

## Course Report

Fall 2014/2015

3/19/2015

Tom and Maria Court  
**Nicholas Andescourt**  
 5 Choke Cherry Road  
 Rockville, MD 20850 USA

Grade: **9**  
 Advisor: Ken Weather

### English 1A

Teacher(s): **Janice West**

#### Course Expectations

The central activities in English 1A: Journeys included close readings, the discussion and analysis of texts, visual analysis of paintings and images related to the *Odyssey*, mapping the major events of the *Odyssey*, and writing in several forms. There was also an on-going discussion of style and grammar, especially as it pertained to writing. While we w read several short stories and poems on related themes towards the end of the term, the central focus was on *The Odyssey* of Homer as we looked carefully at themes of identity, the hero's journey, the relationship to one's home and family, among others. Major writing assignments included a personal narrative, three analytic extended paragraphs, two creative pieces as well as a final writing assignment that included a choice of creative or analytic writing.

#### Teacher Student Evaluation

##### HABITS

Rigorous and thorough preparation for class  
 Active engagement with reading, writing, and thinking

##### READING

Attention to detail  
 Constructs interpretations anchored in the text

##### DISCUSSION & CLASS ACTIVITIES

Constructive collaboration  
 Generates questions, problems, and ideas in response to the readings

##### WRITING

Grammar and mechanics  
 Coherence and organization  
 Thorough and sustained interpretation

	Below Standard	--	At Standard	--	Above Standard
Rigorous and thorough preparation for class			✓		
Active engagement with reading, writing, and thinking				✓	
Attention to detail			✓		
Constructs interpretations anchored in the text		✓			
Constructive collaboration			✓		
Generates questions, problems, and ideas in response to the readings			✓		
Grammar and mechanics		✓			
Coherence and organization		✓			
Thorough and sustained interpretation		✓			

**Final Course Grade: B-**

#### Teacher Written Evaluation

You are conscientious about your work, but you need to be more methodical in your approach to writing to enable you to develop a more complete understanding of assigned texts. While reading the *Odyssey*, you often had interesting points to make about the text, but you need to take the next step, which is to turn a collection of good points into a position or argument about the text. While your writing has improved over the course, it is still an area

English 1A

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for focus. You demonstrated effort in varying sentence structure in your writing, but still rely too heavily on simple sentences to convey meaning. In terms of your presence in class, while often engaged, you seemed to find difficulty in remaining on task and preferred to chat with your neighbors during activities, group work and the five minute free write. In order to maintain the progress that you are making, you need to give your full concentration at all times. English 1B quickly increases in difficulty with the expectation that you can sustain longer, more complicated reading and writing assignments.

**20th Century History A**

Teacher(s): **Ken Weather**

**Course Expectations**

The first half of our 9th grade history sequence focuses on Europe in the first part of the 20th century to the early Cold War period. Students study Marx and industrialization, European imperialism, WWI and the Treaty of Versailles, the Russian Revolution, the interwar years and fledgling democracies, the rise of Fascism, the prelude to WWII, and the Holocaust. The topics are filtered through the prism of identity formation - that is, how historical events and ideas shape, influence, and complicate the identity of individuals, groups, and nation states.

Students are expected to:

- \*Contribute to class in a thoughtful and focused manner;
- \*Respect, value, and build upon the ideas and contributions of others
- \*Develop academic skills such as annotation, brainstorming, outlining, organizing, and writing short and long term assignments;
- \*Know the difference between primary and secondary sources
- \*Give reflective, thoughtful answers to homework and writing prompts
- \*Develop an understanding of a thesis-driven analytical essay that synthesizes material covered in class and relies on supporting evidence and analysis.

**Teacher Student Evaluation**

*HABITS*

Preparation: Reading and annotation

Discussion: Contributes thoughtfully

Listening: Attentive and engaged in class

*PERFORMANCE AND UNDERSTANDING*

Reading Comprehension: Identifies core ideas

Comprehension: Interprets material and makes connections

Writing: Precision and clarity

Writing: Thorough use of evidence

Writing: Analytical depth

	Below Standard	--	At Standard	--	Above Standard
Preparation: Reading and annotation					✓
Discussion: Contributes thoughtfully			✓		
Listening: Attentive and engaged in class				✓	
Reading Comprehension: Identifies core ideas			✓		
Comprehension: Interprets material and makes connections			✓		
Writing: Precision and clarity	✓				
Writing: Thorough use of evidence			✓		
Writing: Analytical depth		✓			

**Final Course Grade: A-**

**Teacher Written Evaluation**

Nick - After interims, you came to class with annotations thoughtfully completed, homework submitted, ready to learn and take notes. You paid careful attention to your peers in discussion and worked effectively in small groups to identify core ideas from the text. When you shared your insights it deepened your analytical and conceptual understanding as well as that of your peers; share more of yourself in discussion next term. I saw ideas from class discussions in your essays so it is clear you absorbed and understood the major concepts and themes of our class. I agree that you made immense strides from your first essay on how to write a thesis-driven paper, especially as you added more supporting evidence to each essay. Continue to add detail to your evidence and explanation, as you tended to summarize rather than explain how the evidence connected to your central argument.

For your Interwar research paper, you improved in your grammar and word choice as you proofread and asked for

20th Century History A

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additional feedback. Ask questions and draft outlines early in the writing process so you can ask for feedback before you begin to write. In your final paper, vague informal word choice restricted both the quality of your evidence and explanation. Write with more precise and academic language so your ideas are clearly communicated to the reader.

**Spanish 1A**

Teacher(s): **George East**

**Course Expectations**

In Spanish 1A, students were expected to master low-novice rules of grammar such as pronouns, regular verbs, ser and estar, and possession; thematic vocabulary such as greetings, dates, and places; and communicative functions such as describing oneself and one's family, expressing likes and dislikes, and telling time. In order for students to demonstrate their mastery of the above material, they were assessed in pairs and individually on an ongoing basis via various interactive activities, projects, presentations, tests, and test recycles. Oral classwork was reinforced with daily homework, quizzes and a comprehensive oral and written final exam. Students were also expected to use Spanish in class for all transactions with each other and the teacher (except for clarification of grammar points), maintain a well-organized notebook, complete all homework on time, and review both new and old material on a regular basis.

**Teacher Student Evaluation**

*HABITS*

- Completes homework with care
- Participates constructively in target language
- Identifies and addresses areas for improvement
- Actively uses new material

*SPEAKING*

- Uses memorized material from learned topics and everyday expressions
- Produces vowels and consonants accurately

*LISTENING*

- Comprehends everyday words and expressions

*READING*

- Comprehends everyday messages and basic information

*WRITING*

- Correctly spells familiar words and expressions
- Writes sentences and paragraphs with correct spelling and grammar

	Below Standard	--	At Standard	--	Above Standard
Completes homework with care			✓		
Participates constructively in target language		✓			
Identifies and addresses areas for improvement		✓			
Actively uses new material			✓		
Uses memorized material from learned topics and everyday expressions			✓		
Produces vowels and consonants accurately		✓			
Comprehends everyday words and expressions			✓		
Comprehends everyday messages and basic information				✓	
Correctly spells familiar words and expressions				✓	
Writes sentences and paragraphs with correct spelling and grammar		✓			

**Final Course Grade: A-**

**Teacher Written Evaluation**

Nico, Your engagement increased toward the end of the term, with your seeing me more often for help and doing a better job on your recycles. That was a positive move but one that you will need to begin much earlier in the term in 1B and other future Spanish classes. Because of this late start, the gaps that you needed to address in level 1 (I know that you were placed in a higher level Spanish class in middle school and didn't study this important foundational material) did not happen for you to the extent that they needed to happen. The final exam was mixed and showed that you're still having problems with the basics: conjugated verb + infinitivo (Acabo de escribo mi respuesta), telling time (Son uno), other time expressions (tengo español de la tarde), possession (es de su, son sus, son somos clases), accents marks, vocabulary (the -ar, -er, -ir verbs), ser/estar. Because of these structural gaps, your oral presentation was also mixed: your verbs were mostly accurate, a bright spot, but you talked very slowly, agreement still plagued you (mi hermana es bajo, Alexis es cómico, mi música favorito, artista instead of artista), you used vocab we hadn't learned, also English (es "finals week") and your accent were heavily influenced by English sounds (toh-dose for todos etc). Your note card also had complete sentences on it. The listening section of the final showed

**Spanish 1A**

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more solid ground for you as well as reading. You will need to get a peer tutor in the Winter for Spanish 1B to remediate the above gaps in order to have a more successful second half of level 1. I will begin to arrange this for you before the term begins.

מאד רגוע, נפשוך-ובכל, לבך-בכל, אלהיך.

**Health 9**

Teacher(s): **Barbara North**

**Course Expectations**

Freshman Health encourages students to gather relevant and current information that will facilitate informed decision-making in regard to his or her health. They will have the opportunity to explore the concept that decisions made as teenagers can have a large impact now and later in life. Life skills, such as decision-making, values clarification and integrity will be emphasized through studying substance use and abuse.

**Teacher Student Evaluation**

*PARTICIPATION*

- Participates in online discussions as required.
- Puts thought into online discussion points.
- Shares meaningfully, authentically and productively in whole class discussions.
- Is an active group member when working with others.
- Listens to learn during class discussions and presentations.
- Abides by guidelines generated by the class.

	Below Standard	--	At Standard	--	Above Standard
		✓			
				✓	
					✓
					✓
				✓	
					✓

*HOMEWORK AND CLASSWORK*

- Writes meaningful journals that demonstrate a willingness to gain a deeper understanding of values in relation to topics covered.
- Completes work in a thorough and timely manner.
- Uses in-class time efficiently.
- Work demonstrates an understanding of assignment and objectives.

				✓	
				✓	
					✓
					✓

**Final Course Grade: P**

**Teacher Written Evaluation**

Nick,  
 You consistently showed up to class on time with a positive attitude and ready to learn, despite some of your classmates' tendencies towards disruption. In whole class discussions, you participated productively and were an active partner when working with others. You and your partner worked well together on your research of aspirin for the drug project and demonstrated a solid understanding of what you'd learned in a clear presentation. While it covered some basics, it could have been better organized (i.e. starting with a brief description of your drug). I loved the bean dip you brought for our class potluck, but wish you had been a bit more adventurous in trying your classmates' food.  
 Your journals were mixed; some were written really thoughtfully and honestly, while others were brief and not very thorough.  
 I feel confident that you left Health class with new information that will help guide you in making informed decisions regarding your health now and in the future.  
 I look forward to seeing you in the next trimester.

**Identity/Ethnic Studies 9**

Teacher(s): **Andrew South**

**Course Expectations**

This is a six-week course designed for students to explore their identity and culture, as well as examine historical factors that shape social constructions such as race, ethnicity, nationality and class. This is an introductory course to the four-year Service Learning Program at Urban. The course will provide students with foundational tools, language and concepts for thoughtful and engaged community and global citizenship, which will be explored further during their 10th-12th grade Service Learning courses. Students are expected to understand how factors such as race, ethnicity, culture, immigration and class help shape one's identity and experiences. During the course, students will further develop their sense of self-awareness, personal responsibility and purpose through the completion of an online journal, daily homework assignments, unit projects and a culminating final project.

**Teacher Student Evaluation**

*HABITS*

Organization and self-discipline

Thorough, timely written work

Participates in class productively and respectfully

*SELF-REFLECTION*

Explains identity in terms of culture, race, and ethnicity

Explores how identity affects experiences

*CONTENT*

Demonstrates conceptual understanding of race and other social constructions

	Below Standard	--	At Standard	--	Above Standard
Organization and self-discipline				✓	
Thorough, timely written work				✓	
Participates in class productively and respectfully				✓	
<i>SELF-REFLECTION</i>					
Explains identity in terms of culture, race, and ethnicity					✓
Explores how identity affects experiences					✓
<i>CONTENT</i>					
Demonstrates conceptual understanding of race and other social constructions				✓	

**Final Course Grade: P**

**Teacher Written Evaluation**

Nick, I am really proud of what you accomplished in this class. You were an effective learner and a deeply reflective thinker in class. Through the completion of the readings and annotations, the effort you put into your assignments, your active participation in discussions, you consistently showed a growing understanding of the complexities of identity formation and how it has influenced your own experiences. You had a strong sense of the collective learning environment, sharing your opinions in a respectful manner while also knowing when to step back and listen to your peers. You masterfully applied both the "heart" and "head" thinking and were able to understand the content from both a critical and personal level which is essential to being a successful student in this type of class. Your journals were introspective, honest and you were clearly thinking about the core content and how it relates to you. Your final project exploring socio-economic status was one of the best of the class. The research was relevant and you effectively made connections to other dynamics such as race and education thus highlighting intersectionality. We did not specifically cover this framework in class and, yet, you not only explained the concept in an accurate way but were able to convey to your peers what the concept is and means. A really strong performance this term. I have no doubt that you are ready for your sophomore through senior classes in Service Learning. It was a pleasure having you in class and I hope to teach you again.

**Sample Legend:**

A+ = 95 - 100

A = 85 - 94

A- = 80 - 85

B+ = 78 - 79

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Homeroom Teacher

Maria Duhovich, Head

Parent

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Student Comment:

Parent Comment: