



June 2018

Dear Middle School Families,

We hope you are eagerly anticipating the start of summer! Two full months of fun await in addition to the opportunity to prepare for a successful 2018-2019 school year. It is important that our students maintain momentum in the summer months in order to be ready to hit the ground running in the fall. As such, there are two tasks (one math focused, one humanities focused) for each student to complete to be ready for the rigor of a new grade at Capital City. Students are welcome to handwrite or type the tasks. **Each task is due on the first day of school (August 27th, 2018) to the appropriate teacher** (math task to new math teacher, humanities task to new humanities teacher). We hope that by engaging in these tasks over the summer, students will not lose the skills they have already worked so hard to gain during the school year. We believe that with encouragement, students love learning and get bored without it! The learning targets across the grade levels for each task are as follows:

Humanities Learning Targets:

- I can read a book to enhance my reading skills and prepare me for future reading
- I can synthesize my knowledge of a novel in writing
- I can prepare to actively discuss a novel with my peers

Math Learning Targets:

- I can establish and maintain a growth mindset for math
- I can use numbers flexibly to identify patterns, make mathematical models, and engage in math talk
- I can correct my misunderstandings about what math is

Students will know they have been successful this summer if they can say with confidence that each of the learning target statements for both math and humanities tasks are true. We welcome families to offer support and encouragement to students as needed as they complete each task, while recognizing that the tasks should be reflective of current student ability and often serve as a baseline for teachers as they get to know new students. If questions arise over the summer, feel free to reach out to the teachers listed on each task directly, or contact the administration. We wish you a restful and relaxing summer and are excited to welcome you back in the fall!

Best,

Laina N. Cox
Principal
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Katie Pick
Instructional Coach
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Nakia Dow
Director of Student Services
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Junio 2018

Estimadas Familias de la Escuela Intermedia,

Esperamos que estan listos para empezar el verano! Tendremos dos meses de diversion, pero tambien la oportunidad de preparar para el proximo ana escolar 2018-2019. Es importante que los estudiantes sigan con el mismo impulse para el aprendizaje durante el verano para estar preparado par un buen inicio este otoño. Par eso, hay dos trabajos (uno de matematicas, y otro de humanidades) que cada estudiante debe hacer para estar preparado par el rigor de un grade nuevo en Capital City. Estudiantes pueden escribir a mana o a maquina. Cada trabajo tiene que ser entregado el primer día de escuela (27 de agosto, 2018) al maestro apropiado (trabajo de matematicas a su nuevo maestro de matematicas, trabajo de humanidades a su nuevas maestro de humanidades). Esperamos que su estudiante se dedicara a estes trabajos y no perdera los habilidades que han obtenido durante el ana. Creemos que, con apoyo, los estudiantes les encanta el aprendizaje, y se aburren si no aprenden! Los metas de aprendizaje para cada trabajo son:

Metas de Aprendizaje para Humanidades:

- = Puedo leer un libra para mejorar mis capacidades de lectura y prepareme para leer en el futuro
- Puedo sintetizar mi conocimiento de un libra en forma escrita.
- Puedo prepararme para discutir un libra con mis compafieros de clase.

Metas de Aprendizaje para Matematicas:

- Puedo establecer y mantener una mentalidad de crecimiento para matematicas.
- Puedo usar los numeros de manera flexible para identificar patrones, crear modelos matematicos, y usar ellenguaje de las matematicas.
- Puedo corregir malentendidos sobre "que son las matematicas?"

Estudiantes sabran que han alcanzado exito este verano si pueden decir con confianza que cada de estas frases de Metas de Aprendizaje para ambas materias (matematicas y humanidades) son verdades. Esperamos que las familias puedan ofrecer apoyo y animo a los estudiantes cuando estan hacienda cada trabajo, reconociendo que los trabajos deben reflejar las habilidades actuales de los estudiantes, y a menudo sirven como un punta de referencia por los maestros cuando estan conociendo a sus estudiantes nuevas. Si tienen preguntas durante el verano, no duden en llamar a los maestros (detalles de contacto estan en cada trabajo) o contacta a la administraci6n. Esperamos que tengan un verano relajante y estamos emocionados darles el bienvenido de nuevo en Septiembre!

Atentamente

Laina N. Cox
Directora de la Escuela Intermedia
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Nakia Dow
Directora de Servicios Estudiantes
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Katie Pick
Asesora de Instruccion
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June 2018

Dear Students,

Are you ready for math next year? This summer you will have two options of math assignments to complete to make sure you are on track for the first day of school!

Option A: Imagine Math (computer access required, **returning CCPCS students only**)-If you choose this option you will complete a diagnostic assessment and then 5 lessons at your level in the Imagine Math program. Your teacher will print a report of your progress on the first day of school. Information on how to access the program is attached.

Option B: Summer Math Journal (no computer access required, **new CCPCS students**)-If you choose this option, you will complete 5 of the pages explained in the Math Journal assignment that is attached. If you completed this assignment in previous summers, be sure to choose 5 pages that you have not already completed. Your teacher will collect your journal on the first day of school.

Additionally, during the 2018-2019 school year, we'll host our first annual Math Bee competition. Be sure to spend some time this summer brushing up on your multiplication facts and fact fluency so you are ready to participate!

I, _____ chose:

_____ **Option A: Imagine Math**

_____ **Option B: Summer Math Journal**

for my summer math assignment to help prepare me for the upcoming school year.

Please return this slip to your math teacher on the first day of school along with a hard copy of the Math Journal if you selected Option B. If you have any questions about the math assignment, please reach out to the following teachers:

Rising 5th Grade: Mr. Forys (jforys@ccpcs.org), Mrs. Villafior (bvillafior@ccpcs.org)

Rising 6th Grade: Ms. Clark (sclark@ccpcs.org)

Rising 7th Grade: Mr. Goles (ggoles@ccpcs.org)

Rising 8th Grade: Ms. Miller (lmiller@ccpcs.org)



junio del 2018

Estimado estudiante,

¿Estás listo para las matemáticas del próximo año? ¡Este verano tendrás dos opciones de asignaciones matemáticas para completar y dar por seguro que estás bien encaminado para el primer día de la escuela!

Option A: Imagine Math (se requiere acceso a una computadora, **solo estudiantes que regresan**)-Si escoges esta opción, harás una evaluación diagnóstica y 5 lecciones a tu nivel del programa Imagine Math. Tu maestro imprimirá un informe de tu progreso el primer día de la escuela. Se adjunta información sobre cómo acceder al programa.

Opción B: Diario Matemático del Verano (no se requiere acceso a una computadora, **nuevos estudiantes**) no computer access required)- Si escoges esta opción, harás 5 de las páginas que se explica la asignación del Diario Matemático adjunta a esta carta. Si hiciste esta asignación en los veranos anteriores, asegúrate que escoges 5 páginas que no ya has completado. Tu maestro recogerá tu diario el primer día de la escuela.

Además, durante el año escolar 2018-2019, organizaremos nuestra primera competencia anual Math Bee. ¡Asegúrate de pasar algún tiempo este verano revisando tus tablas de multiplicación y tu fluidez para que estés listo para participar!

Yo, _____ escojo:

_____ **Opción A: Imagine Math**

_____ **Opción B: Diario Matemático del Verano**

como mi asignación del verano para ayudarme a preparar para el próximo año escolar:

Por favor, entrega esta carta a tu maestro de matemáticas el primer día de la escuela junto como tu copia del Diario Matemático si escogiste Opción B. Si tiene alguna pregunta sobre la asignación matemática, por favor, ponte en contacto con los maestros de abajo:

Estudiantes que ingresan al 5° grado: Sr. Forys (jforys@ccpcs.org), Sra. Villaflor (bvillaflor@ccpcs.org)

Estudiantes que ingresan al 6° grado: Sra. Clark (sclark@ccpcs.org)

Estudiantes que ingresan al 7° grado: Sr. Goles (ggoles@ccpcs.org)

Estudiantes que ingresan al 8° grado: Sra. Miller (lmiller@ccpcs.org)



June 2018

Dear Students,

Are you ready for math next year? This summer you will have two options of math assignments to complete to make sure you are on track for the first day of school!

Option A: Imagine Math (computer access required, **returning CCPCS students only**)-If you choose this option you will complete 5 lessons in the DC Summer Pathway within the Imagine Math program. Your teacher will print a report of your progress on the first day of school. Information on how to access the program through Clever is attached.

Option B: Summer Math Journal (no computer access required, **new CCPCS students**)-If you choose this option, you will complete 5 of the pages explained in the Math Journal assignment that is attached. If you completed this assignment in previous summers, be sure to choose 5 pages that you have not already completed. Your teacher will collect your journal on the first day of school.

Additionally, during the 2018-2019 school year, we'll host our first annual Math Bee competition. Be sure to spend some time this summer brushing up on your multiplication facts and fact fluency so you are ready to participate!

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Rising 6th Grade: Ms. Clark (sclark@ccpcs.org)

Rising 7th Grade: Mr. Goles (ggoles@ccpcs.org)

Rising 8th Grade: Ms. Miller (lmiller@ccpcs.org)

Clever

Student Login Guide

Your district uses Clever to sync with many of the learning programs you use in the classroom.

What is Clever?

Clever is a platform that makes it easier to use classroom technology. Clever allows students to go to one website to access many of the tools they need for school. You don't have to remember links to many sites.

Instant Login

Instant Login lets students log into multiple applications without having to enter different usernames and passwords for each one.

To log in with Clever:

1. Go to the Capital City PCS portal: <https://clever.com/in/ccpcs>

2. Choose the option  Log in with Google

3. Enter your login information:

Student username: username.student@ccpcs.org (example = thaliarivera.student@ccpcs.org)

Student password: initials + graduation year + go (example= tr2016go)

Contact your homeroom teacher if you have reset your Gmail password.



**para preguntas en Español pueden llamar a la Sra. Ramirez al 202-808-9728*

Clever

Check out clever.com/in/help to learn more about Clever.

If you have questions, ask your teacher or contact Chip Chase, Director of Library Services & Technology Integration, schase@ccpcs.org

Summer Math Journal Cover

By:

Math Journal Table of Contents

<u>Journal Entry Question #</u>	<u>Page #</u>

Name: _____

Summer Math Journal Project

For your math homework for this summer vacation, you will be creating a **math journal** in which you will answer math related questions. From the below list you will choose 5 journal topics out of 20 to answer using words and pictures. *Your journal will be recorded as a Habits of Scholars grade and submitted to your new math teacher on the first day of school.*

Using the blank pages provided, you will use at least one page per journal entry to write a detailed answer.

1. **Cover:** Please make sure that your cover has your name, a title, and some sort of math related drawing.
2. **Table of Contents:** The first page inside your journal should be the table of contents in which you list your journal entries and the page that they are on. (You must number each page in your journal)
3. **Inside of the journal:** At the top of each page, you should have your journal question written out. Below that, you should have a detailed answer (which is at LEAST one page long) to the journal question and a drawing relating to that journal question.

From the list below, choose 5 out of 20 questions that you would like to answer:

1. Write a humorous paragraph describing what it would be like to live in a world without numbers.
2. Create a money system the students in your grade could use. What items will be valuable? What will each item be worth? Explain why you think all countries should or should not have the same money system.
3. If zero represents “nothing” why is this numeral so important?
4. How could you calculate the number of minutes you have been alive? (You do not have to do the actual calculation, just describe the steps you would take to do it)
5. List as many examples as you can of ways you use fractions in your daily life?
6. Imagine you are a news anchor person. Write the lead story for the evening news in the city of Arithmetown, where everything that happens involves math.
7. Write an advertisement that would attract new students to join our math class. Be sure to make the class sound exciting and useful.
8. Imagine you have just walked into a local department store. Describe all the ways you might use numbers while you are shopping there.
9. Choose any profession and tell how a person in that profession might use math each day.
10. Write a paragraph describing how our lives would be different if we didn't have any round objects. Be creative.
11. Plan a class field trip to the moon. Describe all the things that would need to be done prior to taking the trip. Be sure to write the steps in order.
12. Think of a business you might like to own someday. Write a paragraph telling what things you would have to estimate before opening your business. Describe how you would come up with these estimates.
13. What is meant by “mental math”? Discuss where and how you use mental math other than in math class.
14. Albert Einstein was a genius, but he received poor math grades in school. Do you think students should be graded on their schoolwork or not? Defend your argument.
15. Using math terms and their definitions, create a crossword puzzle with at least ten clues.

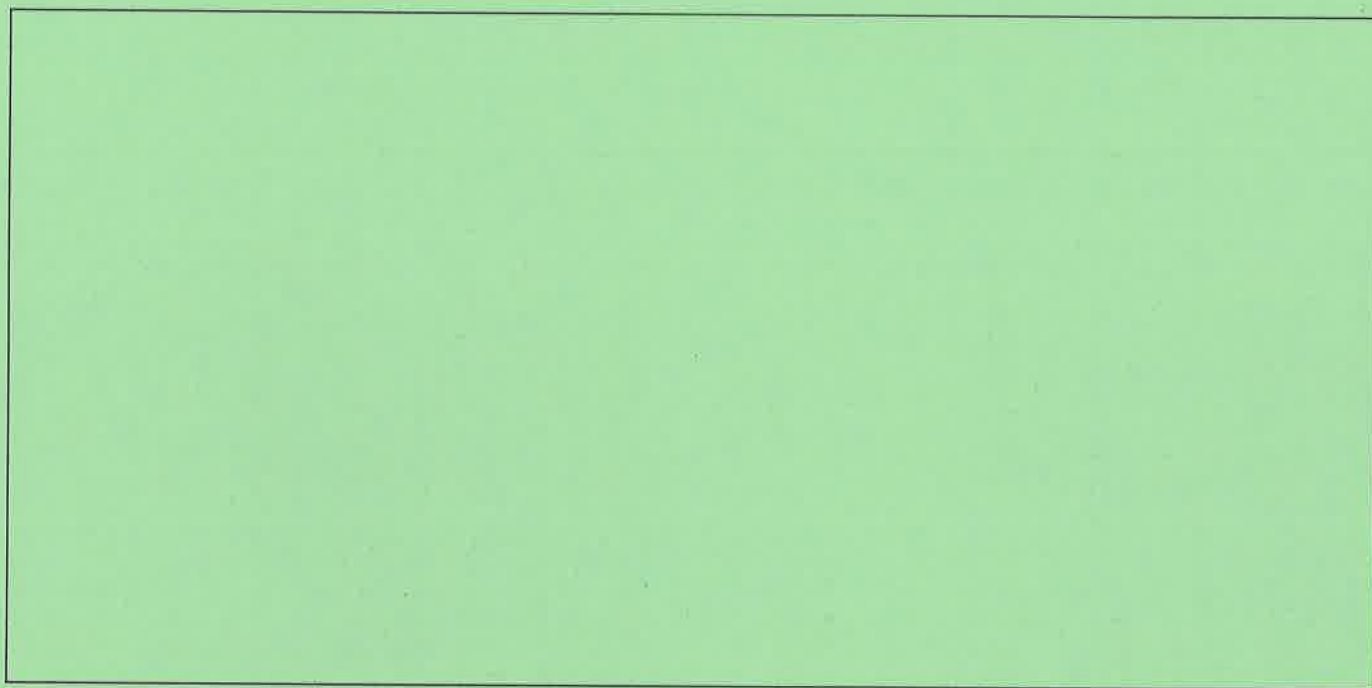
16. Imagine you are opening a store that sells only math-related items. Write an ad for your store.
17. If you could invent a new machine for use in schools, what would it be? Describe its function, size, price, etc. Give as many details as you can.
18. Write a word problem about your favorite summer activity. Include some information that is unnecessary for solving the problem.
19. Write a letter to eventually give to your grandchildren. In it, explain what you use a computer for. How do you think computer use will be different for them?
20. Imagine you have just walked into a baseball stadium to see your favorite team play. Describe how you might use numbers while you are there.

Name _____

Math Journal Entry

Prompt # _____

Question: _____



Name _____

Math Journal Entry

Prompt # _____

Question: _____

[illegible]This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Name _____

Math Journal Entry

Prompt # _____

Question: _____

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Name _____

Math Journal Entry

Prompt # _____

Question: _____

Name _____

Math Journal Entry

Prompt # _____

Question: _____

This image shows a blank, aged, cream-colored page, likely an endpaper or flyleaf of a book. The paper has a slightly textured appearance with some faint smudges and discoloration, characteristic of old paper. The left edge of the page shows the binding of the book, and the overall tone is a warm, off-white or light beige.This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Rising 7th Grade Summer Reading: Summer, 2018

Hello new 7th Graders!

Are you ready for 7th grade? This summer, you will be required to read one book and complete one writing assignment for your class next year. The assignment **must** be completed by the first day of school. The assignment is listed and described below. If you need any help, please feel free to email Mrs. Pick at kpick@ccpcs.org or Ms. Leader at jleader@ccpcs.org.

Step 1: Read the novel "Warriors Don't Cry" by Melba Pattillo Beals (audiobooks are also available as needed)

Step 2: Review the essay assignment below along with the attached rubric.

Step 3: Complete the assignment. Use planning strategies and a rough draft to help you create a polished final draft to submit for a grade.

Assignment: Opinion/Point of View Essay

****Will be graded on Habits of Scholars for class****

Use the attached rubric to write a 5-paragraph essay that explains your opinion on whether or not this book would be good to read in school. In your essay please do the following:

- **Summarize the book** and **make a claim** as to why this book would be GOOD to read in school or NOT GOOD to read in school. (intro paragraph 1)
- Give two reasons and evidence two support your claim (body paragraphs 1-2)
- Address the counter claim/rebuttal (explain why the other side is wrong) (body paragraph 3)
- Restate your main claim and points (conclusion)

Rising 7th & 8th Grade Novel Essay: I can craft argumentative writing that supports a claim with evidence and follows the 6 traits.

Writing Traits	4	3	2	1
IDEAS				
- Main claim stated - 2 arguments to support your main claim - 1 argument to refute the opposing side - Support with evidence	- Main claim clearly stated. Answers the prompt - 2 arguments clearly support the main claim. - 1 argument clearly refutes the opposing claim. - All arguments are supported by the most relevant evidence.	- Main claim stated. Answers the prompt. - 2 arguments support the main claim. - 1 argument refutes the opposing claim. - All arguments are supported by evidence	- Main claim is stated but unclear. Somewhat answers the prompt - 3 arguments are stated but it is unclear how they support the main claim or refute the opposing claim. - At least one argument is supported, or arguments may not be supported effectively	- Neither perspective is connected to the theme stated in the prompt - Arguments are not clearly stated. - No perspective is supported effectively with evidence in the text
ORGANIZATION				
- Paragraph structure - Introduction and conclusion	- Organized into <u>well-written paragraphs</u> that explain each argument. - Each paragraph includes an especially appealing <u>topic sentence</u> that explains the argument and connects back to the claim. - <u>Introduction</u> summarizes book and presents main claim - <u>Conclusion</u> re-words claim in an original way, connects to bigger ideas.	- Organized into <u>paragraphs</u> which explain argument - Each paragraph includes a <u>topic sentence</u> that explains the argument and connects back to the claim - <u>Introduction</u> summarizes book and presents main claim - <u>Conclusion</u> re-words claim in an original way.	- Organized into <u>paragraphs</u> that <i>somehow</i> explain each argument, but are unclear at <u>times</u> - Includes a topic sentence that somewhat explains the argument and somewhat connects back to the claim - <u>Introduction</u> attempts to introduce book and tries to make a claim but is unclear. - <u>Conclusion</u> somewhat restates claim but does not reword.	- Not clearly organized into paragraphs to explain each argument, arguments are hard to follow - <u>Missing topic sentences</u> - No clear <u>introduction</u> or claim - No <u>conclusion</u>
VOICE				
- Writing has purpose and personality.	- Writing reflects the purpose of the proposal, to persuade the reader that the book should or should not be used in school.	- Writing mostly reflects the purpose of the proposal, to persuade the reader that the book should or should not be used in school.	- Writing tries to reflect the purpose of the proposal, to persuade the reader that the book should or should not be used in school.	- No sense of purpose or audience in writing.
Word Choice				
- Uses proper vocabulary and variety of words.	- Uses a wide variety of words and vocabulary appropriately.	- Uses a variety of words and vocabulary appropriately most of the time	- Words are somewhat repetitive and vocabulary is used appropriately most of the time.	- Words are repetitive without appropriate vocabulary.
Sentence Fluency				
- Sentences flow with variety	- Sentences have variety and flow.	- Sentences have some variety and flow well	- Sentences have little variety and some flow.	- No clear sentences. Many run-ons
Conventions				
- Grammar, Capitalization, Punctuation	- Very few errors in conventions.	- Few errors in conventions	- Some errors in conventions but does not distract from meaning.	- Errors in conventions make it hard to follow.

Total = _____

FOR TEACHER BASELINE
(not graded)

Name: _____ Date: _____

Rising 7th Novel Essay **RUBRIC:** I can use **Habits of Scholars** to help me successfully read a novel and write an opinion essay over the summer.

	4	3	2	1
Habits of Scholars Traits	Exceeds Expectations	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
ACCOUNTABLE				
I can take responsibility for what I do by focusing on my learning and staying on task. <i>Self-assessment completed by student</i>	I work on this the first days/weeks after school lets out to make sure this assignment gets done. Then I can forget about it and enjoy the summer! When I work, I'm dedicated. I pass up other activities to finish my work goal I've set for the day.	I get this assignment done sometime over the summer. When I work, I'm dedicated. I don't multi-task.	I stay up the night before this assignment is due, cramming, but I get it done. I admit, I can be distracted from my work, but I still come back to it.	I forget to do the assignment. I put doing the assignment off until it's too late. I blow off the assignment.
REVISION & CRITIQUE				
I can edit my work to produce a work of quality. <i>Graded by teacher</i>	I read my work over silently, out loud, and to an adult in order to catch my mistakes. After making corrections, I reread again out loud to catch anything I missed and make final corrections. I submit at least a draft and a final version of my writing. There are clear revisions evident between the draft and the final.	I read my work over silently and out loud to catch mistakes. After making corrections, I reread again to make sure everything is correct. I submit a draft and a final.	I check my work over and make some corrections. I don't bother to reread after making corrections. It's good enough! I only submit one draft, though it may have been corrected.	I write the essay and don't check it over for errors.
QUALITY				
I can produce work that is neat, accurate, and thorough. <i>Graded by teacher</i>	I think about what extras could enhance my presentation without buying anything extra: draw an illustration? Make a cover page? Focus on the font? I include these in my final submission.	I write clearly and my report is unwrinkled. I answer the entire prompt, and exactly what the prompt asks for.	My work is pretty legible, and I bet the teacher won't notice a wrinkle or torn page.	Can't read my handwriting Torn, crumpled, wet, stained, and/or holey pages.
TIMELY				
I can come to class on the first day of school with my essay complete. <i>Graded by teacher</i>	I bring my work into my pre-beginning-of-school conference with my crew leader.	August 28th: Good morning, teacher. Here's my essay!	Um...can I have my essay to you by the end of the day, teacher? Or maybe the end of the week?	I do not turn in work.
Total = _____				
GRADED				

