



The CHOICE Summer Learning Program 2020-2021

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The CHOICE Summer Learning Program

Summer is a fun and exciting time for both students and teachers. While it is important to take time to rest and recharge, this is also a great time to review skills and develop a deeper understanding of content that has been covered. The CHOICE Summer Learning Program addresses student needs at all levels. These programs include interactive resources and activities that allow for students to maintain or build their academic skills during the summer months.

In order to provide students with individualized remediation and/or enrichment, students are assessed during the last weeks of the school year to determine gaps in learning and their level of mastery of academic standards. The assessments provide teachers and administrators with data designed to create tailored learning plans to meet the needs of students.

It is important for students to participate in the Summer Learning Program to maintain academic skills to help prevent the “summer slide”. Students will complete a series of activities and assignments based on their academic ability levels and performance. This individualized approach helps support students’ educational needs, while also increasing their proficiency and mastery of content. By encouraging students to work on these activities throughout the summer, it will help close the learning gaps, and prepare students to reach even higher levels of achievement as they begin the new school year.

Students have several options from which to choose. Each option is designed to provide practice in the subjects of reading and mathematics:

MobyMax Summer Learning Program (All Students K-8)

All students are advised to participate in the MobyMax Summer Learning Program. This program utilizes data collected throughout the year to automatically provide students with individualized learning opportunities and activities through MobyMax. Students should spend a minimum of one hour per week in mathematics and one hour per week in reading.

Summer Program (enrollment required)

The Summer Learning Program is offered by grade level under the supervision of a classroom teacher. The program has two components - remediation to help avoid learning loss and enrichment to engage students in the continuity of learning. Schools will invite selected students to register for summer learning opportunities via Microsoft Teams and invitation letters.

The Summer Learning Program is designed for eligible students performing below proficiency in reading and/or mathematics. The program provides instruction to increase students’ reading achievement level and reinforce key foundational math skills. Additional resources are provided to bolster student learning and help parents better support their child’s success. Enrichment activities will be designed by the teacher based on the interest of students.

Students invited to attend Summer Learning Program will receive an invitation through parent email on June 8th. After accepting the invitation, students will then receive a Microsoft Teams invitation to their teacher's summer class. Students will meet with their teacher three days per week for two hours each day for 6 weeks, beginning on June 16th and ending on July 28th.



Students participating in the Summer Reading Program will participate in a total of 18 hours of live classroom activity. Attendance for this is taken daily. In addition to this, students are encouraged to complete independent reading time each day. This will be motivated by choice and interest. Students may choose to read books they have at home or digital books online. Teachers will support ongoing participation of individualized instruction on MobyMax. Ready Florida Tools for Instruction will be used for live lessons. Teachers will create classes in CommonLit to assign lessons to support content in live sessions. Letter grades will not be given for the Summer program.

Students participating in the Summer Math Program will attend a total of 18 hours of live classroom activity. Attendance for this is taken daily. In addition to this, students work independently on a specific list of activities that have been identified to support areas of need for their respective grade levels. Students are required to work on a series of Khan Academy Activities and in doing so will earn Mastery Points. These Mastery Points are used to track student progress. At the end of each week, students will be required to submit a screen shot of their activity to the teacher showing their progress in course mastery. The mastery points earned for each week should meet or exceed the requirements outlined in the grade specific activity list provided by the teacher. Live classroom times expand upon the concepts covered in the weekly activity list. Students can also use classroom time to ask questions, interact and collaborate with other students, deepen their understanding of the concepts being covered, and set individual learning goals with the teacher. Students are required to have set up their own Khan Academy account at the onset of the summer learning course. Letter grades will not be given for the Summer program.

Cambridge Enrichment Activities (Cambridge Students Only)

These summer activities are an intentional and meaningful way to engage students in understanding and applying the Cambridge Learner Attributes. Elementary students will read a book of their choice and middle and high school students will complete research. All students will complete the activities that focus on the Cambridge Learner Attributes. By introducing students to Cambridge during the summer they will become familiar with the expectations of the program.

Galileo Enrichment Activities (Middle School Galileo Students Only)

The project-based learning summer enrichment activity is a way to engage students in understanding the effects and contributing factors of climate change, then design a PSA that calls the audience to change their behavior.

Algebra 1 EOC and 10th Grade ELA Support

Students who are currently enrolled in Algebra 1 or 10th grade ELA will benefit from additional enrichment during the summer. Students will complete practice activities designed to remediate and/or maintain skills developed during the school year. The program will assist students as they prepare to take the EOC this fall.



Moby Max Summer Learning

MobyMax Summer Learning Program!

Our school is utilizing MobyMax to provide differentiated learning for every student. MobyMax find-and-fix technology helps students increase one full grade level in just 20 hours of use. Keep your child's skills sharp this summer in math, reading, phonics, language, writing, science, social studies and more. We encourage our students to spend one hour in math and one hour in reading activities on MobyMax each week this summer. By doing this, we will set each of our students up for success in the next school year!



Did you know?

Most students lose about two months of grade level equivalency in math computation skills during summer break.

MobyMax
Fix learning gaps.



UNIVERSITY of CAMBRIDGE
International Examinations

Cambridge Program Elementary (K-5)

This summer activity is an intentional and meaningful way to engage students in understanding and applying the Cambridge Learner Attributes. As your child reads a book of their choice, he or she should focus on the Cambridge Learner Attributes which are based on learning as a process.

[The Cambridge Learner Attributes:](#)

- **Confident** ready to take on challenges, likes to try new things, proud of yourself
- **Responsible** take charge of your actions, set goals for yourself
- **Reflective** understand yourself and others, think about your own learning
- **Innovative** a different way of thinking, using your imagination
- **Engaged** focused and concentrated, participates in different things

Directions: Choose a character from the book. Identify four Cambridge Learner Attributes demonstrated by your character. Use evidence from the text to complete the character sketch map. Record page numbers and write notes to assist in literature discussions upon returning to school. Please bring the book and completed activity with you in the fall.

Book Lists:

Kindergarten and 1 st Grade	2 nd and 3 rd Grade	4 th and 5 th Grade
<p>Sheila Rae, the Brave by Kevin Henkes Frog and Toad Are Friends by Arnold Lobel Brave Little Owl by Penny Little Little Rabbit’s Loose Tooth by Lucy Bates</p>	<p>Ada Twist, Scientist by David Roberts The Story of Ruby Bridges by Robert Coles Frindle by Andrew Clements Ron’s Big Mission by Rose Blue</p>	<p>A Cricket in Times Square by George Selden Mr. Popper’s Penguins by Richard Atwater Where the Mountain Meets the Moon by Grace Lin Word of Mouse by James Paterson and Chris Grabenstein</p>



Cambridge Character Sketch Map

Choose a character from the book of your choice. Identify four Cambridge Learning Attributes demonstrated by your character. Use evidence from the text to complete the character sketch map. Note page numbers and write notes to assist in literature discussions upon returning to school. Please bring the book and this completed paper back to school when the new school year begins.

Name of Book: _____ Character: _____

Learner Attribute: _____

Learner Attribute: _____

Learner Attribute: _____

Learner Attribute: _____



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Cambridge Program Middle School (6-8)

This research project is an intentional and meaningful way to engage students in understanding and applying the Cambridge Learner Attributes in a real-world setting. Cambridge students will research an influential figure, past or present, who exemplifies the Cambridge Learner Attributes to be shared within their schools.
Project Guidelines:

Use the Cambridge Learner Attributes as a focus for your research:

[The Cambridge Learner Attributes](#)

- **Confident** in working with information and ideas – their own and those of others
- **Responsible** for themselves, responsive to and respectful of others
- **Reflective** as learners, developing their ability to learn
- **Innovative** and equipped for new and future challenges
- **Engaged** intellectually and socially, ready to make a difference

Cite your research appropriately; include with your final project.

- Give a brief background of your selected person and why you chose them.
- Influential figure examples can include historical, entertainment, sports, etc.
- Submit your work to your Cambridge teacher upon return to school in the fall.

Select a project presentation type from the following choice board:

<p>PowerPoint/Digital Presentation</p> <p>Use a digital tool of your choice to present your research. Creativity and organization are encouraged.</p>	<p>Scrapbook</p> <p>Create a scrapbook that takes your audience through the life of the person you are studying that includes pictures.</p>	<p>Video</p> <p>Organize and record a video detailing your presentation about your selected person. Videos should be at least 5 minutes long.</p>
<p>Poster</p> <p>Create a poster including all necessary information about your selected person and traits. Information must be legible (can be typed) and include pictures. Creativity and organization are encouraged.</p>	<p>Podcast</p> <p>Create a digital audio file where you discuss your research. Be creative when considering your audience and tone in the podcast. Podcasts should be at least 5 minutes long.</p>	<p>Diary/Journal</p> <p>Imagine you are that person. As that person, think of what you would do on a typical day. Write diary or journal entries about your days as the person. Make sure to include examples of the attributes.</p>
<p>Research Report</p> <p>Use your traditional research and writing skills to write a paper where you provide the information to answer the prompt.</p>	<p>Interview</p> <p>Create the script where you exemplify the attributes in your chosen person through a fictional interview with your person. This can be presented in written or audio/visual form.</p>	<p>Character Map</p> <p>Select a Character Map template of your choice. Make sure all attributes and examples are displayed on your map.</p>



UNIVERSITY of CAMBRIDGE
International Examinations

Cambridge Program High School (9-12)

One goal of the Cambridge Program is to develop the ability to think critically, to research and to analyze different points of view while communicating ideas clearly.

This research project is an intentional and meaningful way to engage students in being reflective thinkers and consider alternative perspectives. It will enable students to learn to look at issues through alternative lenses to generate ideas about particular issues and understand topics from different vantage points.

Choose an event that has had an impact on American culture in some way. This event can be historical, political, social, a sporting event, or can involve popular culture. Research this event using primary and secondary source materials that have been generated outside of the United States. This material can be found in sources including, but not limited to, global magazines and newspapers (online or print), textbooks published outside of the U.S., foreign blogs or journals, global television programming and movies. Using this information, create a deliverable that will present your chosen event from the lens of someone outside of the United States highlighting the difference in perspective on the same event.

Project Guidelines:

- Cite your research appropriately; include with your final project.
- Give a brief background of your selected event and your chosen perspective.
- Submit your work to Cambridge teacher upon return to school in the fall.

Select a deliverable from the following choice board:

PowerPoint/Digital Presentation Use a digital tool of your choice to present your research. Creativity and organization are encouraged.	Scrapbook Create a scrapbook that takes your audience through the event from your chosen alternative global perspective.	Video Organize and record a video detailing your presentation. Videos should be at least 5 minutes long.
Poster Create a poster including all necessary information about your selected event and perspective. Information must be legible (can be typed) and include pictures. Creativity and organization are encouraged.	Podcast Create a digital audio file where you discuss your event from your chosen perspective. Be creative when considering your audience and tone in the podcast. Podcasts should be at least 5 minutes long.	Diary/Journal Imagine you are a person who lives outside of the U.S. As that person, discuss in narrative diary/journal entries your chosen event.
Traditional Essay Use your research and writing skills to write a paper where you provide the information to answer the prompt.	Interview Create the script where you exemplify the prompt in a fictional interview. This can be presented in written or audio/visual form.	Newspaper Article Write a newspaper article about the American event from a perspective outside of the U.S.



Galileo Program Students Grades 6-8

Public Service Announcement (PSA) Project

Summary: You will research a climate change topic of your choice and create a Public Service Announcement (PSA) that communicates your understanding of the scientific research, raises awareness about the causes and consequences of climate change, and motivates people to take action in their communities, families and their own lives.

Essential Question: How do we create and deliver a PSA message that can educate the public about climate change and is persuasive enough to motivate people to change their behavior?

Culminating Performance Task: You will create a PSA about climate change that will motivate your audience to change a personal or collective behavior resulting in reducing CO₂ emissions. Upon return to school, you will present your finished PSA to your peers for review.

Creativity and fun are encouraged. “Public service announcements” can be created as a song, digital presentation (PowerPoint, Prezi), video (max time: 3 min), etc.

Practice your presentation to become familiar and comfortable with the content.

Production:

- Brainstorm thoughts/answers to these three questions: What makes a PSA powerful? What is the difference between a PSA and an advertisement? What do we need to do to plan and create a powerful PSA?
- Watch these examples of powerful videos below and then determine the elements that make these videos powerful.





- Next, use the **CAM PSA/Advertisement Critique** (attached) to view and analyze two embedded videos - *BP: Gulf Coast Update* and *Clean Coal: I Believe* - to determine if they are true PSAs or mock PSAs (looks like a PSA but is really an advertisement).



- Finally, answer the following:
 1. Who is my target audience?
 2. What behavior am I hoping to change?
 3. What information do they need?
 4. What is at the heart of the matter?
 5. What style will appeal to my audience & fit the topic?

Gather information about climate change topics from reputable science sources, the website below has an excellent annotated list of sources:

[Climate Education in an Age of Media](#)

- Focus on ways to reduce CO₂ emissions and then decide on your PSA topic and message.
- Determine the venue for your PSA – video, Power Point, Prezi, etc.
- Create your presentation. The presentation should be no more than 3-minutes.



PSA/Advertisement Critique

View and analyze the two videos - "**BP: Gulf Coast Update**" and "**Clean Coal: I Believe.**" Respond to the questions below:

Key Question: [Video 1: BP: Gulf Coast Update](#)

Do the videos represent a true PSA or a mock PSA (looks like a PSA but is really an advertisement)?	
How do you know?	
What is the target audience?	
What is the PSA telling the audience? What's the message?	
Does this PSA have a tag line that hooks you? (Example: Think about the Smoky the Bear PSA – " <u>Only You Can Prevent Forest Fires?</u> ")	
Is the PSA effective, why or why not?	
What is the style of this PSA/Ad? How does the PSA use emotions, images and/or music to convince you, grab your attention, and/or motivate you to change some form of behavior??	

[Video 2: Clean Coal: I Believe](#)

Do the videos represent a true PSA or a mock PSA (looks like a PSA but is really an advertisement)?	
How do you know?	
What is the target audience?	
What is the PSA telling the audience? What's the message?	
Does this PSA have a tag line that hooks you?	
Is the PSA effective, why or why not?	
What is the style of this PSA/Ad? How does the PSA use emotions, images and/or music to convince you, grab your attention, and/or motivate you to change some form of behavior??	



PSA Storyboard Template

Project title: _____



Galileo PSA Project Template

Student Name:

Project Title:

Climate Change Focus and Why:

Research Information:

References:



Algebra 1 EOC and 10th Grade ELA FSA Summer Enrichment

Algebra I

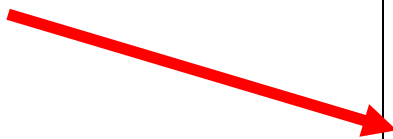
If students were enrolled in Algebra 1 for the 2019-2020 school year, they will be taking the Algebra 1 EOC this coming school year. To prepare for this assessment, students will need to complete the Algebra I Mastery Challenge on Khan Academy. To ensure consistent progress is made, students will need to demonstrate proof of summer progress by providing their teacher with a printout of their progress page.

The goal is to earn a total of at least 870 mastery points per week. Students should earn no fewer than 8,700 mastery points when they return to school from summer break. Please see the steps outlined below for detailed instructions on how to create an account and begin the Mastery Challenge.

Steps	Images
<p>1- Go to khanacademy.org Then click either Login or Sign up.</p>	
<p>2- Login to your account. If you do not have one, create one at this time.</p>	

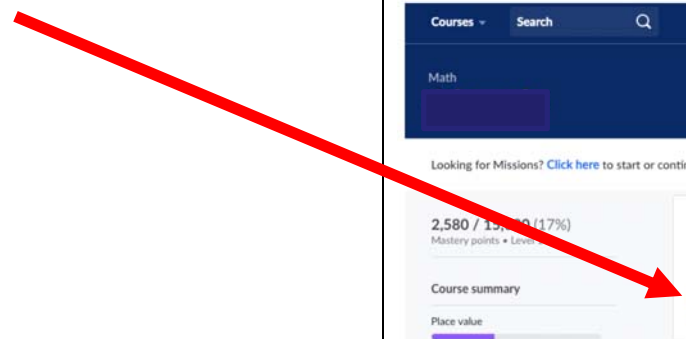


3- Navigate to Algebra 1 under “courses”



Math	Math by grade	Science & engineering	Arts & humanities	Test prep
Early math	Preschool	Physics	US history	SAT
Arithmetic	Kindergarten	AP® Physics 1	AP® US History	LSAT
Pre-algebra	1st grade	AP® Physics 2	World history	Praxis Core
Algebra 1 1%	2nd grade	Cosmology & astronomy	World History Project - Origins (beta)	MCAT
Geometry 5%	3rd grade	Chemistry	AP® World History	GMAT
Algebra 2	4th grade	AP® Chemistry beta	AP® US Government & Politics	IIT JEE
Trigonometry 4%	5th grade	AP® Chemistry	AP® US Government & Politics	NCLEX-RN
Precalculus	6th grade	Organic chemistry	Art history	College, careers, & more
Statistics & probability	7th grade 1%	Biology	AP® Art History	College admissions
AP® Calculus AB	8th grade 3%	High school biology	Grammar	Careers
AP® Calculus BC	Illustrative Mathematics	AP® Biology	Storytelling	Personal finance
AP® Statistics	Eureka Math/EngageNY	Health & medicine	Economics & finance	Entrepreneurship
Multivariable calculus	High school	Electrical engineering		Growth mindset
Differential equations				

4- Begin working to unlock the Mastery Challenge option. Mastery Challenges will be unlocked when you complete these steps and will appear as shown in the image to the right.



1. You've reached the Familiar level on at least 3 skills
2. You've reached the Proficient level on at least 1 skill, and
3. It's been more than 12 hours since you last started a Mastery Challenge (or you've never started one).

Once unlocked, you can find Mastery Challenges on the main Course page of mastery-enabled courses.

Looking for Missions? [Click here](#) to start or continue working on the 4th grade Mission.

2,580 / 15,000 (17%)
Mastery points • Level 1

Course summary

Place value

Mastery challenge
Strengthen skills you've already practiced in just 6 questions.

[Get started](#)



Grade 10 ELA

Students who were in 10th grade for the 2019-2020 school year will still need to take the FSA ELA in the upcoming school year. Continued daily reading and the activities below will help students further prepare for the ELA FSA.

[Newsela](#)

Sign up without a teacher class and log in with your Microsoft account. Select texts that you are interested in. Complete any activities that go along with the texts you choose.

[CommonLit](#)

Create an account or log into your account. Enter the code for your school to join the Summer Learning Class. Complete lessons assigned by your school.

Bell Creek- LPBNQG

Everglades Preparatory Academy- WGGK9Q

Palm Glades Preparatory Academy- 844ZZ6

FSA Practice Tests-

[Fsassessments.org](#)

[Lumos Learning](#)



Summer Reading Fun for Everyone!

County	Activity
All Counties	<ul style="list-style-type: none"> ▪ myON ▪ Barnes and Noble in Spanish ▪ Books A Million ▪ Start With a Book ▪ Book IT! ▪ Scholastic Summer Read-a-Palooza ▪ Just Read, Families Summer Reading Activities
Pinellas	<ul style="list-style-type: none"> ▪ Pinellas County Summer Reading Program ▪ Reading with the Rays ▪ Pinellas County Library Summer Reading (Event Calendar) ▪ Pinellas Book Bus
Brevard	<ul style="list-style-type: none"> ▪ Brevard Summer Reads ▪ Brevard Public Library
Hillsborough	<ul style="list-style-type: none"> ▪ HAAL Pass • Reading with the Rays
Orange	<ul style="list-style-type: none"> ▪ Orange County Library System ▪ Orange County Public Schools Summer Reading
Miami Dade	<ul style="list-style-type: none"> ▪ Miami Dade Public Library System
Broward	<ul style="list-style-type: none"> ▪ Broward County Library

Sunshine State Young Readers 2020-2021 Lists

[Grades 3-5](#)

[Grades 6-8](#)



Summer Math & Science Fun for Everyone!

Subject	Resource Link
Math	<ul style="list-style-type: none">▪ Math Central▪ Math Playground▪ XtraMath▪ FunBrain▪ Jefferson Lab▪ Desmos▪ DeltaMath
Science	<ul style="list-style-type: none">▪ National Geographic▪ National Science Digital Library▪ NASA.gov▪ PHET Interactive Simulations▪ PBS Kids▪ Nat Geo Kids▪ NASA Climate Kids