ORAA 6-8 Scope: Aug-Sept

Theme: Community

Character Focus: Respect & Honesty

	6th:	7th:	8th:
Subject: ELA	Class Community /Procedures Informative Writing Literature Unit: Non Fiction Grammar Review	Class Community /Procedures Informative Writing Literature Unit: Non Fiction News and Magazines	Class Community /Procedures Informative Writing Literature Unit: Non Fiction News and Magazines
Subject: MATH	The Number System: Ordering and Comparing Integers, GCF, LCF, Comparing and ordering rational numbers	Number Sense: Integer Operations and Applications	Expressions & Equations: Real Numbers, Exponents, Scientific Notation, Proportion & Slope, Graphing: Slope & y- intercept
Subject: Science	Race Day Project Systems and Sub Systems in Earth and Life Science	Race Day Project Organisms and Non-living Things are Made of Atoms	Race Day Project Objects Move and Collide
Subject: S.S.	Communities from Paleolithic era to Agricultural Revolution	Roman Empire	13 Colonies Causes of the Revolution
Subject:	**Essential Question**: What makes a community?	**Essential Question**: What makes a community?	**Essential Question**: What makes a community?
Subject: S.I.	All About You: Life Maps	All About You: Welcome speeches	All About You: Welcome speeches

* Beginning of year Portfolio Masterpieces due September 29th*

ORAA 6-8 Arts Integration: Aug-Sept

Theme: Community

Character Focus: Respect & Honesty

	6th:	7th:	8th:
Subject: ELA	Using the See, Think, Wonder and iNotice3 visual thinking strategies, analyze a variety of photos from non fiction books prior to reading the text and discuss what is in each image and predict what the article/book will be about. (VAPA VA.6.1.0)	Using the See, Think, Wonder and iNotice3 visual thinking strategies, analyze a variety of photos from non fiction books prior to reading the text and discuss what is in each image and predict what the article/book will be about. (VAPA VA.7.1.0)	Using the See, Think, Wonder and iNotice3 visual thinking strategies, analyze a variety of photos from non fiction books prior to reading the text and discuss what is in each image and predict what the article/book will be about. (VAPA VA.8.1.0)
Subject: MATH	Students create factor trees, with the number at the top and factors of the number on each of the branches. Students partner up and compare their trees to find GCF and LCF. (VAPA VA.6.2.1)	Mathematician's Improv Theater Choose 2 students and assign each a number. Have students call out an operation, and the 'integers' need to act out what happens to them when solving the equation. (VAPA TA.7.5.1)	Students create an accordion style book to instruct another student in scientific notation. (VAPA VA.8.2.0)
Subject: Scienc	Race Day Project: Mouse Trap Cars (VAPA VA.6.2.4)	Race Day Project: Go Karts (VAPA TA.7.5.0)	Race Day Project: Go Karts (VAPA TA.8.5.0)
Subject: S.I.	**All About You: Life Maps** Students create a 'Life Map' documenting significant things that have made them who they are today. Allow creativity in the vision and creation of the project. Each student should sign up to share their life map during culture time. (VAPA VA.6.2.5)	**All About You:** Welcome speeches HR Students sign up for days to tell class about themselves. Give them specific talking points to prepare. (VAPA TA.7.5.0)	**All About You:** Welcome speeches HR Students sign up for days to tell class about themselves. Give them specific talking points to prepare. (VAPA TA.8.5.0)

ORAA 6-8 Scope: October

Theme: Community

Character Focus: Courage

	6th:	7th:	8th:
Subject: ELA	Informative Writing Literature Unit: Non Fiction Grammar Review	Informative Writing Literature Unit: Non Fiction News, Magazines, Non-Fiction Poetry	Informative Writing Literature Unit: Non Fiction News, Magazines, Non-Fiction Poetry
Subject: MATH	The Number System: Mixed Numbers & Fractions, Decimal Operations	Number Sense: Rational Numbers, Conversions & Applications Ratios & Proportions: Percents & Applications	Expressions & Equations: Proportion & Slope, Graphing: Slope & y- intercept Functions: Writing Linear Equations, Bivariate Data
Subject: Science	Systems and Sub Systems in Earth and Life Science	Organisms and Non-living Things are Made of Atoms	Objects Move and Collide
Subject: S.S.	Communities from Paleolithic era to Agricultural Revolution	Dark Ages Medieval Europe	American Revolution Articles of Confederation
Subject: L.S.	**Essential Question**: What is my job in my school community?	**Essential Question**: What is my job in my school community?	**Essential Question**: What is my job in my school community?
S.I.			

* End of unit Portfolio Masterpieces due November 3rd*

ORAA 6-8 Arts Integration: October

Theme: Community

Character Focus: Courage

	6th:	7th:	8th:
Subject: ELA	Examine the various types of non fiction writing (i.e. research journal, article, self-help book, interview, etc) and have students select one format to complete a published piece. (Literary Arts Appreciation)	Examine the various types of non fiction writing (i.e. research journal, article, self-help book, interview, etc) and have students select one format to complete a published piece. (Literary Arts Appreciation)	Examine the various types of non fiction writing (i.e. research journal, article, self-help book, interview, etc) and have students select one format to complete a published piece. (Literary Arts Appreciation)
Subject: MATH	Assign students an improper fraction and tell them they need that many slices of pizza for a class pizza party (each whole pizza has 8 slices). Have them convert fraction to a mixed number to create (with construction paper) the correct amount of pizzas to bring to the party. (VAPA TA.6.5.0)	Have students act out going to a restaurant and tipping. Discuss standard tip amounts for poor, average, and acceptable service and have class calculate the percentage they want to tip based on the server's acting and the bill total. (VAPA TA.7.5.1)	As students examine proportion, have them create a still life, focusing on the proportion of the objects in the piece. (VAPA TA.8.2.1)
Subject: S.S.	Design a 'Paleolithic Community' and compare/contrast it to our own community in Chula Vista. (STEAM)	List the most important components of their community. Ask students to get up and act these things out, demonstrating their importance. Complete same activity, but as medieval Europe. Analyze how their improv changes. (VAPA TA.7.5.0)	List the important elements of community and analyze to decipher which would not exist if it weren't for the Founding Fathers. Students write a letter to a Founding Father thanking them for these things. (Literary Arts Appreciation)
Subject: Science	Compare and contrast Earth Science and Life Science. Have students create anchor charts comparing the two. (VAPA VA.6.5.0)	Students choose a living or non living thing, research its atomic make up, and make a model of and atom. (STEAM)	Design a marble track in which items will move, and time when to drop each marble so they don't collide, but so all get through the track in 10 seconds. (STEAM)

ORAA 6-8 Scope: November

Theme: Self & Others

Character Focus: Gratitude

	6th:	7th:	8th:
Subject: ELA	Narrative Writing Literature Unit: Narrative Literature Grammar focus	Narrative Writing Literature Unit: Narrative Literature Farewell to Manzanar Unit	Narrative Writing Literature Unit: Narrative Literature The Giver Unit
Subject: MATH	Ratios & Proportions: Ratios and Rates, Measurement Conversions, Percents, Fractions & Decimals Data: Tables and graphs	Ratios & Proportions: Percents & Applications; Fraction, Decimal, & Percent Conversions	Functions: Writing Linear Equations, Bivariate Data, Distributive Property
Subject: Science	Earth System Interactions Cause Weather	Matter Cycles and Energy Flows	Noncontact Forces Influence Phenomena
Subject: S.S.	Times long ago Ancient Egypt	Medieval China	US Constitution Bill of Rights Branches of Government
Subject: I.S.	**Essential Question**: How are people the same and different? Students organize a school-wide	**Essential Question**: How are people the same and different? Students organize a school-wide	**Essential Question**: How are people the same and different? Students organize a school-wide
Subject: S.I.	How to show gratitude: What am I thankful for?	How to show gratitude: What am I thankful for?	How to show gratitude: What am I thankful for?

* End of unit Portfolio Masterpieces due December 14th*

ORAA 6-8 Arts Integration: November

Theme: Self & Others

Character Focus: Gratitude

	6th:	7th:	8th:
Subject: ELA	Students write a narrative piece and choose another student to act it out as they read. (VAPA TA.6.2.1)	Students take a narrative piece and turn it into a Reader's Theater script to be acted out by peers. (VAPA TA.7.5.1)	Collaboratively, Groups of students produce a script based on a narrative of an experience that they have had together at school. (VAPA TA.8.2.2)
Subject: MATH	Act out going to a restaurant and tipping. Discuss standard tip amounts for poor, average, and acceptable service and have class calculate the percentage they want to tip based on the server's acting and the bill total. (VAPA TA.6.5.1)	Give students a grid and allow them to color in the squares, creating a pattern or design with different colors. Turn art into fractions (i.e 4 pink in a 25 sqare grid = 4/25) and convert those fractions into decimals and percentages (VAPA VA.7.5.0)	Delicious Math: Have students write linear equations, and solve them using food as manipulatives. Have them create 'culinary art' by representing the equation with the food and gluing it down. (Culinary Arts)
Subject: Scienc	Create a tornado in a bottle and talk about how the weather conditions impact the creation of these in real life. (STEAM)	Students create a potato battery to demonstrate the flow of electricity. (STEAM)	Scientist's Improv Theater Discuss Newtons Law and have students act it out to help other better understand the concepts. (VAPA TA.8.5.1)
Subject: L.S.	Essential Question: How are people the same and different? Students organize a school-wide food drive to be held next month.	Essential Question: How are people the same and different? Students organize a school-wide food drive to be held next month.	Essential Question: How are people the same and different? Students organize a school-wide food drive to be held next month.

ORAA 6-8 Scope: December

Theme: Self & Others

Character Focus: Generosity

	6th:	7th:	8th:
Subject: ELA	Narrative Writing Literature Unit: Narrative Literature Grammar Focus	Narrative Writing Literature Unit: Narrative Literature Farewell to Manazar Unit	Narrative Writing Literature Unit: Narrative Literature The Giver Unit
Subject: MATH	Expressions & Equations: Exponents & Order of Operations, Prime Factorization, Algebraic Expressions & Equivalence	Geometry- Equations & Expressions: Equations & Inequalities	Functions: Distributive Property, Solving Systems of Equations
Subject: Science	Earth System Interactions Cause Weather	Matter Cycles and Energy Flows	Noncontact Forces Influence Phenomena
Subject: S.S.	Times long ago Ancient Egypt	Medieval Islamic Civilizations	Founding Fathers War of 1812
Subject: L.S.	Food Drive Suggested FT: Food Bank	Food Drive Suggested FT: Food Bank	Food Drive Suggested FT: Food Bank
Subject: S.I.	How to be generous: Who can I give to and what can I give?	How to be generous: Who can I give to and what can I give?	How to be generous: Who can I give to and what can I give?

* End of unit Portfolio Masterpieces due December 14th*

ORAA 6-8 Arts Integration: December

Theme: Self & Others

Character Focus: Generosity

	6th:	7th:	8th:
Subject: ELA	Students create a narrative poem, song, or rap and present it to the class. (VAPA MA.6.2.6)	Students create a narrative poem, song, or rap and present it to the class. (VAPA MA.7.2.7)	Students create a narrative poem, song, or rap and present it to the class. (VAPA MA.8.2.6)
Subject: MATH	Create a pattern that only uses even numbers (for example: 2, 2, 4, 4, 2, 2, 4, 4) and create a musical representation for those numbers. For instance, for the pattern above, students may create a pat-clap pattern for the number two, and a pat-clap snap-stomp pattern for the number four. They can then perform their entire pattern using their musical representation. This can be used for exponents as well, beginning with beats of 2 and then 2 squared, etc. (VAPA MA.6.5.0)	Group students and give each group an equation. Have them create a representation of the equation using movement and model for the class how to solve the problem. (VAPA DA.7.5.0)	Teach distributive property musically by having students draw parenthesis. Give them an equation using the distributive property and have them place 'beats' inside the parenthesis until they solve. (i.e. 2(5+3) students write (___+___)= on paper. (They place 5 dots "beats" and 3 dots "beats" onto the blank lines, then use the distributive property to add "beats" inside the parenthesis until they have 10+6 dots "beats" to solve.) Beat out answers and compare with neighbor (VAPA MA.8.5.0)
Subject: S.S.	Students create a Pharaoh Mask with Hieroglyphic symbols on it to tell a story about Ancient Egypt (VAPA VA.6.5.0)	Compare medieval Islamic civilizations with modern ones and create a visual representation of the similarities and differences (VAPA VA.7.5.0)	Students reenact the war of 1812 in the form of an epic rap battle. (VAPA MA.8.2.6)

ORAA 6-8 Scope: January

Theme: Diversity

Character Focus: Knowledge

	6th:	7th:	8th:
Subject: ELA	Creative Writing Literature Unit: Poetry & Fiction	Creative Writing Literature Unit: Poetry & Fiction Poetry Unit	Creative Writing Literature Unit: Poetry & Fiction Poetry Unit
Subject: MATH	Expressions & Equations: Equations & Inequalities, Coordinate Plane	Geometry- Equations & Expressions: Surface Area, Volume & Circumference, Composite Figures	Functions: Solving Systems of Equations, Geometric Transformations
Subject: Science	Earth System Interactions Cause Weather	Matter Cycles and Energy Flows	Noncontact Forces Influence Phenomena
Subject: S.S.	Times long ago Ancient Hebrews	Medieval Africa Medieval Japan	Andrew Jackson Westward Expansion
Subject: L.S.	**Essential Question**: What is diversity? Why are differences important?	**Essential Question**: What is diversity? Why are differences important?	**Essential Question**: What is diversity? Why are differences important?
Subject: S.I.	Knowledge is Power, what we can do with knowledge	Knowledge is Power, what we can do with knowledge	Knowledge is Power, what we can do with knowledge

* End of unit Portfolio Masterpieces due January 26th*

ORAA 6-8 Arts Integration: January

Theme: Diversity

Character Focus: Knowledge

	6th:	7th:	8th:
Subject: ELA	Students write a poem about diversity they see within their community and why they believe it is important. (Literary Arts Appreciation)	Students write a poem about diversity they see within our school and why they believe it is important. (Literary Arts Appreciation)	Students write a poem about unfair actions they have seen toward others because of their differences and what changes they wish to see that will make diversity something seen as beautiful. (Literary Arts Appreciation)
Subject: MATH	Students use the coordinate plane to create a 'map' that someone can use to create a picture within the plane. (VAPA VA.6.5.0)	Students wrap a gift box, but have to measure surface area to get the exact amount of paper needed to cover the box without wasting any paper. (STEAM)	Cut out shapes and have students use various materials to transform these shapes and create a piece of art with them. (VAPA VA.8.5.0)
Subject: S.S.	Discuss Ancient Hebrews and their relationships to Ancient Egyptians. Have them draw and chart on a map the exodus from Egypt to their own land. (VAPA VA.6.5.0)	Have students analyze traditional African and Japanese art and create a form of each, comparing the styles, materials, and forms of each. (VAPA VA.7.1.0)	Split students into groups and give each a topic from Andrew Jackson's life/accomplishments to turn into a Hamilton style song. Have students perform these in order of his 'story' to tell his biography in musical form. (VAPA MA.8.5.0)

ORAA 6-8 Scope: February

Theme: Diversity

Character Focus: Caring

	6th:	7th:	8th:
Subject: ELA	Creative Writing Literature Unit: Poetry & Fiction	Creative Writing Literature Unit: Poetry & Fiction Poetry Unit	Creative Writing Literature Unit: Poetry & Fiction Poetry Unit
Subject: MATH	Geometry: Area of Polygons, Distance & Polygons in the Coordinate Plane	Geometry- Equations & Expressions: Surface Area, Volume & Circumference, Composite Figures Probability & Statistics: Data, Box plots, Samples, & Displays	Functions: Geometric Transformations; Angles, Lines, & their Relationships
Subject: Science	Causes and Effects of Regional Climates	Natural Processes & Human Activities Shape the Earth's Resources and Ecosystems	Evolution Explains Life's Unity & Diversity
Subject: S.S.	Times long ago Ancient Greece	MesoAmerica & Andean Civilizations Black History Month	President's Day Reformers in the US Black History Month
Subject:	**Essential Question**: What differences make our class	**Essential Question**:What differences make our class	**Essential Question**: What differences make our class
Subject: S.I.	How do you show you care? What can we do for our school community to show we care?	How do you show you care? What can we do for our school community to show we care?	How do you show you care? What can we do for our school community to show we care?

* End of unit Portfolio Masterpieces due March 2nd*

ORAA 6-8 Arts Integration: February

Theme: Diversity

Character Focus: Caring

	6th:	7th:	8th:
Subject: ELA	Students write a fictional story representing the significance of caring for others. (Literary Arts Appreciation)	Students write a fictional story representing the significance of caring for others. (Literary Arts Appreciation)	Students write a fictional story representing the significance of caring for others. (Literary Arts Appreciation)
Subject: MATH	Students create a landscape for our field. They have to measure the area of the field, and draw it out on a grid, then design their ideal landscape (including equipment, etc) factoring in the size of each object and how it will fit within the area of the field. (STEAM)	Students analyze various containers of different shapes, sizes, widths, etc. They draw each container and guess by looking at them which will hold the most volume, then measure the volume and compare their hypothesis. (VAPA VA.8.5.0)	Delicious Math: Give each student a handful of triscuit crakers and a piece of string cheese. Have them break the cheese into multiple strings and use the snacks to make their own shapes using the crackers as angles and the cheese as lines. (Culinary Arts)
Subject: Science	Have students choose a region to create a diorama of, and have them come up with a creative way to demonstrate the climate (i.e. spray bottle with water over a rainforest, blow dryer over a desert, etc) (VAPA VA.6.5.0)	Have students create a poem discussing the positive and negative impacts that human activity have on the Earth. (Literary Arts Appreciation)	Compare various peoples (or animals) who live in different regions and the evolutionary differences that help them survive in that setting. Have students create figurines with labels and a backdrop signifying these differences and how they are helpful. (VAPA VA.8.5.0)

ORAA 6-8 Scope: March

Theme: Diversity

Character Focus: Fairness

	6th:	7th:	8th:
Subject: ELA	Opinion Writing Literature Unit:Non Fiction Opinion Pieces	Opinion Writing Literature Unit:Non Fiction Opinion Pieces The Outsiders Unit	Opinion Writing Literature Unit:Non Fiction Opinion Pieces Animal Farm Unit
Subject: MATH	Geometry: Nets & Surface Area, Volume, Measures of Central Tendency, Box Plots & Data	Probability & Statistics: Probability	Functions: Pythagorean Theorem & its Proof
Subject: Science	Causes and Effects of Regional Climates	Natural Processes & Human Activities Shape the Earth's Resources and Ecosystems	Evolution Explains Life's Unity & Diversity
Subject: S.S.	Times long ago Early Civilizations in Rome	Renaissance	North Pre-Civil War South Pre-Civil War (Antebellum)
Subject: [illegible]	**Essential Question**: What is the difference between fair and equal?	**Essential Question**: What is the difference between fair and equal?	**Essential Question**: What is the difference between fair and equal?
Subject: S.I.	Why is it important to be fair to others?	Why is it important to be fair to others?	Why is it important to be fair to others?

* End of unit Portfolio Masterpieces due April 20th*

ORAA 6-8 Arts Integration: March

Theme: Diversity

Character Focus: Fairness

	6th:	7th:	8th:
Subject: ELA	Have students write an opinion piece about something they see as 'unfair' at school and why. (Literary Arts Appreciation)	Have students write an opinion piece about something they see as 'unfair' in their home life and why. (Literary Arts Appreciation)	Have students write an opinion piece about something they see as 'unfair' in the world and why. (Literary Arts Appreciation)
Subject: MATH	Students wrap a gift box, but have to measure surface area to get the exact amount of paper needed to cover the box without wasting any paper. (STEAM)	Create a class contest in which students have 3 choices to win. Have them calculate the probability of them being the winner. Have them create a visual piece of abstract art showing their likelihood of winning. (VAPA VA.7.5.0)	Give each student 2 numbers and have them use the Pythagorean theorem to turn those numbers into dimensions of a triangle, and have them create that triangle using various materials and actual measured size. (STEAM)
Subject: S.S.	Have students create a symbol that represents a specified aspect of the Roman Empire and represent their symbol in movement. (VAPA DA.6.5.0)	Host a class Renaissance Faire and have students dress up and group up to host various events/booths (i.e. jousting, art booth, flower wreaths, etc) (Multiple VAPA standards depending on project student chooses)	Have students split into North and South and create their own flags to represent their sides and represent their side of the Civil war in movement. (VAPA DA.8.5.0)

ORAA 6-8 Scope: April

Theme: Our World

Character Focus: Responsibility

	6th:	7th:	8th:
Subject: ELA	Opinion Writing Literature Unit:Non Fiction Opinion Pieces	Opinion Writing Literature Unit:Non Fiction Opinion Pieces The Outsiders Unit	Opinion Writing Literature Unit:Non Fiction Opinion Pieces Animal Farm
Subject: MATH	Geometry: Nets & Surface Area, Volume, Measures of Central Tendency, Box Plots & Data CAASPP Prep/Testing	Probability & Statistics: Probability CAASPP Prep/Testing	Functions: Pythagorean Theorem & its Proof CAASPP Prep/Testing
Subject: Science	Effects of Global Warming on Living Systems	Sustaining Biodiversity & Ecosystems in a Changing World	Sustaining Local & Global Biodiversity
Subject: S.S.	Times long ago Early Civilizations in China	Reformation Scientific Revolution	Causes of the Civil War Abraham Lincoln Start of the Civil War Unit
Subject: L.S.	**Essential Question**: What responsibilities do we have to our school? Community?	**Essential Question**: What responsibilities do we have to our school? Community? World?	**Essential Question**: What responsibilities do we have to our school? Community? World?
Subject: S.I.	Earth Day Beach Clean Up Suggested FT: Imperial Beach	Earth Day Beach Clean Up Suggested FT: Imperial Beach	Earth Day Beach Clean Up Suggested FT: Imperial Beach

* End of unit Portfolio Masterpieces due April 20th*

ORAA 6-8 Arts Integration: April

Theme: Our World

Character Focus: Responsibility

	6th:	7th:	8th:
Subject: ELA	Students learn about Earth Day and write a letter to our local congress voicing their concerns/opinions about how to make things better environmentally in San Diego, including a visual art representation of their vision. (VAPA VA.6.1.0)	Students learn about Earth Day and create an action plan for a way to make a change in the environment. They draft these action plans into opinion pieces and propositions for our local SD government, including a visual art representation of their vision. (VAPA VA.7.1.0)	Students learn about Earth Day and create an action plan for a way to make a change in the environment. They draft these action plans into opinion pieces and propositions for our local SD government, including a visual art representation of their vision. (VAPA VA.8.1.0)
Subject: MATH	Have students collect data from the class on a chosen topic (i.e. peer learning styles) and create a box plot representing the data. (STEAM)	Have students choose a topic they want to measure probability for (i.e. probability that 100% of our class will pass the math CAASPP test) and have them represent their findings in a visual way. (VAPA VA.7.5.0)	'Delicious Math' Students use licorice and a plastic knife to measure a triangle using the Pythagorean theorem and properly representing its dimensions. (Culinary Arts)
Subject: S.S.	Earth Day: 6th, 7th, and 8th grade students coordinate a Beach Clean Up Day and invite parents to Imperial Beach to help pick up trash.	Earth Day: 6th, 7th, and 8th grade students coordinate a Beach Clean Up Day and invite parents to Imperial Beach to help pick up trash.	Earth Day: 6th, 7th, and 8th grade students coordinate a Beach Clean Up Day and invite parents to Imperial Beach to help pick up trash.

ORAA 6-8 Scope: May-June

Theme: Our World

Character Focus: Resilience

	6th:	7th:	8th:
Subject: ELA	Informational Writing: research Report Literature Unit:Non Fiction	Informational Writing: research Report Literature Unit: Non Fiction Biography	Informational Writing: research Report Literature Unit: Non Fiction Build Your Own Dystopia
Subject: MATH	Review	Review	Measurement and Data/Geometry: Volume, surface area, 3D shapes, Data, Scatter Plots, Frequency Tables, Linear Equations
Subject: Science	Effects of Global Warming on Living Systems	Sustaining Biodiversity & Ecosystems in a Changing World	Sustaining Local & Global Biodiversity
Subject: S.S.	Times long ago Early Civilizations in India	Age of Exploration Enlightenment Age of Reason Pirate Project	Civil War Unit Andersonville Role-Play Create a Country Project
Subject: [illegible]	Sea World FT **Essential Question**: How do	Zoo FT **Essential Question**: How do we	Zoo FT **Essential Question**: How do we
Subject: S.I.	What does it mean to be resilient? How do I demonstrate resilience?	What does it mean to be resilient? How do I demonstrate resilience?	What does it mean to be resilient? How do I demonstrate resilience?

* End of unit Portfolio Masterpieces due June 8th*

ORAA 6-8 Arts Integration: May-June

Theme: Our World

Character Focus: Reilience

	6th:	7th:	8th:
Subject: ELA	Students research a chosen aspect of global warming and create a visual representation to demonstrate the effects it is having on the earth. (VAPA VA.6.1.0)	Students write a research report on the effects of where you grow up and how that impacts who you become later in life, including a visual art representation comparing and contrasting two figures (VAPA VA.6.5.0)	Students create a visual representation to go along with their Dystopia assignment to show classmates what it would look like. (VPA VA.6.1.0)
Subject: MATH	Have students create an artistic representation in the discipline of their choice of what they've learned in math throughout the year to present at the end of year exhibition of learning. (VAPADA.6.5.0) (VAPAMA.6.5.0) (VAPATA.6.5.0) (VAPAVA.6.5.0)	Have students create an artistic representation in the discipline of their choice of what they've learned in math throughout the year to present at the end of year exhibition of learning. (VAPADA.7.5.0) (VAPAMA.7.5.0) (VAPATA.7.5.0) (VAPAVA.7.5.0)	Have students create an artistic representation in the discipline of their choice of what they've learned in math throughout the year to present at the end of year exhibition of learning. (VAPA DA.8.5.0) (VAPA MA.8.5.0) (VAPA TA.8.5.0) (VAPA VA.8.5.0)
Subject: Scienc e/S.I.	Lesson from an iceberg: being resilient https://nsidc.org/cryosphere/quick facts/icebergs.html	Lesson from a cactus: being resilient (Anza Borrego cactus adaptations) https://www.nytimes.com/2017/04/ 24/science/cactus-superbloom-sprin g.html	Lesson from a cactus: being resilient (Anza Borrego cactus adaptations) https://www.nytimes.com/2017/04 /24/science/cactus-superbloom-spri ng.html