



Name: _____

Grade: _____

School: _____

Sixth Grade Cambridge Secondary Summer Assignment

Welcome to the Cambridge Secondary Summer Assignment! To begin, please read and think about the Cambridge Learner Attributes below. “Attributes” are characteristics of a person, and good learners demonstrate these attributes most of the time. Cambridge Secondary students strive to develop these qualities in themselves.

Cambridge Secondary Learner Attributes

Confident- Cambridge Secondary learners are confident in working with information and ideas – both their own and those of others. They are ready to take intellectual risks in order to explore and evaluate ideas and arguments in a structured, critical, and analytic manner. They communicate clearly and defend their views and opinions while also respecting those of others.

Responsible- Cambridge Secondary learners are responsible for themselves. They take ownership of their learning by setting short- and long-term goals. Additionally, they are responsive to and respectful of others, as they know their actions have effects on those around them.

Reflective- Cambridge Secondary learners are reflective and understand how they prefer to learn (e.g., listening to others, working alone) and to demonstrate their knowledge (e.g., writing a summary, drawing a picture, giving a speech). They develop skills and strategies to strengthen these preferences in order to be life-long learners.

Innovative- Cambridge Secondary learners are innovative and equipped for new and future challenges. They use their creativity and imagination to apply their knowledge and solve new and unfamiliar problems. They are flexible in their thinking and can create multiple solutions for a problem or respect how someone may solve a problem differently.

Engaged- Cambridge Secondary learners are engaged intellectually and socially. They are curious and ready to ask questions of themselves, their peers and teachers in order to learn more about a subject or topic.

Please reflect upon the Cambridge learner attributes. Which characteristics are *strengths* for you? **Please rank your strengths** from one (1) to five (5). Label your top strength “1”, your next strength “2”, your third strength “3”, and so on.

<input type="checkbox"/>	Confident
<input type="checkbox"/>	Responsible
<input type="checkbox"/>	Reflective
<input type="checkbox"/>	Innovative
<input type="checkbox"/>	Engaged

Now, please complete each assignment that follows. The last page has a calendar that can help you to organize your time!

Sixth Grade Cambridge Secondary Summer Assignment

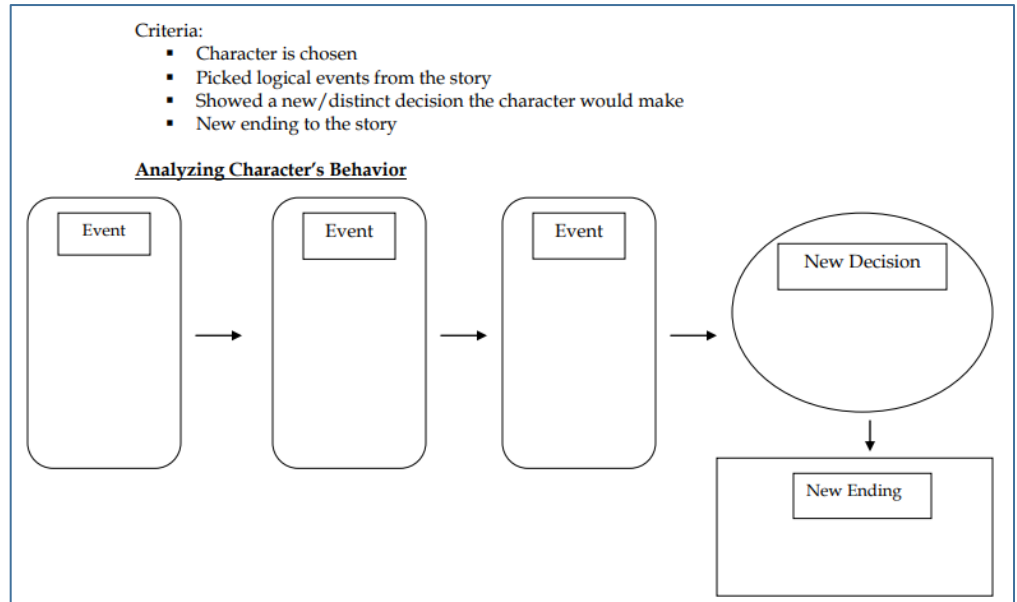
English Language Arts: Write an Alternate Ending
Learner Attributes: Confident, Innovative

Description of Learning Opportunity:

How else could *Freak the Mighty* have ended? Rewrite the ending of the novel starting from any point in the story that you choose. The events in the story remain the same, however the new ending should show a major character making a new/different decision resulting in a new ending. Make your ending as creative as possible.

Before you begin writing: Choose a character from the novel and use this chart to jot down the steps that led to your character's behavior. Then,

consider what other decisions that character might have made. Use the chart below to help you plan your new ending. Rewrite the ending of the novel.



When you have finished your new ending, put this cover sheet in the front, complete your self-assessment (below), and turn in to your English Language Arts (ELA) teacher.

Student Self-assessment for learning

Criterion	Accomplished (4)	Target (3)	Growing (2)	Not attempted (X)
Presents a clear narrative from the story				
Character makes a new decision significantly changing the outcome				

Teacher assessment for learning

Criterion	Accomplished (4)	Target (3)	Growing (2)	Not attempted (X)
Presents a clear narrative from the story				
Character makes a new decision significantly changing the outcome				



Name: _____

Grade: _____

School: _____

Sixth Grade Cambridge Secondary Summer Assignment**Mathematics/Organization: Create Your Cambridge Work Binder
Learner Attribute: Responsibility**

Organization is a part of being responsible, and it is an essential part of Cambridge Secondary! You will have six or more classes next year, so let's get a head start on creating your middle school work binder! Take a look at the requirements below and check them off as you complete them:

- Purchase a *strong*, 2" binder.
- Include some three-hole punched, lined paper
- Include a three-hole punched zippered pencil pouch
- Include some pencils, pens, highlighters, and erasers in your pouch. Still, you don't need hundreds! Keep your binder from exploding by including just "*enough*."
- Have a three-hole punched pocket folder for your core classes, electives, and summer assignment.
 - Red: ELA (You may use a second, yellow pocket folder for writing.)
 - Purple: Math
 - Green: Science
 - Blue: Social Studies
 - Color Five: Electives
 - Write your name on ALL of the important folders (and the binder itself!) This will help if you accidentally leave your binder behind.
 - Do NOT write important information, such as your mobile number, your lunch number, or your locker combination on your binder or folders.
- 1. As you use your binder throughout the year, you use the pocket folders to organize your work.
 - a. On the left side, you will place work to be completed and/or submitted to your teacher.
 - b. On the right side, you will place your graded work to take home and share with your parents.
 - c. Each week, you will review your folders and remove unnecessary information to keep your binder from "exploding!"

When you have finished building your binder, put this cover sheet in the front, complete your self-assessment (below), and turn in to your Mathematics teacher.

Student self-assessment for learning

Criterion	Accomplished (10)	Target (9)	Growing (7)	Not attempted (X)
Student created a binder to specifications above	Student's binder created; all specifications present and organized correctly	Student's binder created; most specifications present and organized correctly	Student's binder created; teacher feedback needed to organize correctly.	

Teacher assessment for learning

Criterion	Accomplished (10)	Target (9)	Growing (7)	Not attempted (X)
Student created a binder to specifications above	Student's binder created; all specifications present and organized correctly	Student's binder created; most specifications present and organized correctly	Student's binder created; teacher feedback needed to organize correctly.	

Sixth Grade Cambridge Secondary Summer Assignment

**Science/SEL: One Thing I Want My Teacher to Know About Me
Learner Attribute: Reflective, Engaged**

Even if you were a Cambridge Primary student last year, Cambridge Secondary (and middle school) will be a brand-new experience. Write your new teachers a letter introducing yourself. The letter will be entitled “One Thing I Want You to Know about Me.” Here are some ideas to get you started:

- your top strength as a learner,
- something or someone that you really care about,
- something you want to work on or improve,
- or anything else that is important—it’s really up to you!

In your letter, take the time to *describe* the thing that you want your teacher to know and *explain* why it is really important to you.

When you have finished your letter, put this cover sheet on the front, complete your self-assessment (below), and turn in to your Science teacher.

Student Self-Assessment for learning

Criterion	Accomplished (5)	Target (4)	Growing (3)	Not attempted (X)
“One important thing”	Student identifies and describes the one thing important thing about himself/herself with strong detail	Student identifies and describes the one thing important thing about himself/herself	Student identifies the one thing important thing about himself/herself	
Why it is important to the student	Student explains why the one thing is important with strong detail	Student explains clearly why the one thing is important	Student attempts to explain why the one thing is important	

Teacher Assessment for learning

Criterion	Accomplished (5)	Target (4)	Growing (3)	Not attempted (X)
“One important thing”	Student identifies and describes the one thing important thing about himself/herself with strong detail	Student identifies and describes the one thing important thing about himself/herself	Student identifies the one thing important thing about himself/herself	
Why it is important to the student	Student explains why the one thing is important with strong detail	Student explains clearly why the one thing is important	Student attempts to explain why the one thing is important	

Sixth Grade Cambridge Secondary Summer Assignment

Social Studies Assignment: King Max and His Round Table! **Learner Attributes: Innovative, Engaged**

In *Freak the Mighty*, Kevin and Max explored the fantasy world of King Arthur and the Round Table. Through their quests they faced real and imaginary challenges. Together they are able to slay even the biggest of dragons! Let's find out more about the world of King Arthur that is such an important part of *Freak the Mighty*.

You can learn about King Arthur here: (<http://www.caerleon.net/history/arthur/page2.htm>)
If you are researching on a mobile device use this QR reader to access King Arthur's Legend:
Then, in your journal, write a brief description of King Arthur and what he represents.



Learn about the Code of Chivalry: (<https://www.khanacademy.org/humanities/medieval-world/medieval-europe/v/chivalry-middle-ages>). **Then, in your journal, provide at least three examples in which virtues were demonstrated in the *Freak the Mighty*.**



Learn about the Knights of the Round Table: (<http://www.earlybritishkingdoms.com/arthur/knights.html>)
Then, in your journal write about whom would be at Max's Round Table? Why?



When you have finished your journal, put this cover sheet on the front, complete your self-assessment (below), and turn in to your Social Studies teacher.

Student self-assessment for learning

Criteria	Accomplished (4)	Target (3)	Growing (2)	Not attempted (X)
Who was King Arthur?	Student identifies King Arthur and his place in history with strong detail	Student identifies King Arthur and his place in history with supportive detail	Student identifies King Arthur and his place in history with strong detail	
Three examples of chivalrous virtues in <i>Freak the Mighty</i>	Student identifies the three virtues with strong text support for all	Student identifies the three virtues with some text support for all	Student identifies the three virtues in the text support	
Who was in Kevin's Round Table?	Student identifies Max's Round Table and strongly supports why each "knight" was chosen	Student identifies Max's Round Table and supports why each "knight" was chosen	Student identifies Max's Round Table	

Teacher assessment for learning

Criteria	Accomplished (4)	Target (3)	Growing (2)	Not attempted (X)
Who was King Arthur?	Student identifies King Arthur and his place in history with strong detail	Student identifies King Arthur and his place in history with supportive detail	Student identifies King Arthur and his place in history with strong detail	
Three examples of chivalrous virtues in <i>Freak the Mighty</i>	Student identifies the three virtues with strong text support for all	Student identifies the three virtues with some text support for all	Student identifies the three virtues in the text support	
Who was in Kevin's Round Table?	Student identifies Kevin's Round Table and strongly supports why each "knight" was chosen	Student identifies Kevin's Round Table and supports why each "knight" was chosen	Student identifies Kevin's Round Table	



Name: _____

Grade: _____

School: _____

Sixth Grade Cambridge Secondary Summer Assignment

Summer Calendar!

This year, we are asking you to complete four short activities—one for each core Cambridge Secondary area. To help you manage your time, use the calendar below. Of course, you may choose to work ahead or change the order of your summer assignment! This is just a guide to help you plan!

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<u>June 2</u>	<u>June 3</u> <i>Freak the Mighty</i> , Pages 1-20	<u>June 4</u> <i>Freak the Mighty</i> , Pages 21-40	<u>June 5</u> <i>Freak the Mighty</i> , Pages 41-60	<u>June 6</u> <i>Freak the Mighty</i> , Pages 61-80	<u>June 7</u> <i>Freak the Mighty</i> , Pages 81-100	<u>June 8</u>
<u>June 9</u>	<u>June 10</u> <i>Freak the Mighty</i> , Pages 101-120	<u>June 11</u> <i>Freak the Mighty</i> , Pages 121-140	<u>June 12</u> <i>Freak the Mighty</i> , Pages 141-160	<u>June 13</u> Write your book review of <i>Freak the Mighty</i>	<u>June 14</u> Write your book review of <i>Freak the Mighty</i>	<u>June 15</u>
<u>June 16</u>	<u>June 17</u>	<u>June 18</u>	<u>June 19</u>	<u>June 20</u>	<u>June 21</u>	<u>June 22</u>
<u>June 23</u>	<u>June 24</u> Learn about King Arthur and summarize	<u>June 25</u> Learn about King Arthur and summarize	<u>June 26</u> Learn about King Arthur and summarize	<u>June 27</u> Learn about chivalry and cite examples from <i>Freak the Mighty</i>	<u>June 28</u> Learn about chivalry and cite examples from <i>Freak the Mighty</i>	<u>June 29</u>
<u>June 30</u>	<u>July 1</u> Learn about chivalry and cite examples from <i>Freak the Mighty</i>	<u>July 2</u> Learn about the Knights of the Roundtable and identify Kevin's "knights"	<u>July 3</u> Learn about the Knights of the Roundtable and identify Kevin's "knights"	July 4 Happy Independence Day!	<u>July 5</u> Learn about the Knights of the Roundtable and identify Kevin's "knights"	<u>July 6</u>
<u>July 7</u>	<u>July 8</u>	<u>July 9</u>	<u>July 10</u>	<u>July 11</u>	<u>July 12</u>	<u>July 13</u>
<u>July 14</u>	<u>July 15</u> Build your Middle School Work Binder	<u>July 16</u> Build your Middle School Work Binder	<u>July 17</u> Build your Middle School Work Binder	<u>July 18</u> Build your Middle School Work Binder	<u>July 19</u> Build your Middle School Work Binder	<u>July 20</u>
<u>July 21</u>	<u>July 22</u> Build your Middle School Work Binder	<u>July 23</u> Build your Middle School Work Binder	<u>July 24</u> Build your Middle School Work Binder	<u>July 25</u> Build your Middle School Work Binder	<u>July 26</u> Build your Middle School Work Binder	<u>July 27</u>
<u>July 28</u>	<u>July 29</u>	<u>July 30</u>	<u>July 31</u>	<u>August 01</u>	<u>August 02</u>	<u>August 03</u>
<u>August 4</u>	<u>August 5</u> Write your letter: "What I Want My Teacher to Know about Me"	<u>August 6</u> Write your letter: "What I Want My Teacher to Know about Me"	<u>August 7</u> Write your letter: "What I Want My Teacher to Know about Me"	<u>August 8</u> Write your letter: "What I Want My Teacher to Know about Me"	<u>August 9</u> Write your letter: "What I Want My Teacher to Know about Me"	<u>August 10</u>
<u>August 11</u>	<u>August 12</u>	<u>August 13</u> First Day of School!				

I completed my *Freak the Mighty* new ending!

_____ Parent signature

I completed my King Arthur Research!

_____ Parent signature

I created my Middle School Binder!

_____ Parent signature

I wrote my back-to-school letter!

_____ Parent signature