Aim High Content Overview 2024

	Humanities	Issues and Choices	STEM Challenge
	Students read, write, think about and discuss relevant questions to contemporary issues.	Students participate in community circle discussions about topics connected to their communities, identity, and well-being. They also explore their college and career goals and what steps they can take to reach them.	Students utilize the design thinking process, scientific inquiry, and mathematical practices to address design and real-world challenges.
6th Grade	**Access to water**	**Transition to Middle School and Healthy Friendships**	**Climate Change**
	Driving Question: How does limited access to clean water impact people's lives? **Texts**: *A Long Walk to Water* by Linda Sue Park and additional non-fiction readings **Product**: Informative PSA about current water conditions in California	**Driving questions**: How do I develop healthy friendships and boundaries during my transition to middle school while practicing self-care? How do I utilize my strengths to successfully transition to middle school? **Product:** My strengths and resources flower	**Driving Questions**: How can buildings be designed to mitigate and prepare for the effects climate change will have on my community? **Scientific Inquiry**: Analyze and evaluate evidence for climate change **Mathematical concepts**: Number Systems, Graphing, Statistics and Probability **Product:** Design a green building

AIM HIGH

	Identity and stereotypes	Identity: Past, present, and future	Humans and the environment
7th Grade	**Driving question:** How do I tell a story about how to be an advocate or ally for others or myself? **Texts:** *American Like Me* by American Ferrera (collection of personal narratives) **Product:** Writing a personal narrative (with a visual component) about a time when you helped someone (being an ally or advocate)or someone helped you.	**Driving Questions:** How do I share my powerful identity story with my community? How do my strengths and interests connect to my education and career pathway? **Product**: Stepping Stones Vision Board and I AM Poem	**Driving question:** How can we use our scientific knowledge to survive apocalyptic conditions? **Scientific Inquiry:** Nutrition, Water purification, Understanding terrain **Mathematical concepts:** Rational Numbers, Area of squares/rectangles, Reading and understanding Graphs **Product:** Apocalypse survival kit
	Community, resources, addressing challenges in our communities	**Relationships, racism and privilege, and opportunities**	**Physics, Engineering and Graphing Data**
8th Grade	**Driving Question:** What are our rights and responsibilities as people living in the USA? **Texts:** Selections from *Voice of Witness* reader **Product:** Choose an audience with whom you'll to share a strong opinion about an important (Constitutional) issue	**Driving Questions:** How do I become a change agent in my community and recognize oppressive societal systems and their impact? What resources can I utilize to be successful in eighth grade, high school and beyond? **Product:** Senior High School Yearbook Profile Page and High School Opportunity Plan	**Driving Question:** How can you design a thrilling roller coaster with limited supplies? **Scientific Inquiry:** Discuss and analyze Newton's Laws of Motion, Use design process and collaboration to create prototypes and models **Mathematical concepts:** Graphing functions, Interpreting functions, Number Sense, **Product:** Roller Coaster Prototype

	Identity, growth, and transition	Healthy relationships, becoming change agents, and transition to high school	Environmental Justice + Design thinking
9th Grade	**Driving Questions:** What does it mean to be a hero? What does quality leadership look like? **Texts:** Biographical vignettes about various heroes in society, and *Your Life Matters* by L.L. McKinney **Product:** Create and present a visual representation of someone who is a hero to you.	**Driving Questions:** How do I define healthy relationships and boundaries while developing coping skills and tools to navigate high school and beyond? What steps can I take in high school to have access to and thrive in an ideal college environment for me? **Product:** High School Road Map	**Driving Question:** How can we create a product or service that will solve/mitigate a challenge in our community? **Design and Inquiry:** Local environmental issues, Climate Change **Mathematical Concepts:** Functions Budgeting, Interpret graphs, and sketch graphs. **Product:** Eco-Business Pitch and Business Plan