

Quarter 1							
Course	Content/Unit Title	Weeks of Instruction	Power Standards	Secondary Standards	Essential Questions use ctr + enter to move down in the cell	Major Assessments/P rojects	DOK levels in assessment
Geometry 10	Unit 1:	9 weeks	10.G.CO.1 Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc	10.G.CO.2 Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch)	How to geometric properties relate to algebra? How are geometric properties use in real world situations? How is symmetry shown in our world? What are the similarities and differences among the various transformations and how can they be grouped as either rigid or nonrigid?	Tests	DOK 3- Strategic Thinking
			10.G.CO.5 Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another	10.G.CO.3 Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself		Mandala Project	DOK 3- Strategic Thinking
			10.G.CO.9 Prove theorems about lines and angles.	10.G.CO.4 Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments		Mini Golf Project	DOK 4-Extended Thinking
						Tessellation Project	DOK 4-Extended Thinking
	Unit 2:						
	Unit 3:						
/ Precalculus 10	Unit 1: FACTORING AND SIMPLIFYING (Polynomial, Rational, and Radical Relationships)		A.SSE.2 Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.			Checkpoints, Signatures, Contest and Bellworks.	DOK 1-Recall
			A.APR.3 Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.				DOK 2- Skill/Concept
						Individual test, Partner Test and Bimestral.	DOK 2- Skill/Concept
							DOK 3- Strategic Thinking
	Unit 2: EQUATIONS (Linear, Quadratic, Rational, Complex)		A.REI.2 Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.			Checkpoints, Signatures, Contest and Bellworks.	DOK 1-Recall
							DOK 2- Skill/Concept
					Individual test, Partner test and Bimestral.	DOK 2- Skill/Concept	

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Algebra II							DOK 3- Strategic Thinking
	Unit 3:						
	Unit 4:						
Physics/Chemistry 10	Unit 1: The Language of Physics and Scientific Method	4	10.CHEMPHY.1.1 Model with Mathematics - HSN-Q-A.1 - Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.		1. How do I recognize and convert to fundamental SI units? 2. How do I use scientific notation to perform calculations with large and small numbers? 3. How do I rearrange and combine algebraic expressions to solve for a particular variable? 4. How to round answers to calculations to the appropriate amount of significant digits.	Unit Exam	DOK 3- Strategic Thinking
			10.CHEMPHY.1.2 Model with Mathematics - HSA-CED.A.4 - Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.				
				10.CHEMPHY.1.1 Model with Mathematics - HSN-Q-A.1 - Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.			
	Unit 2: 1D Kinematics	4	10.CHEMPHY.2.1 Motion in One Dimension - HSPS1-1. Distinguish between displacement, distance, average velocity, instantaneous velocity, speed, and acceleration. Solve problems involving displacement, distance, velocity, speed, and constant acceleration	10.CHEMPHY.1.2 Model with Mathematics - HSA-CED.A.4 - Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.	1. How of motion mathematically and graphically represented? 2. How do we use rates of change to calculate motion? 3. How does a secondary rate (e.g., acceleration) affect position?		
						RC Car Lab	DOK 2- Skill/Concept
						Unit Exam or Alternative Assessment (Rocket Launcher)	DOK 4-Extended Thinking
Unit 3:							

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English 10	Unit 1: Novel Study	4-6	10.RL.01 Cite strong and thorough evidence to support analysis of text	10.L.05 Understand figurative language, word relationships, and nuances	<ul style="list-style-type: none"> Why do writers write? How does language affect identity? How does the perspective of the author affect the interpretation of the text? 	Argumentative essay/ Thesis essay	DOK 2- Skill/Concept DOK 3-Strategic Thinking
			10.RL.02 Determine theme or central idea; provide an objective summary	10.L.01 Demonstrate command of English grammar and usage when writing or speaking			
			10.RL.03 Analyze how complex characters develop over the course of a text				
			10.W.01 Write arguments to analyze substantive topics, using reasoning and evidence				
			10.W.09 Draw evidence from literary or informational texts				
US History 10	Unit 1: Rise of industry	2	10.US.CS.8 (Science, Technology, and Society) Students will understand how societies have influenced and been influenced by scientific developments and technological developments	10.US.CS.1 (Time, Continuity, and Change) Students will understand patterns of change and continuity, relationships between people and events through time, and various interpretations of these relationships	Did the benefits of industrial outweigh the cost?	Unit Assessment	DOK 2- Skill/Concept
			10.US.SK.2 Evaluating sources and gathering evidence	10.US.CS.7 (Production, Distribution, and Consumption) Students will understand fundamental economic principles and ways in which economies are shaped by geographic and human factors		Assembly line	DOK 3- Strategic Thinking
			10.US.SK.3 Communicating conclusions and taking informed actions				
	Unit 2: The Great Wave of Immigration	2	10.US.CS.4 (Culture) Students will understand cultural and intellectual developments and interactions among societies	10.US.CS.3 (Geography) Students will understand the interactions and relationship between human societies and their physical environment	What was life like for immigrants in the 1900's?	Unit Assessment	DOK 2- Skill/Concept
			10.US.SK.2 Evaluating sources and gathering evidence			Immigrant Story	DOK 4-Extended Thinking
			10.US.SK.3 Communicating conclusions and taking informed actions				
	Unit 3: The Progressive Era	3	10.US.CS.5 (Society and Identity) Students will understand social systems and structures and how these influence individual	10.US.CS.6 (Government) Students will understand why societies create and adopt systems of governance and how they address human needs, rights, responsibilities and citizenship	Did the Progressives improve life in the US?	Unit Assessment	DOK 2- Skill/Concept
			10.US.SK.2 Evaluating sources and gathering evidence			Proposal letter	DOK 4-Extended Thinking
			10.US.SK.3 Communicating conclusions and taking informed actions				
	Unit 4: The US becomes a World Power	2	10.US.CS.6 (Government) Students will understand why societies create and adopt systems of governance and how they address human needs, rights, responsibilities and citizenship	10.US.CS.8 (Science, Technology, and Society) Students will understand how societies have influenced and been influenced by scientific developments and technological developments	Should US actions in world affairs around the turn of the 20th century be praised or condemned?	Unit Assessment	DOK 2- Skill/Concept
			10.US.SK.2 Evaluating sources and gathering evidence	10.US.CS.1 (Time, Continuity, and Change) Students will understand patterns of change and continuity, relationships between people and events through time, and various interpretations of these relationships		Spanish American War Debate	DOK 3- Strategic Thinking
			10.US.CS.3 (Geography) Students will understand the interactions and relationship between human societies and their physical environment				
	Unit 5: The roaring 20's and Great Depression		10.US.CS.4 (Culture) Students will understand cultural and intellectual developments and interactions among societies	10.US.CS.5 (Society and Identity) Students will understand social systems and structures and how these influence individual	What trend, events, and people shaped the 1920's and 1930's?	Unit Assessment	DOK 2- Skill/Concept
		10.US.SK.2 Evaluating sources and gathering evidence	10.US.CS.3 (Geography) Students will understand the interactions and relationship between human societies and their physical environment		Living museum	DOK 4-Extended Thinking	
		10.US.SK.3 Communicating conclusions and taking informed actions					
10	Unit 1:						

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Economics and Entrepreneurship	Unit 2:						
	Unit 3:						
	Unit 4:						
Culture 10	Unit 1: Literatura Latinoamericana :EL MUNDO DE AFUERA, de Jorge Franco	4semanas	10.ES1 Los estudiantes comprenden y analizan textos desde sus estructuras internas y externas y relacionan su significado con los contextos sociales, culturales y políticos en los cuales se han producido.	10.ES2 Los estudiantes identifican los recursos del lenguaje empleados por autores latinoamericanos de diferentes épocas y los comparan con los empleados por autores de otros contextos temporales y espaciales, cuando sea pertinente.	¿ Cuáles son tus predicciones sobre la idea principal del texto? ¿Qué ideas tengo sobre este tópico y este texto? ¿Cómo han cambiado tus ideas al leer el texto? ¿Cómo se emplean los rasgos de estilo del texto? ¿Qué técnicas usa el autor para enseñar, persuadir, informar o contar su historia? ¿Cuál es el propósito del autor?	Meta de lectura 1: 4 preguntas abiertas sobre los primeros 15 capítulos(100 páginas). Actividad individual.Previo a la realización de la meta los estudiantes desarrollan avances de lectura a partir de los cuales elaboran preguntas en clase que permiten descubrir la precisión del reconocimiento de distintostipos de marcadores.	DOK 4-Extended Thinking Esta primera meta indaga en el estudiante por su capacidad para realizar análisis intratextuales, intertextuales y extratextuales. Apoyado en el texto deberá ser capaz de hacer inferencias directas e indirectas y de proponer la creación de mundos posibles
						Meta de lectura 2: Foro sobre los capítulos 16 al 30(páginas 101 a la 200). Actividad Oral y grupal.	DOK 4-Extended Thinking. En esta segunda meta el estudiante tiene la posibilidad de valorar la participación oral de sus compañeros y deberá estar en capacidad de decidir si la opinion y el juicio de los demás sirve como soporte para estructurar sus propios juicios.
							Meta de lectura 3. Fish Bowl activity relacionad con los temas ap language.

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AP Spanish Language and C	Unit 2: Comprensión de textos: situación comunicativa	4 semanas	10.ES2 Los estudiantes identifican los recursos del lenguaje empleados por autores latinoamericanos de diferentes épocas y los comparan con los empleados por autores de otros contextos temporales y espaciales, cuando sea pertinente.	10.ES4 Los estudiantes interpretan manifestaciones artísticas verbales y no verbales y las relacionan con otras producciones humanas, ya sean artísticas o no.	¿Cómo se emplean los rasgos de estilo del texto		
			10.ES2 Los estudiantes identifican los recursos del lenguaje empleados por autores latinoamericanos de diferentes épocas y los comparan con los empleados por autores de otros contextos temporales y espaciales, cuando sea pertinente.	10.ES3 Los estudiantes producen textos escritos que evidencian el conocimiento que han alcanzado acerca del funcionamiento de la lengua en situaciones de comunicación y el uso de las estrategias de producción textual.			
	Unit 3: Producción de textos argumentativos: El Comentario de texto	2 semanas	10.ES3 Los estudiantes producen textos escritos que evidencian el conocimiento que han alcanzado acerca del funcionamiento de la lengua en situaciones de comunicación y el uso de las estrategias de producción textual.	10.ES5 Los estudiantes comprenden los factores sociales y culturales que determinan algunas manifestaciones del lenguaje no verbal.	¿Sueles escribir tus textos teniendo en cuenta la coherencia, la cohesión y la ortografía y considerando la escritura como actividad restructuradora de la conciencia humana? ¿Qué aspectos gramaticales y sintácticos integras racionalmente en todos sus escritos?	Escritura Diagnóstica. Los estudiantes escriben individualmente sobre un tema libremente escogido	DOK 2- Skill/Concept
						Los estudiantes realizan el resumen de un cuento corto	
	Unit 4: Ética de la Comunicación y lenguajes simbólicos:				De qué manera difunden la información, cuál es su cobertura y alcance y a qué tipo de audiencia se dirigen, entre otras	Presentación de noticias en desarrollo durante todas las primeras clases de la semana	DOK 2- Skill/Concept
		3 semanas	10.ES6 Los estudiantes reflexionan en forma crítica acerca de los actos comunicativos relacionados con la comprensión e interpretación textual y explican los componentes del proceso de comunicación, con énfasis en los agentes, los discursos, los contextos y el funcionamiento de la lengua, en tanto sistema de signos, símbolos y reglas de uso.	10.ES7 Los estudiantes interpretan y utilizan elementos políticos, culturales e ideológicos que están presentes en la información que difunden los medios masivos y adoptan una posición crítica frente a ellos.			
PE_Physical Education 10	Unit 1:Desarrollo de las capacidades físicas condicionales, (La resistencia, la fuerza, la velocidad y la flexibilidad)		NPES.11.S3.H3 Physical activity knowledge		Qué es el calentamiento?. Qué es la condición física?. Cual es la diferencia entre capacidades condicionales y coordinativasPresento un adecuado desarrollo de las capacidades condicionales necesarias para el deporte.Demostró las diferentes posiciones básicas para el deporte. Realizo los gestos técnicos fundamentales para el deporte	-Physical skill test -Fitness knowledge test - Shape America Rubrics	
			NPES.10.S1.H3.L1 Level 1. Demonstrates competency in 1 or more specialized skills in health-related fitness activities.				
			NPES.10.S1.H1.L1 Level 1. Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target Games)				
	Unit 2: Actividad física- preferencias y riesgos		NPES.10.S3.H1.L1 Level 1. Discusses the benefits of a physically active lifestyle as it relates to college or career productivity.	NPES.10.S4.H2.L1 Level 1. Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance.	Enumerar 4 actividades físicas y 4 juegos. Cual es la diferencia entre una actividad física y un juego. Presento un adecuado desarrollo de las capacidades condicionales necesarias para el deporte.Demostró las diferentes posiciones básicas para el deporte.Realizo los gestos técnicos fundamentales para el deporte	-Physical skill test -Fitness knowledge test - Shape America Rubrics	
			NPES.10.S3.H1.L2 Level 2. Investigates the relationships among physical activity, nutrition and body composition.	NPES.10.S1.H1 Lifetime activities			
	Unit 3:La gimnasia, la danza y los test atleticos		Participa varias veces a la semana en una actividad vitalicia auto-seleccionada, baile o actividad física por fuera de la jornada académica. (S3.H6.L1)	Demuestra competencia en y/o perfecciona movimientos actividad-especificos en dos o más actividades vitalicias (actividades al aire libre, actividades de resistencia de tipo individual, acuáticas, juegos que requieren mallas/paredes o juegos de puntería).24 (S1.H1.L1)	Que es un salto?. Qué es un desplazamiento? y qué es un lanzamiento? Presento un adecuado desarrollo de las capacidades condicionales necesarias para el deporte.Demostró las diferentes posiciones básicas para el deporte.Realizo los gestos técnicos fundamentales para el deporte	-Physical skill test -Fitness knowledge test - Shape America Rubrics	

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	Unit 5:Fisiologia del ejercicio		NPES.10.S3.H13.L2 Level 2. Creates a snack plan for before, during and after exercise that addresses nutrition needs for each phase.	NPES.10.S1.H3.L2 Level 2. Demonstrates competency in 2 or more specialized skills in health-related fitness activities.			
	Unit 4: PERSONAL FITNESS PLANS		NPES.10.S3.H7.L2 Level 2. Designs and implements a strength & conditioning program that develops balance in opposing muscle groups (agonist/antagonist) and supports a healthy, active life- style.		Cual es la diferencia entre futbol de salon y futbol?. Qué es doble ritmo en baloncesto?. Presento un adecuado desarrollo de las capacidades condicionales necesarias para el deporte.Demostró las diferentes posiciones básicas para el deporte.Realizo los gestos técnicos fundamentales para el deporte	- Physical skill test -Fitness knowledge test - Shape America Rubrics	
			NPES.10.S3.H11.L1 Level 1. Creates and implements a behavior-modification plan that enhances a healthy, active lifestyle in college or career settings.				
Algebra II / Precalculus 11	Unit 1: FACTORING AND SIMPLIFYING (Polynomial, Rational, and Radical Relationships)		6 A.SSE.2 Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.			Checkpoints, Signatures, Contest and Bellworks.	DOK 1-Recall
			A.APR.3 Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.				DOK 2- Skill/Concept
						Individual test, Partner test and Bimestral.	DOK 2- Skill/Concept
							DOK 3- Strategic Thinking
	Unit 2: EQUATIONS (Linear, Quadratic, Rational, Complex)		2 A.REI.2 Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.			Checkpoints, Signatures, Contest and Bellworks.	DOK 1-Recall
							DOK 2- Skill/Concept
						Individual test, Partner test and Bimestral.	DOK 2- Skill/Concept
							DOK 3- Strategic Thinking
		Unit 4:					
Environmental Science	Unit 1: Earth Systems and Resources		5 12.APENVSC.1 Earth Systems and Resources - Earth science concepts, global atmosphere, water resources, and soil use and dynamics.	12.APENVSC.1 Earth Systems and Resources - Earth science concepts, global atmosphere, water resources, and soil use and dynamics.	What is the environment?	Form your own hypothesis lab	DOK 4-Extended Thinking
	Unit 2: Ecosystems		5 12.APENVSC.2 Living World - Ecosystem structure, energy flow, ecosystem diversity, natural ecosystem change, natural biogeochemical cycles.	12.APENVSC.2 Living World - Ecosystem structure, energy flow, ecosystem diversity, natural ecosystem change, natural biogeochemical cycles.	Where do humans fit into the environment?	Biome in a bottle lab	DOK 4-Extended Thinking

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AP				11.APPHYSICS1.10 Societal Impact: Investigate the impact of physics on society and how past and present experiments and theories have led to major changes.				
Hands on Engineering	Unit 1: Safety In the Lab.	2	ISTE2016.6 Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.	ISTE2016.6a Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.	What are the safety rules that you should follow when using tools in the lab?	Safety Unit Assessment (Schoology Assessment)	DOK 3- Strategic Thinking	
			ISTE2016.3 Knowledge Constructor: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.	ISTE2016.3d Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.				
	Unit 2: The Rube Goldberg Machine the Engineering Process	6	ISTE2016.3 Knowledge Constructor: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.	ISTE2016.3d Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.	What are the steps used in the Design Process? What are the online tools that you can use to present a project?	RGM Video	DOK 4-Extended Thinking	
			ISTE2016.4 Innovative Designer: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.	ISTE2016.4c Students develop, test and refine prototypes as part of a cyclical design process.		Rube Goldberg Machine	DOK 3- Strategic Thinking	
			ISTE2016.6 Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.	ISTE2016.6a Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.		RGM Presentation	DOK 4-Extended Thinking	
Business Technology	Unit 1: Introduction to spreadsheets, cell basics and basic formulas		ISTE2016.1 Empowered Learner: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.	ISTE2016.1d Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.				
			ISTE2016.5 Computational Thinker: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.	ISTE2016.5a Students formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.				
			ISTE2016.6 Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.	ISTE2016.6d Students publish or present content that customizes the message and medium for their intended audiences.				
	Unit 2: Data analysis and Excel tabs and functions		ISTE2016.1 Empowered Learner: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.	ISTE2016.1d Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.				
			ISTE2016.5 Computational Thinker: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.	ISTE2016.5b Students collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.				
			ISTE2016.6 Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.	ISTE2016.6b Students create original works or responsibly repurpose or remix digital resources into new creations.				
	UNIT 1: COLOR THEORY, primary and secondary colors	2 weeks	VA.HS.CR.2.a Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.	VA.HS.CR.2.b Demonstrate awareness of ethical implications of making and distributing creative work.	what do you know about the color theory do you know the color wheel? what do you know about the cool and warm colors? how can be used the cool and warm colors in a paint? what kind of paint can we made using cold and warm colors?	Color theory poster	DOK 3- Strategic Thinking	
				VA.HS.CR.1.b Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.		Color wheel infographic	DOK 2- Skill/Concept	
				VA.HS.CR.1.a Individually or collaboratively formulate new creative problems based on student's existing artwork.		Landscape with warm and cold colors	DOK 4-Extended Thinking	
						elements of art and elements of design poster infographic	DOK 4-Extended Thinking	

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PAINTING ELECTIVE 9-10-11-12 grade	UNIT 2: COLOR WHEEL: tertiary color, monochromatic and grayscale analogous and complementary.	2 weeks	VA.HS.CR.2.a Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.	VA.HS.CO.1.a Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking.	what do you know about the color theory do you know the color wheel? what do you know about the cool and warm colors? how can be used the cool and warm colors in a paint? what kind of paint can we made using cold and warm colors?	monotype	DOK 2- Skill/Concept
				VA.HS.CR.2.b Demonstrate awareness of ethical implications of making and distributing creative work.		self portrait in cold and warm color	DOK 2- Skill/Concept
				VA.HS.CR.1.b Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.		monochrome and polychromy still life	DOK 3- Strategic Thinking
						monochrome, polychromy, self portrait, and landscape	DOK 4-Extended Thinking
	UNIT 3: COLOR AND TEXTURE	2 week	VA.HS.CR.2.a Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.	VA.HS.CR.2.b Demonstrate awareness of ethical implications of making and distributing creative work.	What can we used to created textures? what kinde of tools do you need to make differents textures?	frottage, esgrafiado.	DOK 2- Skill/Concept
				VA.HS.CO.1.a Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking.		food, music, book, movie	DOK 2- Skill/Concept
				VA.HS.CR.1.b Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.		hands and feet	DOK 4-Extended Thinking
	UNIT 4: POINTILLISM	2weeks	VA.HS.CR.2.a Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.	VA.HS.CR.2.b Demonstrate awareness of ethical implications of making and distributing creative work.	what do you know about art history : pointillism? do you know something about Seurat or other painter who use points to made art works? what do you think that need to made an art works based on points? what kind of tools do you used to create an art work whit dots?	pointillism halloween project	DOK 2- Skill/Concept
				VA.HS.CR.1.b Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.		pointillism small project	DOK 2- Skill/Concept
				VA.HS.CO.1.a Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking.		pointillism still life	DOK 4-Extended Thinking
			VA.HS.CR.1.a Individually or collaboratively formulate new creative problems based on student's existing artwork.		pointillism portrait	DOK 4-Extended Thinking	
Drawing elective 9-10-11-12 grade	Still Life, Object Drawing And Value Scale	2	VA.HS.CR.2.a Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.		what is an still life?	Principles of design	DOK 2- Skill/Concept
				VA.HS.CR.1.b Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.			
		2	VA.HS.CR.2.a Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.		what is value and what differents values can i achieve with a variety of materials?	Objects in the kitchen Final	DOK 4-Extended Thinking
				VA.HS.CR.1.b Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.		Objects in the kitchen Sketch	DOK 3- Strategic Thinking
		2	VA.HS.CR.2.a Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.		how can i use geometrical shapes to draw objects?	Objects in my room Final	DOK 4-Extended Thinking
				VA.HS.CR.1.b Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.		Objects in my room Sketch	DOK 3- Strategic Thinking
		2	VA.HS.CR.2.a Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.			Value Scale introduction	DOK 2- Skill/Concept
			VA.HS.P.1.a Analyze, select, and critique personal artwork for a collection or portfolio presentation.		Value scale practice	DOK 3- Strategic Thinking	
			VA.HS.CR.1.b Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.				

Quarter 1							
Course	Content/Unit Title	Weeks of Instruction	Power Standards	Secondary Standards	Essential Questions use ctr + enter to move down in the cell	Major Assessments/P rojects	DOK levels in assessment
Band 11	Unit 1: Rhythm: Duration		FAMU.IV.5.2 Reads music that contains moderate technical demands, expanded ranges, and varied interpretive requirements	FAMU.IV.5.1 Reads an instrumental or vocal score of up to four staves	What is musical rhythm What are elements to read the music mitmo? What is the importance of rhythm in music?	CLASS WORK INSTRUMENTA L ASSEMBLE REPertoire 1	DOK 1-Recall

Quarter 2							
Course	Content/Unit Title	Weeks of Instruction	Power Standards	Secondary Standards	Essential Questions use ctr + enter to move down in the cell	Major Assessments/P projects	DOK levels in assessment
Geometry 10	Unit 1: Congruence	9 weeks	10.G.CO.8 Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.	10.G.CO.6 Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent	How can the properties of rigid motion be used to prove that two triangles are congruent (ASA, SAS, SSS)? What are the various pathways to create a valid proof for theorems about lines, angles, triangles congruence and parallelograms? How can theorems help prove figures congruent?	Tests	DOK 3- Strategic Thinking
			10.G.CO.10 Prove theorems about triangles.	10.G.CO.7 Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.		Triangle Art Project	DOK 4-Extended Thinking
			10.G.CO.11 Prove theorems about parallelograms.			Triangle Building Project	DOK 4-Extended Thinking
						Infographic Project	DOK 4-Extended Thinking
	Unit 2:						
	Unit 3:						
/ Precalculus 10	Unit 1: Modeling with functions	6	F.IF.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.			Checkpoints, Signatures, Contest and Bellworks.	DOK 1-Recall
			F.IF.7 Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.				DOK 2- Skill/Concept
						Individual test, Partner test and Semestral.	DOK 2- Skill/Concept
							DOK 3- Strategic Thinking
	Unit 2: Complex Numbers	2	N.CN.2 Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.			Checkpoints, Signatures, Contest and Bellworks	DOK 1-Recall
			N.CN.8 Extend polynomial identities to the complex numbers. For example, rewrite $x^2 + 4$ as $(x + 2i)(x - 2i)$.				re
					Individual test, Partner test and Semestral.	DOK 2- Skill/Concept	

Quarter 2							
Course	Content/Unit Title	Weeks of Instruction	Power Standards	Secondary Standards	Essential Questions use ctr + enter to move down in the cell	Major Assessments/P rojects	DOK levels in assessment
Algebra II							DOK 3- Strategic Thinking
	Unit 3:						
	Unit 4:						
Physics/Chemistry 10	Unit 1: Force and Motion		10.CHEMPHY.3.1 Forces - HS-PS2-2. The students will use Newton's Laws to calculate acceleration and momentum. This includes mathematical representations and analyzing data.	10.CHEMPHY.1.1 Model with Mathematics - HSN-Q-A.1 - Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.	1. What is the essence of Newton's Laws? 2. How is motion related to both mass and velocity? 3. What is the nature of motion of a falling object?	Unit Exam or Alternative Assessment (Newton's Laws Lab).	DOK 4-Extended Thinking
				10.CHEMPHY.1.2 Model with Mathematics - HSA-CED.A.4 - Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.			
	Unit 2: Work and Energy		10.CHEMPHY.4.1 Work and Mechanical Energy - MS-PS3-1. Work and mechanical energy are concepts that students use to analyze complex system Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object.	10.CHEMPHY.1.1 Model with Mathematics - HSN-Q-A.1 - Use units as a way to understand problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.	1. How does the flow of energy underlie all motion? 2. What are the consequences of energy conservation? 3. What is work? How does its addition or subtraction affect the nature of a system? 4. How does the flow of energy in a system determine its behavior?	Unit Exam	DOK 3- Strategic Thinking
			10.CHEMPHY.4.2 Work and Mechanical Energy - MS-PS3-2. Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system.	10.CHEMPHY.1.2 Model with Mathematics - HSA-CED.A.4 - Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.		Rube Goldberg Machine	DOK 4-Extended Thinking
	Unit 3: Magnetism and Electricity (if there is extra time)	Can Vary	10.CHEMPHY.5.1 Electricity and Magnetism - MS-PS2-3. Ask questions about data to determine the factors that affect the strength of electric and magnetic forces.	10.CHEMPHY.1.1 Model with Mathematics - HSN-Q-A.1 - Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.	1. How do electric and magnetic forces-at-a-distance operate? 2. How are electric circuits a result of 3. Coulomb's Law? 4. How do electric circuits work? 5. What is the relationship between electricity, magnetism, and light?	Unit Exam	DOK 3- Strategic Thinking

Quarter 2							
Course	Content/Unit Title	Weeks of Instruction	Power Standards	Secondary Standards	Essential Questions use ctr + enter to move down in the cell	Major Assessments/Projects	DOK levels in assessment
Economics and Entrepreneurship	Unit 2:						
	Unit 3:						
	Unit 3:						
Culture 10	Unit 1: Literatura Latinoamericana ¿DÓNDE ESTÁ LA FRANJA AMARILLA? de William Ospina	2 semanas	10.ES1 Los estudiantes comprenden y analizan textos desde sus estructuras internas y externas y relacionan su significado con los contextos sociales, culturales y políticos en los cuales se han producido.	10.ES4 Los estudiantes interpretan manifestaciones artísticas verbales y no verbales y las relacionan con otras producciones humanas, ya sean artísticas o no.	¿Consideras que la exposición a este tipo de textos y discursos propicia un mejoramiento de tu comprensión lectora? ¿Por qué y cómo? Según tus conocimientos cuáles son las principales diferencias entre las principales tipologías textuales?	Evaluación usando la estrategia lectora de la comparación y el contraste de textos entre EL MUNDO DE AFUERA Y LA FRANJA AMARILLA	DOK 4-Extended Thinking los estudiantes comparan las dos novelas leídas desde la estructura narrativa/expositiva, el estilo del autor del autor, el tono, la intención y el destinatario y valoran las condiciones de producción de ambos actos comunicativos
				10.ES6 Los estudiantes reflexionan en forma crítica acerca de los actos comunicativos relacionados con la comprensión e interpretación textual y explican los componentes del proceso de comunicación, con énfasis en los agentes, los discursos, los contextos y el funcionamiento de la lengua, en tanto sistema de signos, símbolos y reglas de uso.			

Quarter 2							
Course	Content/Unit Title	Weeks of Instruction	Power Standards	Secondary Standards	Essential Questions use ctr + enter to move down in the cell	Major Assessments/P rojects	DOK levels in assessment
AP Spanish Language and C	Unit 2: Comprensión de textos: situación comunicativa						DOK 4-Extended Thinking. La exposición al género policiaco lleva al estudiante al reconocimiento del modelo abductivo. Los estudiantes deberán reconocer y listar 10 eventos de la película en los cuales paltearán su correspondiente proceso abductivo que deberá incluir:1. Hecho Observado.2. Conocimientos previos. 3. Formulación de reglas y 4. Proposición de un caso.
		2 semanas	10.ES2 Los estudiantes identifican los recursos del lenguaje empleados por autores latinoamericanos de diferentes épocas y los comparan con los empleados por autores de otros contextos temporales y espaciales, cuando sea pertinente.	10.ES3 Los estudiantes producen textos escritos que evidencian el conocimiento que han alcanzado acerca del funcionamiento de la lengua en situaciones de comunicación y el uso de las estrategias de producción textual.			
	Unit 3: Producción de textos						
		2 semanas	10.ES3 Los estudiantes producen textos escritos que evidencian el conocimiento que han alcanzado acerca del funcionamiento de la lengua en situaciones de comunicación y el uso de las estrategias de producción textual.	10.ES5 Los estudiantes comprenden los factores sociales y culturales que determinan algunas manifestaciones del lenguaje no verbal.			
	Unit 4: Ética de la Comunicación y lenguajes simbólicos:						
		3 semanas	10.ES6 Los estudiantes reflexionan en forma crítica acerca de los actos comunicativos relacionados con la comprensión e interpretación textual y explican los componentes del proceso de comunicación, con énfasis en los agentes, los discursos, los contextos y el funcionamiento de la lengua, en tanto sistema de signos, símbolos y reglas de uso.	10.ES7 Los estudiantes interpretan y utilizan elementos políticos, culturales e ideológicos que están presentes en la información que difunden los medios masivos y adoptan una posición crítica frente a ellos.			
PE_Physical Education 10	Unit 4 Actividades y juegos de conjunto (fútbol de salón, baloncesto, voleibol,hockey y fútbol americano)		Identifica problemas asociados con el ejercicio en el calor, humedad y en el frío.31 (S3.H3.L1)		Cual es la diferencia entre futbol de salon y futbol?. Qué es doble ritmo en baloncesto?. Presento un adecuado desarrollo de las capacidades condicionales necesarias para el deporte.Demostró las diferentes posiciones básicas para el deporte.Realizo los gestos técnicos fundamentales para el deporte	-Physical skill test -Fitness knowledge test -Shape America Rubrics	
	Unit 1:Desarrollo de las capacidades físicas condicionales, (La resistencia, la fuerza, la velocidad y la flexibilidad)				Qué es el calentamiento?. Qué es la condición física?. Cual es la diferencia entre capacidades condicionales y coordinativasPresento un adecuado desarrollo de las capacidades condicionales necesarias para el deporte.Demostró las diferentes posiciones básicas para el deporte. Realizo los gestos técnicos fundamentales para el deporte	-Physical skill test -Fitness knowledge test -Shape America Rubrics	
	Unit 2: RISKS AND SAFETY FACTORS		NPES.10.S3.H1.L2 Level 2. Investigates the relationships among physical activity, nutrition and body composition.	NPES.10.S4.H2.L1 Level 1. Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance.	Enumerar 4 actividades físicas y 4 juegos. Cual es la diferencia entre una actividad física y un juego. Presento un adecuado desarrollo de las capacidades condicionales necesarias para el deporte.Demostró las diferentes posiciones básicas para el deporte.Realizo los gestos técnicos fundamentales para el deporte	-Physical skill test -Fitness knowledge test -Shape America Rubrics	
		NPES.10.S3.H1.L1 Level 1. Discusses the benefits of a physically active lifestyle as it relates to college or career productivity.	NPES.10.S1.H1 Lifetime activities				

Quarter 2								
Course	Content/Unit Title	Weeks of Instruction	Power Standards	Secondary Standards	Essential Questions use ctr + enter to move down in the cell	Major Assessments/Projects	DOK levels in assessment	
			Participa varias veces a la semana en una actividad vitalicia auto-seleccionada, baile o actividad física por fuera de la jornada académica. (S3.H6.L1)	NPES.10.S1.H2 Dance & rhythms				
	Unit 3:La gimnasia, la danza y los test atleticos			NPES.10.S1.H2.L1 Level 1. Demonstrates competency in dance forms used in cultural and social occasions (e.g., weddings, parties), or demonstrates competency in one form of dance (e.g., ballet, modern, hip hop, tap)	Que es un salto?. Qué es un desplazamiento? y qué es un lanzamiento? Presento un adecuado desarrollo de las capacidades condicionales necesarias para el deporte.Demostró las diferentes posiciones básicas para el deporte.Realizo los gestos técnicos fundamentales para el deporte	- Physical skill test -Fitness knowledge test - Shape America Rubrics		
				NPES.11.S3.H14.L2 Level 2. Applies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.				
Algebra II / Precalculus 11	Unit 1: Modelling with functions	6	F.IF.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.			Checkpoints, Signatures, Contest and Bellworks.	DOK 1-Recall	
			F.IF.7 Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.				DOK 2-Skill/Concept	
						Individual test, Partner test and Semestral.	DOK 2-Skill/Concept	
							DOK 3- Strategic Thinking	
	Unit 2: Complex Numbers	2	N.CN.2 Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.			Checkpoints, Signatures, Contest and Bellworks.	DOK 1-Recall	
			N.CN.8 Extend polynomial identities to the complex numbers. For example, rewrite x^2+4 as $(x+2i)(x-2i)$.				DOK 2-Skill/Concept	
						Individual test, Partner test and Semestral.	DOK 2-Skill/Concept	
							DOK 3- Strategic Thinking	
	Unit 3:							
Environmental Science	Unit 1: Population	5	12.APENVSC.3 Population - Population biology concepts, human population dynamics, population size, impacts of population growth.	12.APENVSC.3 Population - Population biology concepts, human population dynamics, population size, impacts of population growth.	How does changing population size affect the environment?	Feast or Famine lab	DOK 3- Strategic Thinking	
	Unit 2: Land and Water Use	5	12.APENVSC.4 Land and Water Use - Feeding a growing population, controlling pests, forestry, rangelands, urban land development, transportation infrastructure, public and federal lands, land conservation options, sustainable land-use strategies, mining, fishing, global economics.	12.APENVSC.4 Land and Water Use - Feeding a growing population, controlling pests, forestry, rangelands, urban land development, transportation infrastructure, public and federal lands, land conservation options, sustainable land-use strategies, mining, fishing, global economics.	How does overuse affect the environment?	Tragedy of the Commons lab	DOK 3- Strategic Thinking	
						Cookie mining lab	DOK 3- Strategic Thinking	

Quarter 2							
Course	Content/Unit Title	Weeks of Instruction	Power Standards	Secondary Standards	Essential Questions use ctr + enter to move down in the cell	Major Assessments/P rojects	DOK levels in assessment
AP Hands on Engineering	Unit 1: Smorgas Boards, and Hardware Programming using ARDUINO	4	ISTE2016.3 Knowledge Constructor: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.	ISTE2016.3d Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.	What is a smorgas Board? Where can I find information about the MAKER community around the world? How do I create a program for an ARDUINO board? How do I test my prototypes?	Arduino Project Practice: 1,2,3,4,5,6,7,8,9, 10	DOK 2- Skill/Concept
			ISTE2016.4 Innovative Designer: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.	ISTE2016.4a Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.		DIY Project Document	3- Strategic Thinking
			ISTE2016.5 Computational Thinker: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.	ISTE2016.5d Students understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.		DIY Project (Hardware and Software)	DOK 4-Extended Thinking
	Unit 2: Fast Prototyping 3D Design and 3D printing.	4	ISTE2016.3 Knowledge Constructor: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.	ISTE2016.3d Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.	How do I create a 3D model using Rhinoceros Nurbs Software? How do I use backwads Engineering to create new designs and models? How can I design for prototyping and 3D printing?	3D Design for engineering tutorials: 1,2,3,4,5,6,7,8 9,10.	DOK 2- Skill/Concept
			ISTE2016.4 Innovative Designer: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.	ISTE2016.4c Students develop, test and refine prototypes as part of a cyclical design process.		DIY Project 3D Design	DOK 4-Extended Thinking
Business Technology	Unit 1:						
	Unit 2:						
UNIT 1: POINTILLISM	2 weeks	VA.HS.CR.2.a Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.	VA.HS.CR.1.b Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.	what do you know about art supports for made art? what kind of suplieses need to differentes formats and supports for made art? what do you need about art supplieses for made an artwork? what do you think that it's an unconventional format or support?	Lichtenstein canvas project	DOK 2- Skill/Concept	
					Landscape pointillism project	DOK 2- Skill/Concept	
					bugs and animals pointillism	DOK 2- Skill/Concept	

Quarter 2							
Course	Content/Unit Title	Weeks of Instruction	Power Standards	Secondary Standards	Essential Questions use ctr + enter to move down in the cell	Major Assessments/P rojects	DOK levels in assessment
PAINTING ELECTIVE 9-10-11-12 grade	"Unit 2: SUPPORTS, SMALL, BIG, AND UNCONVENTIONAL FORMATS SMALL FORMAT"	2 Weeks	VA.HS.CR.2.a Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.	VA.HS.CR.1.b Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.	What did you know for paint in a big format? what is the size for a big format? do you know someone artist to paint in big format?	small portrait project	DOK 2- Skill/Concept
				VA.HS.CR.2.b Demonstrate awareness of ethical implications of making and distributing creative work.		small landscape project	DOK 2- Skill/Concept
				VA.HS.CR.1.a Individually or collaboratively formulate new creative problems based on student's existing artwork.		small still life project	DOK 2- Skill/Concept
	UNIT 3: BIG FORMAT	2 Weeks	VA.HS.CR.1.b Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.	VA.HS.CR.2.a Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.	what do you know about the unconventional supports and formats to create art? what do you think that is an unconventional format o support? do you know an artist to made art in an unconventional format o support?	self portrait big format	DOK 2- Skill/Concept
				VA.HS.CR.2.b Demonstrate awareness of ethical implications of making and distributing creative work.		landscape in big format	DOK 2- Skill/Concept
				VA.HS.R.3.a Determine the relevance of criteria used by others to evaluate a work of art or collection of works.		mural big format	DOK 4-Extended Thinking
	UNIT 4: UNCONVENTIONAL SUPPORT AND FORMAT	2 Weeks	VA.HS.CR.1.b Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.	VA.HS.CR.2.a Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.	What did you know about creat a piece of art? what kind of materials and supports do you need to made a piece of art?	stone	DOK 2- Skill/Concept
				VA.HS.R.3.a Determine the relevance of criteria used by others to evaluate a work of art or collection of works.		nail polish	DOK 4-Extended Thinking
				VA.HS.CR.2.b Demonstrate awareness of ethical implications of making and distributing creative work.		cd painting	DOK 2- Skill/Concept
			VA.HS.CR.1.a Individually or collaboratively formulate new creative problems based on student's existing artwork.		unconventional format portrait or still life	DOK 4-Extended Thinking	
Drawing elective 9-10-11-12 grade	Typography, Calligraphy and poster art	2	VA.HS.CR.2.a Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.	VA.HS.CR.1.b Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.	what is typography?	Typography catalog	DOK 4-Extended Thinking
			VA.HS.CR.2.a Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.	VA.HS.CR.1.b Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.	What is Caligraphy?	Caligraphy practice	3- Strategic Thinking
					What is poster art?	Poster Art styles presentation and infographics	DOK 2- Skill/Concept
			VA.HS.CR.2.a Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.	VA.HS.CR.1.b Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.			
			VA.HS.CR.2.a Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.	VA.HS.CR.1.b Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.	How can i use image and words together to communicate a concept?	Season Posters	DOK 4-Extended Thinking
				VA.HS.P.1.a Analyze, select, and critique personal artwork for a collection or portfolio presentation.			

Quarter 2

Quarter 2							
Course	Content/Unit Title	Weeks of Instruction	Power Standards	Secondary Standards	Essential Questions <small>use ctr + enter to move down in the cell</small>	Major Assessments/P rojects	DOK levels in assessment
Band 11	Unit 1: Melody: Height		FAMU.IV.2.2 Uses ensemble skills (e.g., balance, intonation, rhythmic unity) when performing as part of a group	FAMU.IV.2.1 Performs with expression (e.g., appropriate dynamics, phrasing, rubato) and technical accuracy a large and varied repertoire of instrumental literature at a moderate level of difficulty (e.g., attends to phrasing and interpretation, performs various meters and rhythms in a variety of keys)	WHAT ARE THE MUSIC NOTES? WHAT IS A MELODY? WHAT IS THE ROLE OF MUSICAL NOTES IN A MELODY?	CLASS WORK INSTRUMENTAL ASSEMBLY REPERTOIRE 1	DOK 2- Skill/Concept

Quarter 3							
Course	Content/Unit Title	Weeks of Instruction	Power Standards	Secondary Standards	Essential Questions use ctr + enter to move down in the cell	Major Assessments/P rojects	DOK levels in assessment
Geometry 10	Unit 1: Similarity	13 weeks	10.G.SRT.5 Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.	10.G.SRT.2 Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.	<p>What is the difference between similarity and congruence?</p> <p>How can you show that it is not possible to prove similarity by showing three angles in proportion to one another?</p> <p>How do you construct a viable argument for congruency and/or similarity of two triangles?</p> <p>How do you construct a viable argument for the similarity of geometric figures?</p> <p>Are all congruent triangles similar and is the converse true also?</p> <p>Based on similarity, how can you connect the concept of side ratios as angle properties to define the three trigonometric ratios?</p> <p>Using the concept of complementary angles, how are sine and cosine related?</p> <p>What generalizations can be made about how you can use an equilateral triangle and the Pythagorean Theorem to make generalizations about the 3 trigonometric ratios for special right triangles?</p>	Tests	DOK 3- Strategic Thinking
			10.G.SRT.8 Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.	10.G.SRT.3 Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.		Infographic Similarity and Trig Project	DOK 4-Extended Thinking
			10.G.SRT.11 (+) Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e. g., surveying problems, resultant forces).	10.G.SRT.4 Prove theorems about triangles.		Video Similarity and Trig Project	DOK 4-Extended Thinking
				10.G.SRT.6 Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.		Dilation Project	DOK 4-Extended Thinking
				10.G.SRT.10 (+) Prove the Laws of Sines and Cosines and use them to solve problems.		One Point Perspective Project	DOK 4-Extended Thinking
	Unit 2:						
	Unit 3:						
/ Precalculus 10	Unit 1: Modeling with Functions	4	F.IF.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.★			Checkpoints, Signatures, Contest and Bellworks.	DOK 1-Recall
			F.IF.5 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.★				DOK 2- Skill/Concept
						Individual test, Partner test and Bimestral.	DOK 2- Skill/Concept
							DOK 3- Strategic Thinking
	Unit 2: Rational Functions	2	A.APR.6 Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system.			Checkpoints, Signatures, Contest and Bellworks.	DOK 1-Recall
							DOK 2- Skill/Concept
						Individual test, Partner test and Bimestral.	DOK 2- Skill/Concept

Quarter 3								
Course	Content/Unit Title	Weeks of Instruction	Power Standards	Secondary Standards	Essential Questions use ctr + enter to move down in the cell	Major Assessments/P rojects	DOK levels in assessment	
Algebra II							DOK 3- Strategic Thinking	
	Unit 3: Transformations of Functions	3	F.BF.3 Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.			Checkpoints, Signatures, Contest and Bellworks.	DOK 1-Recall	
							DOK 2- Skill/Concept	
						Individual test, Partner test and Bimestral.	DOK 2- Skill/Concept	
							DOK 3- Strategic Thinking	
	Unit 4: Inverse Functions	2	F.BF.4 Find inverse functions. a. Solve an equation of the form $f(x) = c$ for a simple function f that has an inverse and write an expression for the inverse. For example, $f(x) = 2x^3$ or $f(x) = (x+1)/(x-1)$ for x				Checkpoints, Signatures, Contest and Bellworks.	DOK 1-Recall
							DOK 2- Skill/Concept	
						Individual test, Partner test and Bimestral.	DOK 2- Skill/Concept	
							DOK 3- Strategic Thinking	
Physics/Chemistry 10	Unit 1: Periodicity	3	10.CHEMPHY.7.1 Atoms and the Periodic Table SCI.HS-PS1-1 - Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.		1. Why is the arrangement of the periodic table significant? How do the periodic trends related to atomic number and relative atomic mass? 2. What information can groups and periods give us (i.e. energy levels, valence electrons). 3. What do the trends on the periodic table tell us about the elements on the periodic table? How does it relate to electrons, valence electrons, the nucleus and energy levels?	Unit Exam	DOK 3- Strategic Thinking	
	Unit 2: Electronic Structure of Atoms	5	10.CHEMPHY.8.1 Periodic Trends SCI.HS-PS1-2 - Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.		-Describe what happens during the cell cycle and the four phases of mitosis. -Describe the overall structure of the DNA molecule. -demonstrate their understanding of the process of DNA replication within the cell cycle. -describe the process in which DNA is used as a code for protein. -recognize that mutations cause a disruption in a cells ability to make protein. How do cells reproduce for growth and repair in the body? How does the body use DNA as the building block of life? How are mutations considered beneficial in our world? How are mutations considered negative in our world? How have mutations affected evolution? How are artificial selection and natural selection utilized when thinking of mutations?	Trend Setter	DOK 4-Extended Thinking	
							Unit Exam	DOK 3- Strategic Thinking
Unit 3: Matter and Introduction to Nomenclature	3-4	10.CHEMPHY.6.1 Matter and its Properties - MS-PS1-2 Each pure substance has characteristic physical and chemical properties (for any bulk quantity under given conditions) that can be used to identify it. This includes identifying differences between elements and compound , properties of solids, liquids, gases, homo and heterogeneous mixtures	10.CHEMPHY.8.1 Periodic Trends SCI.HS-PS1-2 - Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.	1) What is the difference between chemical and physical properties? 2) What is the difference between chemical and physical changes? 3) Why are observations critical to understanding chemical reactions? 4) What are the rules for writing and naming ionic and covalent compounds? 5) How do you determine if a bond is ionic and covalent by ONLY looking at the elements in the bond?	Unit Exam	DOK 3- Strategic Thinking		

Quarter 3							
Course	Content/Unit Title	Weeks of Instruction	Power Standards	Secondary Standards	Essential Questions use ctr + enter to move down in the cell	Major Assessments/P projects	DOK levels in assessment
						or Alternative Assessment (Video, Ionic and Covalent Lab and Where is the salt)	DOK 4-Extended Thinking
English 10	Unit 1: Research essay		10.W.01 Write arguments to analyze substantive topics, using reasoning and evidence	10.L.06 Use general academic and domain-specific words and phrases	How do I gather research?	Research essay	DOK 3-Strategic Thinking DOK 4-Extended Thinking
			10.W.09 Draw evidence from literary or informational texts	10.L.01 Demonstrate command of English grammar and usage when writing or speaking			
			10.RI.02 Analyze central idea of a text and development; summarize objectively	10.W.02 Write informative/explanatory texts to examine and convey complex ideas	How might I construct an informative or argumentative piece based on "good" research?		
			10.RI.03 Analyze how the author unfolds a series of ideas or events				
					What are good sources?		
US History 10	Unit 1:						
	Unit 2:						
	Unit 3:						
	Unit 4:						
	Unit 5:						
10	Unit 1:Economic Thinking, Systems, and trade	2	10.ECON.CS.7 (Production, Distribution, and Consumption) Students will understand fundamental economic principles and ways in which economies are shaped by geographic and human factors	10.ECON.SK.1 Developing questions and planning inquiries	Why do different areas in the world have different forms of economic systems?	Assessment	DOK 2-Skill/Concept
			10.ECON.CS.2 (Connections and Conflict) Students will understand causes and effects of interaction among societies, including trade, systems of international exchange, war, and diplomacy	10.ECON.SK.2 Evaluating sources and gathering evidence		Country Economy Project	DOK 4-Extended Thinking
				10.ECON.SK.3 Communicating conclusions and taking informed actions		Small Business Game	DOK 4-Extended Thinking

Quarter 3							
Course	Content/Unit Title	Weeks of Instruction	Power Standards	Secondary Standards	Essential Questions use ctr + enter to move down in the cell	Major Assessments/P rojects	DOK levels in assessment
Economics and Entrepreneurship	Unit 2: Markets, Supply and Demand, and equilibrium	2	10.ECON.CS.7 (Production, Distribution, and Consumption) Students will understand fundamental economic principles and ways in which economies are shaped by geographic and human factors	10.ECON.SK.1 Developing questions and planning inquiries	What are the fundamental questions of creating a product and why is it important to know how much to produce?	Assessment	DOK 2- Skill/Concept
			10.ECON.CS.1 (Time, Continuity, and Change) Students will understand patterns of change and continuity, relationships between people and events through time, and various interpretations of these relationships	10.ECON.SK.2 Evaluating sources and gathering evidence		Diamond Market Simulation	DOK 3- Strategic Thinking
				10.ECON.SK.3 Communicating conclusions and taking informed actions		Small Business Game	DOK 4-Extended Thinking
	Unit 3: Micro/Macro Economics	2	10.ECON.CS.7 (Production, Distribution, and Consumption) Students will understand fundamental economic principles and ways in which economies are shaped by geographic and human factors	10.ECON.SK.1 Developing questions and planning inquiries	What are the differences of Micro and Macro economics and why must economies adapt to be efficient?	Assessment	DOK 3- Strategic Thinking
			10.ECON.CS.5 (Society and Identity) Students will understand social systems and structures and how these influence individual	10.ECON.SK.2 Evaluating sources and gathering evidence		Small Business Game	DOK 4-Extended Thinking
				10.ECON.SK.3 Communicating conclusions and taking informed actions			
	Unit 4: Entrepreneuers and setting up a business	2	10.ECON.CS.7 (Production, Distribution, and Consumption) Students will understand fundamental economic principles and ways in which economies are shaped by geographic and human factors	10.ECON.SK.1 Developing questions and planning inquiries	What is an entrepreneur and what does it take to establish a new business?	Assessment	DOK 2- Skill/Concept
			10.ECON.CS.6 (Government) Students will understand why societies create and adopt systems of governance and how they address human needs, rights, responsibilities and citizenship	10.ECON.SK.2 Evaluating sources and gathering evidence		Small Business Game	DOK 4-Extended Thinking
			10.ECON.SK.3 Communicating conclusions and taking informed actions				
Culture 10	Unit 1: Literatura Latinoamericana :¿ABRIL ROJO de Santiago Roncagliolo		10.ES1 Los estudiantes comprenden y analizan textos desde sus estructuras internas y externas y relacionan su significado con los contextos sociales, culturales y políticos en los cuales se han producido.	10.ES5 Los estudiantes comprenden los factores sociales y culturales que determinan algunas manifestaciones del lenguaje no verbal.	¿Qué diferencias y similitudes encuentras entre los conflictos armados de PERÚ y COLOMBIA y entre los periodos de pacificación posteriores?	Tres metas de lectura: UNA INDIVIDUAL; UNA POR PAREJAS Y UNA ORAL COLECTIVA	3- Strategic Thinking

Quarter 3							
Course	Content/Unit Title	Weeks of Instruction	Power Standards	Secondary Standards	Essential Questions use ctr + enter to move down in the cell	Major Assessments/P rojects	DOK levels in assessment
	Unit 2: Actividad física: preferencias y riesgos		NPES.10.S3.H1.L1 Level 1. Discusses the benefits of a physically active lifestyle as it relates to college or career productivity.	NPES.10.S1.H1 Lifetime activities	Enumerar 4 actividades físicas y 4 juegos. Cual es la diferencia entre una actividad física y un juego. Presento un adecuado desarrollo de las capacidades condicionales necesarias para el deporte. Demostré las diferentes posiciones básicas para el deporte. Realizo los gestos técnicos fundamentales para el deporte	-Physical skill test -Fitness knowledge test -Shape America Rubrics	
			NPES.10.S3.H1.L2 Level 2. Investigates the relationships among physical activity, nutrition and body composition.	NPES.10.S4.H2.L1 Level 1. Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance.			
Algebra II / Precalculus 11	Unit 1: Modeling with Functions	4	F.IF.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.★			Checkpoints, Signatures, Contest and Bellworks.	DOK 1-Recall
			F.IF.5 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.★				DOK 2- Skill/Concept
						Individual test, Partner test and Bimestral.	DOK 2- Skill/Concept
							DOK 3- Strategic Thinking
	Unit 2: Rational Functions	2	A.APR.6 Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system.			Checkpoints, Signatures, Contest and Bellworks.	DOK 1-Recall
							DOK 2- Skill/Concept
						Individual test, Partner test and Bimestral.	DOK 2- Skill/Concept
							DOK 3- Strategic Thinking
	Unit 3: Transformations of Functions	3	F.BF.3 Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.			Checkpoints, Signatures, Contest and Bellworks.	DOK 1-Recall
							DOK 2- Skill/Concept
						Individual test, Partner test and Bimestral.	DOK 2- Skill/Concept
							DOK 3- Strategic Thinking
	Unit 4: Inverse Functions	2	F.BF.4 Find inverse functions. a. Solve an equation of the form $f(x) = c$ for a simple function f that has an inverse and write an expression for the inverse. For example, $f(x) = 2x^3$ or $f(x) = (x+1)/(x-1)$ for x			Checkpoints, Signatures, Contest and Bellworks.	DOK 1-Recall
							DOK 2- Skill/Concept
						Individual test, Partner test and Bimestral.	DOK 2- Skill/Concept
						DOK 3- Strategic Thinking	
Environmental Science	Unit 1: Energy Resources and Consumption	5	12.APENVSC.5 Energy Resources and Consumption - Energy concepts and consumption, fossil fuel resources and use, nuclear energy, hydroelectric power, energy conservation, renewable energy.	12.APENVSC.5 Energy Resources and Consumption - Energy concepts and consumption, fossil fuel resources and use, nuclear energy, hydroelectric power, energy conservation, renewable energy.	How does energy consumption affect the environment?	Good to Go Grease lab	DOK 3- Strategic Thinking
	Unit 2: Pollution	5	12.APENVSC.6 Pollution - Air pollution, noise pollution water pollution, solid waste, hazards to human health, hazardous chemicals in the environment, economic impacts.	12.APENVSC.6 Pollution - Air pollution, noise pollution water pollution, solid waste, hazards to human health, hazardous chemicals in the environment, economic impacts.	How does pollution affect the environment?	Oil Spill lab	DOK 3- Strategic Thinking

Quarter 3								
Course	Content/Unit Title	Weeks of Instruction	Power Standards	Secondary Standards	Essential Questions use ctr + enter to move down in the cell	Major Assessments/P projects	DOK levels in assessment	
AP Hands on Engineering	Unit 1: Processing	5	ISTE2016.5 Computational Thinker: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.	ISTE2016.5d Students understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.	How can I use coding to solve real life problems? What is the programming language used in Processing? How can I develop a complex algorithm to solve a specific problem? How can I use digital resources to expand my knowledge on coding?	Summative Coding assessment 1	DOK 4-Extended Thinking	
			ISTE2016.4 Innovative Designer: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.	ISTE2016.4a Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.		Summative Coding Assessment 2	DOK 4-Extended Thinking	
			ISTE2016.3 Knowledge Constructor: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.	ISTE2016.3c Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.				
	Unit 2: Innovation Project			ISTE2016.1 Empowered Learner: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.	ISTE2016.1a Articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes	How can I define a problem? How can I come up with ideas for a solution to a problem? What are design techniques used for fast prototyping?	Project DIY Document	3- Strategic Thinking
			ISTE2016.3 Knowledge Constructor: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.	ISTE2016.3a Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.				
			ISTE2016.4 Innovative Designer: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.	ISTE2016.4c Students develop, test and refine prototypes as part of a cyclical design process.				
Business Technology	Unit 5: Advanced Excel - Business Finances	8 Weeks	ISTE2016.1 Empowered Learner: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.	ISTE2016.1d Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.	Why Excel is an ideal place to store a huge amount of data? Why analysis can lead you to make better decisions?	Excel Business Exercises	DOK 2-Skill/Concept	
			ISTE2016.5 Computational Thinker: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.	ISTE2016.5a Students formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.		Excel Business Exercises	DOK 4-Extended Thinking	
			ISTE2016.6 Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.	ISTE2016.6c Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.				
	Unit 2:							
UNIT 1: CANVAS ART PROJECT	2 weeks		VA.HS.CR.2.a Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.	VA.HS.CR.2.b Demonstrate awareness of ethical implications of making and distributing creative work.	what is painting? how many techniques from painting do you know, or like to know to create art?	canvas sketch	DOK 2-Skill/Concept	
				VA.HS.CR.1.b Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.		landscape or portrait	DOK 2-Skill/Concept	
				VA.HS.P.3.a Make, explain, and justify connections between artists or artwork and social, cultural, and political history.		movie, food and favorite music.	DOK 4-Extended Thinking	

Quarter 3							
Course	Content/Unit Title	Weeks of Instruction	Power Standards	Secondary Standards	Essential Questions use ctr + enter to move down in the cell	Major Assessments/P rojects	DOK levels in assessment
PAINTING ELECTIVE 9-10-11-12 grade	Unit 2: STENCIL	2 weeks	VA.HS.CR.2.a Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.	VA.HS.CR.1.b Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.	do you know how to make stencil template? how many techniques for create a graffiti knows? what do know about the stencil technique? what kind of tools do you need to make stencil?	template	DOK 2- Skill/Concept
				VA.HS.CR.2.b Demonstrate awareness of ethical implications of making and distributing creative work.		cut and created stencil	3- Strategic Thinking
				VA.HS.CR.1.a Individually or collaboratively formulate new creative problems based on student's existing artwork.		project using stencil template	DOK 4-Extended Thinking
				VA.HS.P.3.a Make, explain, and justify connections between artists or artwork and social, cultural, and political history.			
	UNIT 3: MURAL	2 WEEKS	VA.HS.CR.2.a Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.	VA.HS.CR.1.b Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.	what kind of technique do you know to make a mural? what tools do you use to make a mural in paper, or canvas?	Big format sketch	DOK 2- Skill/Concept
				VA.HS.CO.1.a Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking.		colors and materials	3- Strategic Thinking
				VA.HS.P.3.a Make, explain, and justify connections between artists or artwork and social, cultural, and political history.		mural o big canvas project	DOK 4-Extended Thinking
	UNIT 4: ART CANVAS PROJECT	4 WEEKS	VA.HS.CR.2.a Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.	VA.HS.CR.1.b Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.	who is Banksy? what technique he use to make a graffiti? what style of graffiti made banksy and why?	canvas project banksy	DOK 4-Extended Thinking
				VA.HS.CO.1.a Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking.			
		4 WEEKS		VA.HS.CO.2.a Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.			
			VA.HS.P.3.a Make, explain, and justify connections between artists or artwork and social, cultural, and political history.		Art history project	3- Strategic Thinking	
Drawing elective 9-10-11-12 grade	Unit 1: Face	2	VA.HS.CR.2.a Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.	VA.HS.CR.1.b Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.	What is human body figure drawing?	Face sketch	DOK 2- Skill/Concept
					• How do you use proportion, line and geometry to create your human figure body drawings?	Face final	3- Strategic Thinking
					• How do you use the basic drawing techniques of Line, Shading, and Detail to work with the human face and figure?	Classwork: the making of the sketch and final in the classroom	DOK 2- Skill/Concept
	Unit 2: Hands & feet	2	VA.HS.CR.2.a Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.			Hands & feet sketch	DOK 2- Skill/Concept
				VA.HS.CR.1.b Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.		Hands & feet Final	3- Strategic Thinking
						Classwork: The making of the sketch and final in the classroom	DOK 2- Skill/Concept
	Unit 3: Body	2	VA.HS.CR.2.a Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.			Body Sketch	DOK 2- Skill/Concept
				VA.HS.CR.1.b Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.		Body Final	3- Strategic Thinking
						Classwork: The making of the sketch and the final in the classroom	DOK 2- Skill/Concept
	Unit 4: Portrait	2	VA.HS.CR.2.a Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.			Portrait sketch	
			VA.HS.CR.1.b Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.		Portrait Final		
			VA.HS.P.1.a Analyze, select, and critique personal artwork for a collection or portfolio presentation.		Classwork: The making of the final and the sketch in the classroom		

Quarter 3							
Course	Content/Unit Title	Weeks of Instruction	Power Standards	Secondary Standards	Essential Questions use ctr + enter to move down in the cell	Major Assessments/P rojects	DOK levels in assessment
Band 11	Unit 1: Armonia: Height	8	FAMU.IV.3.3 Improvises original melodies over given chord progressions in a consistent style, meter, and tonality	FAMU.IV.3.1 Improvises stylistically appropriate harmonizing parts	What is a chord? How to form a major and a minor chord? What kinds of chords are there in harmony?	CLASS WORK INSTRUMENTA L ASSEMBLE REPERTOIRE 2	3- Strategic Thinking

Quarter 4							
Course	Content/Unit Title	Weeks of Instruction	Power Standards	Secondary Standards	Essential Questions use ctr + enter to move down in the cell	Major Assessments/P rojects	DOK levels in assessment
Geometry 10	Unit 1: Areas and Volumes	2 weeks	10.G.GMD.3 Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.	10.G.GMD.1 Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and informal limit arguments.	How do you develop the circumference of a circle, area of a circle, volume of a cylinder, pyramid and cone using informal arguments (i.e. paper folding/cutting)? What generalizations can be made about the cross-sections of 3-dimensional objects and rotations formed from 2-dimensional objects? How can you use scale factor to determine the length, area, and volume of similar objects?	Tests	DOK 3- Strategic Thinking
						Floor Plan Project	DOK 4-Extended Thinking
	Unit 2:	3 weeks	10.G.C.2 Identify and describe relationships among inscribed angles, radii, and chords. Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.	10.G.C.1 Prove that all circles are similar.	How might we use "constant of proportionality" to define radian measure? How can the relationships between angles, radii, and cords be investigated?	Tests	DOK 3- Strategic Thinking
			10.G.C.5 Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.				
	Unit 3:	3 weeks	10.G.GPE.1 Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.	10.G.GPE.4 G.GPE.4 Use coordinates to prove simple geometric theorems algebraically. For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point (1, ?3) lies on the circle centered at the origin and containing the point (0, 2).	How can we write the equation for a circle or parabola? How are perpendicular and parallel slopes related? Where in the real world do you find parallel and perpendicular lines? When in life would you need to calculate the distance or midpoint?	Tests	DOK 2- Skill/Concept
			10.G.GPE.5 Prove the slope criteria for parallel and perpendicular lines and uses them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).	10.G.GPE.2 G.GPE.2 Derive the equation of a parabola given a focus and directrix.			
				10.G.GPE.6 G.GPE.6 Find the point on a directed line segment between two given points that partitions the segment in a given ratio.			
			10.G.GPE.7 G.GPE.7 Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.				
/ Precalculus 10	Unit 1: Modeling with Functions (Exponential and Logarithmic functions)	3	F.IF.7 Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.			Checkpoints, Signatures, Contest and Belworks.	DOK 1-Recall
			F.LE.4 For exponential models, express as a logarithm the solution to $ab^t = d$ where a , c , and d are numbers and the base b is 2, 10, or e ; evaluate the logarithm using technology.				DOK 2- Skill/Concept
						Individual test, Partner test and Semestral.	DOK 2- Skill/Concept
							DOK 3- Strategic Thinking
	Unit 2: Trigonometric Functions.	5	F.TF.2 Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.			Checkpoints, Signatures, Contest, and Belworks.	DOK 1-Recall
			F.TF.8 Prove the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta) = 1$ and use it to find $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$, given $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$, and the quadrant of the angle.				DOK 2- Skill/Concept
					Individual test, Partner test and Semestral.	DOK 2- Skill/Concept	

Quarter 4								
Course	Content/Unit Title	Weeks of Instruction	Power Standards	Secondary Standards	Essential Questions use ctr + enter to move down in the cell	Major Assessments/Projects	DOK levels in assessment	
Algebra II							DOK 3- Strategic Thinking	
	Unit 3:							
	Unit 4:							
Physics/Chemistry 10	Unit 1: Chemical Bonding and VSEPR	2	10.CHEMPHY.9.1 Chemical Bonding SCI.HS-PS1-3 - Develop models to describe the atomic composition of simple molecules and extended structures and plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles.	10.CHEMPHY.8.1 Periodic Trends SCI.HS-PS1-2 - Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.	1. Why do bonds form? 2. Why are some elements more stable than others? 3. How do you explain the continuum between ionic and covalent bonding? 4. How do intra-molecular bonds relate to intermolecular bonds? 5. How do shape, electronegativity, and polarity relate to one another? 6. Why is energy released when bonds form and absorbed when bonds break? 7. How does an ionic bond form? 8. How does a covalent bond form? 9. What are the major similarities and differences between ionic and covalent bonds? 10. How do Lewis Structures Relate to bonding shape?	VSEPR Theory (To share or not to share)	DOK 4-Extended Thinking	
						Unit Exam (Lewis Structures and VSEPR)	DOK 3- Strategic Thinking	
	Unit 2: Counting Atoms	2 - 3	10.CHEMPHY.1.1 Model with Mathematics - HSN-Q.A.1 - Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.			1. How do you use the periodic table to calculate molar mass? 2. What is the mole? Why is it important in chemistry. 3. How do you convert from grams, to moles, to molecules?	A Latin Pile (Grams, Moles to Molecules Assignments)	DOK 3- Strategic Thinking
							Unit Exam	DOK 2- Skill/Concept
	Unit 3: Types of Chemical Reactions and Balancing (if time)	3	10.CHEMPHY.10.1 Chemical Formulas MS-PS1-5 Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved.			1. Why do elements react to form compounds? 2. What are the five different types of chemical that can take place? 3. Why are observations critical to understanding chemical reactions? - This is a review from Matter 4. Why must chemical equations balance? How does this relate to the Law of Conservation of Mass?	Predicting Products of Chemical Reactions	DOK 3- Strategic Thinking

Quarter 4							
Course	Content/Unit Title	Weeks of Instruction	Power Standards	Secondary Standards	Essential Questions use ctr + enter to move down in the cell	Major Assessments/P rojects	DOK levels in assessment
English 10	Unit 1: Drama Study		10.RL.01 Cite strong and thorough evidence to support analysis of text	10.SL.06 Adapt speech to contexts and tasks, demonstrating a command of English	Why do universal ideas never change?	Speech or Recitation	DOK 1-Recall DOK 3-Strategic Thinking
			10.RL.03 Analyze how complex characters develop over the course of a text	10.SL.03 Evaluate a speaker's viewpoint, reasoning, and use of evidence and rhetoric			
			10.RL.09 Analyze how an author transforms source material in a specific work	10.RI.06 Determine author's viewpoint and analyze how the author uses rhetoric			
			10.RL.03 Analyze how complex characters develop over the course of a text				
US History 10	Unit 1:						
	Unit 2:						
	Unit 3:						
	Unit 4:						
	Unit 5:						
10	Unit 1: Entrepreneurship project	8	10.ECON.CS.7 (Production, Distribution, and Consumption) Students will understand fundamental economic principles and ways in which economies are shaped by geographic and human factors	10.ECON.CS.4 (Culture) Students will understand cultural and intellectual developments and interactions among societies	Students will create a product or business of their choosing and take the the product from idea to production.	Business Plan	DOK 3- Strategic Thinking
			10.ECON.SK.1 Developing questions and planning inquiries	10.ECON.CS.5 (Society and Identity) Students will understand social systems and structures and how these influence individual		Marketing Plan	DOK 3- Strategic Thinking
			10.ECON.SK.2 Evaluating sources and gathering evidence			Ted Talk	DOK 4-Extended Thinking
			10.ECON.SK.3 Communicating conclusions and taking informed actions				

Quarter 4							
Course	Content/Unit Title	Weeks of Instruction	Power Standards	Secondary Standards	Essential Questions use ctr + enter to move down in the cell	Major Assessments/Projects	DOK levels in assessment
Economics and Entrepreneurship	Unit 2:						
	Unit 3:						
	Unit 3:						
Culture 10	Unit 1: LITERATURA LATINOAMERICANA: EL RUIDO DE LAS COSAS AL CAER de Juan Gabriel Vásquez	3 semanas	10.ES1 Los estudiantes comprenden y analizan textos desde sus estructuras internas y externas y relacionan su significado con los contextos sociales, culturales y políticos en los cuales se han producido.	10.ES4 Los estudiantes interpretan manifestaciones artísticas verbales y no verbales y las relacionan con otras producciones humanas, ya sean artísticas o no.	¿Has oído mencionar la Hacienda Nápoles?. Sabes cuáles son los rasgos característicos de los colombianos que nacieron en las décadas de los 70s y los 80s?. Te has preguntado alguna vez por qué fenómenos como la guerrilla, el narcotráfico, el sicariato y el paramilitarismo tuvieron sus raíces en Antioquia?	Crear una línea del tiempo ordenada cronológicamente, utilizando evidencias extraídas del texto y elementos consultados desde el contexto histórico y cultural de la narración.	3- Strategic Thinking
						Realizar dos evaluaciones correlacionadas como metas de lectura con los capítulos 3 y 4 (una meta) y 4 y 6 (la otra meta). Estas metas incluyen preguntas abiertas que indaguen por el estilo del autor, el lenguaje, el tono, el propósito de la narración y el efecto que esta genera en el destinatario.	La evaluación está orientada a valorar los niveles de lectura crítica de los estudiantes mediante el establecimiento de relaciones intertextuales entre los libros del plan lector abordados hasta el momento..

Quarter 4

Course		Content/Unit Title	Weeks of Instruction	Power Standards	Secondary Standards	Essential Questions use ctr + enter to move down in the cell	Major Assessments/Projects	DOK levels in assessment	
AP Spanish Language and C		UNIDAD 2: Comprensión de textos en situación comunicativa.	2 semanas	10.ES2 Los estudiantes identifican los recursos del lenguaje empleados por autores latinoamericanos de diferentes épocas y los comparan con los empleados por autores de otros contextos temporales y espaciales, cuando sea pertinente.	10.ES3 Los estudiantes producen textos escritos que evidencian el conocimiento que han alcanzado acerca del funcionamiento de la lengua en situaciones de comunicación y el uso de las estrategias de producción textual.	¿Qué aspectos gramaticales y sintácticos integras racionalmente en todos tus escritos?Elabora borradores de tus escritos? Revisa tus escritos antes de considerar que sun un producto terminado?	Simulacros de la prueba Saber 10 y de la prueba AP SPANISH LANGUAGE involucrando, las preguntas de selección múltiple para medir la comprensión de lectura, los componentes de escritura interpersonal y escritura presentacional y las pruebas de escucha y oralidad en los componentes interpersonal y presentacional.	Actividades de completación que precisan de una comprensión literal. Luego talleres por parejas que implican el uso de motores de búsqueda para solucionar inquietudes como las planteadas en los ejercicios sobre ANALOGÍAS Y RAICES GRIEGAS Y LATINAS	
		Unit 3: Producción de textos							
			2 semanas	10.ES3 Los estudiantes producen textos escritos que evidencian el conocimiento que han alcanzado acerca del funcionamiento de la lengua en situaciones de comunicación y el uso de las estrategias de producción textual.	10.ES5 Los estudiantes comprenden los factores sociales y culturales que determinan algunas manifestaciones del lenguaje no verbal.				
		Unit 4: Ética de la Comunicación y lenguajes simbólicos:							
			3semanas	10.ES6 Los estudiantes reflexionan en forma crítica acerca de los actos comunicativos relacionados con la comprensión e interpretación textual y explican los componentes del proceso de comunicación, con énfasis en los agentes, los discursos, los contextos y el funcionamiento de la lengua, en tanto sistema de signos, símbolos y reglas de uso.	10.ES7 Los estudiantes interpretan y utilizan elementos políticos, culturales e ideológicos que están presentes en la información que difunden los medios masivos y adoptan una posición crítica frente a ellos.				
PE_Physical Education 10		Unit 2: Actividad física: preferencias y riesgos		NPES.10.S3.H1.L1 Level 1. Discusses the benefits of a physically active lifestyle as it relates to college or career productivity.	NPES.10.S4.H2.L1 Level 1. Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance.	Enumerar 4 actividades físicas y 4 juegos. Cual es la diferencia entre una actividad física y un juego. Presento un adecuado desarrollo de las capacidades condicionales necesarias para el deporte.Demostró las diferentes posiciones básicas para el deporte.Realizo los gestos técnicos fundamentales para el deporte	-Physical skill test -Fitness knowledge test - Shape America Rubrics		
				NPES.10.S3.H1.L2 Level 2. Investigates the relationships among physical activity, nutrition and body composition.	NPES.10.S1.H1 Lifetime activities				
		Unit 3:La gimnasia, la danza y los test atleticos		NPES.10.S1.H2 Dance & rhythms			Que es un salto?. Qué es un desplazamiento? y qué es un lanzamiento? Presento un adecuado desarrollo de las capacidades condicionales necesarias para el deporte.Demostró las diferentes posiciones básicas para el deporte.Realizo los gestos técnicos fundamentales para el deporte	-Physical skill test -Fitness knowledge test - Shape America Rubrics	
				NPES.10.S1.H2.L1 Level 1. Demonstrates competency in dance forms used in cultural and social occasions (e.g., weddings, parties), or demonstrates competency in one form of dance (e.g., ballet, modern, hip hop, tap)					
		Unit 4:Fisiologia del ejercicio		NPES.10.S3.H13.L2 Level 2. Creates a snack plan for before, during and after exercise that addresses nutrition needs for each phase.			Enumerar 4 actividades físicas y 4 juegos. Cual es la diferencia entre una actividad física y un juego. Presento un adecuado desarrollo de las capacidades condicionales necesarias para el deporte.Demostró las diferentes posiciones básicas para el deporte.Realizo los gestos técnicos fundamentales para el deporte	-Physical skill test -Fitness knowledge test - Shape America Rubrics	
				NPES.10.S2 The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.					

Quarter 4							
Course	Content/Unit Title	Weeks of Instruction	Power Standards	Secondary Standards	Essential Questions use ctr + enter to move down in the cell	Major Assessments/Projects	DOK levels in assessment
	Unit 1: Desarrollo de las capacidades físicas condicionales. (La resistencia, la fuerza, la velocidad y la flexibilidad)		NPES.10.S3.H7.L1 Level 1. Demonstrate appropriate technique in resistance-training machines and free weights.		Qué es el calentamiento?. Qué es la condición física?. Cual es la diferencia entre capacidades condicionales y coordinativas Presento un adecuado desarrollo de las capacidades condicionales necesarias para el deporte. Demostró las diferentes posiciones básicas para el deporte. Realizo los gestos técnicos fundamentales para el deporte	-Physical skill test -Fitness knowledge test - Shape America Rubrics	
			NPES.10.S3.H7.L1 Level 1. Demonstrate appropriate technique in resistance-training machines and free weights.				
Algebra II / Precalculus 11	Unit 1: Modeling with Functions (Exponential and Logarithmic functions)	3	F.IF.7 Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.			Checkpoints, Signatures, Contest and Bellworks.	DOK 1-Recall
			F.LE.4 For exponential models, express as a logarithm the solution to $abct = d$ where $a, c,$ and d are numbers and the base b is 2, 10, or e ; evaluate the logarithm using technology.				DOK 2-Skill/Concept
						Individual test, Partner test, and Semestral.	DOK 2-Skill/Concept
							DOK 3- Strategic Thinking
	Unit 2: Trigonometric Functions	5	F.TF.2 Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.			Checkpoints, Signatures, Contest, and Bellworks.	DOK 1-Recall
			F.TF.8 Prove the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta) = 1$ and use it to find $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$, given $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$, and the quadrant of the angle.				DOK 2-Skill/Concept
						Individual test, Partner test, and Semestral.	DOK 2-Skill/Concept
							DOK 3- Strategic Thinking
	Unit 3:						
	Unit 4:						
Environmental Science	Unit 1: Global Change	10	12.APENVSC.7 Global Change - Stratospheric ozone, global warming, loss of biodiversity.	12.APENVSC.7 Global Change - Stratospheric ozone, global warming, loss of biodiversity.	How is the environment changing?	Parking Lot Biodiversity lab	DOK 3- Strategic Thinking
	Unit 2:						

Quarter 4							
Course	Content/Unit Title	Weeks of Instruction	Power Standards	Secondary Standards	Essential Questions use ctr + enter to move down in the cell	Major Assessments/Projects	DOK levels in assessment
AP I Hands on Engineering	Unit 1: Social Project	8	ISTE2016.1 Empowered Learner: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.	ISTE2016.1a Articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes	What is a problem in my community? How can I design a solution for a problem in my community? How can I share my solution with the community? How can I validate my solution with different parties?	Project Presentation	3- Strategic Thinking
			ISTE2016.2 Digital Citizen: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.	ISTE2016.2b Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.		Project Prototype	DOK 4-Extended Thinking
			ISTE2016.3 Knowledge Constructor: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.	ISTE2016.3b Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.		Project DIY document	3- Strategic Thinking
			ISTE2016.4 Innovative Designer: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.	ISTE2016.4c Students develop, test and refine prototypes as part of a cyclical design process.		Project Info Video	DOK 4-Extended Thinking
			ISTE2016.5 Computational Thinker: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.	ISTE2016.5d Students understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.			
			ISTE2016.6 Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.	ISTE2016.6 Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.			
	Unit 2:						
Business Technology	Unit 6: Final Projects and Collaborative Learning	8 Weeks	ISTE2016.1 Empowered Learner: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.	ISTE2016.1d Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.	Why using Excel's features can help you keep your files protected and secure when collaborating with others on worksheets? How can Excel help you manage a collaborative project?	Excel Business Exercises	DOK 2-Skill/Concept
			ISTE2016.5 Computational Thinker: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.	ISTE2016.5a Students formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.		Excel Business Exercises	DOK 4-Extended Thinking
			ISTE2016.6 Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.	ISTE2016.6c Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.			
	Unit 2:						
UNIT 1: Lettering		2 weeks	VA.HS.CR.2.a Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.	VA.HS.CR.1.b Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.	"what did you know about lettering? do you know the used form lettering in art? did you know someone artist to work with lettering?"	types and size form lettering	DOK 2-Skill/Concept
				VA.HS.CR.2.b Demonstrate awareness of ethical implications of making and distributing creative work.		poster typographic	DOK 2-Skill/Concept
						typographic ink lettering	DOK 4-Extended Thinking

Quarter 4							
Course	Content/Unit Title	Weeks of Instruction	Power Standards	Secondary Standards	Essential Questions use ctr + enter to move down in the cell	Major Assessments/Projects	DOK levels in assessment
PAINTING ELECTIVE 9-10-11-12 grade	UNIT 2: illustration	4 weeks	VA.HS.CR.2.a Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.	VA.HS.CR.1.b Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.	what do you know about illustration? how many techniques of illustration do you know?	animals and insects illustrations	DOK 2- Skill/Concept
				VA.HS.CR.2.b Demonstrate awareness of ethical implications of making and distributing creative work.		flowers, and landscape illustrations	DOK 2- Skill/Concept
						character cartoons illustrations	3- Strategic Thinking
						self portrait illustrations	DOK 4-Extended Thinking
	UNIT 3: typographic	1 weeks	VA.HS.CR.2.a Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.	VA.HS.CR.1.b Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.	what did you know about typographic art? did you know any artist to made art with typographic?	typographic art	DOK 2- Skill/Concept
				VA.HS.CR.2.b Demonstrate awareness of ethical implications of making and distributing creative work.		poster	3- Strategic Thinking
						infographic	DOK 4-Extended Thinking
	UNIT 4: FINAL ART ILLUSTRATION PROJECT	1 weeks	VA.HS.CR.2.a Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.	VA.HS.CR.1.b Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.	what do you need to create your own artwork? what kind of technique do you like more?	design sketch	DOK 2- Skill/Concept
				VA.HS.CR.2.b Demonstrate awareness of ethical implications of making and distributing creative work.		lettering size and typographic	3- Strategic Thinking
				VA.HS.P.3.a Make, explain, and justify connections between artists or artwork and social, cultural, and political history.		poster movie	DOK 4-Extended Thinking
			VA.HS.R.1.b Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.				
Drawing elective 9-10-11-12 grade	Nature Drawing	2				Texture practice	DOK 2- Skill/Concept
			VA.HS.CR.2.a Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.				
				VA.HS.CR.1.b Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.	What is scientific illustration?	Value Practice	DOK 2- Skill/Concept
		2	VA.HS.CR.2.a Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.			Flowers Drawing	3- Strategic Thinking
				VA.HS.CR.1.b Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.	How can i draw flowers, leaves and trees in a scientific style?	Leaves Drawing	3- Strategic Thinking
						Trees Drawing	3- Strategic Thinking
		2	VA.HS.CR.2.a Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.		How can i draw animals like insects, birds, reptiles an mamals in a scientific style?	Insect Drawing	3- Strategic Thinking
				VA.HS.CR.1.b Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.		Birds Drawing	3- Strategic Thinking
				VA.HS.P.1.a Analyze, select, and critique personal artwork for a collection or portfolio presentation.		Reptile Drawing	3- Strategic Thinking
						Mamal Drawing	3- Strategic Thinking

Quarter 4

Quarter 4							
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Band 11	Unit 1: Musical Ensemble: Intention, Timbre	8	FAMU.IV.6.2 Understands the technical vocabulary of music (e.g., Italian terms, form, harmony, tempo markings)	FAMU.IV.6.1 Understands how the elements of music and expressive devices are used in music from diverse genres and cultures	WHAT IS EXSTRUCTURE IN A MUSICAL WORK? WHAT ARE THE ELEMENTS OF A MUSICAL EXSTRUCTURE? WHAT IS CALLED FORM IN A MUSICAL WORK?	CLASS WORK INSTRUMENTAL ASSEMBLE REPERTOIRE 2	DOK 4-Extended Thinking