
JONAH TYLER “JT” MORRIS

PROFILE

Personal Information

Name	Jonah Tyler “JT” Morris
Sex, Birthdate	Male, 11/11/2005
Address	San Francisco, CA

Language

English	First Language, Speak, Read, Write,
Spanish	Spoken at home Speak, Read, Write
Hebrew	Speak, Read

Citizenship

Citizenship Status	United States Citizen
Birthplace	Sacramento, California – United States

FAMILY

Household

Parents	Married
Home	Both Parents

Parent 1

Name	Father – Michael Morris, address: same as my home address
Occupation	Educator, Palo Alto Unified School District
Education	Lake Washington University – BA University of the Pacific – EdD

Parent 2

Name	Mother – Lindsay Morris, address: same as my home address
Occupation	Owner/CEO, Morris Realty
Education	Real Estate License Program, Stockton, CA – Certificate

Siblings

Name(s)	Elliott Morris, 20 years old
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JONAH TYLER “JT” MORRIS

EDUCATION

School **North Point High School**
San Francisco, CA

Senior Year Courses

Literature – Full Year
Statistics – Full Year
AP Spanish 4 – Full Year
AP Government Comparative Government & Politics – Full Year
AP Psychology – Full Year
Model United Nations

Honors and Awards

National Model United Nations – Outstanding Delegate (New York) – 11th grade
National Spanish Exam – Premio de Oro – 10th grade

Future Plans

Prospective Major(s)	Public Policy and Latin American Studies
Career Interests	Policy Research

JONAH TYLER “JT” MORRIS

ACTIVITIES

Intern

11, 12
30 hw 4 wy

Office of California State Senator Scott Wiener
Internet researcher of Solar Energy and Storage
Intern Summer 2022 and Summer 2023

Community Service

11, 12
4 hw 40 wy

Bay Area Youth Service League
Communications Chair, Volunteer

Spanish Club

9, 10, 11, 12
4 hw 40 wy

The Spanish Club
President, 11th and 12th grades

Jewish Awareness

9, 10, 11, 12, continue
2 hw 40 wy

The Jewish Awareness Club
Vice-President – 11th, President – 12th

Model United Nations

9, 10, 11, 12
5 hw 40 wy

National Model United Nations
President & Chief Delegate, 11th and 12th grades

Heartland Alliance Club

11, 12
2 hw 40 wy

Heartland Alliance International
Northpoint High School Chapter
President & School Delegate, 12th grade

Anti-Bullying Club

11, 12
4 hw 40 wy

ABC – Anti-Bullying Club
Vice-President – 11th, President – 12th

JONAH TYLER "JT" MORRIS

TRANSCRIPT

North Point High School
49 Bayview Drive
San Francisco, CA 94301

Transcript for JONAH TYLER THOMAS

Grade 9 (2020-2021)	Fall	Spring	Grade 10 (2021-2022)	Fall	Spring
English Composition	B	A-	British Lit	B+	A-
Algebra 1	B-	C+	Geometry	C+	B-
Spanish 1	A	A	Spanish 2	A	A
Biology	B+	B-	Chemistry	C+	B+
Modern Civilization	A-	A-	HON European History (*)	B+	A-
Health/Intro to the Arts	B	C+			
9th Grade GPA - Weighted	3.50	3.00	10th Grade GPA - Weighted	3.00	3.60
9th Grade GPA - Unweighted	3.50	3.00	10th Grade GPA - Unweighted	2.80	3.40
Grade 11 (2022-2023)	Fall	Spring	Grade 12 (2023-2024)	Fall	Spring
Comp/Literature	A-	A	English Literature		
Algebra 2	B	B+	Statistics		
HON Spanish 3 (*)	A	A	AP Psychology (*)		
Environmental Science	B+	A	AP Gov & Politics (*)		
HON Psychology/Sociology (*)	A-	A	AP Spanish 4 (*)		
AP US History (*)	A	A	Model United Nations		
11th Grade GPA - Weighted	4.17	4.33	12th Grade GPA - Weighted		
11th Grade GPA - Unweighted	3.67	3.83	12th Grade GPA - Unweighted		

Cumulative GPA - Weighted (*) 3.60

Cumulative GPA - Unweighted 3.36

This transcript is unofficial unless embossed with the official school seal. All letter grades on this transcript, except Physical Education, are used in the calculation of the unweighted GPA. The weighted GPA is calculated by adding one point for AP and Honors courses which are marked with an asterisk (*). Also, a "+" or a "-" does not affect the GPA.

JONAH TYLER “JT” MORRIS

WRITING

PERSONAL ESSAY

Share an essay on any topic of your choice. It can be one you've already written, one that responds to a different prompt, or one of your own design. *Limit 650 Words*

To know me is to know I love coffee.

Each morning, I enter class with my reusable cup filled to the brim. After school, I either grab a quick coffee or go to a cafe to do my homework. My favorite coffee is from a small chain called Spike’s Coffee & Tea. Its trendy shop is decorated with cases of coffee bags dominating the walls, accompanied by the distinct smell of espresso, soft jazz, and baristas calling (not shouting) out orders. Big over-stuffed chairs add to the warm atmosphere. I was hooked the first time I tried their coffee.

Surprisingly, it wasn't the coffee that made me fall in love with Spike’s, rather the special community it offered. I was instantly inspired to see people with various interests congregating comfortably in one place, working harmoniously. It felt as if I were at a coffee shop at the UN – multiple languages and a full rainbow of cultures were evident. I realized Spike’s was a place where ideas could bloom and develop. The extra shot of caffeine didn’t hurt either.

I became a regular, and charismatic baristas prepared my usual as I arrived. They would greet me with “Hey, it’s the whale kid” – you know, Jonah and the You get it. Their energy was contagious and elevated my mood daily. No matter the level of stress in my day, Spike’s became a place I could feel focused, but simultaneously happy and at peace. Spike’s quickly became my community...who would have thought? An obsession developed, and like every great obsession, I had to share it. I introduced my best friend Noah to Spike’s and we bonded over an almost ridiculous addiction – coffee from the Sierra Nevada region of Columbia and avocado toast on extra sour sourdough bread – local and organic, of course. You can say it became our "spot", as we were constantly there together.

All of my fondest memories are associated with coffee. While working on my speech about the deforestation of Peru for Model United Nations, I drank cup after cup of Peruvian coffee with its bright acidity, vibrant floral aromas, and rich sweetness. I used some money I received at my bar mitzvah to purchase a special pot to steep and prepare strong Turkish coffee which came in handy while trying to keep my head on straight during the second semester of my junior year. Finally, I bought a coffee grinder that crushes the beans instead of chopping them. Every morning my parents are awakened by the sound of beans being crushed and the heady aroma of coffee being brewed – one delicious drop at a time. My mom got me a chalk board to write the day’s coffee on it – she thought this was funny.

My love of coffee is a snapshot of who I am. Coffee beans must be certified fair trade – I care about equality and fairness. They must be organic – I care about what goes into my body. I don’t use bottled water for my coffee – I filter water from the tap – I care about the future of our planet.

While it may not be the secret ingredient for world peace, at the National Model United Nations Conference in Germany a group of us from various delegations gathered virtually over cups of coffee and discussed topics ranging from renewable energy to human trafficking to social media and the increase of

cyberbullying to hunger and famine. We didn't solve any of these problems, determination kept the conversations going.

Above all else, if you know what kind of coffee I am drinking you just might know time. As I write this, I am drinking one of my favorites – Jamaican Blue Mountain body exhibiting a rich chocolate finish with no bitterness or aftertaste.

What's in your cup?

ADDITIONAL INFORMATION

“Community disruptions such as COVID 19 and natural disasters can have deep and long lasting impacts. If you need it, this space is yours to describe those impacts. Colleges care about the well- being, safety, family circumstances, future plans, and education, including technology and quiet study spaces.” *Limit 250 Words*

Due to the necessary health precautions and to accommodate delegations who are concerned about social distancing issues, the National Model United Nations Confer place in Washington, DC in November, 2020 was been re-imagined as a hybrid conference. For me, this was devastating news as as I was really looking forward to my first Model United Nations event.

As President and delegate to the Heartland Alliance International (HAI), I have been participating in national meetings. The mission of HAI is to secure the rights and we people and groups, including women and girls, and members of the lesbian, gay, bisexual, questioning, intersex, and plus community. Many individuals who self-identify in one often most vulnerable during times of crisis. The activities I have organized include arranging for meal delivery and coordinating “Nurturing Notes” to those without internet access.

JONAH TYLER “JT” MORRIS

LAKE WASHINGTON UNIVERSITY – GENERAL SUPPLEMENT

GENERAL

Preferred start term	Fall, 2024
Admission Plan	Regular Decision

ACADEMICS

1st Choice Major	Public Policy
2nd Choice Major	Spanish

CONTACTS

Contact 1	Campus tour
Contact 2	Preview Program – San Francisco
Contact 3	High School Visit
Contact 4	College Fair at the Santa Clara Convention Center LWU Family Day
Contact 5	Interview - virtual
Contact 6	Made email contact with assigned admissions counselor

FAMILY

Sibling Applied	No
Relative(s) Attended	Yes - Michael Morris (father)

LAKE WASHINGTON UNIVERSITY – WRITING SUPPLEMENTS

Why are you a fit for Lake Washington University?

Lake Washington University has appealed to me ever since my dad told me stories about how much fun and how much he learned at LWU. I mean, who wants to go to a school just because their dad went there? But I really never gave it a second thought until a friend from the Bay Area Youth Service League recommended I look at LWU because of my interest in public policy. When thinking about a major, I have gravitated towards Political Science and Public Policy. I was especially interested in Dr. Caso’s class on “Human Rights in Contemporary Mayan Literature.” The combination of social issues, political philosophy, and Latin American literature made me excited with anticipation.

An LWU Admission counselor visited my school and talked about campus life, how great the food was, how students from California adjust to the rainy days in Seattle, and more. I asked a ton of questions and with each of his answers, I felt that he was describing my ideal school. Finally, my dad and I got to visit campus and stepping foot on campus and seeing his old dormitory reaffirmed everything I had read and researched. I spoke to former classmates who were deliriously happy at LWU. I know LWU has everything I want and I am excited to apply. I look forward to contributing to campus life, being a happy student and a loyal alumnus. And finally, I am super excited that there are a ton of coffee shops nearby. I am a HUGE coffee snob. I know LWU is the place for me and look forward to joining the LWU family – like my dad.

JONAH TYLER “JT” MORRIS

Secondary School Report (SSR) – Part 1

School **North Point High School**

North Point High School is a co-educational, four-year public high school. The school community will help its students become critical thinkers and life-long learners who think critically and act thoughtfully. Total enrollment is 2,351 students with 544 seniors. Approximately 84% of the graduating seniors attend four-year colleges and 14% attend two-year college.

School AP Policy

Curriculum offered: 17 Advanced Placement classes in English, Mathematics, World Languages, Computer Science, Social Sciences, Art, Music, and Science.

Counselor Details

Name, e-mail, phone Louise Jonas, Jonas_Louise@sfusd.ca.us (415) 555-9121 – direct line

Written Evaluation

Relationship to applicant College Counselor/Academic Advisor for four years
Descriptors Witty, enjoys robust debates, reflective, global
Any school discipline or Criminal history No

Rank, GPA, and strength of curriculum for Jonah Tyler Morris

Rank: NPHS does not Rank
GPA

Weighted: 3.60
 Unweighted: 3.36

Curriculum Rigor

- Most Demanding
- Very Demanding
- Demanding
- Average

Please rate the applicant – Jonah Tyler Morris – in the following areas:

	No Basis	Below Average	Average	Good (above average)	Very Good (well above average)	Excellent (top 10%)	Outstanding (top 5%)	Top Few (top 1%)
Academic Achievement					X			
Extracurricular Accomplishments							X	
Personal qualities and character							X	
OVERALL						X		

JONAH TYLER “JT” MORRIS

TEACHER - Letter of Recommendation

RECOMMENDATION FOR: **JONAH TYLER MORRIS – “JT”**

I have been a teacher for 17 years at North Point High School and have had the pleasure of working with a diverse classroom of students in the areas of history and government. I also advise our chapter of National Model United Nations. I first met JT in my 9th grade Modern Civilization class. His nuanced understanding of the complex issues surrounding the Vietnam War was startling for someone so young. I have truly enjoyed watching him blossom over the last few years.

Truth be told, JT was not very impressive the first few weeks of class. Although he turned work in on time, it was not put together and had the feeling of being scattered. Half way through the year, after earning a B- during his first semester, it was as if a switch had been flipped. JT would spend time in my classroom during lunch and after school, asking questions about his work, and looking for ways to make improvements. JT matured dramatically in his first year at North Point, and I think found a true passion for writing opinion papers in my class. He turned things around and earned a solid A-; clearly, he had made huge improvements.

As his sophomore year approached, JT enrolled in my Honors European History course with great enthusiasm. The work load proved extremely challenging for him; JT was frustrated with the grades he was earning on assignments – mostly B’s and some C’s. Still, his maturity and strong work ethic were apparent. I remember JT reaching out to me one day to ask questions about a recent assignment – the underlying causes of World War I. JT is a keen student when he is on his own and is confident contributing his thoughts to classroom discussions. He is very insightful.

JT squeezed into my AP Government & Policy course this year and is doing quite well (I did not have him for 11th grade AP US History). JT is a very good writer – though his grammar and structure could stand fine-tuning but the content is always spot-on. I look forward to reviewing his work because his voice comes through with clarity, is genuine, and his reasoning impeccable. He has accomplished so much and can only but improve his already highly developed ability of discernment and analysis. JT will likely thrive in a liberal arts environment, and does quite well in smaller classroom settings; something he’s exhibited greatly this year.

During his junior year, JT was awarded the highly coveted distinction of Outstanding Delegate at the National Model United Nations Conference in New York. His speech and paper on the effects of de-forestation in Peru on global warming received considerable praise. All of us at North Point are extremely proud of him. I hope that you’ll accept my highest recommendation for JT – a mature, hardworking high school student. He is truly a pleasure to have in my class. I have seen how he has developed into an incredibly strong student and contributor over these past four years, and I know the next four will be equally, if not more so, impressive.

Diane Wheeler

History and AP Government Teacher, North Point High School

Faculty Advisor – North Point High School Chapter of National Model United Nations Copyright