

**School Year: 2008 - 2009**

**Academics**

**Fall Term**

**Mid Fall**

English I	Pinkowski	A-
Algebra II - Honors	Horst	A
History I: World History to 1500	Andren	A-
Latin I	Jacquet	A
Physics - Freshman Honors	Geyer	A-
Intro to Painting & Drawing I	Jacquet	A

**Mid Fall**

**English I**

S. Mitchell Pinkowski

English 1 intends to develop and secure in third-form students the fundamental English skills of writing and reading. Over the first midterm, we began an epic journey through Homer's ODYSSEY that will take the whole fall trimester to complete. Over the course of this reading, students have begun to move beyond tracking the plot and deciphering the versified translation of Robert Fitzgerald toward a more interpretive understanding of the narrative. With our nightly reading assignments, students prepare answers to a series of study questions that also progress from finding plot-oriented facts to requiring analytic responses. During the first few weeks, our classes were a routine of solidifying a basic understanding of the storyline, but having now grown accustomed to Homer's song, the literary sails have opened into more interpretive and exciting discussions that prove this ancient text timeless. In addition to our reading, students are working through a pre-SAT vocabulary text. We have also worked systematically to develop writing skills, progressing from paragraph responses to the three-part essay. Formal, graded assignments thus far have consisted of a summer reading test, a paper on the Telemachai (Episodes 1-4 of the ODYSSEY), a written analysis of one of Odysseus's "Great Adventures," an essay test on the first half of the epic (grades pending), and weekly vocabulary and reading quizzes. Nightly homework, preparedness, and what each student offers at the discussion table each day also contribute to his or her grade.

Cayman is a talented and exciting English student. Her love of language, intellectual curiosity, an passion for reading combine to make her the joy she is to teach. Thus far, Cayman has averaged 85% on her quizzes while the majority of her written work has registered in the "A-" range. Thus, she clearly has the ability to achieve at a very high level, but what is more impressive about Cayman is that she is quite responsive to the feedback I've given, which has propelled her learning. She came to class the day after I handed back her Telemachai paper and began to talk of how she agreed with my notes about trimming out wordiness. On her next paper, a critical interpretation of an Odyssean adventure, she earned a solid "A" grade (the only one in the class on this assignment); her expression was succinct, pointed, and articulate. So she is off to a roaring start in English. There are two areas, however, where I feel she could apply herself more fully. She could easily be "acing" our weekly quizzes with a bit more preparation on Sunday nights. These Monday morning quizzes are rather straightforward exercises that deal with vocabulary and reading comprehension. Also, I would like to see Caymen embracing her uncertainty as much as her understanding in the classroom. I feel at times that she is more concerned with displaying what she knows than pursuing what she does not, and I know that all of us would benefit from her questions. Regardless, Caymen has been an outstanding student in English thus far, and I look forward to working with her across the year.

**Algebra II - Honors**

Arthur Horst

So far this term we have studied order of operations, inequalities, absolute value, functions and relations, linear functions, systems of equations and inequalities, graphs of quadratic functions, the quadratic formula, and modeling with quadratic functions.

Cayman has done extremely well, as she has relentlessly pursued a thorough understanding of this subject since the first day. She asks fun, challenging questions about why we are doing what we are doing, and she asks questions that help her hone her algebraic and problem-solving skills. Her 98 average is the result of all these good efforts, and she certainly appears to be well prepared for the remainder of the course.

**Report Card Legend**

I = Incomplete

(d) = Dropped Course

(c) = Changed Section

(w) = Withdrawn

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**History I: World History to 1500**

Karl Andren

World History I is a survey course that covers pre-history to the end of the medieval era. Thus far, we have examined the evolution of humanity, the Agricultural Revolution, and the rise of civilization in Mesopotamia and Egypt. As of late we have begun to look at the rise of civilization in modern day India and China.

Cayman had a great start to the year, earning all As and A-s on her assessments. I have been particularly pleased with Cayman's contribution to our class discussions. She has shown a great interest in the world and how it works, never ceasing to explore a concept or phenomenon until she feels she understands it. This innate curiosity, coupled with a tremendous capacity for hard work will serve her well as the year goes on. My only suggestion for Cayman is that she continues to work hard and explore. I enjoy having Cayman in class and look forward to working with her for the rest of the year.

**Latin I**

Elizabeth Jacquet

Since September, Latin 1 has made excellent progress! We have concluded the first six chapters of ECCE ROMANI I, introducing the nominative and accusative cases, the first three declensions, present tense and infinitives of transitive and intransitive verbs in all conjugations, regular and substantive adjectives, and several prepositions. In doing so, the students have started to learn the fundamentals of vocabulary, grammar, morphology, English derivation, and proper Latin pronunciation. In addition, they are all starting to reap the benefits of this classical language, including a better understanding of English grammar and vocabulary, heightened analytical ability, and sensitivity to detail. The students have worked on an individual portfolio to enable them to track progress, learn from mistakes, and keep organized. Although all tests and quizzes are displayed in the portfolio, the lowest quiz grade is dropped at the end of each full marking period.

Cayman has proved to be a "natural" in Latin 1! Her pleasant attitude and intellectual eagerness make her a true delight to work with. Cayman consistently asks great questions in class in order to improve her own understanding and that of her classmates. Most notably, when she asks a question about a translation, she does her best to speak in the language. This is rare for a student of Latin, and I am pleased that she is working towards a level of verbal proficiency. Additionally, she has a keen understanding of each grammatical concept that we have covered and has worked hard to learn all of the vocabulary to date. Lastly, Cayman arrives prepared each day, always completing her assignments to the best of her ability. Cayman is a pleasure to teach, and I look forward to continuing the year with her in this course. Her quiz average thus far is an unrivaled 99, and her homework and participation grade is a 95. Fantastic work, Cayman!

**Physics - Freshman Honors**

Brian Geyer

The archetypical physics class would be where each student had unlimited resources to explore a variety of topics of their own choosing. One of this course's goals is to emulate the behavior of a scientist. We are developing a prototype of a course where the students are handed powerful tools to understand, model, and analyze various physical constructs. The first part of the year has been working toward an understanding of the tools we will use and now that we have accomplished that we will move toward exploring physical phenomena.

Cayman seems to be a college student stuck in the body of a high schooler. She is exceptionally witty and she always has the perfect comment for the situation at hand. Her humor and wisdom seem to exceed her years of experience. It helps that she is very smart and can quickly parse even the most difficult problems easily. She does whine a little about carrying her "tank" around with her, but I'm convinced that it is lighter than the text would have been. Cayman's work has exceeded expectations at every turn, except the last quiz of the midterm. I'm not sure what led to the "low" mark (a B, which is a whole letter grade below par for the course for Cayman) but if she is struggling with the material she should come see me for help. The combination of Cayman's humor and intelligence make her a terrific contribution to the exceptional honor's class. I look for more good things to come from Cayman. As an aside, it has been fascinating to see Cayman's digital artwork. She is exceptionally talented and I'm exploring ways to incorporate that into the course.

**Intro to Painting & Drawing I**

Jean-Paul Jacquet

In the Intro to Painting and Drawing class students learn basic drawing and rendering skills. They are given projects that teach them how to look and to interpret what they see through various mediums. All projects are completed in class, although the studio is always open for students to use outside of class time. Grades are based on attendance, effort, and classroom performance.

Cayman began the term with simple charcoal line drawing exercises, and by mid-term she was experimenting with latex paints. She worked primarily from direct observation, and did a remarkable job completing all the assignments. She used class time productively and enthusiastically tackled all the challenging projects. Cayman has a curiosity for the arts, which I hope she will continue to nurture. It was a pleasure working with Cayman, and I look forward to mentoring her as she develops her artistic skills.

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