

# ORAA 3-5 Scope: Aug-Sept

Theme: Community

Character Focus: Respect & Honesty

	3rd:	4th:	5th:
Subject: <b>ELA</b>	Class Community /Procedures Narrative Writing Literature Unit: Narrative Literature, STORY elements	Class Community /Procedures Narrative Writing Literature Unit: Narrative Literature	Class Community /Procedures Narrative Writing Literature Unit: Narrative Literature
Subject: <b>MATH</b>	Numbers in Base 10: Addition, Subtraction, Rounding, Place Value	Numbers in Base 10: Place value to add, subtract, and compare; Whole number operations	Numbers in Base 10: Place value, Whole number operations, Number patterns, Exponents
Subject: <b>Scienc e</b>	Race Day Project Playground Forces	Race Day Project Car Crashes	Race Day Project What is matter made of?
Subject: <b>S.S.</b>	Communities then and now Using maps	California's communities then and now How maps have evolved	Communities then and now: Pre-Columbian Settlements Settlements Study: Maps
Subject:	<b>Essential Question:</b> What makes a community?	<b>Essential Question:</b> What makes a community?	<b>Essential Question:</b> What makes a community?
Subject: <b>S.I.</b>	All About You: Peer Interview and presentation	All About You: Peer Interview and presentation	All About You: Peer Interview and presentation

\* Beginning of year Portfolio Masterpieces due September 29<sup>th</sup>\*

# ORAA 3-5 Arts Integration: Aug-Sept

Theme: Community

Character Focus: Respect & Honesty

	3rd:	4th:	5th:
Subject: <b>ELA</b>	Using the See, Think, Wonder and iNotice3 visual thinking strategies, view a variety of illustrations from books prior to reading the traditional text and discuss what is happening in each illustration. (VAPA VA.3.1.5)	Divide the class in half. One half of the class can each be assigned or choose characters from a story to "become". The other half of the class is the audience who can ask each character questions about themselves or their role in the story. (VAPA TA.4.2.1)	Watch the Pixar Short: For the Birds, found here: <a href="http://www.youtube.com/watch?v=3dq2dJcZBJA">www.youtube.com/watch?v=3dq2dJcZBJA</a> Discuss the main idea of the story of the short movie, and what details helped them determine the plot since there was no text or speaking. What elements of drama did the animators use to help convey these details? (VAPA Media Arts)
Subject: <b>MATH</b>	Use Antique Calculators to round to the nearest ten, hundred, thousand. (TPS)	Create an if/then interactive drama improvisation using true and false equations. Students pose an "if" question through a dramatic representation. For instance, students could act out "if Charlie had 25 apples and he gave 12 away...", and their partner or partner group would act out the solution. ie: "then, Charlie would only have 13 apples left". Students must act immediately, not planning their actions. (VAPA TA.4.2.2)	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.5.2.3)
Subject: <b>Scienc</b>	Race Day Project: Slide Races	Race Day Project: Hot Wheels Track Races	Race Day Project: Nano Car Races

# ORAA 3-5 Scope: October

Theme: Community

Character Focus: Courage

	3rd:	4th:	5th:
Subject: <b>ELA</b>	Narrative Writing Literature Unit: Fiction texts and features	Narrative Writing Literature Unit: Fiction texts and features	Narrative Writing Literature Unit: Fiction texts and features
Subject: <b>MATH</b>	Operations and Algebraic Thinking: Skip counting, multiplying numbers, Factors and the commutative property, Multiplication patterns	Numbers in Base 10: Place value, multiplication with modeling, Expanded form	Numbers in Base 10: Operations with whole numbers, Estimating
Subject: <b>Science</b>	Playground Forces	Car Crashes	What is matter made of?
Subject: <b>S.S.</b>	Columbus Native Americans (Cahuilla, Kumeyaay)	Columbus Places in the community Regions in California	Columbus Early Explorers Exploration of the Americas
Subject: <b>L.S.</b>	<b>Essential Question:</b> What is my job in my school community?	<b>Essential Question:</b> What is my job in my school community?	<b>Essential Question:</b> What is my job in my school community?
<b>S.I.</b>			

\* End of unit Portfolio Masterpieces due November 3<sup>rd</sup>\*

# ORAA 3-5 Arts Integration: October

Theme: Community  
Character Focus: Courage

	3rd:	4th:	5th:
Subject: <b>ELA</b>	While presenting their narrative writing pieces, students choose a partner to 'act out' their story as they read it aloud to the class. (VAPA TA.3.2.1)	Students choose a partner to help them turn a narrative writing piece into a piece of performance art. The 2 act it out together to tell the student's story to the class. (VAPA TA.4.2.1)	Students create their own Reader's Theaters, writing a script of an event that happened in their own life. Their peers act it out. Have them then modify the script to include fictional story elements. (VAPA TA.5.2.3)
Subject: <b>MATH</b>	Students create a fall factor tree, with the number at the top and factors of it on each branch. (VAPA VA.3.5.0)	Students make an accordion style booklet modeling expanded form of a number. (VAPA TA.4.5.0)	Students each fill a jar or bottle with objects from home (all of same object i.e cheerios, legos, etc) and have an 'estimation auction' where students go around Silent Auction style and 'bid' on the number of items they think are in each jar. (STEAM)
Subject: <b>S.S.</b>	Era Costume Design: Research the Kumeyaay Tribe's clothing and have students design period piece costumes. Allow students to vote on designs and give an Oscar to the best Costume Designer. (VAPA TA.3.5.2)	Create a California Regions map, using textured objects to represent each region (ie sandpaper for desert, hot glue for water, etc) Let students be creative in materials they select (VAPA VA.4.5.0)	Have students select an Early Explorer to research, and create a map to chart their explorations. (VAPA TA.5.5.0)

# ORAA 3-5 Scope: November

Theme: Self & Others

Character Focus: Gratitude

	3rd:	4th:	5th:
Subject: <b>ELA</b>	Informative Writing Literature Unit: Non-fiction texts, nonfiction text features	Informative Writing Literature Unit: Non-fiction texts, nonfiction text features	Informative Writing Literature Unit: Non-fiction texts, nonfiction text features
Subject: <b>MATH</b>	Operations and Algebraic Thinking: Multiplication Strategies, Arrays, Patterns & Multiples, Equal Groupings (division)	Operations and Algebraic Thinking: Multiplication, area models, Estimation, comparing & Ordering numbers	Numbers in Base 10: Decimals & place value, Decimal sums & differences
Subject: <b>Scienc e</b>	Life Cycles for Survival	Renewable Energy	From matter to organisms
Subject: <b>S.S.</b>	Times long ago Native Americans (Wampanoag) Pilgrims and their Settlement Thanksgiving	Missions & Mexican Rancho period Showing Gratitude	Cooperation and Conflicts between American Settlers and Native Americans Showing Gratitude
Subject: <b>I.C.</b>	Barona Cultural Center FT	Missions FT	Natural History Museum FT
Subject: <b>S.I.</b>	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 14<sup>th</sup>\*

# ORAA 3-5 Arts Integration: November

Theme: Self & Others

Character Focus: Gratitude

	3rd:	4th:	5th:
Subject: <b>ELA</b>	Storytelling was a revered tradition for American Indian Tribes. Carry on the tradition by having students research Native American Story Telling and rewrite one of their tales to share with the class. (VAPA TA.3.3.1)	Students participate in an informational research report, using digital tools to research and write about a chosen topic. They then create a visual representation of the report (i.e. diorama, painting, photography project, etc) to share when presenting to the class. (VAPA VA.4.5.0)	Conduct a non-fiction genre study and list all different forms of non fiction (i.e. research journals, biographies, self-help books, articles, interviews, etc) and have them choose one style to write a report on gratitude. Survey/interview peers to gather data and quotes, research gratitude, etc. (Literary Arts)
Subject: <b>MATH</b>	Students create 'Array Art' and use arrays to create a scene or abstract art piece. (VAPA VA.3.5.0)	Fill jars or bottles with objects from home (all of same object i.e cheerios, legos, etc) and create an 'estimation station' where students evaluate and estimate the numbers in each item. After all estimations are in, count items together and give the contents to the closest estimator (STEAM)	'Delicious Math' On a student white board, have students add and subtract numbers with decimals, using M&Ms as the decimal point. (Culinary Art)
Subject: <b>Science</b>	Choose a plant or animal and create a visual life cycle of that thing. Students can use Powerpoint, art supplies, interpretive dance, etc. to demonstrate the life cycle they have chosen to research (VAPA DA.4.2.1)	Turn hydropower into energy to lift a load creating this STEAM project as a class: <a href="https://www.sciencebuddies.org/science-fair-projects/project-ideas/Energy_p021/energy-power/using-hydropower-to-lift-a-load#summary">https://www.sciencebuddies.org/science-fair-projects/project-ideas/Energy_p021/energy-power/using-hydropower-to-lift-a-load#summary</a> (STEAM)	Students construct a model of an invention they want to make to help mankind using one main state of matter (i.e. a balloon filled with vapor that flies over fires and ejects fire repellent) (STEAM)

# ORAA 3-5 Scope: December

Theme: Self & Others

Character Focus: Generosity

	3rd:	4th:	5th:
Subject: <b>ELA</b>	Informative Writing Literature Unit: Non-fiction texts, nonfiction text features	Informative Writing Literature Unit: Non-fiction texts, nonfiction text features	Informative Writing Literature Unit: Non-fiction texts, nonfiction text features
Subject: <b>MATH</b>	Operations and Algebraic Thinking: Dividing with 0 and 1, Division strategies, 2 step problems, area & perimeter	Operations and Algebraic Thinking: Factors and multiples, Prime & Composite numbers, Number patterns	Numbers in Base 10: Expanded Form, Multiplication of Decimals
Subject: <b>Science</b>	Life Cycles for Survival	Renewable Energy	From matter to organisms
Subject: <b>S.S.</b>	Winter Celebrations and Traditions Around the World	Winter Celebrations and Traditions Around the World	Winter Celebrations and Traditions Around the World
Subject: <b>I.S.</b>	Food Drive <b>Essential Question:</b> Why are families important?	Food Drive <b>Essential Question:</b> Why are families important?	Food Drive <b>Essential Question:</b> Why are families important?
Subject: <b>S.I.</b>	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 14<sup>th</sup>\*

# ORAA 3-5 Arts Integration: December

Theme: Self & Others

Character Focus: Generosity

	3rd:	4th:	5th:
Subject: <b>ELA</b>	Give students a newspaper or magazine article with only the text (all photos removed, but leave labels and captions visible). Have students read the article and recreate the images that have been removed. Afterward, show students original article and compare their images with the originals. (VAPA VA.3.5.0)	Give students a photograph from an article about renewable energy. Make sure every student has the same image. Ask them to use prior knowledge and the image to imagine what the article is about. Allow students to research and write their own caption to the image you've given them. Read all captions aloud, comparing responses, then give students the original article to compare. (VAPA VA.4.5.0)	Give students short biographies of famous artists, but do not provide any images. As students read about the artist's life, inspirations, and artistic style, encourage them to envision the artist that they are reading about. Ask students to create a portrait of the artist they have envisioned. Compare their portraits to an actual photo of the artist. (VAPA VA.5.5.0)
Subject: <b>MATH</b>	Create a 'number sentence hop scotch' game, where each of the first 2 one-foot hops is an addend, the double foot hop is the equals sign, and the last one-foot hop is the sum. (VAPA DA.3.5.0)	Groups create a flip chute to use for practicing memorization of math facts to 20. (STEAM)	"Delicious Math" Students use food (i.e. M&Ms) to create a visual representation of a subtraction sentence where the difference equals their assigned number. (Culinary Arts)
Subject: <b>S.S.</b>	Students choose a country to research their winter traditions and create a travel brochure highlighting the celebrations. (VAPA VA.3.5.0)	Students choose a country to research their winter traditions and create an advent calendar that represents the important components of that celebration. (VAPA VA.4.5.0)	Students research winter celebrations in two countries of their choice and create an infographic comparing and contrasting the celebrations (Media Arts)

# ORAA 3-5 Scope: January

Theme: Diversity

Character Focus: Knowledge

	3rd:	4th:	5th:
Subject: <b>ELA</b>	Creative Writing Poetry, fiction Literature Unit: Poetry- types of poems, Fiction- Fairy Tales	Creative Writing Poetry, fiction Literature Unit: Poetry- types of poems, Fiction- Tall Tales	Creative Writing Poetry, fiction Literature Unit: Poetry- types of poems, Fiction- Historical Fiction
Subject: <b>MATH</b>	Number & Operations: Fractions; Fractions & fractional parts, comparing fractions, equivalent fractions	Number & Operations: Fractions; Adding & subtracting fractions, fraction equivalence, Comparing fractions	Number & Operations: Fractions; Division of decimals, adding & subtracting fractions
Subject: <b>Science</b>	Surviving in different environments	Sculpting Landscapes	Interacting Earth Systems
Subject: <b>S.S.</b>	Martin Luther King, JR. Tolerance	Martin Luther King, JR. Tolerance	Martin Luther King, JR. Tolerance
Subject: <b>L.S.</b>	Zoo FT <b>Essential Question:</b> What is diversity? Why are differences important?	San Diego Archaeology MuseumFT <b>Essential Question:</b> What is diversity? Why are differences important?	Planetarium FT <b>Essential Question:</b> What is diversity? Why are differences important?
Subject: <b>S.I.</b>	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 26<sup>th</sup>\*

# ORAA 3-5 Arts Integration: January

Theme: Diversity

Character Focus: Knowledge

	3rd:	4th:	5th:
Subject: <b>ELA</b>	Discuss MLK JR and his contributions. Have students create a rhyming poem about his life, vision, and accomplishments. (Literary Arts)	Discuss equality, tolerance, and the contributions of figures honored in Black History Month (i.e. MLK Jr., Rosa Parks, Harriet Tubman, Jackie Robinson, Ruby Bridges, etc.) and have students create a Haiku about one of these people. (Literary Arts)	Discuss equality and progress that has been made in the past 100 years. Facilitate a discussion about the progress that still needs to be made. Using this conversation as inspiration, create a free verse poem on the topic. (Literary Arts)
Subject: <b>MATH</b>	*read The Doorbell Rang* 'Delicious Math' Have students make 'mini pizzas' Need: 1 english muffin per student, jar tomato sauce, grated cheese. Students create 2 mini pizzas each (one on each side of the english muffin) Give them a plastic knife and assign each student 2 fractions. Have them cut each side of the 'pizza' into the assigned fractions, eat the numerator, show you the denominator, and draw the process (Culinary Arts)	Jiji's Birthday Party: It's Jiji's birthday, and the class is making her a cake! Have each student create a 'cake' out of play doh. Give them a plastic knife and have them cut the cake into slices. Count and compare student's slices to demonstrate different equal parts of a whole. Have them put play doh back together and make a new cake, cutting a different number of slices each time. (VAPA VA.4.2.3)	Have students create fraction art 'grids' as seen here: <a href="http://realteacherslearn.blogspot.com/2013/05/math-manipulatives-and-fraction-art.html">http://realteacherslearn.blogspot.com/2013/05/math-manipulatives-and-fraction-art.html</a> (VAPA VA.5.5.0)
Subject: <b>S.S./L. S.</b>	Group students into teams of 5, give each team person a piece of drawing paper. Assign students a number 1-5. #1 students draw a face. #2 students draw a neck and bust. #3 students draw only hips and legs. #4 students draw feet. #5 students draw hair. Have teams compile all separate pieces into one portrait of a person. Have them write a story from this 'person's' POV (VAPA VA.3.5.0)	Take a photo of each student and print them in black and white. Have students cut out one facial feature they like about themselves, have them take that cut out and find peers with other facial features cut out. Have them glue these cut outs together to create a portrait. Have them write a story from this 'person's' POV. (VAPA VA.4.5.0)	Give each student a paper plate and allow them to use various paint colors to mix their own unique color. Have them use only this new color to create a work of art. Display all artworks on the board and discuss what might make them better (one color is very limiting, more than one color is better). Student take their unique paint and add color to peer paintings. Discuss how everyone's differences made the paintings more beautiful. (VAPA VA.5.1.3)

# ORAA 3-5 Scope: February

Theme: Diversity

Character Focus: Caring

	3rd:	4th:	5th:
Subject: <b>ELA</b>	Creative Writing Poetry, fiction Literature Unit: Poetry- types of poems, Fiction- Fairy Tales	Creative Writing Poetry, fiction Literature Unit: Poetry- types of poems, Fiction- Tall Tales	Creative Writing Poetry, fiction Literature Unit: Poetry- types of poems, Fiction- Historical Fiction
Subject: <b>MATH</b>	Number & Operations: Fractions; Fractions & fractional parts, comparing fractions, equivalent fractions	Number & Operations: Fractions; Multi-step problems with fractions, Multiplying fractions	Number & Operations: Fractions; Multiplying Fractions, Measurement & Geometry Applications
Subject: <b>Science</b>	Surviving in different environments	Sculpting Landscapes	Interacting Earth Systems
Subject: <b>S.S.</b>	President's Day American Government Valentine's Day: show you care	President's Day Mexican/American war Valentine's Day: show you care	President's Day Colonial times States and Capitals Valentine's Day: show you care
Subject: <b>I.S.</b>	<b>Essential Question:</b> What differences make our class beautiful?	<b>Essential Question:</b> What differences make our class beautiful?	<b>Essential Question:</b> What differences make our class beautiful?
Subject: <b>S.I.</b>	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 2<sup>nd</sup>\*

# ORAA 3-5 Arts Integration: February

Theme: Diversity

Character Focus: Caring

	3rd:	4th:	5th:
Subject: <b>ELA</b>	Focus on Story Elements of a fairy tale and read Fairy Tales during the unit. Have students select one Fairy Tale to retell, changing the ending. Have a group demonstrate the ending as a tableau for the class to discuss. (VAPA TA.3.5.0)	Focus on Story Elements of Tall Tales and read Tall Tales during the unit. Have students create their own Tall Tale, featuring themselves as the main character and act it out. . (VAPA VA.4.5.0)	Focus on Story Elements of Historical Fiction and read Historical Fiction stories during the unit. Have students select a topic they have learned in SS so far this year and create a Historical Fiction story and act it out. . (VAPA VA.5.5.0)
Subject: <b>MATH</b>	Jiji's Birthday Party: It's Jiji's birthday, and the class is making her a cake! Have each student create a 'cake' out of play doh. Give them a plastic knife and have them cut the cake into slices. Count and compare student's slices to demonstrate different equal parts of a whole. Have them put play doh back together and make a new cake, cutting a different number of slices each time. (VAPA VA.3.1.5)	*read The Doorbell Rang* 'Delicious Math' Have students make 'mini pizzas' Need: 1 english muffin per student, jar tomato sauce, grated cheese. Students create 2 mini pizzas each (one on each side of the english muffin) Give them a plastic knife and assign each student 2 fractions. Have them cut each side of the 'pizza' into the assigned fractions, eat the numerator, show you the denominator, and draw the process (Culinary Arts)	Have students create fraction name tags. Students create a bubble letter nametag using more than one color to create letters and adding designs in some of the letters. Use the amount of letters in their names as the denominator, and the number of letters of a certain color or design as the numerator. (VAPA VA.5.5.0)
Subject: <b>L.S.</b>	Create a visual class chart of likes and dislikes. Have students chart their preferences, and discuss the data. Explain that differences/diversity isn't bad. Just as you would accept (tolerate) someone's preference of favorite color, we should accept (tolerate) other preferences they have as well.	On index cards, have students write one thing about themselves that they think is unique. Post these on the board and have students read each one and 'vote' on who they think wrote it by writing a peer's name on the white board under the card. After revealing, discuss diversity and tolerance.	Have students draw a self portrait and write about what they like about themselves. Have them then write notes to 2 classmates telling what they like about them. Facilitate a conversation where students share how this made them feel, and how their differences are beautiful.

# ORAA 3-5 Scope: March

Theme: Diversity

Character Focus: Fairness

	3rd:	4th:	5th:
Subject: <b>ELA</b>	Opinion Writing (OREO) Literature Unit: Non fiction texts, articles, opinion pieces	Opinion Writing (OREO) Literature Unit: Non fiction texts, articles, opinion pieces Writing letters of opinion	Opinion Writing (OREO) Literature Unit: Non fiction texts, articles, opinion pieces Writing opinion speeches, debate
Subject: <b>MATH</b>	Measurement and Data: Time & Clocks, Measurement: liquid, volume, mass	Measurement and Data: Fraction and decimal relationships, comparing decimals	Measurement and Data: Dividing fractions, Coordinate grid, Data displays
Subject: <b>Scienc e</b>	Weather Impacts	Earthquake Engineering	Patterns in the night sky
Subject: <b>S.S.</b>	American Government	Gold Rush and the granting of state hood	American Revolution States and Capitals
Subject: <b>L.C.</b>	<b>Essential Question:</b> What is the difference between fair and equal?	<b>Essential Question:</b> What is the difference between fair and equal?	<b>Essential Question:</b> What is the difference between fair and equal?
Subject: <b>S.I.</b>	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 20<sup>th</sup>\*

# ORAA 3-5 Arts Integration: March

Theme: Diversity

Character Focus: Fairness

	3rd:	4th:	5th:
Subject: <b>ELA</b>	Have students analyze two pieces of artwork, then write an opinion piece about which one is best and why. (VAPA VA.3.1.4)	Have students analyze two poems on the same topic, then write an opinion piece about which one is best and why. (Literary Arts)	Have students analyze the lyrics of two songs with opposing themes, then write an opinion piece about which one is best and why. (VAPA MA.5.5.0)
Subject: <b>MATH</b>	Teach about the 'Kingdom of Gallon' and have each student create their own kingdom using recycled materials representing Gallon, quart, pint, cup, etc. (VAPA VA.3.5.0)	Give students a grid and allow them to color in the squares, creating a pattern or design with different colors. When done, ask them to turn their art into fractions (i.e 4 pink in a 25 square grid = 4/25) and then have them convert those fractions into decimals. (VAPA VA.4.5.0)	Give students a coordinate grid with instructions that correlate, directing students to place dots in various squares. These instructions will eventually help students create a secret picture. <a href="https://mathcrush.com/graph/ws_graph_rhino_pv.gif">https://mathcrush.com/graph/ws_graph_rhino_pv.gif</a> (VAPA VA.5.5.0)
Subject: <b>S.S.</b>	Separate students into groups, assigning each one branch of the government. Have them create a song, rap, or skit to argue why their branch is more important than the others. (VAPA MA.3.5.0)	Give each student a 'situation card' stating where they live, their career, their family status, etc. and have them decide whether they would travel to CA for the gold rush to either strike it rich or sell goods/services to 49ers. Have them develop a plan for their endeavors. (VAPA TA.4.5.0)	Assign students roles and have them write their own parts in a script to act out the American Revolution. (VAPA TA.5.5.0)

# ORAA 3-5 Scope: April

Theme: Our World

Character Focus: Responsibility

	3rd:	4th:	5th:
Subject: <b>ELA</b>	Opinion Writing (OREO) Literature Unit: Non fiction texts, articles, opinion pieces	Opinion Writing (OREO) Literature Unit: Non fiction texts, articles, opinion pieces Writing letters of opinion	Opinion Writing (OREO) Literature Unit: Non fiction texts, articles, opinion pieces Writing opinion speeches, debate
Subject: <b>MATH</b>	Geometry: Describing quadrilaterals and triangles	Geometry: Angles, Triangles, Point, Lines, Symmetry, Circles, Quadrilaterals	Measurement and Data: Graphing & patterns, Length & unit conversions, Elapsed time
Subject: <b>Scienc e</b>	Weather Impacts	Earthquake Engineering	Patterns in the night sky
Subject: <b>S.S.</b>	Dr. Seuss Day Our local economy Earth Day	Dr. Seuss Day California's agriculture and industrial influence Earth Day	Dr. Seuss Day US Constitution States and Capitals Earth Day
Subject: <b>I.C.</b>	<b>Essential Question:</b> What responsibilities do we have to our school? Community?	<b>Essential Question:</b> What responsibilities do we have to our school? Community? World?	<b>Essential Question:</b> What responsibilities do we have to our school? Community? World?
Subject: <b>S.I.</b>	Earth Day Campus Clean Up	Earth Day Campus Clean Up	Earth Day Campus Clean Up

\* End of unit Portfolio Masterpieces due April 20<sup>th</sup>\*

# ORAA 3-5 Arts Integration: April

Theme: Our World

Character Focus: Responsibility

	3rd:	4th:	5th:
Subject: <b>ELA</b>	Provide students with exposure to a few environmentally focused children's books (i.e. The Lorax, The Giving Tree, etc). Facilitate a discussion about ways to help the planet and have students write an opinion piece with their ideas of what is wrong and how to help. Act out a solution. (VAPA TA.3.5.0)	Provide students various opinion pieces and articles on a few controversial environmental issues. Allow them to research the issue they choose and develop a strong opinion of their own. Have them write letters to a member of congress with ideas for solutions and then act them out with a group of peers. (VAPA VA.4.5.0)	Have students read opposing opinion pieces on an environmental issue (i.e. fracking) and have them create an argument for their point of view. Pair them with someone on the opposing end and have them debate. (VAPA TA.5.5.0)
Subject: <b>MATH</b>	Students create shape art. Teacher provides cut outs of quadrilaterals and triangles in various sizes and colors, and students use them to create an Earth Day mural. (VAPA VA.3.5.0)	Take a photo of each student's face and print it in black and white. Cut it exactly in half vertically. Have students glue the cropped image to a piece of drawing paper and complete the image by drawing the missing half using symmetry. (VAPA VA.4.5.0)	In pairs, one student creates a short dance, and the other predict various movements that may be in the dance (i.e. twirls, grape vines, kicks, etc). As student A dances, student B tracks movements and graphs data showing how many of each there was. (VAPA DA.5.5.0)
Subject: <b>Science</b>	Create a visual model of severe weather and the before and after effects. (VAPA VA.3.5.0)	Work in teams to construct 'earthquake proof' buildings out of various materials (toothpicks, sugar cubes, etc). Simulate an earthquake by shaking the table and see which ones can withstand the quake. (STEAM)	Have students recreate a constellation of their choice on black construction paper using toothpicks and marshmallows. Make sure the number of stars and their placement is accurate. (STEAM)
Subject: <b>S.S.</b>	Earth Day: Organize a 'Campus Clean up Day' with the 4 <sup>th</sup> and 5 <sup>th</sup> grade classes, and encourage students and parents to come to campus to clean up that day.	Earth Day: Organize a 'Campus Clean up Day' with the 3 <sup>rd</sup> and 5 <sup>th</sup> grade classes, and encourage students and parents to come to campus to clean up that day.	Earth Day: Organize a 'Campus Clean up Day' with the 3 <sup>rd</sup> and 4 <sup>th</sup> grade classes, and encourage students and parents to come to campus to clean up that day.

# ORAA 3-5 Scope: May-June

Theme: Our World

Character Focus: Resilience

	3rd:	4th:	5th:
Subject: <b>ELA</b>	Informational Writing: Research Report- article Literature Unit: Non fiction texts	Informational Writing: Research Report- essay Literature Unit: Non fiction texts	Informational Writing: Research Report- biography Literature Unit: Non fiction texts
Subject: <b>MATH</b>	Geometry: Types of triangles	Measurement and Data: Length, Volume, Measurement, Area & Perimeter	Geometry: Classifying polygons, Volume of prisms
Subject: <b>Science</b>	Solar System	Animal Senses	Atoms and Cells
Subject: <b>S.S.</b>	Economics: designing a store Mother's Day Father's Day	State and Federal Government Mother's Day Father's Day	Colonization, Immigration, Settlement States and Capitals Mother's Day Father's Day
Subject: <b>LOC</b>	Air and Space Museum FT <b>Essential Question:</b> How do	ZooFT <b>Essential Question:</b> How do we	Ruben H. Fleet Science Center FT
Subject: <b>S.I.</b>	Lesson from a star: being resilient	Lesson from a turtle: being resilient	Lesson from a cell: being resilient

\* End of unit Portfolio Masterpieces due June 8<sup>th</sup>\*

# ORAA 3-5 Arts Integration: May-June

Theme: Our World

Character Focus: Reilience

	3rd:	4th:	5th:
Subject: <b>ELA</b>	Have students research the planet of their choice and write a newspaper article about it, including all non fiction text features (i.e. caption, photograph, Title, subtitle, Index, Glossary, etc) (VAPA VA.3.5.0)	Have students research the planet of their choice and write an essay about their findings that includes an introductory paragraph, at least 2 paragraphs in the body, and a concluding paragraph. As a class, using movement, demonstrate the rotation and movement of the planets (students acting as the planet they have selected) (VAPA DA.4.2.1)	Have students interview a Veteran and write a biography about that person based on the information they gather. With a group of peers, act out the story of the person's life. (VAPA VA.5.2.3)
Subject: <b>MATH</b>	Students create human triangles. Split class into groups and have each take turn with a 'triangle challenge.' Call out a type of triangle and have students lay on the floor and create that triangle's shape by linking their bodies. (VAPA DA.3.2.1)	Have students create their "dream home" and measure the area and perimeter of it. (STEAM)	'Delicious math' Give students toothpicks and gummy bears. Call out a polygon and see how quickly they can build it. Repeat with a different polygon shape. (Culinary Art)
Subject: <b>Science/S.I.</b>	Lesson from a star: being resilient As a cloud collapses, it refuses to die, and leaves a legacy by becoming a star <a href="https://science.nasa.gov/astrophysics/focus-areas/how-do-stars-form-and-evolve">https://science.nasa.gov/astrophysics/focus-areas/how-do-stars-form-and-evolve</a>	Lesson from a Turtle: being resilient The tortoise and the hare <a href="https://www.youtube.com/watch?v=SUngzUtFr7Q">https://www.youtube.com/watch?v=SUngzUtFr7Q</a>	Lesson from a Cell: being resilient. <a href="http://www.smithsonianmag.com/science-nature/henrietta-lacks-immortal-cells-6421299/">http://www.smithsonianmag.com/science-nature/henrietta-lacks-immortal-cells-6421299/</a>