

North Shore Country Day School
 310 Green Bay Road
 Winnetka, IL 60093
 (847) 446-0674

George Alley (Pittman)

Student ID: 7579595	Date entered: 1/5/2023
Class of: 2024	Withdraw date: 6/29/2023
Grade level: Eleventh	Parent/Guardian(s): Brayton Alley, Pim Alley
Advisor: Dr. Kristen Kaczynski	 

	Sem 2 Crs (Mid)	Yr Crs (Mid 2)	Sem Crs Final	Yr Crs Final
English: Eleventh Grade	McHugh	A		B+

Course Description


Second semester in English 11, we completed our Visions of American Unit, in which students drew on their journeys with the books that they had chosen to read, their interviews with others regarding the issues the books raised, and their own experiences to construct an essay that presented an argument about what happened on that journey and where they arrived because of it. For our Project 2023, we viewed the documentary *Who Will Write Our History* in order to reflect on the importance of writing our own history during these unprecedented times. Students composed their own multi-genre Project 2023 books in order to create a first-person record of their experiences after reading, viewing, and listening to all sorts of short pieces-poems, op-eds, news stories, songs, videos, TED Talks, etc. and using them as seeds for their own pieces. Drawing on interviews that they conducted with essential workers, as well as other sources, students also composed documentary poetry in order to incorporate and honor the experiences of others during the pandemic. During our unit on the American Dream, we read *The Great Gatsby* and *Their Eyes Were Watching God*, and students wrote an essay in which they compared and contrasted the themes that Fitzgerald and Hurston develop around the concept of the American Dream. In this essay, students focused on doing a close reading of the texts and effectively using them as evidence to support their literary analysis. In final our Braided Essay Unit, students explored the relationships between the structure and content of narratives in a variety of texts, including Maxine Hong Kingston's *The Woman Warrior*, Ray Bradbury's *Dandelion Wine*, Sandra Cisneros's *The House on Mango Street*, and Terry Tempest Williams's *Finding Beauty in a Broken World*. While carefully considering these authors' styles of writing, students had the opportunity to write four narrative pieces dealing with their own stories and then to compose a culminating braided essay in which they created multifaceted self-portraits that should position them well to embark on writing college essays.

Sem 2 Comment

Having the opportunity to get to know Pittman has been a delight. Since he joined us in January, Pittman has added so much to our class. Immediately, Pittman got off to a terrific start with his work for our Project 2023 Unit. He really threw himself into writing poetry for this, and Pittman demonstrated a wonderful talent for using language in such musical and rhythmic ways. Moreover, he explored profound issues and had important things to say about them. Throughout the project, his creativity and meaningful introspection were so apparent, and I thoroughly enjoyed the essential worker interview that he conducted with Jarka. His poetry performance video was fantastic. During our American Dream Unit, Pittman initially did a very thorough and thoughtful job with his reading journals, but then he struggled a bit with pacing himself and completing everything on time and in a thorough manner. In his essay comparing and contrasting *The Great Gatsby* and *Their Eyes Were Watching God*, Pittman raised significant issues and made some very good points. At times, he still needed to work on deepening his analysis and on strengthening his textual evidence. In his work for our final narrative unit, his ability to craft very vivid descriptions really stood out, as did the way that he used syntax to create such rhythmic prose. He is wonderfully attentive to language and is a real wordsmith. Making the narrative elements as strong as the descriptive elements so that the plot was fully developed would have enhanced his writing. Also, if he had followed through on the homework assignments that examined mentor texts, it could have helped with this. In class, Pittman has contributed a great deal to our discussions. I love his willingness to think outside the box, to take risks, and to bring some laughter. He has been such a fantastic addition to our community. I wish him all the best next year.

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Chinese: Special Topics	Li	B		B+

Course Description

In semester II, I asked both AP and Special Topics students to choose topics that they are interested in learning and they chose "Geography". Students learned to locate major Chinese cities, provinces, and geographic features on a map. Students then started the City Project. They researched two Chinese cities (preferred the ones that they were not familiar with.) They needed to introduce their locations, weather conditions, famous sightseeing spots, and local food. It was great for students to learn about the cities that they were not familiar with. Through their presentations, students learned more information about the cities from each other. We also studied Chinese proverbs, idioms, and commonly used phrases. Students each picked a Chinese proverb that they liked and wrote them on a piece of paper. I displayed them outside of my classroom. They call them "Thousand years of Chinese secret wisdom". Through learning those proverbs and idioms, students also learned Chinese values, culture, and traditions. The final project was to imagine what their lives would be like in 10-15 years and write a letter to me. I enjoyed reading their letters and was amazed by their imagination. Looking back, I am amazed by the fact that how much we have done this year. I really pushed the students hard and they were up for the challenges. The quantity and quality of their work were incredible. Together, they learned many new topics, mastered a huge list of vocabulary, and discussed the cultural differences between the Chinese and American cultures. I was often impressed by their positive attitude, excellent skills, and desire to learn more. We have had memorable class moments and discussions. I enjoyed the conversation and interaction I had with them. I feel very fortunate to teach them and get to know them well in the past years. I wish them success and happiness in college and life.

Sem 2 Comment

It was not easy to join a class in the middle of the year, but Pittman got along with the seniors in the class and worked well with them. He is a conscientious and hardworking student. He takes learning seriously and really wants to do well. He is 100% focused during class, taking detailed notes by writing down every little detail I mentioned in class. I have never seen him get distracted by his phone or computer. He took notes by hand. He is good at asking questions whenever he didn't understand. He learned most of the materials we were studying in his previous school but I felt his level was not up to the AP level YET, so I switched him from AP Chinese to Special Topics. I felt even though he learned a lot of material in the past, his skills needed more practice. Some of his mistakes were pretty basic and entry-level and I would like him to focus on the accuracy. When the seniors worked on their final project, I assigned Pittman a different assignment: the e-portfolio. I helped him with the editing and explained to him some of his errors. It takes time to improve his writing skills but keeps on writing. In order for Pittman to be ready for next year's AP class, I would like him to review previously learned materials in the summer, especially major grammar concepts and sentence patterns. I just found out that Pittman is not returning to NS next year. I enjoyed working with him and getting to know him a little bit this half year. I wish him the best of luck next year and beyond, pursuing his dream of playing basketball in college.



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	Sem 2 Crs (Mid)	Yr Crs (Mid 2)	Sem Crs Final	Yr Crs Final
AP United States History	Mercer	C		A-

Course Description

So far in AP US History, we have completed Unit 6 on the history of the Gilded Age after the Civil War until the dawn of the 20th century, and have also completed Unit 7 on the history of the Progressive Era, the Great Depression, and the World Wars. Students took a multiple choice exam for Unit 6, and for Unit 7 had a short answer quiz and their major assessment where they created a museum exhibit about the Great Depression and the New Deal (The Unit 7 major assessment is not represented in the mid-semester grades, as they have not fully been graded yet). For the rest of the semester, we will be looking at the history of the Cold War, the Civil Rights Movement, the rise of conservatism in the late 20th century, and the global War on Terror that began after 9/11. The AP exam is on Friday, May 5. After the exam, students will engage in a final project that looks at the historical roots of contemporary social, economic, and/or political issues that they care about.

Course Description


In second semester AP US History, students learned all about the United States from the late 19th century to the present. This included lessons on Reconstruction, the Gilded Age and Progressive Eras, World War I and the Roaring 20s, the Great Depression, World War II, The Cold War, The Civil Rights Movement and other movements for liberation in the mid to late 20th century, the rise of conservatism in the late 20th century, and the War on Terror in the 21st century. Students led discussions of Eric Foner's book "Forever Free" to learn about Reconstruction, took a document based question (DBQ) essay test on the Progressive Era, developed a museum exhibit on The Great Depression and FDR's New Deal, took a DBQ on the Vietnam War, and prepared for their AP test, which they took in early May. After the AP test, we worked on our project called "A More Perfect Union," where students work in groups to research a social issue they care about happening now, looking at the history of that problem, looking at organizations working to make a difference, and then producing a creative project to teach the class about what they learned.

Sem 2 Comment

Pittman, it was great getting to know you this semester! You did a great job improving over time, particularly with clarity in your writing, and I was really pleased with your strong work ethic and your positive attitude. I hope you have a great summer, and I will see you around next school year!

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Precalculus (10)	Block		A		A

Course Description


During the second semester, students studied concepts that are central to Precalculus. Students study the topics with a greater focus on in-depth analytical thinking, mathematical communication, and justification of mathematical results. The class blends the concepts and skills that must be mastered before taking a Calculus course. Precalculus topics focused primarily on the study of exponential functions, logarithmic functions, and trigonometric functions.

Sem 2 Comment

It truly has been a pleasure having Pittman in Precalculus this semester. He's a hard-working student who makes a point of completing every homework assignment while asking for help when he needs it. The questions that he asks show an interest and curiosity to understand the material on a deeper level while also showing that he wants to improve his math skills. Pittman demonstrates his knowledge of the material as he participates constantly within every class. Pittman also works well with his peers and even helps students on occasion. I wish Pittman luck with his future math classes!

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Instrumental Ensemble	Goodrich	A		A	

Course Description

In the first half of the semester, the instrumental ensemble focused on finalizing preparations for the Feb 2 concert. After their fantastic performance, we started new music focusing our attention on the May 11 concert. We have continued to work on tone and ensemble development, as well as rhythmic reading.

Course Description

This semester, the instrumental ensemble focused on preparing for two performances. The first was our concert in February, which highlighted all of the instrumental ensembles. Students worked on various pieces that focused on building an ensemble sound and independence. The second was our concert in early May that highlighted all of the musical ensembles here at NSCD. For this concert, we worked on playing in various jazz styles and more exposed pieces like the Forrest Gump Suite. Students closed out the year by composing works to perform for the class.

Sem 2 Comment

Pittman showed a lot of growth and independence this semester. I was proud of Pittman at the start of the semester for jumping right on in and facing more challenging music head-on. He did not shy away as the new student or as the only tuba. He came into rehearsal throughout the semester with a "can-do" attitude, which was infectious to the other ensemble members around him. I am so glad to have Pittman here at NSCD and cannot wait to continue working with him next year.



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Microeconomics	Greer	A		A	

Course Description

We began the first half of our semester by understanding how the capitalist revolution unlocked economic growth and inequality to a degree never seen before in human history. In our readings, quiz, and brief in-class research presentation, we explored how firms, markets, and private property work together to generate growth and what effective governments do to promote economic development. Students gained hand-on experience in the first lab as they experienced exactly why gains from trade occur from specialization and markets. We then turned our attention to the model for optimizing utility under constraints using indifference curves and feasible frontiers. As part of the unit, we explored the question: "Are consumer preferences rational?" in a short analytical essay and graded discussion. Lastly, we are in the midst of our unit on supply and demand. We again learned the foundations of the model by generating data ourselves about our demand schedules for North Shore's famous chocolate muffins. We will collect data from the entire upper school to measure how sensitive classmates' demand for various cafeteria items are to changes in price. In our next writing assignment, students will apply their understanding of the supply and demand market for labor to evaluate the increases in the minimum wage sweeping across the country in recent years.

Course Description

In the final quarter of Economics, we first learned the supply and demand model for labor. In writing and graded discussion, students applied their understanding of the model to evaluate further increases in the minimum wage. In their reflection, students integrated ethical, equity, and efficiency-based arguments in reaching their assessment. We then shifted to an introduction to macroeconomic indicators and their relation to economic growth. We engaged in an inquiry-based unit driven by the question "Will the US economy face a recession in 2023?" In order to answer the question, we studied how GDP, inflation, and unemployment are measured as students used the Federal Reserve Economic Database (FRED) to generate time-series graphs showing causal relationships between macro indicators. To prepare for the final assessment – a simulation of the June Federal Reserve Open Market Operations Committee meeting – students interpreted the most recent Fed and employment reports, learned the linkages between interest rates, inflation, and growth, and explored possible ramifications of banking system disturbances on the probability of recession in 2023. Students prepared a final piece of writing before the simulation justifying their position on interest rates. During the simulation, students formed voting blocks, negotiated, and voted on their preferred interest rate policy.

Sem 2 Comment

Pittman continued to demonstrate his diligence and earnest commitment to Economics in the final quarter. During our Federal Reserve simulation on the final day of class, he showed initiative by forming a crucial coalition advocating for a pause in increasing interest rates. His leadership reflected his thorough preparation for the event that focused on the threat bank failures posed to the US economy. While this thesis could have specified his position on interest rate policy, he showed a thorough understanding of our class sources. For his earlier essay on the minimum wage, he would have benefitted from a more engaging hook and discussion of his antithesis should come later in the body of the essay. Overall, however, his structure, editing, and use of sources met expectations. Best wishes to Pittman for a great summer and senior year ahead!

GRADE REPORTING AT NSCD

The school year is divided into semesters with each semester having a mid-semester point. Students receive letter grades for each course at mid-semester and letter grades and teacher comments at the semester's end. Advisors and parents receive copies of these grades and comments. Only year-end grades, or semester grades in the case of a semester course, are entered on a student's transcript. The mid-semester grades are intended to serve as indicators of a student's progress in courses to that point in time. **They are not recorded on student transcripts.**

Only year-end grades, or semester grades (in the case of a semester course), are grades of record.

Mid-Semester One: This report reflects the following:

Single-semester courses: Mid-semester grade update for the course.

Year-long courses: Mid-semester grade update for semester one.

Semester One: This report reflects the following:

Single-semester courses: Final grade for the course.

Year-long courses: Semester grade update at the end of semester one.

Mid-Semester Two: This report reflects the following:

Single-semester courses: Mid-semester grade update for the course.

Year-long courses: Mid-semester grade update for semester two.