



2018 Capital Preparatory Harbor Lower School Winter Project
Grades 5 and 6

Assignment Objective:

I know how to minimize my winter learning loss because I can complete a subject specific project and participate in learning activities to reassess on standards taught during first semester.

Description of Winter Learning Project:

Winter Learning Projects (WLP) are required assignments for all scholars attending CPHS for the 2018-2019 school year. SLPs are designed as Harbor Lower's means to re-assess in standards taught during the first semester of the 2018-19 school year.

Each grade level project will consist of numerous tasks to complete, allowing scholars to demonstrate what they have learned during the semester.

All assignments will be posted on Illuminator's Google Classrooms.

All scholars in grades 5 and 6 will complete all assignment tasks outlined in this document.

Projects are due on the first Monday back from vacation, January 7th, and will be graded as assessment scores for Common Core Standards for each class.

Projects may be completed online using Google Docs (shared with your Illuminators) or worksheets may be printed out and submitted.

Winter Learning Project:

Grades 5 and 6

Project Theme: Using Research to Create Informed Explanations

Common Core Standards and NGSS to be Assessed

English:

CCSS.ELA-LITERACY.RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

CCSS.ELA-LITERACY.RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

CCSS.ELA-LITERACY.W.6.1.B Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

History/Social Justice

CC.5.W.2 Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CC.5.R.I.1 Key Ideas and Details: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CC.5.W.7 Research to Build and Present Knowledge: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

Mathematics

CCSS.MATH.PRACTICE.MP4 Model with mathematics.

Science

NGSS.5.PS 1.1 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model

NGSS ETS 1.2 Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem

NGSS ETS 1.3 Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.

NGSS PS 2.1 Support an argument that the gravitational force exerted by Earth on objects is directed down



Assignment Objective:

I know how to minimize my winter learning loss because I can complete a subject specific project and participate in learning activities to reassess on standards taught during first semester.

**Grades 5 and 6 Tasks (worksheets attached)
Scholars must complete all the activities the following tasks**

English (All needed documents have been shared on google classroom for easy access anywhere at any time.) Each student has received a copy of the paperwork.

5th grade will read chapters 17-18 of “Bud Not Buddy” and complete the following

1. Read each chapter a second time if needed for better clarity.
2. Complete your Annotations
3. Complete the Analytical Notes (without the text as much as you can using your 10 key words) be sure to identify the 2/3 keys words that you use in each section. Each set of key words should help connect all sections, W, WI, AAR.
4. Identify the Main Idea and Theme of each chapter and present on individual Analytical Writing worksheets free of errors. Each Literary element should be written on a separate Analytical Note Worksheet.

6th Grade: Will read part three of Wonder” pages 119-132

1. Read each chapter a second time if needed for better clarity.
2. Complete your Annotations for the entire part three. Not each individual chapter
3. Complete the Analytical Notes (without the text as much as you can using your 10 key words) be sure to identify the 2/3 keys words that you use in each section. Each set of key words should help connect all sections, W, WI, AAR.
4. Identify the Main Idea and Theme of Part three and present it in an Analytical Writing worksheets free of errors. Each Literary element should be written on a separate Analytical Note Worksheet.

History/Social Justice

Create a timeline and map of the Civil Rights movement.

Analyze the civil rights era and its connection to social justice issues today.

Science

Design and test an experiment that tests how folds affect the flight of a paper airplane.

Write a claim that defends or refutes hypothesis and connects learning to prior challenges.

Mathematics

Using the experiment designed in the Science Task, create a chart and a bar graph that shows the distance each airplane traveled.

Analyze the data in the chart and bar graph.



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**2018 Capital Preparatory Harbor Lower School Winter Project
English Worksheets and Rubrics for Grades 5 and 6**

Analytical Notes

Annotations

Name: _____ Date: ____/____/____

Text title: _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

Possible Key Words (8-10)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____



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Analytical Note Worksheet

Name: _____ Date: ____/____/____

Text title: _____

Key Words: 1. _____ 2. _____ 3. _____	<u>Why Important:</u> (6th grade=18-24 words or more) (5th Grade= 12-24 words)	<u>As a result</u> (6th grade=18-24 words or more) (5th Grade= 12-24 words)
<u>What</u> (6th grade=18-24 words or more) (5th Grade= 12-24 words):		



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Name: _____

Grade: _____

Text Title: _____

A?

Writing Element	4	3	2	1
A?	Scholar paraphrases the question, provides a factual and complete 'A?', and includes key details/ vocabulary from the text. <u>To improve score</u> Clarity/Grammar__ Strength__ K.D.___ Word#__	-Scholar paraphrases the question in their answer. -Scholar's 'A?' is factual and completely answers the question. <u>To improve score</u> Clarity/Grammar__ Strength__ K.D.___ Word#__	Scholar paraphrases the question in their 'A?' and provides an answer. <u>To improve score</u> Clarity/Grammar__ Strength__ K.D.___ Word#__	Scholar does not answer the given question. <u>To improve score</u>

FE

Writing Element	4	3	2	1
FE	'FE' clearly supports the 'A?' with more than one direct quote. Has background information from the text. Identifies who is speaking within the text.	'FE' clearly supports the 'A?' with a direct quote. Has slight background information from the text. Identifies who is speaking within the text.	'FE' has paraphrased evidence that clearly supports 'A?'.	'FE' does not support 'A?'.

WI

Writing Element	4	3	2	1
WI	'WI' explains why the 'FE' is important to 'A?' and includes key details/vocabulary from the text. <u>To improve score</u> Clarity/Grammar__ Strength__ K.D.___ Word#__	Clearly explains why the 'FE' is important to 'A?'. <u>To improve score</u> Clarity/Grammar__ Strength__ K.D.___ Word#__	Provides a vague explanation why the 'FE' is important to 'A?'. <u>To improve score</u> Clarity/Grammar__ Strength__ K.D.___ Word#__	Student's 'WI' does not explain significance of 'FE'. <u>To improve score</u> Clarity/Grammar__ Strength__ K.D.___ Word#__

Name: _____

Grade: _____

Text Title: _____

A?

Writing Element	4	3	2	1
A?	Scholar paraphrases the question, provides a factual and complete 'A?', and includes key details/ vocabulary from the text. <u>To improve score</u> Clarity/Grammar__ Strength__ K.D.___ Word#__	-Scholar paraphrases the question in their answer. -Scholar's 'A?' is factual and completely answers the question. <u>To improve score</u> Clarity/Grammar__ Strength__ K.D.___ Word#__	Scholar paraphrases the question in their 'A?' and provides an answer. <u>To improve score</u> Clarity/Grammar__ Strength__ K.D.___ Word#__	Scholar does not answer the given question. <u>To improve score</u>

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Writing Element	4	3	2	1
FE	'FE' clearly supports the 'A?' with more than one direct quote. Has background information from the text. Identifies who is speaking within the text.	'FE' clearly supports the 'A?' with a direct quote. Has slight background information from the text. Identifies who is speaking within the text.	'FE' has paraphrased evidence that clearly supports 'A?'.	'FE' does not support 'A?'.

<u>WI</u>				
Writing Element	4	3	2	1
WI	'WI' explains why the 'FE' is important to 'A?' and includes key details/vocabulary from the text. <u>To improve score</u> Clarity/Grammar__ Strength__ K.D.___ Word#__	Clearly explains why the 'FE' is important to 'A?'. <u>To improve score</u> Clarity/Grammar__ Strength__ K.D.___ Word#__	Provides a vague explanation why the 'FE' is important to 'A?' <u>To improve score</u> Clarity/Grammar__ Strength__ K.D.___ Word#__	Student's 'WI' does not explain significance of 'FE' <u>To improve score</u> Clarity/Grammar__ Strength__ K.D.___ Word#__

Score: _____

Name: _____

Grade: _____

Text Title: _____

A?

Writing Element	4	3	2	1
A?	Scholar paraphrases the question, provides a factual and complete 'A?', and includes key details/ vocabulary from the text. <u>To improve score</u> Clarity/Grammar__ Strength__ K.D.___ Word#__	-Scholar paraphrases the question in their answer. -Scholar's 'A?' is factual and completely answers the question. <u>To improve score</u> Clarity/Grammar__ Strength__ K.D.___ Word#__	Scholar paraphrases the question in their 'A?' and provides an answer. <u>To improve score</u> Clarity/Grammar__ Strength__ K.D.___ Word#__	Scholar does not answer the given question. <u>To improve score</u>

FE

Writing Element	4	3	2	1
FE	'FE' clearly supports the 'A?' with more than one direct quote. Has background information from the text. Identifies who is speaking within the text.	'FE' clearly supports the 'A?' with a direct quote. Has slight background information from the text. Identifies who is speaking within the text.	'FE' has paraphrased evidence that clearly supports 'A?'.	'FE' does not support 'A?'.

WI

Writing Element	4	3	2	1
WI	<p>'WI' explains why the 'FE' is important to 'A?' and includes key details/vocabulary from the text.</p> <p><u>To improve score</u> Clarity/Grammar__ Strength__ K.D.___ Word#__</p>	<p>Clearly explains why the 'FE' is important to 'A?'. <u>To improve score</u> Clarity/Grammar__ Strength__ K.D.___ Word#__</p>	<p>Provides a vague explanation why the 'FE' is important to 'A?' <u>To improve score</u> Clarity/Grammar__ Strength__ K.D.___ Word#__</p>	<p>Student's 'WI' does not explain significance of 'FE' <u>To improve score</u> Clarity/Grammar__ Strength__ K.D.___ Word#__</p>

Score: _____

2018 Capital Preparatory Harbor Lower School Winter Project

History/Social Justice Worksheets and Rubrics for Grades 5 and 6

Worksheets and Rubrics:

Part 1: Create a timeline of the main events of Civil Rights Movement.

Research the dates for the following and create a timeline (be creative!) and plot the events:

- *Rosa Parks*
- *Martin Luther King, Jr. speeches/ assassination*
- *President Harry Truman ends segregation in Armed Services*
- *Brown vs. Board of Education*
- *Malcolm X*
- *“Little Rock Nine and President Dwight D. Eisenhower*
- *Sit-ins*
- *Civil Rights Act of 1964*
- *March on Washington*
- *Church in Birmingham*
- *Fair Housing Act*
- *Voting Act*
- *Jim Crow Laws*
- *Black Lives Matter*
- *White Civil Rights Rally*
- *Los Angeles Race Riots*
- *Emmett Till’s Murder Case Reopened*
- *Civil Rights Act of 2008*

Please provide a short description of each event as well.

Part 2: Plot the Civil Rights events on the map of the United States.



Using the attached map of the United States, plot **where** the events occurred on the timeline.

https://nationalmap.gov/small_scale/printable/images/pdf/outline/states_capitals.pdf

(Link for the map)

Part 3: Writing Assignment/Short Response for Social Justice

Given the focus question, have students complete the short response of A?, FE, and WI to connect this focus question to the assignments from Part 1 and Part 2.

Focus Question:

How did the Civil Rights movement change the world we live in today? Describe the relationship between the old and the new events that have happened with Civil Rights since 1955.

Please use your research from at least one of the articles to develop a quote for the FE.

Name: _____

Grade: _____

Text Title: _____

A?

Writing Element	4	3	2	1
A?	<p>Scholar paraphrases the question, provides a factual and complete 'A?', and includes key details/ vocabulary from the text.</p> <p><u>To improve score</u> Clarity/Grammar__ Strength__ K.D.___ Word#__</p>	<p>-Scholar paraphrases the question in their answer. -Scholar's 'A?' is factual and completely answers the question.</p> <p><u>To improve score</u> Clarity/Grammar__ Strength__ K.D.___ Word#__</p>	<p>Scholar paraphrases the question in their 'A?' and provides an answer.</p> <p><u>To improve score</u> Clarity/Grammar__ Strength__ K.D.___ Word#__</p>	<p>Scholar does not answer the given question.</p> <p><u>To improve score</u></p>

FE

Writing Element	4	3	2	1
FE	'FE' clearly supports the 'A?' with more than one direct quote. Has background information from the text. Identifies who is speaking within the text.	'FE' clearly supports the 'A?' with a direct quote. Has slight background information from the text. Identifies who is speaking within the text.	'FE' has paraphrased evidence that clearly supports 'A?'.	'FE' does not support 'A?'.

WI

Writing Element	4	3	2	1
WI	'WI' explains why the 'FE' is important to 'A?' and includes key details/vocabulary from the text. <u>To improve score</u> Clarity/Grammar__ Strength____ K.D.___ Word#__	Clearly explains why the 'FE' is important to 'A?'. <u>To improve score</u> Clarity/Grammar__ Strength____ K.D.___ Word#__	Provides a vague explanation why the 'FE' is important to 'A?' <u>To improve score</u> Clarity/Grammar__ Strength____ K.D.___ Word#__	Student's 'WI' does not explain significance of 'FE' <u>To improve score</u> Clarity/Grammar__ Strength____ K.D.___ Word#__

Part 4: Writing Assignment/Short Response for History

Focus Question:

How did the Civil Rights movement change the South? Describe how the region was affected during the Civil Rights Movement and how it is affected today?

Please use your research from at least one of the articles to develop a quote for the FE.
(please use a copy from the Short Response rubric from Google classroom and share it with Ms. Perales)

Name: _____

Grade: _____

Text Title: _____

A?

Writing Element	4	3	2	1
A?	Scholar paraphrases the question, provides a factual and complete 'A?', and includes key details/ vocabulary from the text. <u>To improve score</u> Clarity/Grammar__ Strength__ K.D.___ Word#__	-Scholar paraphrases the question in their answer. -Scholar's 'A?' is factual and completely answers the question. <u>To improve score</u> Clarity/Grammar__ Strength__ K.D.___ Word#__	Scholar paraphrases the question in their 'A?' and provides an answer. <u>To improve score</u> Clarity/Grammar__ Strength__ K.D.___ Word#__	Scholar does not answer the given question. <u>To improve score</u>

FE

Writing Element	4	3	2	1
FE	'FE' clearly supports the 'A?' with more than one direct quote. Has background information from the text. Identifies who is speaking within the text.	'FE' clearly supports the 'A?' with a direct quote. Has slight background information from the text. Identifies who is speaking within the text.	'FE' has paraphrased evidence that clearly supports 'A?'.	'FE' does not support 'A?'.

WI

Writing Element	4	3	2	1
WI	'WI' explains why the 'FE' is important to 'A?' and includes key details/vocabulary from the text. <u>To improve score</u> Clarity/Grammar__ Strength__ K.D.___ Word#__	Clearly explains why the 'FE' is important to 'A?'. <u>To improve score</u> Clarity/Grammar__ Strength__ K.D.___ Word#__	Provides a vague explanation why the 'FE' is important to 'A?' <u>To improve score</u> Clarity/Grammar__ Strength__ K.D.___ Word#__	Student's 'WI' does not explain significance of 'FE' <u>To improve score</u> Clarity/Grammar__ Strength__ K.D.___ Word#__

History and Social Justice Timeline Rubric: CC.5.W.7

	1	2	3	4
Part 1: Timeline	The dates on the timeline are not accurately plotted; map is incomplete and/or disorganized.	The dates on the timeline are less 50% accurately plotted; map is effectively done and organized.	The dates on the timeline are accurately plotted; semi-accurately plotted; timeline is done and loosely organized.	The dates on the timeline are accurately plotted; timeline is effectively done and organized.
Part 2: Map Skills	The locations on the map are not accurately plotted; timeline is incomplete and/or disorganized.	The locations on the map are less 50% accurately plotted; timeline is effectively done and organized.	The locations on the map are semi-accurately plotted; map is done and loosely organized.	The locations on the map are accurately plotted; timeline is effectively done and organized.
Part 3: Short Response Social Justice	Refer to the short response rubric.	Refer to the short response rubric.	Refer to the short response rubric.	Refer to the short response rubric.
Part 4: Short Response History	Refer to the short response rubric.	Refer to the short response rubric.	Refer to the short response rubric.	Refer to the short response rubric.



2018 Capital Preparatory Harbor Lower School Winter Project Science Worksheets and Rubrics for Grades 5 and 6

The Paper Airplane Challenge

Does the number of folds affect the distance a paper airplane will fly?

The cereal box company wants to hire us again! The whirligig and the parachute have been a great success!! This time they want us to design a paper airplane toy they will include in the box. They want an airplane that will fly the farthest. You are wondering how folds will affect the flight of the paper airplane.

1. Research paper airplanes. Annotate research and complete the Analytical Writing Worksheet

Here are some websites that may help you with the design of your airplanes and explaining the science behind paper airplanes.

<https://www.foldnfly.com/#/1-1-1-1-1-1-1-1-2>

<http://www.exploratorium.edu/exploring/paper/airplanes2.html>

<https://www.scholastic.com/teachers/articles/teaching-content/what-makes-paper-airplanes-fly/>

<https://www.youtube.com/watch?v=7KPaxKUDj6I>

Diving into Science Textbook is posted in Google Classroom

2. Identify the variables you are testing and write a hypothesis that predicts what you think will happen in an If _____ then _____ because _____ statement.
3. Test five different patterns of paper airplanes and test the flight of each at least 4 times.
4. Record your results in the table and graph the results. (both are located on Math Worksheets).
5. Given the focus question, complete a short response (claim) of A?, FE, and WI that answers the question using the data you collected and the research you did.

Focus Question:

How does the number of folds affect the distance a paper airplane will fly?

	1	2	3	4
Research	Text is not identified < 6 annotations < 5 key words Little to no understanding of how folds affect airplane flight	Text is vaguely identified 6-8 annotations 5-7 key words Some understanding of how folds affect airplane flight	Text is identified 11+ annotations 8-10 key words Worksheet demonstrates understanding how folds affect airplane flight	Text is clearly identified 12+ annotations > 10 key words Worksheet demonstrates connection between book support whirligig, parachute challenges and this challenge
Experiment	Variables tested not identified No hypothesis 0-2 shapes of airplanes tested 0-2 tests per shape	Variable identification vague Hypothesis not in If _ Then_ B/C 3-4 shapes of airplanes tested 2-3 tests per shape	2 variables tested identified Hypothesis in If __ Then__ B/C __ 5 shapes of airplanes 4 tests per shape	2 variables tested identified Control variables identified Hypothesis in If __ Then_ B/C __ w/ 3+ because 5+ shapes of airplanes More than 4 tests per shape
Claim (focus question)	It is unclear what your claim is (A?) The because has 0-1 quotes/ paraphrased statements (Fe) Unclear statement of learning(WI)	Hypothesis is somewhat defended or refuted The because has <3 quotes (Fe) or is paraphrased Statement of learning is confusing or contains errors (WI)	Hypothesis is defended or refuted (A?) The because has 3 quotes (Fe) Clear statement of learning (WI)	Hypothesis is defended or refuted (A?) The because has > 3 quotes (Fe) Clear statement of learning that connects learning to the Book Support, Whirligig and Parachute challenges. (WI)



2018 Capital Preparatory Harbor Lower School Winter Project

Science Worksheets for Grades 5 and 6

Analytical Notes

Annotations

Name: _____ Date: ____/____/____

Text title: _____

13. _____

14. _____

15. _____

16. _____

17. _____

18. _____

19. _____

20. _____

21. _____

22. _____

23. _____

24. _____

Possible Key Words (8-10)

11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____



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Analytical Note Worksheet

Name: _____ Date: ____/____/____

Text title: _____

Key Words: 1. _____ 2. _____ 3. _____	<u>Why Important:</u> (6th grade=18-24 words or more) (5th Grade= 12-24 words)	<u>As a result</u> (6th grade=18-24 words or more) (5th Grade= 12-24 words)
<u>What</u> (6th grade=18-24 words or more) (5th Grade= 12-24 words):		

Name: _____

Grade: _____

Focus Question: How do folds affect the flight of a paper airplane.

Text Title: _____

A?

Writing Element	4	3	2	1
A?	Scholar paraphrases the question, provides a factual and complete 'A?', and includes key details/ vocabulary from the text. <u>To improve score</u> Clarity/Grammar__ Strength__ K.D.___ Word#__	-Scholar paraphrases the question in their answer. -Scholar's 'A?' is factual and completely answers the question. <u>To improve score</u> Clarity/Grammar__ Strength__ K.D.___ Word#__	Scholar paraphrases the question in their 'A?' and provides an answer. <u>To improve score</u> Clarity/Grammar__ Strength__ K.D.___ Word#__	Scholar does not answer the given question. <u>To improve score</u>

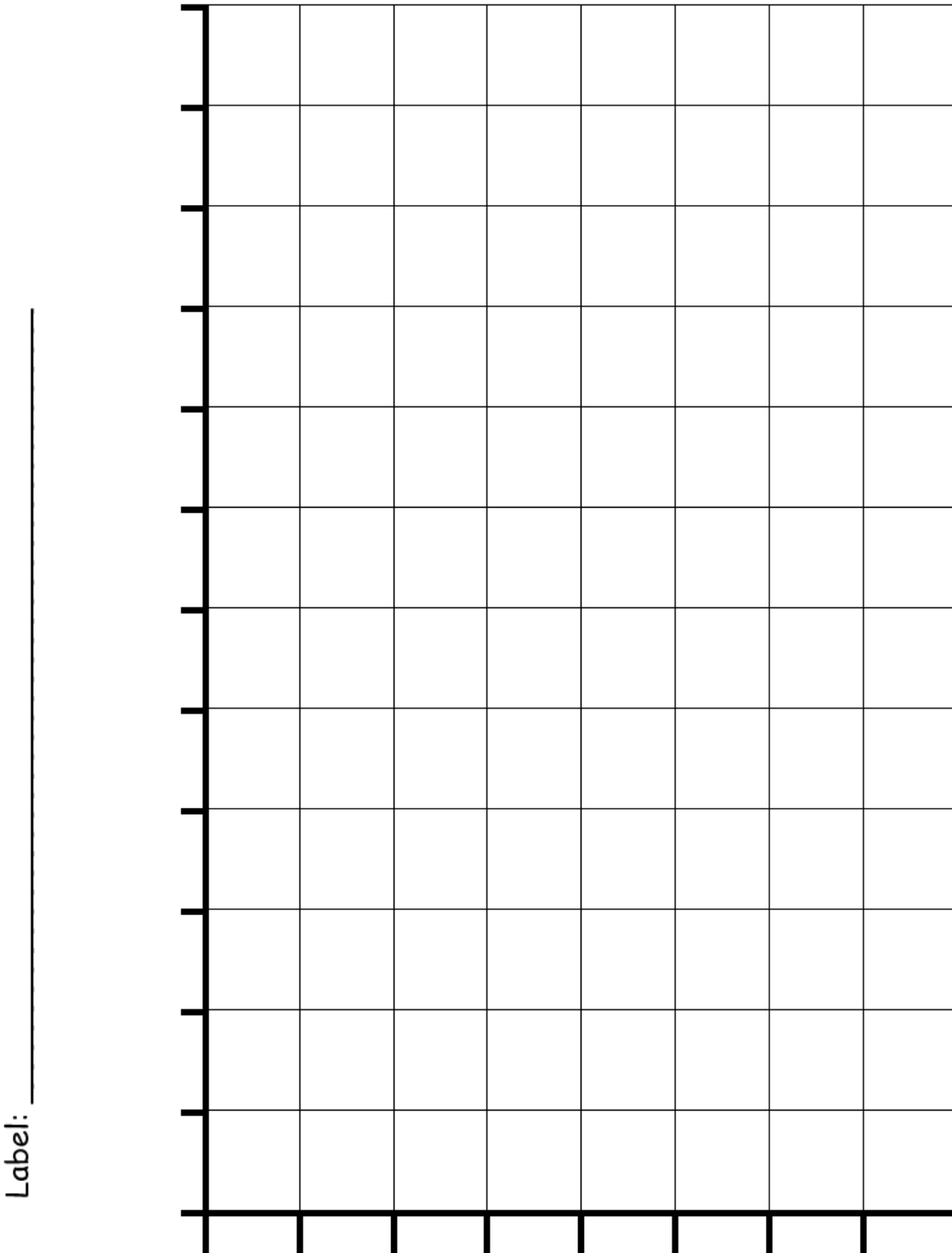
FE

Writing Element	4	3	2	1
FE	'FE' clearly supports the 'A?' with more than one direct quote. Has background information from the text. Identifies who is speaking within the text.	'FE' clearly supports the 'A?' with a direct quote. Has slight background information from the text. Identifies who is speaking within the text.	'FE' has paraphrased evidence that clearly supports 'A?'.	'FE' does not support 'A?'.

<u>WI</u>				
Writing Element	4	3	2	1
WI	'WI' explains why the 'FE' is important to 'A?' and includes key details/vocabulary from the text. <u>To improve score</u> Clarity/Grammar__ Strength__ K.D.___ Word#__	Clearly explains why the 'FE' is important to 'A?'. <u>To improve score</u> Clarity/Grammar__ Strength__ K.D.___ Word#__	Provides a vague explanation why the 'FE' is important to 'A?' <u>To improve score</u> Clarity/Grammar__ Strength__ K.D.___ Word#__	Student's 'WI' does not explain significance of 'FE' <u>To improve score</u> Clarity/Grammar__ Strength__ K.D.___ Word#__

Score: _____

A bar graph to show _____



Label: _____

Analysis (Use at least 2 complete sentences for each answer).

1. How are the chart and bar graph similar? Explain.

2. How are the chart and bar graph different? Explain.

3. Describe at least two patterns identified in the charts.

4. How do these patterns relate to the experiment?

Math Rubric
MP.4 - Model with mathematics.

1	2	3	4
<p>Student does not complete the chart and bar graph.</p> <p>-or-</p> <p>Student completes the chart and bar graph with many errors in accuracy from the data set. The chart and bar graph may or may not be labeled or written clearly.</p>	<p>Student completes the chart and bar graph with few errors in accuracy from the data set. The chart and bar graph are labeled and written clearly.</p>	<p>Student completes the chart and bar graph accurately. Both the chart and bar graph have a complete data set, depict the same data, are labeled, and are written clearly.</p>	<p>In addition to completing the chart and bar graph accurately, the student compares and analyzes the data in their chart and bar graph.</p>