect with chemical reactions. Chemical reactions are brought to life through teacher demonstrations and hands-on labs. The unit includes the lab investigation: "Conservation of Mass: How Does the Total Mass of the Substances Formed as a result of a Chemical Change Compare With the Total Mass of the Original Substances?" This investigation brings to life paper-and-pencil chemical equations by giving students the opportunity to carry out several chemical reactions.</p> <p>Students tackle the final chemistry unit, acids and bases, after winter break. This unit pushes students to build upon their understanding of chemical reactions by adding on the concept of acid-base reactions. This unit incorporates inquiry activities and focused lab investigations, such as a cabbage juice pH lab. In the cabbage juice lab, students classify known household substances such as vinegar and soap as strong/weak acids or bases by using the juice of a red cabbage. Students create and test their own cabbage juice color pH scale, then test the scale using substances with known pH values.</p>		
Narrative 2024-2025		
<p>Sam shows up each day curious and ready to learn new concepts. Sam is always prepared with homework in hand each time an assignment is due. Sam often tackles classwork with a friend but is able to work independently if needed. In the unknown material lab, Sam was paired with a close friend who sometimes would get overly focused on details that weren't pertinent to the task at hand. Sam was able to effectively refocus the group back to the goal of the lab in order to complete the assignments. During any lab, Sam typically takes a leadership role amongst peers while still listening and incorporating everyone's thoughts and ideas. Sam always puts 100% effort into projects; Sam's element baby book on Magnesium was thorough, well-researched, and showed that Sam put a lot of thought into each detail. In addition to the requested information, Sam had excellent illustrations and bound the book beautifully with string to create a polished project. Going into the second half of the year, Sam is encouraged to continue checking for understanding of new concepts in class by restating the concept back to the teacher in Sam's own words, which serves to both solidify understanding for Sam and for Sam's peers.</p>		

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8th Grade Spanish - Jose Lopez Espinosa

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

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Grade level: 8th Grade

8th Grade Spanish - Jose Lopez Espinosa

	Gr 8 Fall
Comments	
Subject description	
<p>Eighth-grade Spanish continues with a review of the basic structures from fifth, sixth, and seventh grades with new vocabulary and grammar that serves to broaden the speaking, reading, listening, and writing of Spanish. It also provides students with an understanding and appreciation of cultures other than their own when the students compare and connect any Latinx culture and communities with the American culture. Students acquire a working knowledge of a wide variety of grammatical structures and continue to learn to speak Spanish with more accuracy, expanding their understanding of the language and improving fluency, pronunciation, rhythm, and intonation when speaking Spanish. The students graduate knowing how to use the present, past, and future of the indicative tenses, and eighth graders know how to identify the present subjunctive, commands, the present progressive, the conditional, the present perfect, and the imperfect tenses. Our eighth-grade collaboration happens with the eighth-grade humanities teacher, as well as with science, art, drama, and math classes.</p>	
Narrative 2024-2025	
<p>Sam is a very kind, smart, compassionate, and encouraging student. Sam enjoys the game-based approach activities very much, whether they are on a platform or in circles every Thursday. Sam has made huge progress since Sam started taking Spanish, given that Sam practices listening and reading skills weekly and even jokes when making sentences. Sam also enjoys learning about other cultures and comparing them to Sam's culture. During the Spanish classes, we cover the Latinx and the Spanish culture weekly, connecting communities, making comparisons using the Spanish language and Sam shows evidence of enjoying this part of our curriculum quite a lot. Sam has been able to speak in full sentences and can write and understand every question I ask one hundred percent in Spanish. Sam has been practicing the long sentence level, and demonstrates accurate pronunciation that is clear and understandable. Next steps for Sam are reading out loud whenever Sam is ready to do so and speaking Spanish more at the right time and place using the preterit, the simple present, and the future tenses.</p>	

8th Grade Drama - Jennifer Salvucci Bent

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

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8th Grade Drama - Jennifer Salvucci Bent

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

8th Grade Visual Art - Sami Martasian

	Gr 8 Fall
Visual Art Skills	
<i>Follows art studio procedures and meets art studio expectations for behavior</i>	4
<i>Demonstrates respect for classmates</i>	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>	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>	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

8th Grade Visual Art - Sami Martasian

		Gr 8 Fall
Comments		
Subject description		
<p>Eighth-grade has spent this semester honing personal style and practicing useful techniques to carry into their future art making. Each student began the school year by making a talking piece to be used in Restorative justice circles and community time. These were made with care and consideration of their connection to indigenous cultures that inform our understanding of Restorative Justice. Eighth-grade students then participated in making Alebrijes to be displayed on our Day of the Dead Ofrenda along with the rest of the middle school. All grades participating in the project first studied the life and work of Pedro 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. Eighth-grade students then began their Surrealist self portrait project. Students began this unit by considering work by Leonora Carrington, Frida Khalo, and Kehinde Wiley, three artists whose work is very different from one another but each keen on using surreal elements to better express the emotional reality of their subjects. Face drawing techniques, both by measuring out the face using a classic figure drawing method and by observation in a mirror helped students begin their planning, which then developed into including expressive elements of their own. Students chose symbols, animals, backgrounds, or changes to their appearance to express their identities and inner emotional landscapes. Our next steps were to study shadow and highlight and paint mixing and application to finish these fabulous pieces. Eighth-grade students are currently concluding a linoleum printmaking unit. Students created a square design that is made in such a way that it creates a larger image when printed. Many students carved their linoleum to be 1/4th of an image, so that once rotated, a complete flower, planet, or shape is formed. Students experimented with different colorways and printed on both fabric and paper.</p>		
Narrative 2024-2025		
<p>Sam is a student who brings great effort and enthusiasm to each project in the art room. Connecting assignments to video game characters continues to be a favorite way of working for Sam. The eighth-grade surrealist self-portrait project brought about a challenge as the subject matter was more concretely connected to observational drawing; however, this young artist rose to that challenge, creating a well-painted piece that captured Sam's personality and creative sensibilities. It was clear that Sam was using the life drawing techniques discussed in class to plan the work and was able to pick up these skills with ease. This serious-looking piece features an expressive bust of the artist framed by winding tree branches.</p>		

Samuel Pappas (Sam)
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 Grade level: 8th Grade

2024 - 2025



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8th Grade Physical Education - Angelo Valle

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

Gus Pecoraro
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Attendance		<p>Grading Legend:</p> <p>4 = Student is exceeding grade level expectations</p> <p>3 = Student is achieving grade level expectations</p> <p>2 = Student is working at or near grade level expectations</p> <p>1 = Student is working below grade level expectations</p> <p>N/A = Not Applicable this term</p> <p>Note: As a school policy, all narratives are intentionally written without pronouns.</p> <p>Classes meeting once a week include a subject description but not individualized benchmarks or narrative reports.</p>
Category	Count	
Absent Excused	5	
Tardy Excused	24	

Grades

8th Grade Homeroom/Advisory - Christopher Gandolfo-Lucia

	Gr 8 Fall
Personal and Social Skills	
<i>Engages actively in homeroom routines</i>	3
<i>Makes transitions independently, arriving on time and ready to learn with necessary materials</i>	3
<i>Actively seeks ways to lead by example and model positive community citizenship</i>	4
<i>Has a positive attitude toward school and learning</i>	3
<i>Participates in the care and organization of the classroom environment</i>	4
<i>Seeks adult help when needed</i>	3
<i>Interacts with adults in a positive and productive manner</i>	4
<i>Accepts responsibility and respectfully responds to feedback.</i>	3
<i>Enters school on time, prepared, and ready to learn</i>	3
<i>Organizes cubby and work materials</i>	4
<i>Accepts responsibility for own actions</i>	3
<i>Respects the rights, feelings, and opinions of others</i>	4

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8th Grade Homeroom/Advisory - Christopher Gandolfo-Lucia

	Gr 8 Fall
Comments	
Subject description	
<p>In order to be successful in and out of school, students need to learn a set of social and emotional competencies—cooperation, assertiveness, responsibility, empathy, and self-control—and a set of academic competencies—academic mindset, perseverance, learning strategies, and academic behaviors. The eighth-grade advisory is designed to help students develop these skills through discussions, reflections, and project-based opportunities for community building and engagement. In addition to these social, emotional, and academic skills, the eighth-grade advisory also guides and supports students through the secondary school application and selection process.</p>	
Narrative 2024-2025	
<p>Gus has been a hard-working and enthusiastic member of the eighth-grade cohort this semester. Gus has demonstrated strong organizational skills, consistently arriving to class on time and prepared with the necessary materials and completed assignments. Gus's thoughtful and motivated approach to learning has been evident in every aspect of school life, from engaging curiously in class discussions to diligently completing homework and projects. Gus's commitment to success is matched by a sense of humor that brings joy to the classroom environment, often brightening the day for peers and teachers alike. In general, Gus has displayed a remarkable blend of earnestness, diligence, and enthusiasm this semester.</p> <p>In addition to strong academic habits, Gus has built and maintained meaningful friendships across the eighth-grade cohort and the Middle School community at large. Gus has been well-respected by peers and has been a valued social presence, contributing positively to the group dynamic through a combination of warmth, humor, and an inclusive approach to play. Gus's engaging and funny personality has made Gus a sought-after friend and conversational partner, and Gus has consistently demonstrated care for others in these interactions. Overall, Gus has been a delightful and impactful member of the eighth grade this semester.</p>	

8th Grade Humanities - Christopher Gandolfo-Lucia

	Gr 8 Fall
English	
<i>Determines a theme or central idea of a text and analyzes its development over the course of the text, including its relationship to the characters, setting and plot</i>	3
<i>Analyzes how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision</i>	3
<i>Makes inferences about setting, plot, characters, and events, and supports them with evidence from the text</i>	3
<i>Uses evidence from texts effectively to strengthen arguments and prove a thesis in an essay</i>	3
<i>Organizes ideas in writing in a way that makes sense of their purpose. Essays may include an effective rebuttal to anticipated counter claims.</i>	3
<i>Writes with a clear voice and style appropriate for the piece of writing</i>	3
<i>Accepts and incorporates peer and teacher feedback to improve writing pieces</i>	4
<i>Applies revision and editing techniques to polish writing pieces effectively</i>	3
<i>Employs proper use of punctuation</i>	3
<i>Uses effective techniques, relevant descriptive details, and well-structured event sequences to capture experiences in personal essay</i>	3
<i>Engages thoughtfully with independent reading</i>	3
<i>Uses precise words and phrases to capture and convey experiences and information</i>	3

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8th Grade Humanities - Christopher Gandolfo-Lucia

	Gr 8 Fall
History	
<i>Understands and is able to analyze a text for bias and subjectivity</i>	3
<i>Constructs a historical argument and uses evidence to support it</i>	N/A
<i>Explains causes and effects of historical events</i>	N/A
<i>Analyzes primary source documents for purpose, audience, and message</i>	N/A
<i>Understands the difference between primary and secondary sources</i>	N/A
<i>Examines current events through a historical lens</i>	3
<i>Explains the historical attitudes and treatment of marginalized communities in the U.S. and the major events, leaders, and changes in the rights of those groups over time.</i>	3
<i>Understands the relationship between economic, political, and social change, as well as the ways in which they intersect.</i>	N/A
<i>Analyzes and interprets geographic information</i>	N/A
<i>Analyzes and explains the meaning and context of visuals</i>	N/A
<i>Describes the United States' form and structure of government</i>	N/A
<i>Uses comparative techniques to describe the form and structure of non-US governments</i>	N/A
Research	
<i>Perseveres through the inquiry process, including the development of appropriately rigorous research questions</i>	N/A
<i>Identifies and uses credible sources when conducting research</i>	3
<i>Presents research in an organized, coherent, and polished manner</i>	N/A

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8th Grade Humanities - Christopher Gandolfo-Lucia

	Gr 8 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>	4
<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>	4
<i>Respects the rights, feelings, and opinions of others</i>	3
<i>Makes transitions independently, arriving on time and ready to learn with necessary materials</i>	3
<i>Interacts with peers in a positive and productive manner</i>	3
<i>Takes effective notes that summarize relevant information concisely</i>	3
<i>Discusses social issues thoughtfully and respectfully</i>	3
<i>Interacts with adults in a positive and productive manner</i>	3

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8th Grade Humanities - Christopher Gandolfo-Lucia

		Gr 8 Fall
Comments		
Subject description		
<p>This course investigates the categories that make up “identity” as understood in contemporary culture and politics. We invited students to think widely about the terms they use to define themselves; this focus helps to forge a classroom community where students feel comfortable and encouraged to share personal experiences and perspectives. Students read independent reading books featuring diverse voices and think collaboratively about the importance of representation in literature, film, and television. The first half of the CFS Eighth Grade Humanities course focuses entirely on essay writing. Students practice a complete writing process involving planning/prewriting, drafting, revising, editing, and proofreading/publishing. Via this practice, each student crafts a personalized writing process that emphasizes their strengths and supports areas of challenges. Throughout all essay units, students engage in the process of self-editing, learning the art of taking constructive feedback from both peers and teachers. For each essay, students submit a rough draft and have a 15-minute conference with their Humanities teacher to discuss specific revision points regarding mechanics, punctuation, organization, support, clarity of writing, and flow of argument. This conference-based writing workshop allows each student an opportunity to practice specific skills and areas for growth that are uniquely relevant to their profile as a writer. This fall semester, students practiced three distinct forms of essay writing: persuasive essay, personal essay, and literary analysis essay. Through a unit studying casting processes and minority representation in film, students practiced crafting persuasive arguments regarding the moral, social, and economic considerations that casting directors should evaluate when casting for roles with marginalized identities. Following this unit, students interrogated their own beliefs by writing personal essays. In this unit, students had the choice between supporting their beliefs with narrative essays and expository evidence drawn from history, culture, science, and personal experience. To conclude the semester, students practiced literary analysis essays through an Ursula K. Le Guin author study, during which students read and analyzed the themes of the following stories: “The Wife’s Tale,” “The Ones Who Walk Away From Omelas,” and “The Author of the Acacia Seeds’ and Other Extracts from the Journal of the Association of Therolinguistics.” In addition to this primary focus on essay writing, students have maintained an independent reading routine that involves 45 minutes of independent reading in class each week. Independent reading is evaluated through oral presentations at an interval of 8-10 weeks. In the second half of the year, students will practice research and oral presentation skills through a variety of independent and collaborative project-based assignments. These projects are open-ended and encourage students to employ a variety of interdisciplinary skills: in addition to relying on brainstorming skills and a complete writing process, for these projects, students will make use of data analysis skills, performing and visual arts skills, production design skills, creative writing skills, and other multi-disciplinary skills.</p>		
Narrative 2024-2025		
<p>Gus has consistently brought a focused, motivated attitude to humanities class this semester. Gus has been a diligent writer this semester who has comfortably used a writing process with dedicated time for revising, editing, and proofreading. Gus has been skilled at identifying areas of weakness in pieces of writing and then soliciting and implementing teacher feedback, so a goal for Gus over the coming semester will be to practice greater independence in revising identified areas of weakness. Gus has often received feedback about the informal, conversational tone of first drafts, and Gus has been successful at revising for diction, sentence structure, and selected details in order to develop a more formal tone. During class discussions, Gus has listened actively and asked insightful questions, and throughout the semester, Gus has made an effort to contribute more consistently to discussions. Gus has approached reading assignments with curiosity, concentration, and openness, and Gus’s willingness to invest time and energy into teacher-recommended books has resulted in expanded reading horizons this semester. Overall, Gus has been a successful student in humanities class this semester.</p>		

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8th Grade Math - Karen Harvey

	Gr 8 Fall
Math Skills	
<i>Able to use distributive property when solving equations or simplifying expressions.</i>	3
<i>Able to set up proportions</i>	4
<i>Able to perform all operations on real numbers.</i>	3
<i>Able to graph quadratic functions</i>	N/A
<i>Able to solve equations with variable on both sides.</i>	3
<i>Able to solve multi-step linear equations.</i>	3
<i>Able to analyze linear equations that contain two variables, and how these can be represented by graphical lines and tables of values</i>	3
<i>Able to graph linear equations and functions</i>	3
<i>Able to identify unique characteristics of, and graph horizontal and vertical lines.</i>	3
<i>Able to find slope of a linear function visually from a graph (rise over run) or calculate from a table ($m = \frac{y_2 - y_1}{x_2 - x_1}$).</i>	3
<i>Able to solve various word problems that involve real world relationships that can be represented by linear equations or functions</i>	3
<i>Able to write an equation in standard form ($Ax + By = C$) from a graph or from a linear equation in non-standard form.</i>	3
<i>Able to write linear equations in slope intercept form ($y = mx + b$) from graphs, tables and word problems.</i>	3
<i>Able to graph linear inequalities and compound linear inequalities</i>	3
<i>Able to identify the number of solutions of a linear system of equations.</i>	3
<i>Able to interpret systems of inequalities (multiple inequalities at the same time) and use them to describe real-world situations</i>	3
<i>Able to solve systems of simple linear inequalities by creating graphs.</i>	3
<i>Able to construct, analyze, graph, and interpret basic exponential functions of the form $f(x) = a(r^x)$</i>	3
<i>Able to identify exponential functions using graphs and/or tables.</i>	N/A
<i>Able to apply exponent properties involving products, powers of a power, and quotients.</i>	N/A
<i>Able to add and subtract polynomial expressions</i>	N/A
<i>Able to multiply polynomial expressions</i>	N/A
<i>Able to differentiate between monomials, binomials and polynomials, identify the degree of polynomial and leading coefficient.</i>	N/A
<i>Able to solve quadratic equations using square roots.</i>	N/A
<i>Able to identify quadratic functions in equation and graph form, and state their properties (vertex, axis of symmetry, relationship to parent quadratic function).</i>	N/A
<i>Able to use the discriminant to determine the number of solutions to a quadratic equation.</i>	N/A
<i>Able to simplify radicals without and with variables.</i>	N/A

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8th Grade Math - Karen Harvey

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

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8th Grade Math - Karen Harvey

		Gr 8 Fall
Comments		
Subject description		
<p>In 8th grade math, students have engaged with a range of topics that build critical algebraic and statistical skills. The year began with graphing linear equations, where students learned to plot points and understand the relationships represented by linear graphs. They progressed to writing equations and expressions derived from real-world problems and data tables, enhancing their ability to translate between different representations of mathematical relationships. Next, students explored graphing inequalities and solving systems of equations and inequalities, developing strategies to find solutions and interpret their meaning in various contexts. Additionally, the class analyzed two-way data tables, gaining the ability to interpret and organize categorical data effectively. To round out their statistical understanding, students examined correlation coefficients and lines of best fit, learning to interpret statistical relationships and trends within data sets. This comprehensive approach has provided a strong foundation for advanced mathematical concepts and real-world applications.</p>		
Narrative 2024-2025		
<p>This year in class, we began by focusing on where students felt they required more support. Once those areas were identified, we moved on to solving linear equations, learning how to write equations and expressions from examples. The class then worked on solving systems of equations using the elimination method, followed by graphing these systems. In the second part of our unit on equations and inequalities, students practiced graphing linear inequalities and creating systems of inequalities from real-world word problems. Our current unit focuses on two-variable statistics, including analyzing correlation versus causation, using technology to find the line of best fit, interpreting the significance of the best-fit line, determining residuals, and predicting the correlation coefficient from a graph.</p> <p>Gus has made steady progress in all topics covered in Algebra 1 this semester. Gus has demonstrated a strong ability to graph and interpret scatter plots, as well as determine the line of best fit and the correlation coefficient using graphing technology. Additionally, Gus is a consistent problem solver when working with linear equations and inequalities. Gus actively sought additional support with graphing, and this self-advocacy helped transform areas of difficulty into strengths.</p> <p>An area for growth is independently implementing strategies to double-check work, which will help increase confidence in obtaining correct answers. It would also be beneficial for Gus to develop more positive self-talk around math, as there are many strengths that Gus can take pride in and reflect upon. With continued focus and effort, Gus is well on track for further success in the second semester.</p>		

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8th Grade Science - Carolyn Sohn

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

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8th Grade Science - Carolyn Sohn

		Gr 8 Fall
Comments		
Subject description		
<p>Eighth-grade science begins with an exploration of chemistry. In the first unit, "Properties and States of Matter," students gain an understanding of the molecular motion of matter and how scientists classify matter. In this unit, students explore the first inquiry investigation in which they write and implement their own lab procedure to answer the investigation question: "What happens at a molecular level when thermal energy is added to a substance?"</p> <p>Students then explore the foundational elements of chemistry: atomic structure and the periodic table. Students are then introduced to the basic structure of atoms and the properties of subatomic particles, then take time to explore the periodic table once they understand how to interpret terms like "atomic mass." The periodic table is taught using both digital and physical exploration activities as a tool for understanding chemistry and how elements behave.</p> <p>Students each do a deep dive into one element through the "Element Baby Book" project, in which they "adopt" an element and create a scrapbook-style "baby book" using research they do on that element's history, properties, and uses. By the end of this project, students demonstrated a deeper understanding of an element's structure and properties, as well as connected that element to similar elements on the periodic table.</p> <p>The next unit covers atomic bonding and chemical reactions. Students start by learning different types of bonding through a variety of digital simulations and physical activities. Once the bonding concepts are mastered, students learn more about how breaking and forming bonds connect with chemical reactions. Chemical reactions are brought to life through teacher demonstrations and hands-on labs. The unit includes the lab investigation: "Conservation of Mass: How Does the Total Mass of the Substances Formed as a result of a Chemical Change Compare With the Total Mass of the Original Substances?" This investigation brings to life paper-and-pencil chemical equations by giving students the opportunity to carry out several chemical reactions.</p> <p>Students tackle the final chemistry unit, acids and bases, after winter break. This unit pushes students to build upon their understanding of chemical reactions by adding on the concept of acid-base reactions. This unit incorporates inquiry activities and focused lab investigations, such as a cabbage juice pH lab. In the cabbage juice lab, students classify known household substances such as vinegar and soap as strong/weak acids or bases by using the juice of a red cabbage. Students create and test their own cabbage juice color pH scale, then test the scale using substances with known pH values.</p>		
Narrative 2024-2025		
<p>Gus is a delightful student to work with. Gus shows up ready to take on the day's new concepts and puts 100% effort into each and every assignment. Gus typically chooses to work alone in class but is happy to assist nearby classmates if needed. Gus completes homework assignments on time or early, which is especially impressive considering Gus's busy after-school schedule. Gus has been a standout leader in labs so far this year. Gus has been able to effectively lead different groups of peers even when said peers are struggling to focus on the subject at hand. Gus created a delightful element baby book about carbon. For example, on the cover of the book, Gus illustrated a creative flowchart succinctly summarizing the element's history. Gus's creative narrative within the book was engaging, and the large size of the book itself was impressive. Going into the second half of the year, Gus is encouraged to keep up the high effort each day and to choose to work with classmates on occasion, as working with peers can enhance understanding of the subject matter.</p>		

Gus Pecoraro
582 Blue Hill Ave
Milton, MA 02186
Birth date: 5/24/2011
Grade level: 8th Grade

2024 - 2025



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8th Grade Spanish - Jose Lopez Espinosa

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

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8th Grade Spanish - Jose Lopez Espinosa

	Gr 8 Fall
Comments	
Subject description	
<p>Eighth-grade Spanish continues with a review of the basic structures from fifth, sixth, and seventh grades with new vocabulary and grammar that serves to broaden the speaking, reading, listening, and writing of Spanish. It also provides students with an understanding and appreciation of cultures other than their own when the students compare and connect any Latinx culture and communities with the American culture. Students acquire a working knowledge of a wide variety of grammatical structures and continue to learn to speak Spanish with more accuracy, expanding their understanding of the language and improving fluency, pronunciation, rhythm, and intonation when speaking Spanish. The students graduate knowing how to use the present, past, and future of the indicative tenses, and eighth graders know how to identify the present subjunctive, commands, the present progressive, the conditional, the present perfect, and the imperfect tenses. Our eighth-grade collaboration happens with the eighth-grade humanities teacher, as well as with science, art, drama, and math classes.</p>	
Narrative 2024-2025	
<p>Gus, this year, has been very engaged and focused. Gus loves game-based activities, whether the games are online or in a circle, when we play them every week. Like many students, writing is Gus's least preferred activity; however, Gus diligently practices each week. Gus is currently working on the present tense and the past tense, practicing both regular and irregular verbs. Gus shows evidence of Gus' capability of making full sentences in Spanish and that is simply amazing given that Gus is relatively new to learning Spanish. It is extremely important to practice long sentences weekly. Gus asks clarifying questions in every single class with respect, kindness, and humbleness towards the teacher. The next steps for Gus are getting better at writing, speaking Spanish in every class, listening to Spanish music, and continuing to read, which is already a strength. Gus will reach the goal of speaking in long sentences-and writing, reading, and listening- by the end of the school year.</p>	

8th Grade Drama - Jennifer Salvucci Bent

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



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8th Grade Drama - Jennifer Salvucci Bent

Gr 8 Fall	
Comments	
Subject description	
<p>Eighth grade is essential to the culminating study of the dramatic arts. Drama is intellectual growth, learning to trust your instincts, working with your ensemble, creating safe environments, and risk-taking onstage. It is confidence in making mistakes and it is about the process over time. At the start of the academic term students engage in the first unit of study: Interviewing 101. Because eighth grade is a year of new possibilities and development before transitioning to secondary schools, students begin the process of next school selection, and interviewing has been incorporated into the drama curriculum. This essential skill is not only used for secondary school preparation, but for college and job interviewing as well. Students are lead through a series of interview questions, enhancing their oral presentation skills as progress toward mock interviews. Students begin to realize how like physicality is extremely important in our stage productions, their physical self is used as a marker in interviews. Posture, a firm handshake, eye contact, and culture serve as essential factors in the final interview. The eighth graders also learn the importance of dress in connection with specific situations, and how they should always remain true to who they are as a person: that their thoughts, instincts and reflections on life thus far, is a voice that needs to be heard. Though they will move on to connecting with a different ensemble, students are able to reflect on everything that has brought them to this point in their lives and how their time at Cambridge Friends School has shaped their views on the world. Once the interview unit has concluded, students change course and begin the journey of piecing together a culminating stage production. Using every one of the skills sets incorporated into the first three years of the Cambridge Friends School Drama curriculum, this year's eighth graders will be performing <i>Newsies</i>, <i>JR.!</i> The beginning steps of this process is for the students to identify the through-line of the play, the symbolism and the themes behind it, and then begin the process of text analysis for their individual character(s). From there, we will begin the blocking process, as well as lighting and sound along the way. Looking forward to our final adventure together!</p>	
Narrative 2024-2025	
<p>Assigned the role of tech director for our production of <i>Newsies</i>, Gus has assumed the awesome responsibility with authority, passion, and skill. Though we are just getting started on our production, Gus is excited to showcase creative talents that will make for a strong set and lighting design onstage. Additionally, Gus's no-nonsense attitude and leadership skills command the class in such a respectful way, with peers determined to pay attention and focus. When having in-depth conversations about the Next Schools process, Gus asked thoughtful questions to learn the best strategies for leaving a positive impression during interviews. Gus embraced the process in a positive way and developed memorable ways to showcase a myriad of interests, passions, and skills during these interviews. Gus has developed an impressive way of communication during our conversations, probing deep into the school culture, outside community, and the world.</p>	

8th Grade Visual Art - Sami Martasian

Gr 8 Fall	
Visual Art Skills	
<i>Follows art studio procedures and meets art studio expectations for behavior</i>	4
<i>Demonstrates respect for classmates</i>	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>	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

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8th Grade Visual Art - Sami Martasian

Gr 8 Fall	
Comments	
Subject description	
<p>Eighth-grade has spent this semester honing personal style and practicing useful techniques to carry into their future art making. Each student began the school year by making a talking piece to be used in Restorative justice circles and community time. These were made with care and consideration of their connection to indigenous cultures that inform our understanding of Restorative Justice. Eighth-grade students then participated in making Alebrijes to be displayed on our Day of the Dead Ofrenda along with the rest of the middle school. All grades participating in the project first studied the life and work of Pedro Linares Lopez, who is credited with beginning the tradition. Though this is a yearly project, students approach it each year with different materials; this year the medium was colorful air dry clay and paint markers. Eighth-grade students then began their Surrealist self portrait project. Students began this unit by considering work by Leonora Carrington, Frida Khalo, and Kehinde Wiley, three artists whose work is very different from one another but each keen on using surreal elements to better express the emotional reality of their subjects. Face drawing techniques, both by measuring out the face using a classic figure drawing method and by observation in a mirror helped students begin their planning, which then developed into including expressive elements of their own. Students chose symbols, animals, backgrounds, or changes to their appearance to express their identities and inner emotional landscapes. Our next steps were to study shadow and highlight and paint mixing and application to finish these fabulous pieces. Eighth-grade students are currently concluding a linoleum printmaking unit. Students created a square design that is made in such a way that it creates a larger image when printed. Many students carved their linoleum to be 1/4th of an image, so that once rotated, a complete flower, planet, or shape is formed. Students experimented with different colorways and printed on both fabric and paper.</p>	
Narrative 2024-2025	
<p>Gus has continued to grow as an artist this fall. Working carefully at each step, Gus' surrealist self-portrait clearly captures a few of this student's strengths, such as being unafraid of experimentation and adjusting a plan to best capture an observation. This portrait features a bust of the artist against a bold sunset as splatter paint stars speckle the sky. Gus' face is painted with great attention to detail and value; shadows and highlights shape its features and communicate a serious expression. The eyes of the portrait fall directly on the viewer. Layers of paint document the process of revision this piece has gone through, one that speaks to Gus' dedication to the project. Alebrije creation led Gus to sculpt an entirely unique creature with wings, horns, and a long snout. Careful lines adorn the face to honor the practice tradition, yet they align with Gus' personal style. As the semester comes to a close, Gus has been focused on spending free time in the studio drawing a particular hockey player. This drawing is remarkable; Gus accurately sketches the pose with a great understanding of form and figure from a reference, yet this piece is more than a copy of a photograph. It speaks to what makes Gus' work so special: a thoughtful application of hand-drawn style balances with visual information to be graceful while accurate.</p>	

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8th Grade Physical Education - Angelo Valle

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

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

Grades

8th Grade Homeroom/Advisory - Jose Lopez Espinosa

	Gr 8 Fall
Personal and Social Skills	
<i>Engages actively in homeroom routines</i>	3
<i>Makes transitions independently, arriving on time and ready to learn with necessary materials</i>	3
<i>Actively seeks ways to lead by example and model positive community citizenship</i>	3
<i>Has a positive attitude toward school and learning</i>	3
<i>Participates in the care and organization of the classroom environment</i>	3
<i>Seeks adult help when needed</i>	3
<i>Interacts with adults in a positive and productive manner</i>	3
<i>Accepts responsibility and respectfully responds to feedback.</i>	3
<i>Enters school on time, prepared, and ready to learn</i>	3
<i>Organizes cubby and work materials</i>	3
<i>Accepts responsibility for own actions</i>	3
<i>Respects the rights, feelings, and opinions of others</i>	3
Comments	
Subject description	
<p>The eighth-grade advisory program develops trusting and supportive relationships between the teacher and students to improve students' overall experience. Through advisory, students have a community in which to develop and enhance their social and emotional skills, build executive skill functions and work habits. Advisory helps students practice and improve skills in self-direction, problem-solving, community, and effective communication. Additionally, teachers support students as they transition from middle school to high school. This includes strategies on effectively handling stress and anxiety and using Quaker principles and mindfulness to stay centered and calm throughout the secondary school process. Students discuss real-life scenarios that they will likely face in high school and beyond and grapple with nuance when making decisions.</p>	
Narrative 2024-2025	
<p>Jad continues to display solid organizational and time management skills and comes to school prepared for the day.</p> <p>Jad has added happiness and a ton of smiles to the advisory, to the classes, and to the Middle School in general. So far, Jad's active participation in whole class and group discussions keeps improving. Jad maintains several close friendships in the class and enjoys socializing during lunch and recess. Overall, Jad is doing great regarding the advisory skills. We will keep working on problem-solving, but Jad is aware and accepts redirection with a smile and a bit of humor. Thank you Jad!</p>	

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8th Grade Humanities - Christopher Gandolfo-Lucia

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

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8th Grade Humanities - Christopher Gandolfo-Lucia

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

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8th Grade Humanities - Christopher Gandolfo-Lucia

		Gr 8 Fall
Comments		
Subject description		
<p>This course investigates the categories that make up “identity” as understood in contemporary culture and politics. We invited students to think widely about the terms they use to define themselves; this focus helps to forge a classroom community where students feel comfortable and encouraged to share personal experiences and perspectives. Students read independent reading books featuring diverse voices and think collaboratively about the importance of representation in literature, film, and television. The first half of the CFS Eighth Grade Humanities course focuses entirely on essay writing. Students practice a complete writing process involving planning/prewriting, drafting, revising, editing, and proofreading/publishing. Via this practice, each student crafts a personalized writing process that emphasizes their strengths and supports areas of challenges. Throughout all essay units, students engage in the process of self-editing, learning the art of taking constructive feedback from both peers and teachers. For each essay, students submit a rough draft and have a 15-minute conference with their Humanities teacher to discuss specific revision points regarding mechanics, punctuation, organization, support, clarity of writing, and flow of argument. This conference-based writing workshop allows each student an opportunity to practice specific skills and areas for growth that are uniquely relevant to their profile as a writer. This fall semester, students practiced three distinct forms of essay writing: persuasive essay, personal essay, and literary analysis essay. Through a unit studying casting processes and minority representation in film, students practiced crafting persuasive arguments regarding the moral, social, and economic considerations that casting directors should evaluate when casting for roles with marginalized identities. Following this unit, students interrogated their own beliefs by writing personal essays. In this unit, students had the choice between supporting their beliefs with narrative essays and expository evidence drawn from history, culture, science, and personal experience. To conclude the semester, students practiced literary analysis essays through an Ursula K. Le Guin author study, during which students read and analyzed the themes of the following stories: “The Wife’s Tale,” “The Ones Who Walk Away From Omelas,” and “The Author of the Acacia Seeds’ and Other Extracts from the Journal of the Association of Therolinguistics.” In addition to this primary focus on essay writing, students have maintained an independent reading routine that involves 45 minutes of independent reading in class each week. Independent reading is evaluated through oral presentations at an interval of 8-10 weeks. In the second half of the year, students will practice research and oral presentation skills through a variety of independent and collaborative project-based assignments. These projects are open-ended and encourage students to employ a variety of interdisciplinary skills: in addition to relying on brainstorming skills and a complete writing process, for these projects, students will make use of data analysis skills, performing and visual arts skills, production design skills, creative writing skills, and other multi-disciplinary skills.</p>		
Narrative 2024-2025		
<p>Jad has been a diligent and hard-working student in humanities class this semester. As a writer, Jad has crafted clear and organized pieces and has made particular progress in writing thorough introduction and conclusion paragraphs that give context to Jad’s evidence and analysis. Jad’s increased skill with the mechanics of writing has led Jad to recently work on developing more detailed and nuanced arguments for essays, and this will continue to be a goal for Jad throughout the rest of the year. In class discussions, Jad has listened attentively, confidently asked clarifying questions, and contributed thoughtful analysis. Jad has approached independent reading assignments with enthusiasm and openness and has welcomed a wide-ranging set of book recommendations. When giving formal presentations, Jad has been warm and engaging, and Jad has made a positive habit of using notes to support presentations. Overall, Jad has been a successful student in humanities class this semester.</p>		

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8th Grade Math - Karen Harvey

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

Jad Rhalimi (Jad)
 34 Highland Street
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 Birth date: 8/17/2011
 Grade level: 8th Grade

2024 - 2025



Cambridge Friends School
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8th Grade Math - Karen Harvey

	Gr 8 Fall
Identify, Solve, Simplify Linear equations, Quadratic Equations and Factor Polynomials	
<i>Able to solve systems of linear equations using algebraic methods</i>	N/A
<i>Able to visualize linear systems and systems of linear inequalities using graphing calculator technology</i>	N/A
<i>Able to solve quadratic equations using the quadratic formula</i>	N/A
<i>Able to identify and combine like terms</i>	4
<i>Able to distinguish between expressions and equations</i>	3
<i>Able to simplify expressions</i>	3
<i>Able to identify, define, and determine opposites and absolute values of integers</i>	3
<i>Able to evaluate, graph, analyze, and create various types of functions</i>	3
<i>Able to solve linear inequalities</i>	N/A
<i>Able to write linear equations in point-slope form $(y - y_1) = m(x - x_1)$ from graphs and tables; given a point-slope equation, able to graph it.</i>	3
<i>Able to solve compound linear inequalities</i>	N/A
<i>Able to solve one-step linear equations</i>	3
Math Work Habits	
<i>Comes to class prepared and on time</i>	3
<i>Takes notes and uses notes successfully on open book tests</i>	3
<i>Completes homework assignments on time</i>	3
<i>Thoroughly completes class and homework assignments</i>	3
<i>Participates cooperatively and actively (volunteers, asks questions, engages with concepts and materials) in class</i>	3
<i>Advocates for support when needed</i>	3
<i>Demonstrates attentive and positive attitude</i>	3

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8th Grade Math - Karen Harvey

		Gr 8 Fall
Comments		
Subject description		
<p>In 8th grade math, students have engaged with a range of topics that build critical algebraic and statistical skills. The year began with graphing linear equations, where students learned to plot points and understand the relationships represented by linear graphs. They progressed to writing equations and expressions derived from real-world problems and data tables, enhancing their ability to translate between different representations of mathematical relationships. Next, students explored graphing inequalities and solving systems of equations and inequalities, developing strategies to find solutions and interpret their meaning in various contexts. Additionally, the class analyzed two-way data tables, gaining the ability to interpret and organize categorical data effectively. To round out their statistical understanding, students examined correlation coefficients and lines of best fit, learning to interpret statistical relationships and trends within data sets. This comprehensive approach has provided a strong foundation for advanced mathematical concepts and real-world applications.</p>		
Narrative 2024-2025		
<p>The class has made great strides this semester, covering a wide range of mathematical topics. We started by exploring one-variable statistics, where students learned how to represent data graphically, classify different types of distributions, and interpret data to determine the most appropriate measures of center and spread, such as the mean, median, Mean Absolute Deviation, and Interquartile Range. After that, we began our in-depth study of linear equations and inequalities, concentrating on the first portion of this extensive unit. Students have focused on writing equations from word problems, simplifying expressions, solving equations using balancing rules, interpreting graphs, and generating their own graphs of linear equations.</p> <p>Jad has emerged as a strong learner in the math group this year. From the start, Jad has been very motivated to do well and has demonstrated a solid understanding of linear equations. Jad is particularly adept at converting between various forms of linear equations, especially into slope-intercept form from standard and point-slope form. This skill has made graphing linear equations much simpler and more efficient for Jad. Additionally, Jad has shown proficiency in accurately solving equations for more than one variable.</p> <p>An area for growth is that small mistakes can sometimes lead to incorrect final answers. Jad is encouraged to pay close attention to detail, as errors like forgetting a negative symbol or confusing the X and Y values in an ordered pair can affect the accuracy of solutions. With the continued focus on these details, Jad will further strengthen problem-solving abilities. It has been a pleasure to watch Jad grow as a math student, and it will be a pleasure to see even more progress throughout the rest of the year.</p>		

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8th Grade Science - Carolyn Sohn

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



34 Highland Street
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Birth date: 8/17/2011

Grade level: 8th Grade

8th Grade Science - Carolyn Sohn

	Gr 8 Fall
Comments	
Subject description	
<p>Eighth-grade science begins with an exploration of chemistry. In the first unit, "Properties and States of Matter," students gain an understanding of the molecular motion of matter and how scientists classify matter. In this unit, students explore the first inquiry investigation in which they write and implement their own lab procedure to answer the investigation question: "What happens at a molecular level when thermal energy is added to a substance?"</p> <p>Students then explore the foundational elements of chemistry: atomic structure and the periodic table. Students are then introduced to the basic structure of atoms and the properties of subatomic particles, then take time to explore the periodic table once they understand how to interpret terms like "atomic mass." The periodic table is taught using both digital and physical exploration activities as a tool for understanding chemistry and how elements behave.</p> <p>Students each do a deep dive into one element through the "Element Baby Book" project, in which they "adopt" an element and create a scrapbook-style "baby book" using research they do on that element's history, properties, and uses. By the end of this project, students demonstrated a deeper understanding of an element's structure and properties, as well as connected that element to similar elements on the periodic table.</p> <p>The next unit covers atomic bonding and chemical reactions. Students start by learning different types of bonding through a variety of digital simulations and physical activities. Once the bonding concepts are mastered, students learn more about how breaking and forming bonds connect with chemical reactions. Chemical reactions are brought to life through teacher demonstrations and hands-on labs. The unit includes the lab investigation: "Conservation of Mass: How Does the Total Mass of the Substances Formed as a result of a Chemical Change Compare With the Total Mass of the Original Substances?" This investigation brings to life paper-and-pencil chemical equations by giving students the opportunity to carry out several chemical reactions.</p> <p>Students tackle the final chemistry unit, acids and bases, after winter break. This unit pushes students to build upon their understanding of chemical reactions by adding on the concept of acid-base reactions. This unit incorporates inquiry activities and focused lab investigations, such as a cabbage juice pH lab. In the cabbage juice lab, students classify known household substances such as vinegar and soap as strong/weak acids or bases by using the juice of a red cabbage. Students create and test their own cabbage juice color pH scale, then test the scale using substances with known pH values.</p>	
Narrative 2024-2025	
<p>Jad is a light-hearted student who enjoys working with classmates. Jad has a goofy sense of humor and brings levity to class each day. Jad benefits from working with classmates to complete assignments, as talking through concepts orally helps Jad to better understand them and work through confusing portions. Jad is diligent about homework and completes assignments neatly and thoroughly. During labs, Jad does not usually assume a leadership role within the group but always contributes equally to every portion. Jad chose uranium for the element baby book this year; Jad's project included many colorful elements and was well-decorated. Jad included all the requested factual information, though the baby book lacked a lot of personification of the element itself. Going into the second half of the year, Jad is encouraged to be proactive about checking in with the teacher when not understanding a concept, as physics may present more challenges as the year progresses.</p>	

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8th Grade Spanish - Jose Lopez Espinosa

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

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8th Grade Spanish - Jose Lopez Espinosa

	Gr 8 Fall
Comments	
Subject description	
<p>Eighth-grade Spanish continues with a review of the basic structures from fifth, sixth, and seventh grades with new vocabulary and grammar that serves to broaden the speaking, reading, listening, and writing of Spanish. It also provides students with an understanding and appreciation of cultures other than their own when the students compare and connect any Latinx culture and communities with the American culture. Students acquire a working knowledge of a wide variety of grammatical structures and continue to learn to speak Spanish with more accuracy, expanding their understanding of the language and improving fluency, pronunciation, rhythm, and intonation when speaking Spanish. The students graduate knowing how to use the present, past, and future of the indicative tenses, and eighth graders know how to identify the present subjunctive, commands, the present progressive, the conditional, the present perfect, and the imperfect tenses. Our eighth-grade collaboration happens with the eighth-grade humanities teacher, as well as with science, art, drama, and math classes.</p>	
Narrative 2024-2025	
<p>Jad is one of the most respectful, engaged, and dedicated students. Jad learns best by listening and by seeing Spanish words written on the board. Jad enjoys practicing Spanish through games, both online and in person, and successfully applies this practice when participating in speaking, reading, and listening activities. Jad loves art projects. Jad is currently working on a collaborating board game that will show evidence of using past, present, and future tenses. Jad is focused and capable and always shows a positive attitude and eagerness to learn. Jad can write long sentences and has started to practice writing paragraphs, which is very important and worth mentioning. The next steps for Jad are to keep on practicing writing weekly, gain confidence when speaking Spanish, practice more listening weekly, and read short stories to connect it all with the four skills. These activities will help expand Jad's vocabulary daily.</p>	

8th Grade Drama - Jennifer Salvucci Bent

	Gr 8 Fall
Drama Skills	
<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>	N/A
<i>Encourages their peers onstage and works together to ensure the growth and connection of the ensemble</i>	3

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8th Grade Drama - Jennifer Salvucci Bent

	Gr 8 Fall
Comments	
Subject description	
<p>Eighth grade is essential to the culminating study of the dramatic arts. Drama is intellectual growth, learning to trust your instincts, working with your ensemble, creating safe environments, and risk-taking onstage. It is confidence in making mistakes and it is about the process over time. At the start of the academic term students engage in the first unit of study: Interviewing 101. Because eighth grade is a year of new possibilities and development before transitioning to secondary schools, students begin the process of next school selection, and interviewing has been incorporated into the drama curriculum. This essential skill is not only used for secondary school preparation, but for college and job interviewing as well. Students are lead through a series of interview questions, enhancing their oral presentation skills as progress toward mock interviews. Students begin to realize how like physicality is extremely important in our stage productions, their physical self is used as a marker in interviews. Posture, a firm handshake, eye contact, and culture serve as essential factors in the final interview. The eighth graders also learn the importance of dress in connection with specific situations, and how they should always remain true to who they are as a person: that their thoughts, instincts and reflections on life thus far, is a voice that needs to be heard. Though they will move on to connecting with a different ensemble, students are able to reflect on everything that has brought them to this point in their lives and how their time at Cambridge Friends School has shaped their views on the world. Once the interview unit has concluded, students change course and begin the journey of piecing together a culminating stage production. Using every one of the skills sets incorporated into the first three years of the Cambridge Friends School Drama curriculum, this year's eighth graders will be performing <i>Newsies</i>, <i>JR.</i>! The beginning steps of this process is for the students to identify the through-line of the play, the symbolism and the themes behind it, and then begin the process of text analysis for their individual character(s). From there, we will begin the blocking process, as well as lighting and sound along the way. Looking forward to our final adventure together!</p>	
Narrative 2024-2025	
<p>Jad has grown tremendously over the summer and is taking a huge interest in the goings-on in the community and the world. Jad took our Next School interviewing unit very seriously and remains engaged, enthusiastic, and genuinely excited about what lies ahead. Jad was thoughtful and reflective in the interviews and respectful of peers' journeys as well. Jad spent time brainstorming what makes someone unique and taking the initiative and advocating to make sure all expectations were met. Jad is taking on the role of one of our tech directors for our production of <i>Newsies</i> and is genuinely excited when talking about the responsibility. Jad has made such progress this year in not succumbing to distraction.</p>	

8th Grade Visual Art - Sami Martasian

	Gr 8 Fall
Visual Art Skills	
<i>Follows art studio procedures and meets art studio expectations for behavior</i>	3
<i>Demonstrates respect for classmates</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>	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>	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

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8th Grade Visual Art - Sami Martasian

	Gr 8 Fall
Comments	
Subject description	
<p>Eighth-grade has spent this semester honing personal style and practicing useful techniques to carry into their future art making. Each student began the school year by making a talking piece to be used in Restorative justice circles and community time. These were made with care and consideration of their connection to indigenous cultures that inform our understanding of Restorative Justice. Eighth-grade students then participated in making Alebrijes to be displayed on our Day of the Dead Ofrenda along with the rest of the middle school. All grades participating in the project first studied the life and work of Pedro Linares Lopez, who is credited with beginning the tradition. Though this is a yearly project, students approach it each year with different materials; this year the medium was colorful air dry clay and paint markers. Eighth-grade students then began their Surrealist self portrait project. Students began this unit by considering work by Leonora Carrington, Frida Khalo, and Kehinde Wiley, three artists whose work is very different from one another but each keen on using surreal elements to better express the emotional reality of their subjects. Face drawing techniques, both by measuring out the face using a classic figure drawing method and by observation in a mirror helped students begin their planning, which then developed into including expressive elements of their own. Students chose symbols, animals, backgrounds, or changes to their appearance to express their identities and inner emotional landscapes. Our next steps were to study shadow and highlight and paint mixing and application to finish these fabulous pieces. Eighth-grade students are currently concluding a linoleum printmaking unit. Students created a square design that is made in such a way that it creates a larger image when printed. Many students carved their linoleum to be 1/4th of an image, so that once rotated, a complete flower, planet, or shape is formed. Students experimented with different colorways and printed on both fabric and paper.</p>	
Narrative 2024-2025	
<p>Jad is open to working in a variety of mediums and does not shy away from the challenge of an unfamiliar material. Jad's Alebrije celebrated the heart of the work inspiring the project. Bold patterns dance on a unique hybrid creature, showcasing Jad's precision and creativity. Linoleum block printing led Jad to create a striking geometric image that was carved with care. Each print contained clear, bold lines, and the design worked well when printed as a tessellation.</p>	

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8th Grade Physical Education - Angelo Valle

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



4 Aberdeen Ct.
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 Grade level: 8th Grade

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

Grades

8th Grade Homeroom/Advisory - Christopher Gandolfo-Lucia

	Gr 8 Fall
Personal and Social Skills	
<i>Engages actively in homeroom routines</i>	3
<i>Makes transitions independently, arriving on time and ready to learn with necessary materials</i>	3
<i>Actively seeks ways to lead by example and model positive community citizenship</i>	3
<i>Has a positive attitude toward school and learning</i>	3
<i>Participates in the care and organization of the classroom environment</i>	4
<i>Seeks adult help when needed</i>	3
<i>Interacts with adults in a positive and productive manner</i>	3
<i>Accepts responsibility and respectfully responds to feedback.</i>	2
<i>Enters school on time, prepared, and ready to learn</i>	3
<i>Organizes cubby and work materials</i>	3
<i>Accepts responsibility for own actions</i>	3
<i>Respects the rights, feelings, and opinions of others</i>	3



4 Aberdeen Ct.

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Birth date: 1/12/2011

Grade level: 8th Grade

8th Grade Homeroom/Advisory - Christopher Gandolfo-Lucia

	Gr 8 Fall
Comments	
Subject description	
<p>In order to be successful in and out of school, students need to learn a set of social and emotional competencies—cooperation, assertiveness, responsibility, empathy, and self-control—and a set of academic competencies—academic mindset, perseverance, learning strategies, and academic behaviors. The eighth-grade advisory is designed to help students develop these skills through discussions, reflections, and project-based opportunities for community building and engagement. In addition to these social, emotional, and academic skills, the eighth-grade advisory also guides and supports students through the secondary school application and selection process.</p>	
Narrative 2024-2025	
<p>Mason has been an energetic and kind-hearted member of the eighth-grade cohort this semester. With focus and a strong work ethic, Mason has developed an effective set of organizational skills and has typically arrived at class punctual and prepared. While Mason has often preferred to work in a quieter space, such as the hallways outside the classroom, this environment has occasionally led to distractions, either initiated by peers passing by or by Mason engaging with them. Despite these moments, though, Mason has made significant progress in the goal of staying focused, demonstrating clear growth in both organizational and work habits. In general, Mason has displayed increasing engagement and dedication to schoolwork this semester.</p> <p>Socially, Mason has been incredibly well-liked and appreciated throughout the eighth grade. Mason's enthusiasm for sports has made a significant impact on the class, and Mason has taken on a leadership role in organizing and facilitating games before school and during recess periods. While Mason has sometimes gotten carried away with jokes and playful moments with friends, Mason has been responsive to teacher feedback and has been working to consistently demonstrate accountability in these moments. Overall, Mason has been a positive, engaging, and well-respected presence in the eighth grade this semester.</p>	

8th Grade Humanities - Christopher Gandolfo-Lucia

	Gr 8 Fall
English	
<i>Determines a theme or central idea of a text and analyzes its development over the course of the text, including its relationship to the characters, setting and plot</i>	3
<i>Analyzes how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision</i>	3
<i>Makes inferences about setting, plot, characters, and events, and supports them with evidence from the text</i>	3
<i>Uses evidence from texts effectively to strengthen arguments and prove a thesis in an essay</i>	3
<i>Organizes ideas in writing in a way that makes sense of their purpose. Essays may include an effective rebuttal to anticipated counter claims.</i>	3
<i>Writes with a clear voice and style appropriate for the piece of writing</i>	3
<i>Accepts and incorporates peer and teacher feedback to improve writing pieces</i>	3
<i>Applies revision and editing techniques to polish writing pieces effectively</i>	3
<i>Employs proper use of punctuation</i>	2
<i>Uses effective techniques, relevant descriptive details, and well-structured event sequences to capture experiences in personal essay</i>	3
<i>Engages thoughtfully with independent reading</i>	3
<i>Uses precise words and phrases to capture and convey experiences and information</i>	3

Mason Richards (Mason)

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8th Grade Humanities - Christopher Gandolfo-Lucia

	Gr 8 Fall
History	
<i>Understands and is able to analyze a text for bias and subjectivity</i>	3
<i>Constructs a historical argument and uses evidence to support it</i>	N/A
<i>Explains causes and effects of historical events</i>	N/A
<i>Analyzes primary source documents for purpose, audience, and message</i>	N/A
<i>Understands the difference between primary and secondary sources</i>	N/A
<i>Examines current events through a historical lens</i>	3
<i>Explains the historical attitudes and treatment of marginalized communities in the U.S. and the major events, leaders, and changes in the rights of those groups over time.</i>	3
<i>Understands the relationship between economic, political, and social change, as well as the ways in which they intersect.</i>	N/A
<i>Analyzes and interprets geographic information</i>	N/A
<i>Analyzes and explains the meaning and context of visuals</i>	N/A
<i>Describes the United States' form and structure of government</i>	N/A
<i>Uses comparative techniques to describe the form and structure of non-US governments</i>	N/A
Research	
<i>Perseveres through the inquiry process, including the development of appropriately rigorous research questions</i>	N/A
<i>Identifies and uses credible sources when conducting research</i>	3
<i>Presents research in an organized, coherent, and polished manner</i>	N/A

Mason Richards (Mason)

2024 - 2025



Cambridge Friends School

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4 Aberdeen Ct.

Cambridge, MA 02138

Birth date: 1/12/2011

Grade level: 8th Grade

8th Grade Humanities - Christopher Gandolfo-Lucia

	Gr 8 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>	4
<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>Respects the rights, feelings, and opinions of others</i>	3
<i>Makes transitions independently, arriving on time and ready to learn with necessary materials</i>	3
<i>Interacts with peers in a positive and productive manner</i>	3
<i>Takes effective notes that summarize relevant information concisely</i>	3
<i>Discusses social issues thoughtfully and respectfully</i>	3
<i>Interacts with adults in a positive and productive manner</i>	3

Mason Richards (Mason)
4 Aberdeen Ct.
Cambridge, MA 02138
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2024 - 2025



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8th Grade Humanities - Christopher Gandolfo-Lucia

		Gr 8 Fall
Comments		
Subject description		
<p>This course investigates the categories that make up “identity” as understood in contemporary culture and politics. We invited students to think widely about the terms they use to define themselves; this focus helps to forge a classroom community where students feel comfortable and encouraged to share personal experiences and perspectives. Students read independent reading books featuring diverse voices and think collaboratively about the importance of representation in literature, film, and television. The first half of the CFS Eighth Grade Humanities course focuses entirely on essay writing. Students practice a complete writing process involving planning/prewriting, drafting, revising, editing, and proofreading/publishing. Via this practice, each student crafts a personalized writing process that emphasizes their strengths and supports areas of challenges. Throughout all essay units, students engage in the process of self-editing, learning the art of taking constructive feedback from both peers and teachers. For each essay, students submit a rough draft and have a 15-minute conference with their Humanities teacher to discuss specific revision points regarding mechanics, punctuation, organization, support, clarity of writing, and flow of argument. This conference-based writing workshop allows each student an opportunity to practice specific skills and areas for growth that are uniquely relevant to their profile as a writer. This fall semester, students practiced three distinct forms of essay writing: persuasive essay, personal essay, and literary analysis essay. Through a unit studying casting processes and minority representation in film, students practiced crafting persuasive arguments regarding the moral, social, and economic considerations that casting directors should evaluate when casting for roles with marginalized identities. Following this unit, students interrogated their own beliefs by writing personal essays. In this unit, students had the choice between supporting their beliefs with narrative essays and expository evidence drawn from history, culture, science, and personal experience. To conclude the semester, students practiced literary analysis essays through an Ursula K. Le Guin author study, during which students read and analyzed the themes of the following stories: “The Wife’s Tale,” “The Ones Who Walk Away From Omelas,” and “The Author of the Acacia Seeds’ and Other Extracts from the Journal of the Association of Therolinguistics.” In addition to this primary focus on essay writing, students have maintained an independent reading routine that involves 45 minutes of independent reading in class each week. Independent reading is evaluated through oral presentations at an interval of 8-10 weeks. In the second half of the year, students will practice research and oral presentation skills through a variety of independent and collaborative project-based assignments. These projects are open-ended and encourage students to employ a variety of interdisciplinary skills: in addition to relying on brainstorming skills and a complete writing process, for these projects, students will make use of data analysis skills, performing and visual arts skills, production design skills, creative writing skills, and other multi-disciplinary skills.</p>		
Narrative 2024-2025		
<p>This semester, Mason has approached humanities class with focus, attention to detail, and a dedication to completing assignments thoroughly. During working sessions, Mason has preferred to work independently in a quiet space when given the choice and has worked effectively in this context. Although writing has been an area of challenge for Mason in the past, Mason has confidently crafted clear, well-organized essays with the support of a multi-step writing process and sessions with a learning specialist. Structured class time for revising and editing has given Mason the opportunity to practice these skills, and a primary goal for Mason as a writer over the coming semester will be to continue developing more independent tactics for revising, editing, and proofreading. Across both independent and whole-class reading assignments, Mason has demonstrated increased stamina and confidence as well as a willingness to explore teacher book recommendations. Mason has been an attentive listener during class discussions, and a secondary goal for Mason over the coming semester will be to contribute comments and questions to these discussions more consistently. Overall, Mason has been a solid student in humanities class this semester.</p>		



4 Aberdeen Ct.

Cambridge, MA 02138

Birth date: 1/12/2011

Grade level: 8th Grade

8th Grade Math - Karen Harvey

	Gr 8 Fall
Math Skills	
<i>Able to use distributive property when solving equations or simplifying expressions.</i>	3
<i>Able to set up proportions</i>	3
<i>Able to perform all operations on real numbers.</i>	2
<i>Able to graph quadratic functions</i>	N/A
<i>Able to solve equations with variable on both sides.</i>	3
<i>Able to solve multi-step linear equations.</i>	3
<i>Able to analyze linear equations that contain two variables, and how these can be represented by graphical lines and tables of values</i>	3
<i>Able to graph linear equations and functions</i>	3
<i>Able to identify unique characteristics of, and graph horizontal and vertical lines.</i>	3
<i>Able to find slope of a linear function visually from a graph (rise over run) or calculate from a table ($m = \frac{y_2 - y_1}{x_2 - x_1}$).</i>	3
<i>Able to solve various word problems that involve real world relationships that can be represented by linear equations or functions</i>	3
<i>Able to write an equation in standard form ($Ax + By = C$) from a graph or from a linear equation in non-standard form.</i>	3
<i>Able to write linear equations in slope intercept form ($y = mx + b$) from graphs, tables and word problems.</i>	3
<i>Able to graph linear inequalities and compound linear inequalities</i>	N/A
<i>Able to identify the number of solutions of a linear system of equations.</i>	N/A
<i>Able to interpret systems of inequalities (multiple inequalities at the same time) and use them to describe real-world situations</i>	N/A
<i>Able to solve systems of simple linear inequalities by creating graphs.</i>	N/A
<i>Able to construct, analyze, graph, and interpret basic exponential functions of the form $f(x) = a(r^x)$</i>	N/A
<i>Able to identify exponential functions using graphs and/or tables.</i>	N/A
<i>Able to apply exponent properties involving products, powers of a power, and quotients.</i>	N/A
<i>Able to add and subtract polynomial expressions</i>	N/A
<i>Able to multiply polynomial expressions</i>	N/A
<i>Able to differentiate between monomials, binomials and polynomials, identify the degree of polynomial and leading coefficient.</i>	N/A
<i>Able to solve quadratic equations using square roots.</i>	N/A
<i>Able to identify quadratic functions in equation and graph form, and state their properties (vertex, axis of symmetry, relationship to parent quadratic function).</i>	N/A
<i>Able to use the discriminant to determine the number of solutions to a quadratic equation.</i>	N/A
<i>Able to simplify radicals without and with variables.</i>	N/A



4 Aberdeen Ct.

Cambridge, MA 02138

Birth date: 1/12/2011

Grade level: 8th Grade

8th Grade Math - Karen Harvey

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

Mason Richards (Mason)
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Grade level: 8th Grade

2024 - 2025



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8th Grade Math - Karen Harvey

		Gr 8 Fall
Comments		
Subject description		
<p>In 8th grade math, students have engaged with a range of topics that build critical algebraic and statistical skills. The year began with graphing linear equations, where students learned to plot points and understand the relationships represented by linear graphs. They progressed to writing equations and expressions derived from real-world problems and data tables, enhancing their ability to translate between different representations of mathematical relationships. Next, students explored graphing inequalities and solving systems of equations and inequalities, developing strategies to find solutions and interpret their meaning in various contexts. Additionally, the class analyzed two-way data tables, gaining the ability to interpret and organize categorical data effectively. To round out their statistical understanding, students examined correlation coefficients and lines of best fit, learning to interpret statistical relationships and trends within data sets. This comprehensive approach has provided a strong foundation for advanced mathematical concepts and real-world applications.</p>		
Narrative 2024-2025		
<p>The class has made great strides this semester, covering a wide range of mathematical topics. We started by exploring one-variable statistics, where students learned how to represent data graphically, classify different types of distributions, and interpret data to determine the most appropriate measures of center and spread, such as the mean, median, Mean Absolute Deviation, and Interquartile Range. After that, we began our in-depth study of linear equations and inequalities, concentrating on the first portion of this extensive unit. Students have focused on writing equations from word problems, simplifying expressions, solving equations using balancing rules, interpreting graphs, and generating their own graphs of linear equations.</p> <p>Mason has demonstrated a fantastic attitude towards math this year, consistently showing a strong desire to work hard and succeed. Mason did well during our one-variable statistics unit, particularly in choosing the appropriate measure of center (mean and median) and measures of variability (mean, absolute deviation, and interquartile range) to interpret data accurately. Additionally, Mason has shown strong skills in solving linear functions for multiple variables and converting equations to slope-intercept form from other forms (such as standard form and point-slope form), which has greatly aided in Mason's ability to graph linear equations.</p> <p>An area for growth is for Mason to slow down and take extra care in fully understanding what each question is asking. At times, moving too quickly can lead to small computational errors or missing parts of a question. Taking a moment to double-check work and think through each step will help reduce these mistakes. It has been wonderful to see Mason's confidence in math grow this year, and it will be exciting to see how that confidence continues to build moving forward.</p>		



4 Aberdeen Ct.
 Cambridge, MA 02138

Birth date: 1/12/2011

Grade level: 8th Grade

8th Grade Science - Carolyn Sohn

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



4 Aberdeen Ct.

Cambridge, MA 02138

Birth date: 1/12/2011

Grade level: 8th Grade

8th Grade Science - Carolyn Sohn

	Gr 8 Fall
Comments	
Subject description	
<p>Eighth-grade science begins with an exploration of chemistry. In the first unit, "Properties and States of Matter," students gain an understanding of the molecular motion of matter and how scientists classify matter. In this unit, students explore the first inquiry investigation in which they write and implement their own lab procedure to answer the investigation question: "What happens at a molecular level when thermal energy is added to a substance?"</p> <p>Students then explore the foundational elements of chemistry: atomic structure and the periodic table. Students are then introduced to the basic structure of atoms and the properties of subatomic particles, then take time to explore the periodic table once they understand how to interpret terms like "atomic mass." The periodic table is taught using both digital and physical exploration activities as a tool for understanding chemistry and how elements behave.</p> <p>Students each do a deep dive into one element through the "Element Baby Book" project, in which they "adopt" an element and create a scrapbook-style "baby book" using research they do on that element's history, properties, and uses. By the end of this project, students demonstrated a deeper understanding of an element's structure and properties, as well as connected that element to similar elements on the periodic table.</p> <p>The next unit covers atomic bonding and chemical reactions. Students start by learning different types of bonding through a variety of digital simulations and physical activities. Once the bonding concepts are mastered, students learn more about how breaking and forming bonds connect with chemical reactions. Chemical reactions are brought to life through teacher demonstrations and hands-on labs. The unit includes the lab investigation: "Conservation of Mass: How Does the Total Mass of the Substances Formed as a result of a Chemical Change Compare With the Total Mass of the Original Substances?" This investigation brings to life paper-and-pencil chemical equations by giving students the opportunity to carry out several chemical reactions.</p> <p>Students tackle the final chemistry unit, acids and bases, after winter break. This unit pushes students to build upon their understanding of chemical reactions by adding on the concept of acid-base reactions. This unit incorporates inquiry activities and focused lab investigations, such as a cabbage juice pH lab. In the cabbage juice lab, students classify known household substances such as vinegar and soap as strong/weak acids or bases by using the juice of a red cabbage. Students create and test their own cabbage juice color pH scale, then test the scale using substances with known pH values.</p>	
Narrative 2024-2025	
<p>Mason typically comes to class ready to focus on the content, though afternoon classes can require more effort to focus on. Mason frequently asks to complete classwork in the hallway outside the classroom whenever possible; this helps Mason stay focused and avoid distractions from peers. Mason is diligent about homework and completes all assignments on time and thoroughly. Mason has enjoyed the more math-related chemistry concepts this term, such as balancing equations. Mason has been most successful in labs when Mason is confident with the underlying concepts; when the background for a lab isn't fully understood, Mason tends to become unmoored and struggles to stay engaged. When Mason is comfortable with a subject, Mason is able to take a leadership role within a lab group. Mason will likely enjoy the math-forward physics content coming up in the second half of the year and is encouraged to show leadership more often in the physics labs.</p>	

8th Grade Drama - Jennifer Salvucci Bent

	Gr 8 Fall
Drama Skills	
<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>	N/A
<i>Encourages their peers onstage and works together to ensure the growth and connection of the ensemble</i>	3



4 Aberdeen Ct.

Cambridge, MA 02138

Birth date: 1/12/2011

Grade level: 8th Grade

8th Grade Drama - Jennifer Salvucci Bent

	Gr 8 Fall
Comments	
Subject description	
<p>Eighth grade is essential to the culminating study of the dramatic arts. Drama is intellectual growth, learning to trust your instincts, working with your ensemble, creating safe environments, and risk-taking onstage. It is confidence in making mistakes and it is about the process over time. At the start of the academic term students engage in the first unit of study: Interviewing 101. Because eighth grade is a year of new possibilities and development before transitioning to secondary schools, students begin the process of next school selection, and interviewing has been incorporated into the drama curriculum. This essential skill is not only used for secondary school preparation, but for college and job interviewing as well. Students are lead through a series of interview questions, enhancing their oral presentation skills as progress toward mock interviews. Students begin to realize how like physicality is extremely important in our stage productions, their physical self is used as a marker in interviews. Posture, a firm handshake, eye contact, and culture serve as essential factors in the final interview. The eighth graders also learn the importance of dress in connection with specific situations, and how they should always remain true to who they are as a person: that their thoughts, instincts and reflections on life thus far, is a voice that needs to be heard. Though they will move on to connecting with a different ensemble, students are able to reflect on everything that has brought them to this point in their lives and how their time at Cambridge Friends School has shaped their views on the world. Once the interview unit has concluded, students change course and begin the journey of piecing together a culminating stage production. Using every one of the skills sets incorporated into the first three years of the Cambridge Friends School Drama curriculum, this year's eighth graders will be performing <i>Newsies</i>, <i>JR.</i>! The beginning steps of this process is for the students to identify the through-line of the play, the symbolism and the themes behind it, and then begin the process of text analysis for their individual character(s). From there, we will begin the blocking process, as well as lighting and sound along the way. Looking forward to our final adventure together!</p>	
Narrative 2024-2025	
<p>Mason has grown tremendously over the past year, both as an actor and as a person, speaking up more readily during our group discussions and demonstrating an extremely dedicated work ethic when getting invested in a project. Though Mason is committed to going to public high school, Mason realized the value of our Next Schools unit. Learning that the tools being taught were life skills necessary for college and the professional world, Mason asked thoughtful questions to learn the best strategies for leaving a positive impression during interviews. Mason has been actively working on not letting peers be a source of distraction and is just beginning to physically move away from the peer pressure. Mason has been hesitant about the eighth-grade musical but has slowly started warming up to the idea.</p>	

8th Grade Visual Art - Sami Martasian

	Gr 8 Fall
Visual Art Skills	
<i>Follows art studio procedures and meets art studio expectations for behavior</i>	3
<i>Demonstrates respect for classmates</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>	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>	3

8th Grade Visual Art - Sami Martasian

	Gr 8 Fall
Comments	
Subject description	
<p>Eighth-grade has spent this semester honing personal style and practicing useful techniques to carry into their future art making. Each student began the school year by making a talking piece to be used in Restorative justice circles and community time. These were made with care and consideration of their connection to indigenous cultures that inform our understanding of Restorative Justice. Eighth-grade students then participated in making Alebrijes to be displayed on our Day of the Dead Ofrenda along with the rest of the middle school. All grades participating in the project first studied the life and work of Pedro 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. Eighth-grade students then began their Surrealist self portrait project. Students began this unit by considering work by Leonora Carrington, Frida Khalo, and Kehinde Wiley, three artists whose work is very different from one another but each keen on using surreal elements to better express the emotional reality of their subjects. Face drawing techniques, both by measuring out the face using a classic figure drawing method and by observation in a mirror helped students begin their planning, which then developed into including expressive elements of their own. Students chose symbols, animals, backgrounds, or changes to their appearance to express their identities and inner emotional landscapes. Our next steps were to study shadow and highlight and paint mixing and application to finish these fabulous pieces. Eighth-grade students are currently concluding a linoleum printmaking unit. Students created a square design that is made in such a way that it creates a larger image when printed. Many students carved their linoleum to be 1/4th of an image, so that once rotated, a complete flower, planet, or shape is formed. Students experimented with different colorways and printed on both fabric and paper.</p>	
Narrative 2024-2025	
<p>Mason exhibits strong instincts, creative curiosity, and stylistic confidence in the art room. Mason met the eighth-grade surrealist self-portrait project with grace; although many adjustments to the painting were made, each one spoke to a thoughtful vision. Initially, Mason's plan was to paint the entire canvas black and then paint a self-portrait in white lines to create an inverse image. When this didn't work out in practice as Mason had hoped, a new, equally creative plan was born, which involved placing stickers over a layer of paint and then adding a figure over those. Mason makes great use of each moment in the art room and is content with experimenting with styles and materials, with a preference for illustration and drawing.</p>	

Mason Richards (Mason)

2024 - 2025



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4 Aberdeen Ct.

Cambridge, MA 02138

Birth date: 1/12/2011

Grade level: 8th Grade

8th Grade Physical Education - Angelo Valle

	Gr 8 Fall
Physical Education Skills	
<i>Comes to class prepared and ready to participate</i>	3
<i>Comes to class positive and cooperative</i>	3
<i>Listens attentively and follows directions</i>	2
<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>	4
<i>Demonstrates developing striking skills</i>	4
<i>Contributes to group and team initiatives</i>	3
<i>Demonstrates tactical understanding during team games</i>	4
<i>Demonstrates abilities to perform skills relating to specific team units</i>	4
<i>Understands specific terminology related to skills, positioning, and game play</i>	3
<i>Understands sportsmanship as a critical component of physical education</i>	2
<i>Demonstrates sportsmanship during gameplay</i>	2
<i>Able to accept game outcomes</i>	3
<i>Understands the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</i>	3
<i>Receptive to teacher feedback</i>	3
Comments	
Subject description	
<p>In the first semester of Grade 8 Physical Education, we began each class period with a pace run to warm up for the ensuing activities while developing conditioning and endurance. The focus then turned to coordination and flexibility through dynamic movements and stretches to prepare the muscles for activity. Through cooperative games and team-building activities, we focused on team cooperative skills before moving on to the competitive team games of soccer, football, and basketball. Throughout the semester, we worked on developing good sportsmanship and building the physical fitness skills involved in those sports, including kicking, receiving, passing, dribbling, shooting, throwing, catching, changing direction, and responding and reacting.</p>	
Narrative 2024-2025	
<p>Mason has had a very good start to the year. Always arriving prepared to participate and with a positive attitude, Mason brings lots of good energy to the class and is usually a positive leader. Though sometimes distracted by peers during instruction, Mason responds well to reminders to focus. Mason usually puts forth good effort into following classroom routines, starting with the pace run and continuing with the ensuing dynamic stretches, and has demonstrated the desire to improve fitness and skills. During the main activities of the class, Mason demonstrates outstanding athletic ability and tactical understanding. Mason has also admirably helped coach some classmates individually on how to perform certain skills better. Sometimes, during competition, though, Mason can get carried away with overexuberant celebration and taunting, which then requires a reminder about sportsmanship and respect for everyone in the game. Some goals for Mason would be to remember to be supportive and encouraging of all classmates who may not have the same level of skill and ability and to strive to be a person of character whom everyone would want to cheer on.</p>	

Will Richards (Will)
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 Birth date: 11/18/2010
 Grade level: 8th Grade

2024 - 2025



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

Grades

8th Grade Homeroom/Advisory - Jose Lopez Espinosa

		Gr 8 Fall
Personal and Social Skills		
<i>Engages actively in homeroom routines</i>		3
<i>Makes transitions independently, arriving on time and ready to learn with necessary materials</i>		3
<i>Actively seeks ways to lead by example and model positive community citizenship</i>		3
<i>Has a positive attitude toward school and learning</i>		3
<i>Participates in the care and organization of the classroom environment</i>		3
<i>Seeks adult help when needed</i>		3
<i>Interacts with adults in a positive and productive manner</i>		3
<i>Accepts responsibility and respectfully responds to feedback.</i>		3
<i>Enters school on time, prepared, and ready to learn</i>		3
<i>Organizes cubby and work materials</i>		3
<i>Accepts responsibility for own actions</i>		3
<i>Respects the rights, feelings, and opinions of others</i>		3
Comments		
Subject description		
<p>The eighth-grade advisory program develops trusting and supportive relationships between the teacher and students to improve students' overall experience. Through advisory, students have a community in which to develop and enhance their social and emotional skills, build executive skill functions and work habits. Advisory helps students practice and improve skills in self-direction, problem-solving, community, and effective communication. Additionally, teachers support students as they transition from middle school to high school. This includes strategies on effectively handling stress and anxiety and using Quaker principles and mindfulness to stay centered and calm throughout the secondary school process. Students discuss real-life scenarios that they will likely face in high school and beyond and grapple with nuance when making decisions.</p>		
Narrative 2024-2025		
<p>Will continues to display solid organizational and time management skills and comes to school prepared for the day.</p> <p>So far, Will's active participation in whole class and group discussions keeps improving, and Will's voice is always heard in our conversations. This was particularly evident during games outdoors, where Will organizes and delegates positions in order for the students to start playing sooner than later. Will maintains several close friendships in the class and enjoyed socializing during lunch and recess. Will is always friendly and cheerful and helps maintain a positive atmosphere in advisory, especially when spending time with friends. Overall, Will is a conscientious student with a positive attitude and is ready to meet future challenges.</p>		

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 Grade level: 8th Grade

2024 - 2025



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8th Grade Humanities - Christopher Gandolfo-Lucia

	Gr 8 Fall
English	
<i>Determines a theme or central idea of a text and analyzes its development over the course of the text, including its relationship to the characters, setting and plot</i>	4
<i>Analyzes how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision</i>	4
<i>Makes inferences about setting, plot, characters, and events, and supports them with evidence from the text</i>	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>Employs proper use of punctuation</i>	3
<i>Uses effective techniques, relevant descriptive details, and well-structured event sequences to capture experiences in personal essay</i>	3
<i>Engages thoughtfully with independent reading</i>	4
<i>Uses precise words and phrases to capture and convey experiences and information</i>	3
History	
<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>	N/A
<i>Explains causes and effects of historical events</i>	N/A
<i>Analyzes primary source documents for purpose, audience, and message</i>	N/A
<i>Understands the difference between primary and secondary sources</i>	N/A
<i>Examines current events through a historical lens</i>	3
<i>Explains the historical attitudes and treatment of marginalized communities in the U.S. and the major events, leaders, and changes in the rights of those groups over time.</i>	3
<i>Understands the relationship between economic, political, and social change, as well as the ways in which they intersect.</i>	N/A
<i>Analyzes and interprets geographic information</i>	N/A
<i>Analyzes and explains the meaning and context of visuals</i>	N/A
<i>Describes the United States' form and structure of government</i>	N/A
<i>Uses comparative techniques to describe the form and structure of non-US governments</i>	N/A

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8th Grade Humanities - Christopher Gandolfo-Lucia

	Gr 8 Fall
Research	
<i>Perseveres through the inquiry process, including the development of appropriately rigorous research questions</i>	N/A
<i>Identifies and uses credible sources when conducting research</i>	3
<i>Presents research in an organized, coherent, and polished manner</i>	N/A
Work Habits	
<i>Practices the skills and habits of citizenship, community, and scholarship in order to be a successful independent and collaborative learner</i>	3
<i>Completes assignments in a timely and thoughtful manner</i>	3
<i>Demonstrates appropriate effort.</i>	3
<i>Participates in class actively by making contributions, asking questions, and engaging with classmates in the work</i>	3
<i>Listens actively to teachers and classmates</i>	3
<i>Seeks assistance when needed</i>	3
<i>Accepts responsibility and respectfully responds to feedback.</i>	2
<i>Respects the rights, feelings, and opinions of others</i>	2
<i>Makes transitions independently, arriving on time and ready to learn with necessary materials</i>	3
<i>Interacts with peers in a positive and productive manner</i>	3
<i>Takes effective notes that summarize relevant information concisely</i>	3
<i>Discusses social issues thoughtfully and respectfully</i>	3
<i>Interacts with adults in a positive and productive manner</i>	3

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8th Grade Humanities - Christopher Gandolfo-Lucia

		Gr 8 Fall
Comments		
Subject description		
<p>This course investigates the categories that make up "identity" as understood in contemporary culture and politics. We invited students to think widely about the terms they use to define themselves; this focus helps to forge a classroom community where students feel comfortable and encouraged to share personal experiences and perspectives. Students read independent reading books featuring diverse voices and think collaboratively about the importance of representation in literature, film, and television. The first half of the CFS Eighth Grade Humanities course focuses entirely on essay writing. Students practice a complete writing process involving planning/prewriting, drafting, revising, editing, and proofreading/publishing. Via this practice, each student crafts a personalized writing process that emphasizes their strengths and supports areas of challenges. Throughout all essay units, students engage in the process of self-editing, learning the art of taking constructive feedback from both peers and teachers. For each essay, students submit a rough draft and have a 15-minute conference with their Humanities teacher to discuss specific revision points regarding mechanics, punctuation, organization, support, clarity of writing, and flow of argument. This conference-based writing workshop allows each student an opportunity to practice specific skills and areas for growth that are uniquely relevant to their profile as a writer. This fall semester, students practiced three distinct forms of essay writing: persuasive essay, personal essay, and literary analysis essay. Through a unit studying casting processes and minority representation in film, students practiced crafting persuasive arguments regarding the moral, social, and economic considerations that casting directors should evaluate when casting for roles with marginalized identities. Following this unit, students interrogated their own beliefs by writing personal essays. In this unit, students had the choice between supporting their beliefs with narrative essays and expository evidence drawn from history, culture, science, and personal experience. To conclude the semester, students practiced literary analysis essays through an Ursula K. Le Guin author study, during which students read and analyzed the themes of the following stories: "The Wife's Tale," "The Ones Who Walk Away From Omelas," and "The Author of the Acacia Seeds' and Other Extracts from the Journal of the Association of Therolinguistics." In addition to this primary focus on essay writing, students have maintained an independent reading routine that involves 45 minutes of independent reading in class each week. Independent reading is evaluated through oral presentations at an interval of 8-10 weeks. In the second half of the year, students will practice research and oral presentation skills through a variety of independent and collaborative project-based assignments. These projects are open-ended and encourage students to employ a variety of interdisciplinary skills: in addition to relying on brainstorming skills and a complete writing process, for these projects, students will make use of data analysis skills, performing and visual arts skills, production design skills, creative writing skills, and other multi-disciplinary skills.</p>		
Narrative 2024-2025		
<p>Will has been a successful writer and observant reader in humanities class this semester. Will has crafted well-organized, clear essays, although when selecting topics for essays during much of the semester, Will often hewed towards simpler topics and interpretations of literature; this tendency stood in contrast to Will's journal entries and contributions to class discussions, in which Will has demonstrated a mature capacity for literary analysis and an insightful perspective on social issues. That being said, this thoughtfulness was on display in Will's recent literary analysis essay about the theme of Ursula K. Le Guin's "The Ones Who Walk Away from Omelas," which distinguished itself from Will's previous essays as clearer, better-supported, and more complex. Accordingly, a goal for Will will be to continue performing this same level of analysis in all formal writing assignments. Nonetheless, Will has been accepting of teacher feedback and has succeeded on essay assignments. Will's independent reading projects have been outstandingly detailed, and Will's fall book talk was particularly notable: Will requested ahead of time the opportunity to give a presentation that would greatly exceed the typically expected length and, upon receiving permission under the condition that Will would need to incorporate additional structural pieces to keep the audience's attention, Will proceeded to plan for and present a gripping, thoughtful, and clearly well-practiced book talk. During both formal presentations and informal discussions, Will has presented information and opinions with clarity and appropriate context. Overall, Will has been a successful student in humanities class this semester.</p>		



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Grade level: 8th Grade

8th Grade Math - Karen Harvey

	Gr 8 Fall
Math Skills	
<i>Able to use distributive property when solving equations or simplifying expressions.</i>	3
<i>Able to set up proportions</i>	3
<i>Able to perform all operations on real numbers.</i>	4
<i>Able to graph quadratic functions</i>	N/A
<i>Able to solve equations with variable on both sides.</i>	3
<i>Able to solve multi-step linear equations.</i>	3
<i>Able to analyze linear equations that contain two variables, and how these can be represented by graphical lines and tables of values</i>	3
<i>Able to graph linear equations and functions</i>	3
<i>Able to identify unique characteristics of, and graph horizontal and vertical lines.</i>	3
<i>Able to find slope of a linear function visually from a graph (rise over run) or calculate from a table ($m = \frac{y_2 - y_1}{x_2 - x_1}$).</i>	3
<i>Able to solve various word problems that involve real world relationships that can be represented by linear equations or functions</i>	3
<i>Able to write an equation in standard form ($Ax + By = C$) from a graph or from a linear equation in non-standard form.</i>	3
<i>Able to write linear equations in slope intercept form ($y = mx + b$) from graphs, tables and word problems.</i>	3
<i>Able to graph linear inequalities and compound linear inequalities</i>	3
<i>Able to identify the number of solutions of a linear system of equations.</i>	2
<i>Able to interpret systems of inequalities (multiple inequalities at the same time) and use them to describe real-world situations</i>	3
<i>Able to solve systems of simple linear inequalities by creating graphs.</i>	3
<i>Able to construct, analyze, graph, and interpret basic exponential functions of the form $f(x) = a(r^x)$</i>	3
<i>Able to identify exponential functions using graphs and/or tables.</i>	N/A
<i>Able to apply exponent properties involving products, powers of a power, and quotients.</i>	N/A
<i>Able to add and subtract polynomial expressions</i>	N/A
<i>Able to multiply polynomial expressions</i>	N/A
<i>Able to differentiate between monomials, binomials and polynomials, identify the degree of polynomial and leading coefficient.</i>	N/A
<i>Able to solve quadratic equations using square roots.</i>	N/A
<i>Able to identify quadratic functions in equation and graph form, and state their properties (vertex, axis of symmetry, relationship to parent quadratic function).</i>	N/A
<i>Able to use the discriminant to determine the number of solutions to a quadratic equation.</i>	N/A
<i>Able to simplify radicals without and with variables.</i>	N/A



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8th Grade Math - Karen Harvey

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

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8th Grade Math - Karen Harvey

		Gr 8 Fall
Comments		
Subject description		
<p>In 8th grade math, students have engaged with a range of topics that build critical algebraic and statistical skills. The year began with graphing linear equations, where students learned to plot points and understand the relationships represented by linear graphs. They progressed to writing equations and expressions derived from real-world problems and data tables, enhancing their ability to translate between different representations of mathematical relationships. Next, students explored graphing inequalities and solving systems of equations and inequalities, developing strategies to find solutions and interpret their meaning in various contexts. Additionally, the class analyzed two-way data tables, gaining the ability to interpret and organize categorical data effectively. To round out their statistical understanding, students examined correlation coefficients and lines of best fit, learning to interpret statistical relationships and trends within data sets. This comprehensive approach has provided a strong foundation for advanced mathematical concepts and real-world applications.</p>		
Narrative 2024-2025		
<p>In class this fall, we began by assessing students' areas of need for additional support. After that, we quickly moved into solving linear equations, writing equations and expressions from given examples. The class then tackled systems of equations using the elimination method and learned how to graph these systems. As we progressed into the second half of our unit on equations and inequalities, students refined their skills in graphing linear inequalities and creating systems of inequalities from word problems. Our current focus is on two-variable statistics, where we are investigating correlation versus causation, calculating the line of best fit using graphing technology, interpreting what the line of best fit reveals about the problem, determining residuals, and estimating the correlation coefficient from a graph.</p> <p>Will Richards benefits greatly from being challenged academically and has shown strong progress in math this semester. One of Will's key strengths is the ability to analyze word problems and generate linear equations and inequalities, successfully answering multiple related questions. Will consistently demonstrates the ability to manipulate linear equations to solve for different variables and determine equivalent equations and expressions. An area for growth is checking work for accuracy, as small computation errors occasionally arise and can affect the final answer. With continued focus on this, Will is well-positioned for success throughout the rest of the year.</p>		

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8th Grade Science - Carolyn Sohn

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

Will Richards (Will)

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8th Grade Science - Carolyn Sohn

		Gr 8 Fall
Comments		
Subject description		
<p>Eighth-grade science begins with an exploration of chemistry. In the first unit, "Properties and States of Matter," students gain an understanding of the molecular motion of matter and how scientists classify matter. In this unit, students explore the first inquiry investigation in which they write and implement their own lab procedure to answer the investigation question: "What happens at a molecular level when thermal energy is added to a substance?"</p> <p>Students then explore the foundational elements of chemistry: atomic structure and the periodic table. Students are then introduced to the basic structure of atoms and the properties of subatomic particles, then take time to explore the periodic table once they understand how to interpret terms like "atomic mass." The periodic table is taught using both digital and physical exploration activities as a tool for understanding chemistry and how elements behave.</p> <p>Students each do a deep dive into one element through the "Element Baby Book" project, in which they "adopt" an element and create a scrapbook-style "baby book" using research they do on that element's history, properties, and uses. By the end of this project, students demonstrated a deeper understanding of an element's structure and properties, as well as connected that element to similar elements on the periodic table.</p> <p>The next unit covers atomic bonding and chemical reactions. Students start by learning different types of bonding through a variety of digital simulations and physical activities. Once the bonding concepts are mastered, students learn more about how breaking and forming bonds connect with chemical reactions. Chemical reactions are brought to life through teacher demonstrations and hands-on labs. The unit includes the lab investigation: "Conservation of Mass: How Does the Total Mass of the Substances Formed as a result of a Chemical Change Compare With the Total Mass of the Original Substances?" This investigation brings to life paper-and-pencil chemical equations by giving students the opportunity to carry out several chemical reactions.</p> <p>Students tackle the final chemistry unit, acids and bases, after winter break. This unit pushes students to build upon their understanding of chemical reactions by adding on the concept of acid-base reactions. This unit incorporates inquiry activities and focused lab investigations, such as a cabbage juice pH lab. In the cabbage juice lab, students classify known household substances such as vinegar and soap as strong/weak acids or bases by using the juice of a red cabbage. Students create and test their own cabbage juice color pH scale, then test the scale using substances with known pH values.</p>		
Narrative 2024-2025		
<p>Will comes to class each day on time and prepared to learn. Will is generally able to stay focused in class even when peers may be struggling to do so, but sometimes will get distracted by other students' behavior. Will completes all classwork and picks up new concepts quickly, though occasionally will balk at writing-heavy assignments. Will is diligent about homework, typically completing assignments early. Will shows confidence in labs, only occasionally needing support with lab group dynamics, and often shows leadership within the group. When it comes to projects, Will is sometimes reluctant to tackle the full breadth of the assignments but is fully capable of going beyond the minimal requirements with a small nudge from the teacher. Will created an adorable element baby book on silver, utilizing online tools such as Canva to produce a well-crafted baby book. Will needed some encouragement to add the required hand-drawn elements to the baby book but was able to go on to produce a book that fulfilled all requirements. Going into the second half of the year, Will is encouraged to take pride in completing projects thoroughly rather than approaching assignments reluctantly. This may prove easier for Will going into the physics curriculum for the second half of the year.</p>		



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Grade level: 8th Grade

8th Grade Spanish - Jose Lopez Espinosa

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

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Grade level: 8th Grade

8th Grade Spanish - Jose Lopez Espinosa

	Gr 8 Fall
Comments	
Subject description	
<p>Eighth-grade Spanish continues with a review of the basic structures from fifth, sixth, and seventh grades with new vocabulary and grammar that serves to broaden the speaking, reading, listening, and writing of Spanish. It also provides students with an understanding and appreciation of cultures other than their own when the students compare and connect any Latinx culture and communities with the American culture. Students acquire a working knowledge of a wide variety of grammatical structures and continue to learn to speak Spanish with more accuracy, expanding their understanding of the language and improving fluency, pronunciation, rhythm, and intonation when speaking Spanish. The students graduate knowing how to use the present, past, and future of the indicative tenses, and eighth graders know how to identify the present subjunctive, commands, the present progressive, the conditional, the present perfect, and the imperfect tenses. Our eighth-grade collaboration happens with the eighth-grade humanities teacher, as well as with science, art, drama, and math classes.</p>	
Narrative 2024-2025	
<p>During this first part of the year, Will has shown evidence of learning best through speaking and reading, especially through a lot of movement (kinesthetic). Will shows evidence of growth every time when we do the interviews and play games in a circle. Though it is a less preferred activity, Will diligently engages in writing tasks each week. Will enjoys the game-based approach, and that has helped Will to make progress on the Spanish journey. Will continues to grow confidence in Spanish. Will has shown progress when we do the interviews every other week, demonstrating an understanding of all the questions asked in the interview. Will also learns a lot when visuals are displayed or posted in the classroom. The next steps for Will are to improve their writing, keep on practicing answering the questions, practice more listening exercises, and read a bit more at least once a week at home. Will can make short and long sentences, and Will needs to speak every day in the past tense, both using regular and irregular verbs as well as the present and future tenses of the indicative.</p>	

8th Grade Drama - Jennifer Salvucci Bent

	Gr 8 Fall
Drama Skills	
<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>	N/A
<i>Encourages their peers onstage and works together to ensure the growth and connection of the ensemble</i>	3

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Grade level: 8th Grade

8th Grade Drama - Jennifer Salvucci Bent

	Gr 8 Fall
Comments	
Subject description	
<p>Eighth grade is essential to the culminating study of the dramatic arts. Drama is intellectual growth, learning to trust your instincts, working with your ensemble, creating safe environments, and risk-taking onstage. It is confidence in making mistakes and it is about the process over time. At the start of the academic term students engage in the first unit of study: Interviewing 101. Because eighth grade is a year of new possibilities and development before transitioning to secondary schools, students begin the process of next school selection, and interviewing has been incorporated into the drama curriculum. This essential skill is not only used for secondary school preparation, but for college and job interviewing as well. Students are lead through a series of interview questions, enhancing their oral presentation skills as progress toward mock interviews. Students begin to realize how like physicality is extremely important in our stage productions, their physical self is used as a marker in interviews. Posture, a firm handshake, eye contact, and culture serve as essential factors in the final interview. The eighth graders also learn the importance of dress in connection with specific situations, and how they should always remain true to who they are as a person: that their thoughts, instincts and reflections on life thus far, is a voice that needs to be heard. Though they will move on to connecting with a different ensemble, students are able to reflect on everything that has brought them to this point in their lives and how their time at Cambridge Friends School has shaped their views on the world. Once the interview unit has concluded, students change course and begin the journey of piecing together a culminating stage production. Using every one of the skills sets incorporated into the first three years of the Cambridge Friends School Drama curriculum, this year's eighth graders will be performing <i>Newsies</i>, <i>JR.</i>! The beginning steps of this process is for the students to identify the through-line of the play, the symbolism and the themes behind it, and then begin the process of text analysis for their individual character(s). From there, we will begin the blocking process, as well as lighting and sound along the way. Looking forward to our final adventure together!</p>	
Narrative 2024-2025	
<p>Will has shown a lot of growth over the summer and is taking a much bigger interest in the goings-on in the community this year. It took Will some time to warm up to the idea of the Next School interviewing unit as Will has decided on public school, but once Will recognized that the skills being taught were life skills that would be useful in adulthood, Will got on board. Will has also begun to open up about outside interests this year and has gotten excited about the prospect of playing instruments for our upcoming eighth-grade musical <i>Newsies</i>! A musician at heart and a talent that has been in a music video, Will understands the creative focus necessary for a process of this magnitude and is demonstrating leadership skills that will serve the eighth-grade community well.</p>	

8th Grade Visual Art - Sami Martasian

	Gr 8 Fall
Visual Art Skills	
<i>Follows art studio procedures and meets art studio expectations for behavior</i>	2
<i>Demonstrates respect for classmates</i>	3
<i>Actively listens and is attentive during instructions and demonstrations</i>	2
<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>	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

8th Grade Visual Art - Sami Martasian

		Gr 8 Fall
Comments		
Subject description		
<p>Eighth-grade has spent this semester honing personal style and practicing useful techniques to carry into their future art making. Each student began the school year by making a talking piece to be used in Restorative justice circles and community time. These were made with care and consideration of their connection to indigenous cultures that inform our understanding of Restorative Justice. Eighth-grade students then participated in making Alebrijes to be displayed on our Day of the Dead Ofrenda along with the rest of the middle school. All grades participating in the project first studied the life and work of Pedro 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. Eighth-grade students then began their Surrealist self portrait project. Students began this unit by considering work by Leonora Carrington, Frida Khalo, and Kehinde Wiley, three artists whose work is very different from one another but each keen on using surreal elements to better express the emotional reality of their subjects. Face drawing techniques, both by measuring out the face using a classic figure drawing method and by observation in a mirror helped students begin their planning, which then developed into including expressive elements of their own. Students chose symbols, animals, backgrounds, or changes to their appearance to express their identities and inner emotional landscapes. Our next steps were to study shadow and highlight and paint mixing and application to finish these fabulous pieces. Eighth-grade students are currently concluding a linoleum printmaking unit. Students created a square design that is made in such a way that it creates a larger image when printed. Many students carved their linoleum to be 1/4th of an image, so that once rotated, a complete flower, planet, or shape is formed. Students experimented with different colorways and printed on both fabric and paper.</p>		
Narrative 2024-2025		
<p>Will is a naturally creative student whose artistic intuition applies to each medium and material used in the art room. When Will finishes work and has some time to self-select a project, all things connected to music are top of mind. Last year's digital music coding lesson has stuck with Will, who continues to create remarkable digital renditions of rock songs, each one completely recognizable and well thought out. Will is not only able to capture the singular melody of a song but also the work of each instrument's part; drum fills are meticulously timed out and basslines wax and wane under guitar riffs. Will's ability to place sound by ear is truly remarkable. The eighth-grade surrealist self-portrait project brought up some feelings of challenge for Will, who was not keen on using acrylic paint. Still, this young artist's work reflected bright visual sensibilities, capturing observations from life and inner expression. A delicate lattice background creates visual tension behind the bust.</p>		

Will Richards (Will)

2024 - 2025



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4 Aberdeen Ct.
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Birth date: 11/18/2010

Grade level: 8th Grade

8th Grade Physical Education - Angelo Valle

	Gr 8 Fall
Physical Education Skills	
<i>Comes to class prepared and ready to participate</i>	3
<i>Comes to class positive and cooperative</i>	3
<i>Listens attentively and follows directions</i>	3
<i>Demonstrates safe, responsible behavior that respects self and others.</i>	3
<i>Able to run and find their own pace</i>	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>Contributes to group and team initiatives</i>	3
<i>Demonstrates tactical understanding during team games</i>	3
<i>Demonstrates abilities to perform skills relating to specific team units</i>	3
<i>Understands specific terminology related to skills, positioning, and game play</i>	3
<i>Understands sportsmanship as a critical component of physical education</i>	3
<i>Demonstrates sportsmanship during gameplay</i>	3
<i>Able to accept game outcomes</i>	3
<i>Understands the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</i>	3
<i>Receptive to teacher feedback</i>	3
Comments	
Subject description	
<p>In the first semester of Grade 8 Physical Education, we began each class period with a pace run to warm up for the ensuing activities while developing conditioning and endurance. The focus then turned to coordination and flexibility through dynamic movements and stretches to prepare the muscles for activity. Through cooperative games and team-building activities, we focused on team cooperative skills before moving on to the competitive team games of soccer, football, and basketball. Throughout the semester, we worked on developing good sportsmanship and building the physical fitness skills involved in those sports, including kicking, receiving, passing, dribbling, shooting, throwing, catching, changing direction, and responding and reacting.</p>	
Narrative 2024-2025	
<p>Always arriving positively and prepared to participate in class, Will is sometimes distracted by social interactions during instruction. Will eventually realizes this and often tries to be a positive leader, trying to get peers to refocus. Will sometimes finds it difficult to find motivation during the opening pace run and stretches but is always prepared to participate in the activities of focus in class. Will's athletic ability, understanding of tactics, and competitive nature are evident in all facets of class. While overly rough play is no longer an issue, Will has sometimes needed to be reminded about sportsmanship, respect for everyone in the game, and not taunting friends on the other team, as playful as it may seem. Some goals for Will would be to be more disciplined in doing the pace run in order to improve endurance, to be supportive and encouraging of all classmates in helping them learn, and to strive to be a person of character whom everyone would want to cheer on.</p>	

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

Grades

8th Grade Homeroom/Advisory - Christopher Gandolfo-Lucia

	Gr 8 Fall
Personal and Social Skills	
<i>Engages actively in homeroom routines</i>	3
<i>Makes transitions independently, arriving on time and ready to learn with necessary materials</i>	3
<i>Actively seeks ways to lead by example and model positive community citizenship</i>	4
<i>Has a positive attitude toward school and learning</i>	3
<i>Participates in the care and organization of the classroom environment</i>	4
<i>Seeks adult help when needed</i>	3
<i>Interacts with adults in a positive and productive manner</i>	4
<i>Accepts responsibility and respectfully responds to feedback.</i>	3
<i>Enters school on time, prepared, and ready to learn</i>	3
<i>Organizes cubby and work materials</i>	3
<i>Accepts responsibility for own actions</i>	3
<i>Respects the rights, feelings, and opinions of others</i>	4

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8th Grade Homeroom/Advisory - Christopher Gandolfo-Lucia

	Gr 8 Fall
Comments	
Subject description	
<p>In order to be successful in and out of school, students need to learn a set of social and emotional competencies—cooperation, assertiveness, responsibility, empathy, and self-control—and a set of academic competencies—academic mindset, perseverance, learning strategies, and academic behaviors. The eighth-grade advisory is designed to help students develop these skills through discussions, reflections, and project-based opportunities for community building and engagement. In addition to these social, emotional, and academic skills, the eighth-grade advisory also guides and supports students through the secondary school application and selection process.</p>	
Narrative 2024-2025	
<p>Will (Rosenberg) has been an upstanding, patient, and kind member of the eighth-grade cohort this semester. Will has approached school with an impressive work ethic, and Will has enjoyed the process of working hard on assignments. Will has demonstrated effective organizational skills and has maintained a tidy cubby, and Will has typically arrived to class on time and prepared with the necessary materials and assignments. Will has often utilized strong visual design skills to enhance project-based assignments, demonstrating a creative and thoughtful approach to schoolwork.</p> <p>Beyond achieving academic and organizational success, Will has been a social leader who has modeled positive behavior and conflict-resolution skills for classmates. Will's ability to navigate social dynamics with kindness and patience has made Will a respected and trusted friend throughout the eighth grade. Will has maintained strong, meaningful friendships with students throughout the class and has been well-regarded for the ability to foster positive connections. As the SPARK representative for the 8C advisory group, Will has worked diligently to represent the views and desires of classmates, contributing thoughtfully to the Middle School community. Will has enjoyed building connections with both teachers and peers, and Will's leadership and warmth have been a positive influence on the eighth-grade cohort this semester.</p>	

8th Grade Humanities - Christopher Gandolfo-Lucia

	Gr 8 Fall
English	
<i>Determines a theme or central idea of a text and analyzes its development over the course of the text, including its relationship to the characters, setting and plot</i>	3
<i>Analyzes how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision</i>	3
<i>Makes inferences about setting, plot, characters, and events, and supports them with evidence from the text</i>	3
<i>Uses evidence from texts effectively to strengthen arguments and prove a thesis in an essay</i>	3
<i>Organizes ideas in writing in a way that makes sense of their purpose. Essays may include an effective rebuttal to anticipated counter claims.</i>	3
<i>Writes with a clear voice and style appropriate for the piece of writing</i>	3
<i>Accepts and incorporates peer and teacher feedback to improve writing pieces</i>	3
<i>Applies revision and editing techniques to polish writing pieces effectively</i>	3
<i>Employs proper use of punctuation</i>	3
<i>Uses effective techniques, relevant descriptive details, and well-structured event sequences to capture experiences in personal essay</i>	3
<i>Engages thoughtfully with independent reading</i>	4
<i>Uses precise words and phrases to capture and convey experiences and information</i>	2

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8th Grade Humanities - Christopher Gandolfo-Lucia

	Gr 8 Fall
History	
<i>Understands and is able to analyze a text for bias and subjectivity</i>	3
<i>Constructs a historical argument and uses evidence to support it</i>	N/A
<i>Explains causes and effects of historical events</i>	N/A
<i>Analyzes primary source documents for purpose, audience, and message</i>	N/A
<i>Understands the difference between primary and secondary sources</i>	N/A
<i>Examines current events through a historical lens</i>	3
<i>Explains the historical attitudes and treatment of marginalized communities in the U.S. and the major events, leaders, and changes in the rights of those groups over time.</i>	3
<i>Understands the relationship between economic, political, and social change, as well as the ways in which they intersect.</i>	N/A
<i>Analyzes and interprets geographic information</i>	N/A
<i>Analyzes and explains the meaning and context of visuals</i>	N/A
<i>Describes the United States' form and structure of government</i>	N/A
<i>Uses comparative techniques to describe the form and structure of non-US governments</i>	N/A
Research	
<i>Perseveres through the inquiry process, including the development of appropriately rigorous research questions</i>	N/A
<i>Identifies and uses credible sources when conducting research</i>	3
<i>Presents research in an organized, coherent, and polished manner</i>	N/A

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8th Grade Humanities - Christopher Gandolfo-Lucia

	Gr 8 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>	4
<i>Respects the rights, feelings, and opinions of others</i>	3
<i>Makes transitions independently, arriving on time and ready to learn with necessary materials</i>	3
<i>Interacts with peers in a positive and productive manner</i>	3
<i>Takes effective notes that summarize relevant information concisely</i>	3
<i>Discusses social issues thoughtfully and respectfully</i>	3
<i>Interacts with adults in a positive and productive manner</i>	3

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8th Grade Humanities - Christopher Gandolfo-Lucia

		Gr 8 Fall
Comments		
Subject description		
<p>This course investigates the categories that make up “identity” as understood in contemporary culture and politics. We invited students to think widely about the terms they use to define themselves; this focus helps to forge a classroom community where students feel comfortable and encouraged to share personal experiences and perspectives. Students read independent reading books featuring diverse voices and think collaboratively about the importance of representation in literature, film, and television. The first half of the CFS Eighth Grade Humanities course focuses entirely on essay writing. Students practice a complete writing process involving planning/prewriting, drafting, revising, editing, and proofreading/publishing. Via this practice, each student crafts a personalized writing process that emphasizes their strengths and supports areas of challenges. Throughout all essay units, students engage in the process of self-editing, learning the art of taking constructive feedback from both peers and teachers. For each essay, students submit a rough draft and have a 15-minute conference with their Humanities teacher to discuss specific revision points regarding mechanics, punctuation, organization, support, clarity of writing, and flow of argument. This conference-based writing workshop allows each student an opportunity to practice specific skills and areas for growth that are uniquely relevant to their profile as a writer. This fall semester, students practiced three distinct forms of essay writing: persuasive essay, personal essay, and literary analysis essay. Through a unit studying casting processes and minority representation in film, students practiced crafting persuasive arguments regarding the moral, social, and economic considerations that casting directors should evaluate when casting for roles with marginalized identities. Following this unit, students interrogated their own beliefs by writing personal essays. In this unit, students had the choice between supporting their beliefs with narrative essays and expository evidence drawn from history, culture, science, and personal experience. To conclude the semester, students practiced literary analysis essays through an Ursula K. Le Guin author study, during which students read and analyzed the themes of the following stories: “The Wife’s Tale,” “The Ones Who Walk Away From Omelas,” and “The Author of the Acacia Seeds’ and Other Extracts from the Journal of the Association of Therolinguistics.” In addition to this primary focus on essay writing, students have maintained an independent reading routine that involves 45 minutes of independent reading in class each week. Independent reading is evaluated through oral presentations at an interval of 8-10 weeks. In the second half of the year, students will practice research and oral presentation skills through a variety of independent and collaborative project-based assignments. These projects are open-ended and encourage students to employ a variety of interdisciplinary skills: in addition to relying on brainstorming skills and a complete writing process, for these projects, students will make use of data analysis skills, performing and visual arts skills, production design skills, creative writing skills, and other multi-disciplinary skills.</p>		
Narrative 2024-2025		
<p>Will has been a solid, diligent student this semester in humanities class. Through a multi-step writing process with dedicated time for editing and proofreading, Will has produced clear and well-organized writing, although Will has often needed teacher encouragement to discuss more complex ideas and evidence in writing. That being said, Will has become increasingly comfortable receiving and incorporating feedback into pieces of writing; correspondingly, Will crafted increasingly thoughtful and organized writing on each essay assignment. A personal essay, which discussed Will’s experiences making new friends in Massachusetts after moving from California, served as a strong example of this expanded ability to successfully use writing as a mode of consideration and reflection. As a reader, Will has demonstrated strong comprehension and analysis skills across both whole-class and independent assignments. During class discussions, Will has been a thoughtful, patient contributor and has skillfully served as a mediator between classmates when disagreement arises. Overall, Will has been a successful student in humanities class this semester.</p>		

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8th Grade Math - Karen Harvey

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



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8th Grade Math - Karen Harvey

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

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2024 - 2025



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8th Grade Math - Karen Harvey

		Gr 8 Fall
Comments		
Subject description		
<p>In 8th grade math, students have engaged with a range of topics that build critical algebraic and statistical skills. The year began with graphing linear equations, where students learned to plot points and understand the relationships represented by linear graphs. They progressed to writing equations and expressions derived from real-world problems and data tables, enhancing their ability to translate between different representations of mathematical relationships. Next, students explored graphing inequalities and solving systems of equations and inequalities, developing strategies to find solutions and interpret their meaning in various contexts. Additionally, the class analyzed two-way data tables, gaining the ability to interpret and organize categorical data effectively. To round out their statistical understanding, students examined correlation coefficients and lines of best fit, learning to interpret statistical relationships and trends within data sets. This comprehensive approach has provided a strong foundation for advanced mathematical concepts and real-world applications.</p>		
Narrative 2024-2025		
<p>This fall in the class, we started by identifying areas where students felt they needed extra support. From there, we dove into solving linear equations, followed by writing equations and expressions based on examples. The class then tackled solving systems of equations using the elimination method before moving on to graphing these systems. In the second half of our unit on equations and inequalities, students practiced graphing linear inequalities and generating systems of inequalities from word problems. Currently, we're focused on two-variable statistics, exploring correlation versus causation, using graphing technology to calculate the line of best fit, interpreting the meaning of the best-fit line in context, determining residuals, and predicting the correlation coefficient from a graph.</p> <p>Will Rosenberg has made remarkable progress in math this year. After a more challenging start, Will has stepped up and shown noticeable improvement. One of Will's strengths is balancing equations, including both literal and multi-variable equations, demonstrating a solid grasp of algebraic concepts. Additionally, Will consistently excels in generating equations from word problems, skillfully identifying the relevant information needed to solve a given scenario. An area for growth is working on precision in mathematical work. While Will has a strong conceptual understanding, building the habit of checking work for accuracy would help avoid small mistakes that can impact the final answer. With Will's continued effort and positive trajectory, the remainder of the school year promises to be one of great success and achievement.</p>		

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8th Grade Science - Carolyn Sohn

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



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8th Grade Science - Carolyn Sohn

	Gr 8 Fall
Comments	
Subject description	
<p>Eighth-grade science begins with an exploration of chemistry. In the first unit, "Properties and States of Matter," students gain an understanding of the molecular motion of matter and how scientists classify matter. In this unit, students explore the first inquiry investigation in which they write and implement their own lab procedure to answer the investigation question: "What happens at a molecular level when thermal energy is added to a substance?"</p> <p>Students then explore the foundational elements of chemistry: atomic structure and the periodic table. Students are then introduced to the basic structure of atoms and the properties of subatomic particles, then take time to explore the periodic table once they understand how to interpret terms like "atomic mass." The periodic table is taught using both digital and physical exploration activities as a tool for understanding chemistry and how elements behave.</p> <p>Students each do a deep dive into one element through the "Element Baby Book" project, in which they "adopt" an element and create a scrapbook-style "baby book" using research they do on that element's history, properties, and uses. By the end of this project, students demonstrated a deeper understanding of an element's structure and properties, as well as connected that element to similar elements on the periodic table.</p> <p>The next unit covers atomic bonding and chemical reactions. Students start by learning different types of bonding through a variety of digital simulations and physical activities. Once the bonding concepts are mastered, students learn more about how breaking and forming bonds connect with chemical reactions. Chemical reactions are brought to life through teacher demonstrations and hands-on labs. The unit includes the lab investigation: "Conservation of Mass: How Does the Total Mass of the Substances Formed as a result of a Chemical Change Compare With the Total Mass of the Original Substances?" This investigation brings to life paper-and-pencil chemical equations by giving students the opportunity to carry out several chemical reactions.</p> <p>Students tackle the final chemistry unit, acids and bases, after winter break. This unit pushes students to build upon their understanding of chemical reactions by adding on the concept of acid-base reactions. This unit incorporates inquiry activities and focused lab investigations, such as a cabbage juice pH lab. In the cabbage juice lab, students classify known household substances such as vinegar and soap as strong/weak acids or bases by using the juice of a red cabbage. Students create and test their own cabbage juice color pH scale, then test the scale using substances with known pH values.</p>	
Narrative 2024-2025	
<p>Will comes to class each day prepared and ready to focus on the day's subject matter. Will clearly enjoys chemistry and has had many moments of fascination this term. Will puts high effort into class assignments, checking in with the teacher as needed to make sure everything is on the right track. Will is conscientious about homework, and if Will realizes something is missing in order to complete homework, Will sends an email politely informing the teacher. Will is often a leader during labs, giving suggestions to lab mates and gently guiding the group without being overbearing. Will's element baby book about silver included all the required information in addition to many hand-drawn illustrations to round out the details. Going into the second half of the year, Will is encouraged to keep up a leadership role during activities and labs and to tackle more challenging problems as the unit progresses.</p>	

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8th Grade Spanish - Jose Lopez Espinosa

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



84 Brook Farm Rd
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Grade level: 8th Grade

8th Grade Spanish - Jose Lopez Espinosa

	Gr 8 Fall
Comments	
Subject description	
<p>Eighth-grade Spanish continues with a review of the basic structures from fifth, sixth, and seventh grades with new vocabulary and grammar that serves to broaden the speaking, reading, listening, and writing of Spanish. It also provides students with an understanding and appreciation of cultures other than their own when the students compare and connect any Latinx culture and communities with the American culture. Students acquire a working knowledge of a wide variety of grammatical structures and continue to learn to speak Spanish with more accuracy, expanding their understanding of the language and improving fluency, pronunciation, rhythm, and intonation when speaking Spanish. The students graduate knowing how to use the present, past, and future of the indicative tenses, and eighth graders know how to identify the present subjunctive, commands, the present progressive, the conditional, the present perfect, and the imperfect tenses. Our eighth-grade collaboration happens with the eighth-grade humanities teacher, as well as with science, art, drama, and math classes.</p>	
Narrative 2024-2025	
<p>Will is a very visual student and loves reading. Will also loves game-based activities, whether the games are online or in a circle when we play them every week. Will likes writing activities. Will is currently working on the present tense and the past and future tenses, practicing both regular and irregular verbs. Will is capable of making full sentences in Spanish, and it is very important for Will to continue practicing long sentences weekly. Will is very smart and attentive and loves learning. Will asks clarifying questions in every single class with a sense of respect, kindness, and humbleness toward the teacher. The next steps for Will are continuing to practice and grow as a writer, speaking Spanish in every class, listening to Spanish music, and continuing to read, given that it is Will's strength. Will can reach the goal of Speaking in paragraphs by the end of the school year.</p>	

8th Grade Drama - Jennifer Salvucci Bent

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

William Rosenberg (Will)
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Birth date: 6/18/2011
Grade level: 8th Grade

2024 - 2025



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8th Grade Drama - Jennifer Salvucci Bent

	Gr 8 Fall
Comments	
Subject description	
<p>Eighth grade is essential to the culminating study of the dramatic arts. Drama is intellectual growth, learning to trust your instincts, working with your ensemble, creating safe environments, and risk-taking onstage. It is confidence in making mistakes and it is about the process over time. At the start of the academic term students engage in the first unit of study: Interviewing 101. Because eighth grade is a year of new possibilities and development before transitioning to secondary schools, students begin the process of next school selection, and interviewing has been incorporated into the drama curriculum. This essential skill is not only used for secondary school preparation, but for college and job interviewing as well. Students are lead through a series of interview questions, enhancing their oral presentation skills as progress toward mock interviews. Students begin to realize how like physicality is extremely important in our stage productions, their physical self is used as a marker in interviews. Posture, a firm handshake, eye contact, and culture serve as essential factors in the final interview. The eighth graders also learn the importance of dress in connection with specific situations, and how they should always remain true to who they are as a person: that their thoughts, instincts and reflections on life thus far, is a voice that needs to be heard. Though they will move on to connecting with a different ensemble, students are able to reflect on everything that has brought them to this point in their lives and how their time at Cambridge Friends School has shaped their views on the world. Once the interview unit has concluded, students change course and begin the journey of piecing together a culminating stage production. Using every one of the skills sets incorporated into the first three years of the Cambridge Friends School Drama curriculum, this year's eighth graders will be performing <i>Newsies</i>, <i>JR.!</i> The beginning steps of this process is for the students to identify the through-line of the play, the symbolism and the themes behind it, and then begin the process of text analysis for their individual character(s). From there, we will begin the blocking process, as well as lighting and sound along the way. Looking forward to our final adventure together!</p>	
Narrative 2024-2025	
<p>Will is a pleasure to have in class. Will is focused, enthusiastic, and a team player. Will is always willing to help peers in whatever way they need. Whether running lines filling in on the light board when a peer is absent, Will is inquisitive, gracious, and a joy to be around. Will has expressed enthusiasm for our eighth-grade musical and is committed to the process. Will has also been highly invested in our Next Schools unit and has spent time identifying key personality traits and strengths. Will continued to ask questions to help build a sense of self and show a strong work ethic that has helped keep nerves at bay. Will advocates when necessary for additional support in interviewing and has demonstrated a strong sense of self and an increase in confidence throughout this process.</p>	

8th Grade Visual Art - Sami Martasian

	Gr 8 Fall
Visual Art Skills	
<i>Follows art studio procedures and meets art studio expectations for behavior</i>	3
<i>Demonstrates respect for classmates</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>	4
<i>Works cooperatively and collaboratively on visual arts projects and displays</i>	4
<i>Uses studio process on major projects, brainstorming, rough drafts, editing, and final drafts</i>	4
<i>Demonstrates independent work habits while supporting classmates</i>	4
<i>Reflects on personal history and completed work developing an understanding of personal process or growth</i>	3
<i>Communicates and gives feedback in a number of critique situations including one on one, small group, whole class, and public presentation</i>	3

8th Grade Visual Art - Sami Martasian

	Gr 8 Fall
Comments	
Subject description	
<p>Eighth-grade has spent this semester honing personal style and practicing useful techniques to carry into their future art making. Each student began the school year by making a talking piece to be used in Restorative justice circles and community time. These were made with care and consideration of their connection to indigenous cultures that inform our understanding of Restorative Justice. Eighth-grade students then participated in making Alebrijes to be displayed on our Day of the Dead Ofrenda along with the rest of the middle school. All grades participating in the project first studied the life and work of Pedro 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. Eighth-grade students then began their Surrealist self portrait project. Students began this unit by considering work by Leonora Carrington, Frida Khalo, and Kehinde Wiley, three artists whose work is very different from one another but each keen on using surreal elements to better express the emotional reality of their subjects. Face drawing techniques, both by measuring out the face using a classic figure drawing method and by observation in a mirror helped students begin their planning, which then developed into including expressive elements of their own. Students chose symbols, animals, backgrounds, or changes to their appearance to express their identities and inner emotional landscapes. Our next steps were to study shadow and highlight and paint mixing and application to finish these fabulous pieces. Eighth-grade students are currently concluding a linoleum printmaking unit. Students created a square design that is made in such a way that it creates a larger image when printed. Many students carved their linoleum to be 1/4th of an image, so that once rotated, a complete flower, planet, or shape is formed. Students experimented with different colorways and printed on both fabric and paper.</p>	
Narrative 2024-2025	
<p>This fall has been a productive and joyful time in the art studio for Will, who continues to be a joy to teach. Will brings an unexpected direction to each project; linoleum carving and printing produced a striking set of parachuters cascading down from the sky, and time spent creating restorative justice talking pieces led this young artist to create a big origami cube. When Will feels determined to learn something, focus comes naturally. For the construction of this giant cube, not only did Will need to learn a new way of folding, but also cut down the giant paper to be uniform squares and then applied a layer of paint to achieve a sense of finish. Will's surrealist self-portrait is a remarkably successful painting. Will adjusted the painting's underdrawing a few times, applying observational know-how with structural comfort. The portrait sported a wide-brimmed hat that captured the way a garment would fall on one's head with clever accuracy. Layers of thick pink, black, and white paint descend from the top of the canvas, threatening to cover the portrait's screaming face. A baseball diamond in the left corner expresses Will's passion for sports.</p>	

William Rosenberg (Will)

2024 - 2025



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8th Grade Physical Education - Angelo Valle

	Gr 8 Fall
Physical Education Skills	
<i>Comes to class prepared and ready to participate</i>	3
<i>Comes to class positive and cooperative</i>	3
<i>Listens attentively and follows directions</i>	2
<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>Contributes to group and team initiatives</i>	3
<i>Demonstrates tactical understanding during team games</i>	3
<i>Demonstrates abilities to perform skills relating to specific team units</i>	3
<i>Understands specific terminology related to skills, positioning, and game play</i>	3
<i>Understands sportsmanship as a critical component of physical education</i>	3
<i>Demonstrates sportsmanship during gameplay</i>	3
<i>Able to accept game outcomes</i>	3
<i>Understands the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</i>	3
<i>Receptive to teacher feedback</i>	3
Comments	
Subject description	
In the first semester of Grade 8 Physical Education, we began each class period with a pace run to warm up for the ensuing activities while developing conditioning and endurance. The focus then turned to coordination and flexibility through dynamic movements and stretches to prepare the muscles for activity. Through cooperative games and team-building activities, we focused on team cooperative skills before moving on to the competitive team games of soccer, football, and basketball. Throughout the semester, we worked on developing good sportsmanship and building the physical fitness skills involved in those sports, including kicking, receiving, passing, dribbling, shooting, throwing, catching, changing direction, and responding and reacting.	
Narrative 2024-2025	
Will has had a strong start to the year. Though sometimes distracted by classmates during instruction, Will consistently arrives ready to participate in class with a smile and puts forth good effort into following classroom routines, starting with the pace run and continuing with the ensuing dynamic stretches and activities. Will demonstrates improving skills and understanding of tactics in all aspects of class. A goal for Will would be to improve conditioning by putting even more effort into the pace run.	

Gabriel Ullman (Gabriel)
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Attendance		<p>Grading Legend:</p> <p>4 = Student is exceeding grade level expectations</p> <p>3 = Student is achieving grade level expectations</p> <p>2 = Student is working at or near grade level expectations</p> <p>1 = Student is working below grade level expectations</p> <p>N/A = Not Applicable this term</p> <p>Note: As a school policy, all narratives are intentionally written without pronouns.</p> <p>Classes meeting once a week include a subject description but not individualized benchmarks or narrative reports.</p>
Category	Count	
Absent Excused	11	
Tardy Excused	0	

Grades

8th Grade Homeroom/Advisory - Christopher Gandolfo-Lucia

	Gr 8 Fall
Personal and Social Skills	
<i>Engages actively in homeroom routines</i>	3
<i>Makes transitions independently, arriving on time and ready to learn with necessary materials</i>	3
<i>Actively seeks ways to lead by example and model positive community citizenship</i>	3
<i>Has a positive attitude toward school and learning</i>	4
<i>Participates in the care and organization of the classroom environment</i>	3
<i>Seeks adult help when needed</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>Enters school on time, prepared, and ready to learn</i>	3
<i>Organizes cubby and work materials</i>	4
<i>Accepts responsibility for own actions</i>	3
<i>Respects the rights, feelings, and opinions of others</i>	3

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8th Grade Homeroom/Advisory - Christopher Gandolfo-Lucia

	Gr 8 Fall
Comments	
Subject description	
<p>In order to be successful in and out of school, students need to learn a set of social and emotional competencies—cooperation, assertiveness, responsibility, empathy, and self-control—and a set of academic competencies—academic mindset, perseverance, learning strategies, and academic behaviors. The eighth-grade advisory is designed to help students develop these skills through discussions, reflections, and project-based opportunities for community building and engagement. In addition to these social, emotional, and academic skills, the eighth-grade advisory also guides and supports students through the secondary school application and selection process.</p>	
Narrative 2024-2025	
<p>Gabriel has been an enthusiastic and curious member of the eighth-grade cohort this semester. Gabriel's passion for learning has been evident across subjects, and this intellectual curiosity has been a driving force behind Gabriel's diligent work ethic. Gabriel has approached school with eagerness and determination, consistently striving to succeed on assignments and grow as a student. Gabriel has demonstrated strong organizational skills, and Gabriel has always been punctual and prepared for class. Gabriel has been similarly proactive in staying on top of assignments, often putting in the necessary time and effort to ensure that tasks are completed with care and precision. Overall, Gabriel has demonstrated an impressive commitment to learning, organization, and academic success.</p> <p>In addition to showcasing academic strengths, Gabriel has been well-liked by classmates and has maintained strong friendships throughout the eighth grade. Gabriel's ability to connect with a wide range of peers has made Gabriel a central figure in a portion of the class's social dynamics. Gabriel has often acted as a sort of social glue, moving fluidly between social groups and helping to foster a sense of community among classmates. Gabriel has enthusiastically conversed with classmates and adults alike and has often enjoyed playing chess with peers and teachers during lunch, recess, and other moments of downtime. Gabriel's eagerness to learn and warm personality have made Gabriel a wonderful presence in the eighth grade this semester.</p>	

8th Grade Humanities - Christopher Gandolfo-Lucia

	Gr 8 Fall
English	
<i>Determines a theme or central idea of a text and analyzes its development over the course of the text, including its relationship to the characters, setting and plot</i>	4
<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 evidence from texts effectively to strengthen arguments and prove a thesis in an essay</i>	3
<i>Organizes ideas in writing in a way that makes sense of their purpose. Essays may include an effective rebuttal to anticipated counter claims.</i>	3
<i>Writes with a clear voice and style appropriate for the piece of writing</i>	3
<i>Accepts and incorporates peer and teacher feedback to improve writing pieces</i>	3
<i>Applies revision and editing techniques to polish writing pieces effectively</i>	3
<i>Employs proper use of punctuation</i>	3
<i>Uses effective techniques, relevant descriptive details, and well-structured event sequences to capture experiences in personal essay</i>	3
<i>Engages thoughtfully with independent reading</i>	3
<i>Uses precise words and phrases to capture and convey experiences and information</i>	3

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8th Grade Humanities - Christopher Gandolfo-Lucia

	Gr 8 Fall
History	
<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>	N/A
<i>Explains causes and effects of historical events</i>	N/A
<i>Analyzes primary source documents for purpose, audience, and message</i>	N/A
<i>Understands the difference between primary and secondary sources</i>	N/A
<i>Examines current events through a historical lens</i>	4
<i>Explains the historical attitudes and treatment of marginalized communities in the U.S. and the major events, leaders, and changes in the rights of those groups over time.</i>	3
<i>Understands the relationship between economic, political, and social change, as well as the ways in which they intersect.</i>	N/A
<i>Analyzes and interprets geographic information</i>	N/A
<i>Analyzes and explains the meaning and context of visuals</i>	N/A
<i>Describes the United States' form and structure of government</i>	N/A
<i>Uses comparative techniques to describe the form and structure of non-US governments</i>	N/A
Research	
<i>Perseveres through the inquiry process, including the development of appropriately rigorous research questions</i>	N/A
<i>Identifies and uses credible sources when conducting research</i>	3
<i>Presents research in an organized, coherent, and polished manner</i>	N/A

Gabriel Ullman (Gabriel)

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8th Grade Humanities - Christopher Gandolfo-Lucia

	Gr 8 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>Respects the rights, feelings, and opinions of others</i>	3
<i>Makes transitions independently, arriving on time and ready to learn with necessary materials</i>	3
<i>Interacts with peers in a positive and productive manner</i>	4
<i>Takes effective notes that summarize relevant information concisely</i>	3
<i>Discusses social issues thoughtfully and respectfully</i>	3
<i>Interacts with adults in a positive and productive manner</i>	3

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8th Grade Humanities - Christopher Gandolfo-Lucia

		Gr 8 Fall
Comments		
Subject description		
<p>This course investigates the categories that make up "identity" as understood in contemporary culture and politics. We invited students to think widely about the terms they use to define themselves; this focus helps to forge a classroom community where students feel comfortable and encouraged to share personal experiences and perspectives. Students read independent reading books featuring diverse voices and think collaboratively about the importance of representation in literature, film, and television. The first half of the CFS Eighth Grade Humanities course focuses entirely on essay writing. Students practice a complete writing process involving planning/prewriting, drafting, revising, editing, and proofreading/publishing. Via this practice, each student crafts a personalized writing process that emphasizes their strengths and supports areas of challenges. Throughout all essay units, students engage in the process of self-editing, learning the art of taking constructive feedback from both peers and teachers. For each essay, students submit a rough draft and have a 15-minute conference with their Humanities teacher to discuss specific revision points regarding mechanics, punctuation, organization, support, clarity of writing, and flow of argument. This conference-based writing workshop allows each student an opportunity to practice specific skills and areas for growth that are uniquely relevant to their profile as a writer. This fall semester, students practiced three distinct forms of essay writing: persuasive essay, personal essay, and literary analysis essay. Through a unit studying casting processes and minority representation in film, students practiced crafting persuasive arguments regarding the moral, social, and economic considerations that casting directors should evaluate when casting for roles with marginalized identities. Following this unit, students interrogated their own beliefs by writing personal essays. In this unit, students had the choice between supporting their beliefs with narrative essays and expository evidence drawn from history, culture, science, and personal experience. To conclude the semester, students practiced literary analysis essays through an Ursula K. Le Guin author study, during which students read and analyzed the themes of the following stories: "The Wife's Tale," "The Ones Who Walk Away From Omelas," and "The Author of the Acacia Seeds' and Other Extracts from the Journal of the Association of Therolinguistics." In addition to this primary focus on essay writing, students have maintained an independent reading routine that involves 45 minutes of independent reading in class each week. Independent reading is evaluated through oral presentations at an interval of 8-10 weeks. In the second half of the year, students will practice research and oral presentation skills through a variety of independent and collaborative project-based assignments. These projects are open-ended and encourage students to employ a variety of interdisciplinary skills: in addition to relying on brainstorming skills and a complete writing process, for these projects, students will make use of data analysis skills, performing and visual arts skills, production design skills, creative writing skills, and other multi-disciplinary skills.</p>		
Narrative 2024-2025		
<p>Gabriel has approached humanities class with enthusiasm and focus this semester, treating essay assignments as opportunities to investigate subjects of personal significance. Gabriel's writing has been detailed and indicative of deep reflection on class topics, and through the practice of a complete writing process, Gabriel has crafted organized well-reasoned essays. Gabriel has been working on keeping writing structured, organized, and focused as Gabriel has begun to formulate arguments and reflections that require essays with more than five or six paragraphs. Accordingly, goals for Gabriel include spending more time in the planning phase when writing longer essays in order to make later revisions more straightforward as well as employing organizational devices like topic sentences and transition sentences. Nonetheless, through both the revision step of the writing process and class discussions, Gabriel has demonstrated a mature willingness to adjust opinions and reactions in response to new information. During independent reading periods, Gabriel has been diligent and motivated, and Gabriel's autumn book talk displayed Gabriel's engaging, expressive oral presentation style. Overall, Gabriel has been a strong student in humanities class this semester.</p>		

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8th Grade Math - Karen Harvey

	Gr 8 Fall
Math Skills	
<i>Able to use distributive property when solving equations or simplifying expressions.</i>	3
<i>Able to set up proportions</i>	3
<i>Able to perform all operations on real numbers.</i>	3
<i>Able to graph quadratic functions</i>	N/A
<i>Able to solve equations with variable on both sides.</i>	3
<i>Able to solve multi-step linear equations.</i>	3
<i>Able to analyze linear equations that contain two variables, and how these can be represented by graphical lines and tables of values</i>	3
<i>Able to graph linear equations and functions</i>	3
<i>Able to identify unique characteristics of, and graph horizontal and vertical lines.</i>	3
<i>Able to find slope of a linear function visually from a graph (rise over run) or calculate from a table ($m = \frac{y_2 - y_1}{x_2 - x_1}$).</i>	3
<i>Able to solve various word problems that involve real world relationships that can be represented by linear equations or functions</i>	3
<i>Able to write an equation in standard form ($Ax + By = C$) from a graph or from a linear equation in non-standard form.</i>	4
<i>Able to write linear equations in slope intercept form ($y = mx + b$) from graphs, tables and word problems.</i>	4
<i>Able to graph linear inequalities and compound linear inequalities</i>	3
<i>Able to identify the number of solutions of a linear system of equations.</i>	3
<i>Able to interpret systems of inequalities (multiple inequalities at the same time) and use them to describe real-world situations</i>	3
<i>Able to solve systems of simple linear inequalities by creating graphs.</i>	3
<i>Able to construct, analyze, graph, and interpret basic exponential functions of the form $f(x) = a(r^x)$</i>	N/A
<i>Able to identify exponential functions using graphs and/or tables.</i>	N/A
<i>Able to apply exponent properties involving products, powers of a power, and quotients.</i>	N/A
<i>Able to add and subtract polynomial expressions</i>	N/A
<i>Able to multiply polynomial expressions</i>	N/A
<i>Able to differentiate between monomials, binomials and polynomials, identify the degree of polynomial and leading coefficient.</i>	N/A
<i>Able to solve quadratic equations using square roots.</i>	N/A
<i>Able to identify quadratic functions in equation and graph form, and state their properties (vertex, axis of symmetry, relationship to parent quadratic function).</i>	N/A
<i>Able to use the discriminant to determine the number of solutions to a quadratic equation.</i>	N/A
<i>Able to simplify radicals without and with variables.</i>	N/A

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8th Grade Math - Karen Harvey

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

Gabriel Ullman (Gabriel)
8 Greenough Ave
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Birth date: 10/11/2011
Grade level: 8th Grade

2024 - 2025



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8th Grade Math - Karen Harvey

		Gr 8 Fall
Comments		
Subject description		
<p>In 8th grade math, students have engaged with a range of topics that build critical algebraic and statistical skills. The year began with graphing linear equations, where students learned to plot points and understand the relationships represented by linear graphs. They progressed to writing equations and expressions derived from real-world problems and data tables, enhancing their ability to translate between different representations of mathematical relationships. Next, students explored graphing inequalities and solving systems of equations and inequalities, developing strategies to find solutions and interpret their meaning in various contexts. Additionally, the class analyzed two-way data tables, gaining the ability to interpret and organize categorical data effectively. To round out their statistical understanding, students examined correlation coefficients and lines of best fit, learning to interpret statistical relationships and trends within data sets. This comprehensive approach has provided a strong foundation for advanced mathematical concepts and real-world applications.</p>		
Narrative 2024-2025		
<p>This fall in class, we started by identifying areas where students felt they needed extra support. From there, we dove into solving linear equations, followed by writing equations and expressions based on examples. The class then tackled solving systems of equations using the elimination method before moving on to graphing these systems. In the second half of our unit on equations and inequalities, students practiced graphing linear inequalities and generating systems of inequalities from word problems. Currently, we're focused on two-variable statistics, exploring correlation versus causation, using graphing technology to calculate the line of best fit, interpreting the meaning of the best-fit line in context, determining residuals, and predicting the correlation coefficient from a graph.</p> <p>Gabriel continues to demonstrate strong skills in applied mathematics this semester. One of Gabriel's key strengths is a solid number sense, which allows for accurate problem analysis and effective problem-solving. Gabriel has also excelled in solving systems of equations, both graphically and using the elimination method, consistently applying these techniques with success. An area for growth is the need to slow down during work, as rushing can lead to careless errors. It is important for Gabriel to remember that faster does not always mean better when it comes to math. With continued focus on precision, Gabriel is sure to see even more progress throughout the rest of the year.</p>		

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8th Grade Science - Carolyn Sohn

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

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8th Grade Science - Carolyn Sohn

		Gr 8 Fall
Comments		
Subject description		
<p>Eighth-grade science begins with an exploration of chemistry. In the first unit, "Properties and States of Matter," students gain an understanding of the molecular motion of matter and how scientists classify matter. In this unit, students explore the first inquiry investigation in which they write and implement their own lab procedure to answer the investigation question: "What happens at a molecular level when thermal energy is added to a substance?"</p> <p>Students then explore the foundational elements of chemistry: atomic structure and the periodic table. Students are then introduced to the basic structure of atoms and the properties of subatomic particles, then take time to explore the periodic table once they understand how to interpret terms like "atomic mass." The periodic table is taught using both digital and physical exploration activities as a tool for understanding chemistry and how elements behave.</p> <p>Students each do a deep dive into one element through the "Element Baby Book" project, in which they "adopt" an element and create a scrapbook-style "baby book" using research they do on that element's history, properties, and uses. By the end of this project, students demonstrated a deeper understanding of an element's structure and properties, as well as connected that element to similar elements on the periodic table.</p> <p>The next unit covers atomic bonding and chemical reactions. Students start by learning different types of bonding through a variety of digital simulations and physical activities. Once the bonding concepts are mastered, students learn more about how breaking and forming bonds connect with chemical reactions. Chemical reactions are brought to life through teacher demonstrations and hands-on labs. The unit includes the lab investigation: "Conservation of Mass: How Does the Total Mass of the Substances Formed as a result of a Chemical Change Compare With the Total Mass of the Original Substances?" This investigation brings to life paper-and-pencil chemical equations by giving students the opportunity to carry out several chemical reactions.</p> <p>Students tackle the final chemistry unit, acids and bases, after winter break. This unit pushes students to build upon their understanding of chemical reactions by adding on the concept of acid-base reactions. This unit incorporates inquiry activities and focused lab investigations, such as a cabbage juice pH lab. In the cabbage juice lab, students classify known household substances such as vinegar and soap as strong/weak acids or bases by using the juice of a red cabbage. Students create and test their own cabbage juice color pH scale, then test the scale using substances with known pH values.</p>		
Narrative 2024-2025		
<p>Gabriel is a fully engaged student in each class who has a clear love of science. Gabriel comes to class each day cheerful and ready to tackle the warm-up question on the board. Gabriel completes classwork efficiently and thoroughly, checking in to make sure everything is on track. When Gabriel completes the required classwork, Gabriel will choose to attempt the available challenge questions and/or further learning opportunities on the topic. Gabriel is skilled at planning ahead to make sure there is time in the schedule to complete every assignment on time, and never misses a homework or assignment deadline as a result. Gabriel is confident in labs and tackles questions head-on, working well with peers regardless of the grouping. Gabriel has thorough post-lab assignments that demonstrate a strong understanding of the underlying concepts being emphasized. Gabriel created a scrapbook-style element baby book about sulfur. Gabriel's project was handwritten with high attention to neatness and legibility. Gabriel included all the required details for the project and even mentioned the biological functions of sulfur and its "family" of elements. Going into the second half of the year Gabriel is encouraged to continue coming to class ready to hit the ground running and choosing to tackle available challenge problems.</p>		

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8th Grade Spanish - Jose Lopez Espinosa

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

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8th Grade Spanish - Jose Lopez Espinosa

	Gr 8 Fall
Comments	
Subject description	
<p>Eighth-grade Spanish continues with a review of the basic structures from fifth, sixth, and seventh grades with new vocabulary and grammar that serves to broaden the speaking, reading, listening, and writing of Spanish. It also provides students with an understanding and appreciation of cultures other than their own when the students compare and connect any Latinx culture and communities with the American culture. Students acquire a working knowledge of a wide variety of grammatical structures and continue to learn to speak Spanish with more accuracy, expanding their understanding of the language and improving fluency, pronunciation, rhythm, and intonation when speaking Spanish. The students graduate knowing how to use the present, past, and future of the indicative tenses, and eighth graders know how to identify the present subjunctive, commands, the present progressive, the conditional, the present perfect, and the imperfect tenses. Our eighth-grade collaboration happens with the eighth-grade humanities teacher, as well as with science, art, drama, and math classes.</p>	
Narrative 2024-2025	
<p>Gabriel is a very respectful student, kind, and very mature. Gabriel can make jokes at times, but Gabriel keeps it respectful and appropriate. Gabriel learns best when the class does project-based learning or any hands-on activities. Gabriel loves the games the class does weekly in a circle, given that we do speak a lot. The class also practices the other three skills when we do a game-based approach activity. Gabriel's speaking and listening skills are excellent. Gabriel will continue to practice reading and writing. The next step for Gabriel is to expand the practice of long sentences. This is achievable given that Gabriel already knows how to use the past, present, and future tenses regularly.</p>	

8th Grade Drama - Jennifer Salvucci Bent

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

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8th Grade Drama - Jennifer Salvucci Bent

	Gr 8 Fall
Comments	
Subject description	
<p>Eighth grade is essential to the culminating study of the dramatic arts. Drama is intellectual growth, learning to trust your instincts, working with your ensemble, creating safe environments, and risk-taking onstage. It is confidence in making mistakes and it is about the process over time. At the start of the academic term students engage in the first unit of study: Interviewing 101. Because eighth grade is a year of new possibilities and development before transitioning to secondary schools, students begin the process of next school selection, and interviewing has been incorporated into the drama curriculum. This essential skill is not only used for secondary school preparation, but for college and job interviewing as well. Students are lead through a series of interview questions, enhancing their oral presentation skills as progress toward mock interviews. Students begin to realize how like physicality is extremely important in our stage productions, their physical self is used as a marker in interviews. Posture, a firm handshake, eye contact, and culture serve as essential factors in the final interview. The eighth graders also learn the importance of dress in connection with specific situations, and how they should always remain true to who they are as a person: that their thoughts, instincts and reflections on life thus far, is a voice that needs to be heard. Though they will move on to connecting with a different ensemble, students are able to reflect on everything that has brought them to this point in their lives and how their time at Cambridge Friends School has shaped their views on the world. Once the interview unit has concluded, students change course and begin the journey of piecing together a culminating stage production. Using every one of the skills sets incorporated into the first three years of the Cambridge Friends School Drama curriculum, this year's eighth graders will be performing <i>Newsies</i>, <i>JR.</i>! The beginning steps of this process is for the students to identify the through-line of the play, the symbolism and the themes behind it, and then begin the process of text analysis for their individual character(s). From there, we will begin the blocking process, as well as lighting and sound along the way. Looking forward to our final adventure together!</p>	
Narrative 2024-2025	
<p>Gabriel is a genuine, inclusive, and supportive member of our eighth-grade community. A thoughtful leader and a loyal friend, Gabriel was highly invested in our Next Schools process. Gabriel continued to explore topic conversations for interviews at the high schools, speaking at length with teachers to help access valuable traits and key elements of personality. Gabriel demonstrates a deep understanding of self and was respectful and focused as peers sought teacher help in determining the same. Throughout the fall semester, Gabriel has remained excited and committed to the eighth-grade musical. Gabriel is excited to explore music and movement throughout our rehearsal process and continues to be a valued member of our eighth-grade community.</p>	

8th Grade Visual Art - Sami Martasian

	Gr 8 Fall
Visual Art Skills	
<i>Follows art studio procedures and meets art studio expectations for behavior</i>	4
<i>Demonstrates respect for classmates</i>	4
<i>Actively listens and is attentive during instructions and demonstrations</i>	3
<i>Demonstrates persistence working on projects and asks for help when needed</i>	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>	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

8th Grade Visual Art - Sami Martasian

		Gr 8 Fall
Comments		
Subject description		
<p>Eighth-grade has spent this semester honing personal style and practicing useful techniques to carry into their future art making. Each student began the school year by making a talking piece to be used in Restorative justice circles and community time. These were made with care and consideration of their connection to indigenous cultures that inform our understanding of Restorative Justice. Eighth-grade students then participated in making Alebrijes to be displayed on our Day of the Dead Ofrenda along with the rest of the middle school. All grades participating in the project first studied the life and work of Pedro 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. Eighth-grade students then began their Surrealist self portrait project. Students began this unit by considering work by Leonora Carrington, Frida Khalo, and Kehinde Wiley, three artists whose work is very different from one another but each keen on using surreal elements to better express the emotional reality of their subjects. Face drawing techniques, both by measuring out the face using a classic figure drawing method and by observation in a mirror helped students begin their planning, which then developed into including expressive elements of their own. Students chose symbols, animals, backgrounds, or changes to their appearance to express their identities and inner emotional landscapes. Our next steps were to study shadow and highlight and paint mixing and application to finish these fabulous pieces. Eighth-grade students are currently concluding a linoleum printmaking unit. Students created a square design that is made in such a way that it creates a larger image when printed. Many students carved their linoleum to be 1/4th of an image, so that once rotated, a complete flower, planet, or shape is formed. Students experimented with different colorways and printed on both fabric and paper.</p>		
Narrative 2024-2025		
<p>Gabriel is an extraordinary, creative student. When planning for the eighth-grade surrealist self-portrait project, Gabriel produced five concept sketches that were radically different from one another. This young artist is not interested in simply rushing to finish work but instead takes time to discern the best path forward. The design Gabriel ended up developing into a painting is an incredibly unique cubist-inspired one, which depicts the artist from multiple angles at once. Jagged geometric lines come together to form the face, almost as if it were a map or topography. Although significantly abstracted, it is clear that Gabriel is the subject of this work. Linoleum carving was an exciting task for Gabriel, who embraced the intersection of geometry and visual art.</p>		

Gabriel Ullman (Gabriel)

2024 - 2025



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8th Grade Physical Education - Angelo Valle

	Gr 8 Fall
Physical Education Skills	
<i>Comes to class prepared and ready to participate</i>	3
<i>Comes to class positive and cooperative</i>	3
<i>Listens attentively and follows directions</i>	3
<i>Demonstrates safe, responsible behavior that respects self and others.</i>	3
<i>Able to run and find their own pace</i>	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>Contributes to group and team initiatives</i>	4
<i>Demonstrates tactical understanding during team games</i>	3
<i>Demonstrates abilities to perform skills relating to specific team units</i>	3
<i>Understands specific terminology related to skills, positioning, and game play</i>	3
<i>Understands sportsmanship as a critical component of physical education</i>	4
<i>Demonstrates sportsmanship during gameplay</i>	4
<i>Able to accept game outcomes</i>	3
<i>Understands the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</i>	3
<i>Receptive to teacher feedback</i>	3
Comments	
Subject description	
<p>In the first semester of Grade 8 Physical Education, we began each class period with a pace run to warm up for the ensuing activities while developing conditioning and endurance. The focus then turned to coordination and flexibility through dynamic movements and stretches to prepare the muscles for activity. Through cooperative games and team-building activities, we focused on team cooperative skills before moving on to the competitive team games of soccer, football, and basketball. Throughout the semester, we worked on developing good sportsmanship and building the physical fitness skills involved in those sports, including kicking, receiving, passing, dribbling, shooting, throwing, catching, changing direction, and responding and reacting.</p>	
Narrative 2024-2025	
<p>Gabriel has had an excellent start to the year. Always a positive presence in class, Gabriel consistently arrives prepared and ready to put forth a good effort in the pace run, dynamic stretches, and ensuing activities. Gabriel helps lead the class by example with a consistently strong effort, taking in feedback on the way towards demonstrating improving skills and understanding of tactics in all aspects of the class. Gabriel demonstrates good sportsmanship, is supportive of teammates, and has a strong sense of fair play and how to create healthy competition. Gabriel should continue along the current path toward excellence.</p>	

Emily Yablonowitz (Emily)

2024 - 2025



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Birth date: 12/13/2010

Grade level: 8th Grade

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

Grades

8th Grade Homeroom/Advisory - Christopher Gandolfo-Lucia

	Gr 8 Fall
Personal and Social Skills	
<i>Engages actively in homeroom routines</i>	3
<i>Makes transitions independently, arriving on time and ready to learn with necessary materials</i>	3
<i>Actively seeks ways to lead by example and model positive community citizenship</i>	3
<i>Has a positive attitude toward school and learning</i>	4
<i>Participates in the care and organization of the classroom environment</i>	4
<i>Seeks adult help when needed</i>	3
<i>Interacts with adults in a positive and productive manner</i>	4
<i>Accepts responsibility and respectfully responds to feedback.</i>	3
<i>Enters school on time, prepared, and ready to learn</i>	3
<i>Organizes cubby and work materials</i>	4
<i>Accepts responsibility for own actions</i>	3
<i>Respects the rights, feelings, and opinions of others</i>	4

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8th Grade Homeroom/Advisory - Christopher Gandolfo-Lucia

	Gr 8 Fall
Comments	
Subject description	
<p>In order to be successful in and out of school, students need to learn a set of social and emotional competencies—cooperation, assertiveness, responsibility, empathy, and self-control—and a set of academic competencies—academic mindset, perseverance, learning strategies, and academic behaviors. The eighth-grade advisory is designed to help students develop these skills through discussions, reflections, and project-based opportunities for community building and engagement. In addition to these social, emotional, and academic skills, the eighth-grade advisory also guides and supports students through the secondary school application and selection process.</p>	
Narrative 2024-2025	
<p>Emily has been an outstandingly organized and diligent student this semester, consistently demonstrating a strong commitment to academic success and growth as a learner. Emily has taken great pride in work and has always arrived to class on time and prepared with the necessary materials and assignments. Emily has displayed impressive organizational skills this semester, easily keeping assignments organized and setting a positive example as a steward of both Emily's cubby and shared classroom spaces. Emily's superb organizational skills and persistence have led Emily to consistent success across classes.</p> <p>Socially, Emily has maintained incredibly strong friendships throughout the eighth grade and has continued to be well-liked and respected by all classmates. Emily is a beloved friend and companion who has often offered friends insightful advice when appropriate. Emily's joyful approach to school and uplifting sense of humor have made Emily a cherished member of the community among both peers and adults. Emily has enjoyed opportunities to engage directly with adults in the CFS community, and Emily has particularly sought opportunities to discuss music, culture, and current events with classmates and teachers at once. Overall, Emily's positive influence and thoughtful contributions have made Emily a stand-out presence in the eighth grade this semester.</p>	

8th Grade Humanities - Christopher Gandolfo-Lucia

	Gr 8 Fall
English	
<i>Determines a theme or central idea of a text and analyzes its development over the course of the text, including its relationship to the characters, setting and plot</i>	4
<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 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>	4
<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>	4
<i>Applies revision and editing techniques to polish writing pieces effectively</i>	4
<i>Employs proper use of punctuation</i>	3
<i>Uses effective techniques, relevant descriptive details, and well-structured event sequences to capture experiences in personal essay</i>	4
<i>Engages thoughtfully with independent reading</i>	3
<i>Uses precise words and phrases to capture and convey experiences and information</i>	3

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8th Grade Humanities - Christopher Gandolfo-Lucia

	Gr 8 Fall
History	
<i>Understands and is able to analyze a text for bias and subjectivity</i>	3
<i>Constructs a historical argument and uses evidence to support it</i>	N/A
<i>Explains causes and effects of historical events</i>	N/A
<i>Analyzes primary source documents for purpose, audience, and message</i>	N/A
<i>Understands the difference between primary and secondary sources</i>	N/A
<i>Examines current events through a historical lens</i>	3
<i>Explains the historical attitudes and treatment of marginalized communities in the U.S. and the major events, leaders, and changes in the rights of those groups over time.</i>	3
<i>Understands the relationship between economic, political, and social change, as well as the ways in which they intersect.</i>	N/A
<i>Analyzes and interprets geographic information</i>	N/A
<i>Analyzes and explains the meaning and context of visuals</i>	N/A
<i>Describes the United States' form and structure of government</i>	N/A
<i>Uses comparative techniques to describe the form and structure of non-US governments</i>	N/A
Research	
<i>Perseveres through the inquiry process, including the development of appropriately rigorous research questions</i>	N/A
<i>Identifies and uses credible sources when conducting research</i>	3
<i>Presents research in an organized, coherent, and polished manner</i>	N/A

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8th Grade Humanities - Christopher Gandolfo-Lucia

	Gr 8 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>	4
<i>Completes assignments in a timely and thoughtful manner</i>	3
<i>Demonstrates appropriate effort.</i>	3
<i>Participates in class actively by making contributions, asking questions, and engaging with classmates in the work</i>	3
<i>Listens actively to teachers and classmates</i>	3
<i>Seeks assistance when needed</i>	3
<i>Accepts responsibility and respectfully responds to feedback.</i>	3
<i>Respects the rights, feelings, and opinions of others</i>	3
<i>Makes transitions independently, arriving on time and ready to learn with necessary materials</i>	3
<i>Interacts with peers in a positive and productive manner</i>	3
<i>Takes effective notes that summarize relevant information concisely</i>	3
<i>Discusses social issues thoughtfully and respectfully</i>	3
<i>Interacts with adults in a positive and productive manner</i>	4

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Cambridge, MA 02138
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Grade level: 8th Grade

2024 - 2025



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

8th Grade Humanities - Christopher Gandolfo-Lucia

		Gr 8 Fall
Comments		
Subject description		
<p>This course investigates the categories that make up “identity” as understood in contemporary culture and politics. We invited students to think widely about the terms they use to define themselves; this focus helps to forge a classroom community where students feel comfortable and encouraged to share personal experiences and perspectives. Students read independent reading books featuring diverse voices and think collaboratively about the importance of representation in literature, film, and television. The first half of the CFS Eighth Grade Humanities course focuses entirely on essay writing. Students practice a complete writing process involving planning/prewriting, drafting, revising, editing, and proofreading/publishing. Via this practice, each student crafts a personalized writing process that emphasizes their strengths and supports areas of challenges. Throughout all essay units, students engage in the process of self-editing, learning the art of taking constructive feedback from both peers and teachers. For each essay, students submit a rough draft and have a 15-minute conference with their Humanities teacher to discuss specific revision points regarding mechanics, punctuation, organization, support, clarity of writing, and flow of argument. This conference-based writing workshop allows each student an opportunity to practice specific skills and areas for growth that are uniquely relevant to their profile as a writer. This fall semester, students practiced three distinct forms of essay writing: persuasive essay, personal essay, and literary analysis essay. Through a unit studying casting processes and minority representation in film, students practiced crafting persuasive arguments regarding the moral, social, and economic considerations that casting directors should evaluate when casting for roles with marginalized identities. Following this unit, students interrogated their own beliefs by writing personal essays. In this unit, students had the choice between supporting their beliefs with narrative essays and expository evidence drawn from history, culture, science, and personal experience. To conclude the semester, students practiced literary analysis essays through an Ursula K. Le Guin author study, during which students read and analyzed the themes of the following stories: “The Wife’s Tale,” “The Ones Who Walk Away From Omelas,” and “The Author of the Acacia Seeds’ and Other Extracts from the Journal of the Association of Therolinguistics.” In addition to this primary focus on essay writing, students have maintained an independent reading routine that involves 45 minutes of independent reading in class each week. Independent reading is evaluated through oral presentations at an interval of 8-10 weeks. In the second half of the year, students will practice research and oral presentation skills through a variety of independent and collaborative project-based assignments. These projects are open-ended and encourage students to employ a variety of interdisciplinary skills: in addition to relying on brainstorming skills and a complete writing process, for these projects, students will make use of data analysis skills, performing and visual arts skills, production design skills, creative writing skills, and other multi-disciplinary skills.</p>		
Narrative 2024-2025		
<p>This semester, Emily has approached humanities class with focus, diligence, and an eagerness to grow as a writer. Emily has employed a complete writing process to great success; Emily’s facility as a writer has made drafting a relatively simpler portion of the writing process, which has allowed Emily to dedicate more time and effort to revising and editing, ultimately leading to exceptionally clear, well-organized writing. Accordingly, a goal for Emily over the course of the coming semester will be to continue practicing increased independence with these skills, particularly revising essays for clarity of argument. As a reader, Emily has continued to be motivated, curious, and well-rounded, and Emily has enjoyed opportunities to explore more complex pieces of literature in both independent and whole-class reading assignments. Increased contribution to class discussion has been an ongoing goal for some time, and Emily has made superb progress toward that goal this semester, comfortably asking specific questions and contributing well-reasoned theories and opinions. Overall, Emily has been an exceptional student in humanities class this semester.</p>		



25 Copley Street

Apt 2

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Grade level: 8th Grade

8th Grade Math - Karen Harvey

	Gr 8 Fall
Math Skills	
<i>Able to use distributive property when solving equations or simplifying expressions.</i>	3
<i>Able to set up proportions</i>	3
<i>Able to perform all operations on real numbers.</i>	4
<i>Able to graph quadratic functions</i>	N/A
<i>Able to solve equations with variable on both sides.</i>	3
<i>Able to solve multi-step linear equations.</i>	3
<i>Able to analyze linear equations that contain two variables, and how these can be represented by graphical lines and tables of values</i>	3
<i>Able to graph linear equations and functions</i>	3
<i>Able to identify unique characteristics of, and graph horizontal and vertical lines.</i>	3
<i>Able to find slope of a linear function visually from a graph (rise over run) or calculate from a table ($m = \frac{y_2 - y_1}{x_2 - x_1}$).</i>	3
<i>Able to solve various word problems that involve real world relationships that can be represented by linear equations or functions</i>	3
<i>Able to write an equation in standard form ($Ax + By = C$) from a graph or from a linear equation in non-standard form.</i>	3
<i>Able to write linear equations in slope intercept form ($y = mx + b$) from graphs, tables and word problems.</i>	3
<i>Able to graph linear inequalities and compound linear inequalities</i>	3
<i>Able to identify the number of solutions of a linear system of equations.</i>	3
<i>Able to interpret systems of inequalities (multiple inequalities at the same time) and use them to describe real-world situations</i>	3
<i>Able to solve systems of simple linear inequalities by creating graphs.</i>	3
<i>Able to construct, analyze, graph, and interpret basic exponential functions of the form $f(x) = a(r^x)$</i>	N/A
<i>Able to identify exponential functions using graphs and/or tables.</i>	N/A
<i>Able to apply exponent properties involving products, powers of a power, and quotients.</i>	N/A
<i>Able to add and subtract polynomial expressions</i>	N/A
<i>Able to multiply polynomial expressions</i>	N/A
<i>Able to differentiate between monomials, binomials and polynomials, identify the degree of polynomial and leading coefficient.</i>	N/A
<i>Able to solve quadratic equations using square roots.</i>	N/A
<i>Able to identify quadratic functions in equation and graph form, and state their properties (vertex, axis of symmetry, relationship to parent quadratic function).</i>	N/A
<i>Able to use the discriminant to determine the number of solutions to a quadratic equation.</i>	N/A
<i>Able to simplify radicals without and with variables.</i>	N/A

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8th Grade Math - Karen Harvey

	Gr 8 Fall
Identify, Solve, Simplify Linear equations, Quadratic Equations and Factor Polynomials	
<i>Able to solve systems of linear equations using algebraic methods</i>	3
<i>Able to visualize linear systems and systems of linear inequalities using graphing calculator technology</i>	3
<i>Able to solve quadratic equations using the quadratic formula</i>	N/A
<i>Able to identify and combine like terms</i>	3
<i>Able to distinguish between expressions and equations</i>	4
<i>Able to simplify expressions</i>	4
<i>Able to identify, define, and determine opposites and absolute values of integers</i>	3
<i>Able to evaluate, graph, analyze, and create various types of functions</i>	3
<i>Able to solve linear inequalities</i>	3
<i>Able to write linear equations in point-slope form $(y - y_1) = m(x - x_1)$ from graphs and tables; given a point-slope equation, able to graph it.</i>	3
<i>Able to solve compound linear inequalities</i>	3
<i>Able to solve one-step linear equations</i>	3
Math Work Habits	
<i>Comes to class prepared and on time</i>	3
<i>Takes notes and uses notes successfully on open book tests</i>	3
<i>Completes homework assignments on time</i>	3
<i>Thoroughly completes class and homework assignments</i>	3
<i>Participates cooperatively and actively (volunteers, asks questions, engages with concepts and materials) in class</i>	3
<i>Advocates for support when needed</i>	3
<i>Demonstrates attentive and positive attitude</i>	3

	Gr 8 Fall
Comments	
Subject description	
<p>In 8th grade math, students have engaged with a range of topics that build critical algebraic and statistical skills. The year began with graphing linear equations, where students learned to plot points and understand the relationships represented by linear graphs. They progressed to writing equations and expressions derived from real-world problems and data tables, enhancing their ability to translate between different representations of mathematical relationships. Next, students explored graphing inequalities and solving systems of equations and inequalities, developing strategies to find solutions and interpret their meaning in various contexts. Additionally, the class analyzed two-way data tables, gaining the ability to interpret and organize categorical data effectively. To round out their statistical understanding, students examined correlation coefficients and lines of best fit, learning to interpret statistical relationships and trends within data sets. This comprehensive approach has provided a strong foundation for advanced mathematical concepts and real-world applications.</p>	
Narrative 2024-2025	
<p>This fall in class, we began by focusing on where students felt they required more support. Once those areas were identified, we moved on to solving linear equations, learning how to write equations and expressions from examples. The class then worked on solving systems of equations using the elimination method, followed by graphing these systems. In the second part of our unit on equations and inequalities, students practiced graphing linear inequalities and creating systems of inequalities from real-world word problems. Our current unit focuses on two-variable statistics, including analyzing correlation versus causation, using technology to find the line of best fit, interpreting the significance of the best-fit line, determining residuals, and predicting the correlation coefficient from a graph.</p> <p>Emily has demonstrated continued consistent growth as a math learner this semester. Emily's strengths include excellent problem-solving skills, with the ability to identify the key information in a problem and address each question it presents. Additionally, Emily has excelled in solving and graphing systems of equations, particularly using the elimination method. This skill, which requires a high level of precision, has been a highlight of Emily's work. Emily's neat and organized approach to math ensures that solutions are clear and makes it easy to review and check completed work. An area for growth is maintaining close attention to accuracy in computations, as small errors can occasionally impact the final answer. With Emily's continued hard work and focus, the second half of the year holds exciting opportunities for even greater success.</p>	

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8th Grade Science - Carolyn Sohn

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

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8th Grade Science - Carolyn Sohn

	Gr 8 Fall
Comments	
Subject description	
<p>Eighth-grade science begins with an exploration of chemistry. In the first unit, "Properties and States of Matter," students gain an understanding of the molecular motion of matter and how scientists classify matter. In this unit, students explore the first inquiry investigation in which they write and implement their own lab procedure to answer the investigation question: "What happens at a molecular level when thermal energy is added to a substance?"</p> <p>Students then explore the foundational elements of chemistry: atomic structure and the periodic table. Students are then introduced to the basic structure of atoms and the properties of subatomic particles, then take time to explore the periodic table once they understand how to interpret terms like "atomic mass." The periodic table is taught using both digital and physical exploration activities as a tool for understanding chemistry and how elements behave.</p> <p>Students each do a deep dive into one element through the "Element Baby Book" project, in which they "adopt" an element and create a scrapbook-style "baby book" using research they do on that element's history, properties, and uses. By the end of this project, students demonstrated a deeper understanding of an element's structure and properties, as well as connected that element to similar elements on the periodic table.</p> <p>The next unit covers atomic bonding and chemical reactions. Students start by learning different types of bonding through a variety of digital simulations and physical activities. Once the bonding concepts are mastered, students learn more about how breaking and forming bonds connect with chemical reactions. Chemical reactions are brought to life through teacher demonstrations and hands-on labs. The unit includes the lab investigation: "Conservation of Mass: How Does the Total Mass of the Substances Formed as a result of a Chemical Change Compare With the Total Mass of the Original Substances?" This investigation brings to life paper-and-pencil chemical equations by giving students the opportunity to carry out several chemical reactions.</p> <p>Students tackle the final chemistry unit, acids and bases, after winter break. This unit pushes students to build upon their understanding of chemical reactions by adding on the concept of acid-base reactions. This unit incorporates inquiry activities and focused lab investigations, such as a cabbage juice pH lab. In the cabbage juice lab, students classify known household substances such as vinegar and soap as strong/weak acids or bases by using the juice of a red cabbage. Students create and test their own cabbage juice color pH scale, then test the scale using substances with known pH values.</p>	
Narrative 2024-2025	
<p>Emily has been greatly enjoying the chemistry unit this year. As usual, Emily always shows up to class prepared, often lending class supplies to classmates who may have forgotten something. Emily is always aware of due dates for assignments due to Emily's strong organizational skills. Emily is a highly collaborative student who loves tackling challenges with a small group of classmates. This has been observed several times throughout the chemistry unit, most recently when Emily requested more challenging chemical equations to balance. Emily's attention to detail also extends to labs. Emily thoroughly reads all background directions and information prior to starting the labs and collaborates effectively with any group of classmates. Emily has continuously gone above and beyond base expectations this term. For example, Emily's element baby book about mercury was a true masterpiece; Emily created a hand-bound hardcover book using cardboard and incorporated a consistent color scheme throughout the book, seamlessly blending the required information together to create an exemplary project. Going into the second half of the year, Emily is encouraged to continue tackling challenges beyond the grade-level requirements.</p>	



8th Grade Spanish - Jose Lopez Espinosa

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

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8th Grade Spanish - Jose Lopez Espinosa

	Gr 8 Fall
Comments	
Subject description	
<p>Eighth-grade Spanish continues with a review of the basic structures from fifth, sixth, and seventh grades with new vocabulary and grammar that serves to broaden the speaking, reading, listening, and writing of Spanish. It also provides students with an understanding and appreciation of cultures other than their own when the students compare and connect any Latinx culture and communities with the American culture. Students acquire a working knowledge of a wide variety of grammatical structures and continue to learn to speak Spanish with more accuracy, expanding their understanding of the language and improving fluency, pronunciation, rhythm, and intonation when speaking Spanish. The students graduate knowing how to use the present, past, and future of the indicative tenses, and eighth graders know how to identify the present subjunctive, commands, the present progressive, the conditional, the present perfect, and the imperfect tenses. Our eighth-grade collaboration happens with the eighth-grade humanities teacher, as well as with science, art, drama, and math classes.</p>	
Narrative 2024-2025	
<p>Emily learns best by listening to music in Spanish, doing the reviews, and the review through the game-based approach. Emily, this year, is very attentive and engaged and works best with friends most of the time. Emily enjoys Duolingo very much but needs to practice more writing in the classroom and at home, other apps are available for that such as Radio Ambulante and Gus on the Go. Listening activities are the easiest for Emily, and when it comes to reading and writing Emily feels more challenged, something that is always expected when learning a foreign language. So those would be the next steps for Emily: to read and write in Spanish at least once a week. Emily loves projects and the concept of <i>learning by doing</i>. Every week, whenever there is no project going on, we do the organic world language games in a circle, and that is when Emily participates the most. The board game Emily is currently working on will show evidence of knowing how to use the simple past, present, and future tenses, as well as the conditional, present progressive, present subjunctive, and imperfect tenses. Emily, by the end of the year, can reach the paragraph level in the four skills, which will be a great accomplishment.</p>	

8th Grade Drama - Jennifer Salvucci Bent

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

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8th Grade Drama - Jennifer Salvucci Bent

	Gr 8 Fall
Comments	
Subject description	
<p>Eighth grade is essential to the culminating study of the dramatic arts. Drama is intellectual growth, learning to trust your instincts, working with your ensemble, creating safe environments, and risk-taking onstage. It is confidence in making mistakes and it is about the process over time. At the start of the academic term students engage in the first unit of study: Interviewing 101. Because eighth grade is a year of new possibilities and development before transitioning to secondary schools, students begin the process of next school selection, and interviewing has been incorporated into the drama curriculum. This essential skill is not only used for secondary school preparation, but for college and job interviewing as well. Students are lead through a series of interview questions, enhancing their oral presentation skills as progress toward mock interviews. Students begin to realize how like physicality is extremely important in our stage productions, their physical self is used as a marker in interviews. Posture, a firm handshake, eye contact, and culture serve as essential factors in the final interview. The eighth graders also learn the importance of dress in connection with specific situations, and how they should always remain true to who they are as a person: that their thoughts, instincts and reflections on life thus far, is a voice that needs to be heard. Though they will move on to connecting with a different ensemble, students are able to reflect on everything that has brought them to this point in their lives and how their time at Cambridge Friends School has shaped their views on the world. Once the interview unit has concluded, students change course and begin the journey of piecing together a culminating stage production. Using every one of the skills sets incorporated into the first three years of the Cambridge Friends School Drama curriculum, this year's eighth graders will be performing <i>Newsies</i>, <i>JR.</i>! The beginning steps of this process is for the students to identify the through-line of the play, the symbolism and the themes behind it, and then begin the process of text analysis for their individual character(s). From there, we will begin the blocking process, as well as lighting and sound along the way. Looking forward to our final adventure together!</p>	
Narrative 2024-2025	
<p>Emily is a genuine, inclusive, and supportive member of our eighth-grade community. A thoughtful leader and a loyal friend, Emily has remained invested in the interviewing process for Next Schools. Armed with the understanding that these are life skills that everyone needs for college and the professional world, Emily has continued to ask thoughtful questions and probe deeper into the understanding of self. Emily has expressed excitement about the eighth-grade musical and is willing to take risks on stage, such as singing. Emily has a strong work ethic, which is evident at all times and will help keep the eighth grade on track as the rehearsal process begins.</p>	

8th Grade Visual Art - Sami Martasian

	Gr 8 Fall
Visual Art Skills	
<i>Follows art studio procedures and meets art studio expectations for behavior</i>	4
<i>Demonstrates respect for classmates</i>	4
<i>Actively listens and is attentive during instructions and demonstrations</i>	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>	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>	4
<i>Communicates and gives feedback in a number of critique situations including one on one, small group, whole class, and public presentation</i>	3

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8th Grade Visual Art - Sami Martasian

		Gr 8 Fall
Comments		
Subject description		
<p>Eighth-grade has spent this semester honing personal style and practicing useful techniques to carry into their future art making. Each student began the school year by making a talking piece to be used in Restorative justice circles and community time. These were made with care and consideration of their connection to indigenous cultures that inform our understanding of Restorative Justice. Eighth-grade students then participated in making Alebrijes to be displayed on our Day of the Dead Ofrenda along with the rest of the middle school. All grades participating in the project first studied the life and work of Pedro Linares Lopez, who is credited with beginning the tradition. Though this is a yearly project, students approach it each year with different materials; this year the medium was colorful air dry clay and paint markers. Eighth-grade students then began their Surrealist self portrait project. Students began this unit by considering work by Leonora Carrington, Frida Khalo, and Kehinde Wiley, three artists whose work is very different from one another but each keen on using surreal elements to better express the emotional reality of their subjects. Face drawing techniques, both by measuring out the face using a classic figure drawing method and by observation in a mirror helped students begin their planning, which then developed into including expressive elements of their own. Students chose symbols, animals, backgrounds, or changes to their appearance to express their identities and inner emotional landscapes. Our next steps were to study shadow and highlight and paint mixing and application to finish these fabulous pieces. Eighth-grade students are currently concluding a linoleum printmaking unit. Students created a square design that is made in such a way that it creates a larger image when printed. Many students carved their linoleum to be 1/4th of an image, so that once rotated, a complete flower, planet, or shape is formed. Students experimented with different colorways and printed on both fabric and paper.</p>		
Narrative 2024-2025		
<p>Emily is unafraid to bring an idea through a process of drafting and adjustment, making this young artist's work thoughtful no matter what the medium at hand may be. Great care was put into Emily's surrealist self-portrait. This young artist has worked diligently to mix skin tones that build upon the face of the painting to construct a life-like effect. Keen attention to detail was taken to paint the eyes of the piece, fit with piercing irises and bright highlights. The underdrawing of the piece demonstrates a keen ability to observe and reflect detail. Creating Alebrijes was a joyful time for Emily, who demonstrated great comfort with 3D sculpting, creating a boldly colorful imaginary critter fitted with intricate patterns.</p>		

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8th Grade Physical Education - Angelo Valle

	Gr 8 Fall
Physical Education Skills	
<i>Comes to class prepared and ready to participate</i>	3
<i>Comes to class positive and cooperative</i>	3
<i>Listens attentively and follows directions</i>	3
<i>Demonstrates safe, responsible behavior that respects self and others.</i>	3
<i>Able to run and find their own pace</i>	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>Contributes to group and team initiatives</i>	4
<i>Demonstrates tactical understanding during team games</i>	3
<i>Demonstrates abilities to perform skills relating to specific team units</i>	3
<i>Understands specific terminology related to skills, positioning, and game play</i>	3
<i>Understands sportsmanship as a critical component of physical education</i>	4
<i>Demonstrates sportsmanship during gameplay</i>	4
<i>Able to accept game outcomes</i>	3
<i>Understands the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</i>	3
<i>Receptive to teacher feedback</i>	3
Comments	
Subject description	
In the first semester of Grade 8 Physical Education, we began each class period with a pace run to warm up for the ensuing activities while developing conditioning and endurance. The focus then turned to coordination and flexibility through dynamic movements and stretches to prepare the muscles for activity. Through cooperative games and team-building activities, we focused on team cooperative skills before moving on to the competitive team games of soccer, football, and basketball. Throughout the semester, we worked on developing good sportsmanship and building the physical fitness skills involved in those sports, including kicking, receiving, passing, dribbling, shooting, throwing, catching, changing direction, and responding and reacting.	
Narrative 2024-2025	
Emily has had an excellent start to the year. Emily is always a positive presence in class and arrives prepared and ready to participate in the pace run, dynamic stretches, and ensuing activities in an exemplary fashion. Emily 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. Emily demonstrates good sportsmanship, is supportive of teammates, and has a strong sense of fair play and how to create healthy competition. Emily should continue along the current path toward excellence.	

Eli Zallman (Eli)
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 Birth date: 8/15/2011
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Attendance		<p>Grading Legend:</p> <p>4 = Student is exceeding grade level expectations</p> <p>3 = Student is achieving grade level expectations</p> <p>2 = Student is working at or near grade level expectations</p> <p>1 = Student is working below grade level expectations</p> <p>N/A = Not Applicable this term</p> <p>Note: As a school policy, all narratives are intentionally written without pronouns.</p> <p>Classes meeting once a week include a subject description but not individualized benchmarks or narrative reports.</p>
Category	Count	
Absent Excused	1	
Tardy Excused	14	

Grades

8th Grade Homeroom/Advisory - Christopher Gandolfo-Lucia

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

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

2024 - 2025



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8th Grade Humanities - Christopher Gandolfo-Lucia

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



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8th Grade Humanities - Christopher Gandolfo-Lucia

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



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8th Grade Humanities - Christopher Gandolfo-Lucia

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



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Grade level: 8th Grade

8th Grade Math - Karen Harvey

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



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8th Grade Math - Karen Harvey

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

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8th Grade Math - Karen Harvey

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

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8th Grade Science - Carolyn Sohn

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

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8th Grade Science - Carolyn Sohn

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



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Grade level: 8th Grade

8th Grade Spanish - Jose Lopez Espinosa

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

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Grade level: 8th Grade

8th Grade Spanish - Jose Lopez Espinosa

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

8th Grade Drama - Jennifer Salvucci Bent

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

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8th Grade Drama - Jennifer Salvucci Bent

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

8th Grade Visual Art - Sami Martasian

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

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

2024 - 2025



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8th Grade Visual Art - Sami Martasian

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

Eli Zallman (Eli)

2024 - 2025



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153 Highland Ave
Arlington, MA 02476

Birth date: 8/15/2011

Grade level: 8th Grade

8th Grade Physical Education - Angelo Valle

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