

Quarter 1

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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/Projects	DOK levels in assessment
Algebra I 9	Unit 1: Fractions, percentages, decimals and unit conversions	2	N.Q.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.		How do you convert units, fractions, percentages and decimals?	Unit Test	DOK 2- Skill/Concept
					What is the meaning of a rational exponent? How can I simplify equations using properties of exponents?		
	Unit 2: Properties of exponents	2	N.RN.2 Rewrite expressions involving radicals and rational exponents using the properties of exponents.			Unit Test	DOK 2- Skill/Concept
	Unit 3: Creating and solving equations	2	A.CED.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.		How can I model real life data with equations or inequalities?	Unit Test	DOK 3- Strategic Thinking
			A.CED.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law $V = IR$ to highlight resistance R .		What are the necessary steps needed to solve for a variable in an equation or an inequality?		
	Unit 4: Solving and Graphing Inequalities	2	A.CED.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.			Unit Test	DOK 3- Strategic Thinking
			A.REI.3 Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.				

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	Unit 2: Cell Biology	5 weeks	9.BIO.1 Cells MS-LS1-2. Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function. [Clarification Statement: Emphasis is on the cell functioning as a whole system and the primary role of identified parts of the cell, specifically the nucleus, chloroplasts, mitochondria, cell membrane, and cell wall.] [Assessment Boundary: Assessment of organelle structure/function relationships is limited to the cell wall and cell membrane. Assessment of the function of the other organelles is limited to their relationship to the whole cell. Assessment does not include the biochemical function of cells or cell parts.]		-distinguish the similarities and differences between prokaryotes and eukaryotes. -name the major organelles found in a eukaryotic cell and describe their functions. -distinguish the similarities and differences between plant and animal cells. -explain how materials enter and leave a cell through the cell membrane. -identify ATP as the main source of energy for a cell. -explain how the process of cell respiration allows eukaryotic cells to make ATP. -explain how the process of photosynthesis allows autotrophs to obtain energy from the sun. What are their similarities and differences between prokaryotic and eukaryotic cells? How do the organelles of the cell work together to make the cell function? What are the major differences between plant and animal cells? How do materials necessary for cell survival enter and exit a cell (diffusion and osmosis)? How is ATP broken down into ADP to give the cells energy? What are the differences between cellular respiration in animals and photosynthesis in plants?	Use a microscope to determine similarities and differences between plant and animal cells	DOK 3- Strategic Thinking	
			9.BIO.2 Homeostasis HS-LS1-3. Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis. [Clarification Statement: Examples of investigations could include heart rate response to exercise, stomate response to moisture and temperature, and root development in response to water levels.] [Assessment Boundary: Assessment does not include the cellular processes involved in the feedback mechanism.]					
			9.BIO.3 Cellular Respiration HS-LS1-7. Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy. [Clarification Statement: Emphasis is on the conceptual understanding of the inputs and outputs of the process of cellular respiration.] [Assessment Boundary: Assessment should not include identification of the steps or specific processes involved in cellular respiration.]					
			9.BIO.4 Photosynthesis HS-LS1-5. Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy. [Clarification Statement: Emphasis is on illustrating inputs and outputs of matter and the transfer and transformation of energy in photosynthesis by plants and other photosynthesizing organisms. Examples of models could include diagrams, chemical equations, and conceptual models.] [Assessment Boundary: Assessment does not include specific biochemical steps.]					
English 9	Unit 1: Literary Elements (Short Stories)	7 weeks			Why do authors write? How do authors use literary devices?	Vocab Quizzes - 1-3	DOK 2- Skill/Concept	
			9.RI.01 Cite strong and thorough evidence to support analysis of text		How does a particular genre impact the way we read, respond and understand a piece of literature?	Exam on elements of fiction, characterization and reading comprehension	DOK 2- Skill/Concept DOK 3-Strategic Thinking	
			9.RI.02 Analyze central idea of a text and development; summarize objectively		How does fiction reveal truth?	Unit Exam	DOK 1-Recall DOK 3-Strategic Thinking	
			9.L.04 Determine or clarify word meanings choosing from a range of strategies			Body Paragraph: 1 & 2	DOK 2- Skill/Concept DOK 3-Strategic Thinking	
			9.RL.10 Read and comprehend literature with scaffolding as needed			Final Body Paragraph	DOK 3- Strategic Thinking	
			9.W.01 Write arguments to analyze substantive topics, using reasoning and evidence			Character Presentation	DOK 2- Skill/Concept	
	Unit 2:		9.W.05 Develop writing by planning, revising, editing, rewriting, or a new approach					
			9.W.09 Draw evidence from literary or informational texts					

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World History I & II, 9	Unit 1: The Renaissance & Scientific Revolution	5 weeks	9.WH.CS.4 (Culture) Students will understand cultural and intellectual developments and interactions among societies		1. How did the ideal of Renaissance humanism bring forth new values for the Renaissance era? 2. What types of changes did Renaissance artists usher into this new age, and how did they incorporate the ideals of Classical civilization along with it? 3. To what extent did secular humanism spur the development of the Scientific Revolution?	1. Harkness Discussion - Culture 2. Harkness Discussion - Science 3. Harkness Discussion - Communication 4. Unit Exam Assessment (DOK 1-3) - Science and Culture	DOK 3- Strategic Thinking
			9.WH.SK.3 Communicating conclusions and taking informed actions	9.WH.CS.8 (Science, Technology, and Society) Students will understand how societies have influenced and been influenced by scientific developments and technological developments			
	Unit 2: The Age of Exploration	4 weeks	9.WH.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		1. How and why did the Age of Exploration take place? 2. What effects did the Atlantic slave trade have on the peoples of the world? 3. Were the explorers heroes or villains?	Explorer's Quiz Assessment: 3 standards - CS1, CS3, CS7	DOK 2- Skill/Concept
			CS 3 - Geography			Explorers Trial - SK1, CS2	Dok 3
			CS7 - Economics				
			9.WH.SK.1 Developing questions and planning inquiries				
			9.WH.CS.2 (Connections and Conflict) Students will understand causes and effects of interaction among societies, including trade, systems of international exchange, war, and diplomacy				
Spanish 9	Unit 1: Literatura: Narrativa prehispánica	3 Semanas	9.ES2 Los estudiantes interpretan en las obras literarias latinoamericanas su intención comunicativa mediante el reconocimiento de los elementos que dan cuenta de sus características estéticas, históricas y sociológicas.	9.ES1 Los estudiantes comprenden y analizan la intención comunicativa de diversos textos reconociendo su estructura interna, el papel del interlocutor y del contexto.	¿Por qué es importante conocer la literatura latinoamericana desde sus cimientos en la época prehispánica? ¿La variación del tiempo y el espacio en la literatura cómo influye en la construcción de la literatura?	Análisis semántico literatura prehispánica de latinoamérica	DOK 3- Strategic Thinking
						Elaboración línea de tiempo	DOK 3- Strategic Thinking
						Exposiciones literatura indígena, conquista, colonia.	DOK 3- Strategic Thinking
						Lectura Capítulos seleccionados Popol Vuh	DOK 3- Strategic Thinking
						Lectura Leyenda Yurupary	DOK 3- Strategic Thinking
	Unit 2: Comprensión: Plan lector	3 semanas	9.ES1 Los estudiantes comprenden y analizan la intención comunicativa de diversos textos reconociendo su estructura interna, el papel del interlocutor y del contexto.	9.ES4 Los estudiantes reconocen y utilizan el lenguaje como capacidad humana que configura múltiples sistemas simbólicos y posibilita los procesos de significar y comunicar.	¿Cómo influyen las emociones humanas en los procesos de escritura y lectura?	Lectura crítica, plan lector. La extraña en mí, Maleducada y Los ojos del perro siberiano.	DOK 3- Strategic Thinking
						Lectura crítica, plan lector	DOK 3- Strategic Thinking
						Conversatorio en torno a temas centrales del plan lector	DOK 4-Extended Thinking
Unit 3: Producción: Minicuento	2 semanas	9.ES3 Los estudiantes producen textos escritos que correspondan en su estructura y en su intención comunicativa a diferentes tipologías textuales.	9.ES2 Los estudiantes interpretan en las obras literarias latinoamericanas su intención comunicativa mediante el reconocimiento de los elementos que dan cuenta de sus características estéticas, históricas y sociológicas.	¿Cómo implementar las estrategias discursivos en la creación de un texto narrativo?	Creación de un Minicuento	DOK 3- Strategic Thinking	
					Taller de oraciones simples y compuestas	DOK 4-Extended Thinking	

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Physical Education	Unit 4: Ética de la comunicación y otros sistemas simbólicos.	2 semanas	9.ES7 Los estudiantes interpretan y producen diferentes manifestaciones humanas y las relacionan con otras producciones pertenecientes a diversas fuentes.	9.ES6 Los estudiantes comprenden y analizan los factores sociales y culturales que determinan e intervienen en la comunicación humana.	¿Cómo influyen los mensajes icónicos en el pensamiento de las personas? ¿Cuál es la intención comunicativa presente en los contextos audiovisuales que nos rodean?	Creación de una campaña publicitaria	DOK 4-Extended Thinking
						Análisis campañas publicitarias	DOK 4-Extended Thinking
Physical Education	Unit 1: Actividad física: preferencias y riesgos		Evalúa factores de riesgo y seguridad que podrían afectar las preferencias de actividad física a través del ciclo de vida.34 (S3.H5.L1)	NPES.9.S1.H1 Lifetime activities	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.9.S4.H2 Rules & etiquette			
	Unit 2: Como fortalecer mi cuerpo.		Identifica tipos de ejercicios de fortalecimiento (isométrico, concéntrico, excéntrico) y ejercicios de estiramiento (estático, facilitación neuromuscular propioceptiva (PNF), dinámico) para desarrollo del acondicionamiento físico personal (fortaleza, resistencia, rango de movilidad).40 (S3.H9.L1)		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 3: Fisiología del ejercicio		Relaciona respuestas fisiológicas a niveles individuales de acondicionamiento físico y balance nutricional.38 (S3.H6.L1)	NPES.9.S1.H3.L1 Level 1. Demonstrates competency in 1 or more specialized skills in health-related fitness activities.	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 4: PERSONAL FITNESS PLANS						
				NPES.9.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.			
				NPES.9.S3.H10.L1 Level 1. Calculates target heart rate and applies that information to personal fitness plan.			
	Unit 5: Ritmo					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
IV 9	Unit 1: Online Offmatic Platform (Google Drive)	4 weeks	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 can technology make my school work easier? How can I use technology to be more productive? What online tool should I use to create a document, presentation, spreadsheet or form? How can I share my work to collaborate with my peers? How can I communicate with my teachers? Where can I find school assignments?	Skill Assessment Checkpoints (Docs, Sheets, Forms, Slides)	DOK 2- Skill/Concept
			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.		Summative Assessment Projects (Docs, Sheets, Forms)	DOK 3- Strategic Thinking

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Technology	Unit 2: Vector Graphic Software (Adobe Illustrator)	4 weeks	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 software allows me to create logos and graphic designs? What is a vector and how is it used? What is the difference between a vector image and a raster image? How does one create vector art? How does knowing how to create vector art impact my projects?	4 Skill Video Tutorials	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.		4 Summative Projects	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.	ISTE2016.6b Students create original works or responsibly repurpose or remix digital resources into new creations.		1 Final Summative Project	DOK 4-Extended Thinking
ELECTIVE 9-10-11-12 grade	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
	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 feets	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	

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e 9-10- 10- 10- 10- 10- 10- 10- 10- 10- 10-	Still Life, Object Drawing 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.				
Band 9	Unit 1: Rhythm: Duration	8 week	FAMU.IV.5.1 Reads an instrumental or vocal score of up to four staves	FAMU.IV.5.2 Reads music that contains moderate technical demands, expanded ranges, and varied interpretive requirements	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

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Algebra 19	Unit 1: Graphs and functions		F.IF.2 Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.			Unit Test	DOK 3- Strategic Thinking
			F.IF.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. ★ a. Graph linear and quadratic functions and show intercepts, maxima, and minima. e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.				
	Unit 2: Linear models		S.ID.7 Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.				
			A.CED.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.		What considerations should be taken into account when choosing the best way to display data?		
			F.BF.1 Write a function that describes a relationship between two quantities. ★ a. Determine an explicit expression, a recursive process, or steps for calculation from a context. b. Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.		What conclusions can be drawn by observing and interpreting a graph, chart or table of values?		
	Unit 3: Systems of Equations		A.REI.6 Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.		How can linear functions and systems of equations be used to describe real-world situations?	Test: Systems of equations by graphing, substitution and setting y's equal	DOK 2- Skill/Concept
			A.CED.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.			Test: Systems of equations by elimination method	DOK 4-Extended Thinking
	Unit 4: Solving real-world situations with inequalities		A.CED.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.				

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	Unit 2: DNA/RNA/Protein	5 weeks	9.BIO.5 Cell Division - Mitosis HS-LS1-4. Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms. [Assessment Boundary: Assessment does not include specific gene control mechanisms or rote memorization of the steps of mitosis.]		-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 cell's 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?	DNA Fruit Extraction Lab DNA Electrophoresis Lab (if possible)	DOK 3- Strategic Thinking	
			9.BIO.8 DNA, RNA, Protein and Mutations HS-LS1-1. Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells. [Assessment Boundary: Assessment does not include identification of specific cell or tissue types, whole body systems, specific protein structures and functions, or the biochemistry of protein synthesis.]					
English 9	Unit 1: The Novel (Fiction)	7	9.W.03 Write narratives using effective technique, details, and event sequences		How does the perspective of the author or reader affect the interpretation of the text? Can fiction reveal truth? Why do authors choose to develop their stories into novels? How do authors use a variety of elements to create a compelling text/story? Elements of style and structure Figurative language Diction Theme Setting	Personal Narrative	DOK 2- Skill/Concept DOK 3-Strategic Thinking	
			9.W.05 Develop writing by planning, revising, editing, rewriting, or a new approach			Fish Bowls : 1 & 2	DOK 3- Strategic Thinking	
			9.RI.03 Analyze how the author unfolds a series of ideas or events	9.SL.03 Evaluate a speaker's viewpoint, reasoning, and use of evidence and rhetoric		Exam 1 & 2	DOK 1-Recall DOK 3-Strategic Thinking	
			9.RL.02 Determine theme or central idea; provide an objective summary			Final Presentation	DOK 3- Strategic Thinking	
			9.SL.01 Initiate and participate effectively in a range of collaborative discussions					
			9.SL.04 Present information and supporting evidence clearly, concisely, and logically					
	Unit 2:							

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World History I & II, 9	Unit 3: The Protestant Reformation	4-5 weeks	9.WH.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		1. What caused the Protestant Reformation? 2. What was the lasting historical legacy of the Protestant Reformation and subsequent Catholic Counter-Reformation?	Unit Exam Assessment: CS1 - Time, Continuity, Change	(DOK 1-3)
			9.WH.CS.4 (Culture) Students will understand cultural and intellectual developments and interactions among societies (didn't do - might add next year)	9.WH.SK.3 Communicating conclusions and taking informed actions (didn't do - might add next year)			
			9.WH.SK.2 Evaluating sources and gathering evidence (didn't do - might add next year)				
	Unit 4: The Enlightenment & French Revolution	6 weeks	9.WH.CS.6 (Government) Students will understand why societies create and adopt systems of governance and how they address human needs, rights, responsibilities and citizenship	9.WH.SK.1 Developing questions and planning inquiries & SK2 Communication & SK3 Critical Thinking	1. What and who were the various influences upon the Enlightenment, and how did it seek to change human society as a whole? 2. How did the Enlightenment change systems of government? 3. What were the causes and effects of conflict in French society surrounding the Revolution?	DBQ: Enlightenment Thinkers. Project Assessment: French Revolution music video. Quiz: Government & F. Rev	DOK 3- Strategic Thinking
			9 WH CS1: Time, Continuity, and Change	9 WH SK3: Source Analysis (DBQ)			
Spanish 9	Unit 1: Literatura Modernismo y vanguardismo	3 semanas	9.ES2 Los estudiantes interpretan en las obras literarias latinoamericanas su intención comunicativa mediante el reconocimiento de los elementos que dan cuenta de sus características estéticas, históricas y sociológicas.	9.ES6 Los estudiantes comprenden y analizan los factores sociales y culturales que determinan e intervienen en la comunicación humana.	¿Cómo influyó el contexto de guerra el pensamiento del hombre en torno a la vida?	Análisis de poesías correspondientes al Vanguardismo	DOK 4-Extended Thinking
						Conceptualización Modernismo	3- Strategic Thinking
						Conceptualización Vanguardismo	3- Strategic Thinking
						Análisis poesías del vanguardismo	DOK 4-Extended Thinking
						Análisis del nacimiento de las vanguardias desde su aspecto social, cultural e histórico	
	Unit 2: Comprensión Plan lector	3 semanas	9.ES1 Los estudiantes comprenden y analizan la intención comunicativa de diversos textos reconociendo su estructura interna, el papel del interlocutor y del contexto.	9. ES4 Los estudiantes reconocen y utilizan el lenguaje como capacidad humana que configura múltiples sistemas simbólicos y posibilita los procesos de significar y comunicar.	¿Cómo influyen los aspectos sociales, culturales, políticos y económicos en la construcción de una novela?	Lectura crítica, plan lector.	DOK 4-Extended Thinking
						Lectura crítica, plan lector. Conversatorios	DOK 4-Extended Thinking
						Lectura crítica, plan lector. Prueba de lectura tipo prueba saber	DOK 4-Extended Thinking
						Lectura crítica, plan lector. Prueba de lectura tipo prueba saber	DOK 4-Extended Thinking
	Unit 3: Producción: Artículo de opinión	2 semanas	9.ES3 Los estudiantes producen textos escritos que correspondan en su estructura y en su intención comunicativa a diferentes tipologías textuales.	9.ES7 Los estudiantes interpretan y producen diferentes manifestaciones humanas y las relacionan con otras producciones pertenecientes a diversas fuentes.	¿Por qué se hace necesario tener argumentos válidos y veraces al momento de sustenta tu postura?	Análisis artículos de opinión	DOK 4-Extended Thinking
					Creación de un artículo opinión	DOK 4-Extended 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	
Física - Educa						Taller de oraciones compuestas coordinadas	3- Strategic Thinking	
						Identificación prefijos y sufijos	3- Strategic Thinking	
	Unit 4: Ética de la comunicación y otros sistemas simbólicos: Pintura	2 semanas	9.ES7 Los estudiantes interpretan y producen diferentes manifestaciones humanas y las relacionan con otras producciones pertenecientes a diversas fuentes.	9.ES6 Los estudiantes comprenden y analizan los factores sociales y culturales que determinan e intervienen en la comunicación humana.	¿Cómo se reflejan las experiencias humanas en el arte?	Creación de una materialización con base en la interpretación del concepto central de la obra abordada	DOK 4-Extended Thinking	
						Análisis y observación	3- Strategic Thinking	
Física - Educa	Unit 4: PERSONAL FITNESS PLANS		NPES.9.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.		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.9.S3.H10.L1 Level 1. Calculates target heart rate and applies that information to personal fitness plan.					
	Unit 1:Actividad física: preferencias y riesgos			NPES.9.S4.H2 Rules & etiquette	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.9.S3.H5.L1 Level 1. Evaluates risks and safety factors that might affect physical activity preferences throughout the life cycle.	NPES.9.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: Como fortalecer mi cuerpo.				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 3: Fisiología del ejercicio					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.9.S3.H8.L1 Level 1. Relates physiological responses to individual levels of fitness and nutritional balance.				
				NPES.9.S1.H3.L2 Level 2. Demonstrates competency in 2 or more specialized skills in health-related fitness activities.				
IV 9	Unit 2: Vector Graphic Software (Adobe Illustrator)	2 weeks	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 software allows me to create logos and graphic designs? What is a vector and how is it used? What is the difference between a vector image and a raster image? How does one create vector art? How does knowing how to create vector art impact my graphic projects?"	4 Skill Video Tutorials	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.		4 Summative Projects	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 projects	DOK levels in assessment	
Technology			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.		1 Final Summative Project	DOK 4-Extended Thinking	
	Unit 3: Photo Editing Software (Adobe Photoshop)	6 weeks	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 can I benefit from knowing how to use photo editing software? How is learning a variety of different photo editing skills useful for future projects? What is the difference between a vector image and a raster image? How can the internet be a tool for independent learning?	4 Skill Video Tutorials	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.		4 Summative Projects	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.	ISTE2016.6b Students create original works or responsibly repurpose or remix digital resources into new creations.		1 Final Summative Project	DOK 4-Extended Thinking		
ELECTIVE 9-10-11-12 grade	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 supplies 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	
	"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 create 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	

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	
e 9-10-	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	
			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 Calligraphy?	Calligraphy practice	3- Strategic Thinking
						What is poster art?	Poster Art styles presentation and infographics	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.	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.	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.P.1.a Analyze, select, and critique personal artwork for a collection or portfolio presentation.	How can i use image and words together to communicate a concept?	Season Posters	DOK 4-Extended Thinking
Band 9	Unit 1: Melody: Height	8	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)	FAMU.IV.2.2 Uses ensemble skills (e.g., balance, intonation, rhythmic unity) when performing as part of a group	WHAT ARE THE MUSIC NOTES? WHAT IS A MELODY? WHAT IS THE ROLE OF MUSICAL NOTES IN A MELODY?	CLASS WORK INSTRUMENTAL ASSEMBLE 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	
	Unit 4: Factoring, Simplifying and Vertex Form							
					How can you solve a quadratic equation?			
Biology 9	Unit 1: Evolution and Classification	5 weeks	9.BIO.10 Evolution - Common Ancestors and Classification HS-LS4-1. Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence. [Clarification Statement: Emphasis is on a conceptual understanding of the role each line of evidence has relating to common ancestry and biological evolution. Examples of evidence could include similarities in DNA sequences, anatomical structures, and order of appearance of structures in embryological development.]		-Draw conclusions about the patterns Darwin observed among the organisms of the Galapagos Islands and explain how natural selection is related to species fitness. -Analyze evidence for evolution through fossil records, geographical distribution, homologous structures, and embryonic development. -Explain how living things are organized for study. -Explain how evolutionary relationships are important in classification. How did Darwin's studies of the Galapagos Islands lead him to developing his Theory of Evolution? What is natural selection and how does that play into the theory of Evolution? How are humans changing the world to be the way they want it with artificial selection? How are living things organized for study? How are organisms grouped into specific kingdoms or domains?	Make a cladogram Make a dichotomous key	DOK 4-Extended Thinking	
			9.BIO.11 Evolution Survival of the Fittest HS-LS4-2. Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment. [Clarification Statement: Emphasis is on using evidence to explain the influence each of the four factors has on number of organisms, behaviors, morphology, or physiology in terms of ability to compete for limited resources and subsequent survival of individuals and adaptation of species. Examples of evidence could include mathematical models such as simple distribution graphs and proportional reasoning.] [Assessment Boundary: Assessment does not include other mechanisms of evolution, such as genetic drift, gene flow through migration, and co-evolution.]					
			9.BIO.12 Evolution and Natural Selection HS-LS4-4. Construct an explanation based on evidence for how natural selection leads to adaptation of populations. [Clarification Statement: Emphasis is on using data to provide evidence for how specific biotic and abiotic differences in ecosystems (such as ranges of seasonal temperature, long-term climate change, acidity, light, geographic barriers, or evolution of other organisms) contribute to a change in gene frequency over time, leading to adaptation of populations.]					
			9.BIO.13 Evolution and Environmental Changes HS-LS4-5. Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species. [Clarification Statement: Emphasis is on determining cause and effect relationships for how changes to the environment such as deforestation, fishing, application of fertilizers, drought, flood, and the rate of change of the environment affect distribution or disappearance of traits in species.]					

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
World History I & II, 9	Unit 5: The Russian Revolution	4 weeks	9.WH.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	9.WH.SK.3 Communicating conclusions and taking informed actions	1. What were the causes and effects of the Russian Revolution for governments and economies?		
			9.WH.CS.6 (Government) Students will understand why societies create and adopt systems of governance and how they address human needs, rights, responsibilities and citizenship			Comprehensive Project Assessment: Choices Unit: "The Russian Revolution" (DOK 1-3)	DOK 3- Strategic Thinking
			9.WH.CS.7 (Production, Distribution, and Consumption) Students will understand fundamental economic principles and ways in which economies are shaped by geographic and human factors			Student Project with Choice	DOK 3- Strategic Thinking
	Unit 6: Build-up to an Era of War: 19th Century Nationalism, Imperialism, and Colonialism	6 weeks	9.WH.CS.2 (Connections and Conflict) Students will understand causes and effects of interaction among societies, including trade, systems of international exchange, war, and diplomacy	9.WH.SK.3 Communicating conclusions and taking informed actions	1. What were the aims and effects of imperialism for imperial and colonial powers?	Project Assessment: PBL - MUN imperialism	DOK 3- Strategic Thinking
Spanish 9	Unit 1: Literatura: El boom latinoamericano	3 semanas	9.ES2 Los estudiantes interpretan en las obras literarias latinoamericanas su intención comunicativa mediante el reconocimiento de los elementos que dan cuenta de sus características estéticas, históricas y sociológicas.	9.ES6 Los estudiantes comprenden y analizan los factores sociales y culturales que determinan e intervienen en la comunicación humana.	¿Qué implicaciones tuvieron los acontecimientos sociales en la construcción de la literatura latinoamericana después del boom latinoamericano?	Lectura El llano en llamas	3- Strategic Thinking
						Taller de comprensión tipo prueba saber de Juan Rulfo	DOK 4-Extended Thinking
						Taller de comprensión La casa de los espíritus	DOK 4-Extended Thinking
						Quiz vocabulario	3- Strategic Thinking
	Unit 2: Comprensión Plan lector	3 semanas	9.ES2 Los estudiantes interpretan en las obras literarias latinoamericanas su intención comunicativa mediante el reconocimiento de los elementos que dan cuenta de sus características estéticas, históricas y sociológicas.	9.ES6 Los estudiantes comprenden y analizan los factores sociales y culturales que determinan e intervienen en la comunicación humana.	¿Cómo se emplean los rasgos de estilo del texto (tales como lenguaje, estructura, tono, técnica y estilo) para construir significado? ¿Qué técnicas usa el autor para enseñar, persuadir, informar o contar su historia? ¿Cómo se relacionan las experiencias humanas con la propia vida?	Lectura Plan lector. Círculos literarios. La casa de los espíritus	3- Strategic Thinking
						Lectura Plan lector. conversatorio # 1	3- Strategic Thinking
						Lectura Plan lector. conversatorio # 2	3- Strategic Thinking
						Lectura Plan lector. Taller tipo prueba saber	3- Strategic Thinking
Unit 3: Producción. Reseña crítica	2 semanas	9.ES3 Los estudiantes producen textos escritos que correspondan en su estructura y en su intención comunicativa a diferentes tipologías textuales.	9.ES6 Los estudiantes comprenden y analizan los factores sociales y culturales que determinan e intervienen en la comunicación humana.	¿Cómo se relacionan los acontecimientos reales dentro de un texto para crear una literatura propia?	Análisis cuentos del boom	DOK 4-Extended Thinking	
					Conceptualización del boom	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/Projects	DOK levels in assessment
Física - Educa						Escritura comentario de texto	3- Strategic Thinking
						Entrega final comentario de texto	3- Strategic Thinking
	Unit 4: Ética de la comunicación y otros sistemas simbólicos: Fotografía	2 semanas	9.ESS Los estudiantes identifican la función y la intención comunicativa que está presente en los diferentes sistemas del lenguaje verbal y no verbal presentes en los diferentes medios de comunicación.	9. ES4 Los estudiantes reconocen y utilizan el lenguaje como capacidad humana que configura múltiples sistemas simbólicos y posibilita los procesos de significar y comunicar.	¿Cómo es posible representar las emociones humanas por medio de la fotografía?	Minilección Scrapbook	DOK 2- Skill/Concept
						Observación de scrapbook	DOK 4-Extended Thinking
						Elaboración Scrapbook	DOK 4-Extended Thinking
Física - Educa	Unit 3: Fisiología del ejercicio		Relaciona respuestas fisiológicas a niveles individuales de acondicionamiento físico y balance nutricional.38 (S3.H8.L1)		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 4: programas de ejercicios.		Demuestra una técnica adecuada en máquinas de entrenamiento de Resistencia y sin pesas.36 (S3.H7.L1)		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: Actividad física: preferencias y riesgos		Evalúa factores de riesgo y seguridad que podrían afectar las preferencias de actividad física a través del ciclo de vida.34 (S3.H5.L1)	NPES.9.S1.H1 Lifetime activities NPES.9.S4.H2 Rules & etiquette	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 2: Como fortalecer mi cuerpo.		Identifica tipos de ejercicios de fortalecimiento (isométrico, concéntrico, excéntrico) y ejercicios de estiramiento (estático, facilitación neuromuscular propioceptiva (PNF), dinámico) para desarrollo del acondicionamiento físico		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	
IV 9	Unit 4: Robotics	8 Weeks	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 can an autonomously programed robot be designed to perform specific tasks using a variety of sensors that acquire information about the world external to the robot? How can autonomous robots be designed and used to perform manual and repetitive tasks safely? In the workforce? In the home? And is it good or bad that these automated machines are replacing human labor? What is the importance of robotics in the real world and how can they further impact our future in a positive way? How do you construct an autonomous mobile robot? How do you program an autonomous mobile robot?	5 basic skills challenges	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.		7 summative challenges (Some using LEGO League materials)	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 projects	DOK levels in assessment
Technology			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.			
ARTS ELECTIVE 9-10-11-12 grade	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
	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 made 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 madea 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 made a mural? what tools do you use to made 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 made 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.				
			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.				
	4 WEEKS		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	

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 9-10	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	
Band 9	Unit 1: Armonia: Height	8	FAMU.IV.3.2 Improvises rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys (e.g., folk songs, standard pop songs, hymn tunes)	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 LASSEMBLE REPertoire 2	3- Strategic Thinking

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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: Human Anatomy		9.BIO.6 Body Systems HS-LS1-2. Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms. [Clarification Statement: Emphasis is on functions at the organism system level such as nutrient uptake, water delivery, and organism movement in response to neural stimuli. An example of an interacting system could be an artery depending on the proper function of elastic tissue and smooth muscle to regulate and deliver the proper amount of blood within the circulatory system.] [Assessment Boundary: Assessment does not include interactions and functions at the molecular or chemical reaction level.]		1. What are the proper methods of analysis with regards to the relationship between structure and function within each body system? 2. How does each system of the body play a role in homeostatic regulation? 3. What anatomical/physiological vocabulary is required as a basis for lifelong study of human anatomy, physiology, and medicine? 4. How do humans develop and age and what technologies are exponentially changing these processes with each passing year full of discoveries and breakthroughs? 5. How can I utilize experimental design and scientific thinking to learn about human anatomy and physiology?	Student led STEAM Projects.	
			9.BIO.2 Homeostatis HS-LS1-3. Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis. [Clarification Statement: Examples of investigations could include heart rate response to exercise, stomate response to moisture and temperature, and root development in response to water levels.] [Assessment Boundary: Assessment does not include the cellular processes involved in the feedback mechanism.]				
English 9	Unit 1: Poetry Unit	2-3	9.L.04 Determine or clarify word meanings choosing from a range of strategies		How do authors use a variety of elements to create a compelling text/story? Elements of style and structure Figurative language Diction Theme Setting	Exam on Poetry and Literary Devices	DOK 1-Recall DOK 2- Skill/Concept
			9.L.06 Use general academic and domain-specific words and phrases			Final Poem	DOK 2- Skill/Concept DOK 3-Strategic Thinking
			9.L.05 Understand figurative language, word relationships, and nuances				
			9.L.03 Understand how language functions in different contexts				
	Unit 2: Drama	7	9.L.05 Understand figurative language, word relationships, and nuances		What is great writing?	Skit	DOK 1-Recall DOK 2- Skill/Concept
			9.RI.02 Analyze central idea of a text and development; summarize objectively		What makes a story endure over time?	Exam	DOK 2- Skill/Concept DOK 3-Strategic Thinking
			9.SL.01 Initiate and participate effectively in a range of collaborative discussions			Argumentative Essay	DOK 3- Strategic Thinking
			9.RL.02 Determine theme or central idea; provide an objective summary		What makes good drama?		
			9.W.01 Write arguments to analyze substantive topics, using reasoning and evidence				

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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
World History I & II, 9	Unit 7: World War I & World War II	6 weeks	9.WH.CS.2 (Connections and Conflict) Students will understand causes and effects of interaction among societies, including trade, systems of international exchange, war, and diplomacy	9.WH.CS.4 (Culture) Students will understand cultural and intellectual developments and interactions among societies	1.What were the causes and effects of WWI? 2. What were technological developments made during WWI and how did it affect society? 3. What were the causes and effects of WW2? 4. What were technological developments made during WW2 and how did it affect society?	DBQ in-class assessment: WWI & the Treaty of Versailles	DOK 3- Strategic Thinking
			9.WH.SK.2 Evaluating sources and gathering evidence				
			9.WH.CS.8 (Science, Technology, and Society) Students will understand how societies have influenced and been influenced by scientific developments and technological developments			Unit Exam Assessment (DOK 1-3)	DOK 3- Strategic Thinking
Spanish 9	Unit 1: Literatura Siglo XX y contemporánea	3 semanas	9.ES2 Los estudiantes interpretan en las obras literarias latinoamericanas su intención comunicativa mediante el reconocimiento de los elementos que dan cuenta de sus características estéticas, históricas y sociológicas.	9.ES1 Los estudiantes comprenden y analizan la intención comunicativa de diversos textos reconociendo su estructura interna, el papel del interlocutor y del contexto.	¿Cuáles son las pretensiones o intenciones comunicativas que tienen los autores al interior de sus textos más allá de lo que el lector mira a primera vista?	Línea de tiempo literatura Siglo XX y XXI	3- Strategic Thinking
						Taller de comprensión de lectura. Crónicas	3- Strategic Thinking
						Taller de comprensión de lectura	3- Strategic Thinking
	Unit 2: Comprensión Plan lector	3 semanas	9.ES2 Los estudiantes interpretan en las obras literarias latinoamericanas su intención comunicativa mediante el reconocimiento de los elementos que dan cuenta de sus características estéticas, históricas y sociológicas.	9.ES1 Los estudiantes comprenden y analizan la intención comunicativa de diversos textos reconociendo su estructura interna, el papel del interlocutor y del contexto.	¿Cuáles son las fuentes de inspiración de los autores de crónicas a la hora de relatar sus historias? ¿Cómo se relaciona la escritura con la vida?	Lectura crónicas colombianas	3- Strategic Thinking
						Lectura crónicas colombianas. Prueba saber	3- Strategic Thinking
						Lectura crónicas colombianas. Prueba saber	3- Strategic Thinking
						Lectura crónicas colombianas. Conversatorio	3- Strategic Thinking
Unit 3: Producción: Crónica	2 semanas	9.ES3 Los estudiantes producen textos escritos que correspondan en su estructura y en su intención comunicativa a diferentes tipologías textuales.	9.ES6 Los estudiantes comprenden y analizan los factores sociales y culturales que determinan e intervienen en la comunicación humana.	¿De qué manera puedo dar mi posición crítica frente a una situación concreta? ¿Cómo se logra argumentar una posición desde argumentos sólidos? ¿Cómo se compone una reseña crítica?	Análisis reseñas críticas	3- Strategic Thinking	
					Primer borrador crónica	3- Strategic Thinking	

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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
						Entrega final crónica	3- Strategic Thinking
						Taller oraciones subordinadas	DOK 2- Skill/Concept
	Unit 4: Ética de la comunicación y otros sistemas simbólicos: La infografía	2 semanas	9.ES5 Los estudiantes identifican la función y la intención comunicativa que está presente en los diferentes sistemas del lenguaje verbal y no verbal presentes en los diferentes medios de comunicación.	9.ES7 Los estudiantes interpretan y producen diferentes manifestaciones humanas y las relacionan con otras producciones pertenecientes a diversas fuentes.	¿Con qué estrategia es posible sintetizar y simbolizar la información de manera que sea concreta y eficaz?	Análisis de infografías	DOK 4-Extended Thinking
						Elaboración infografía	DOK 4-Extended Thinking
Física - Educa	Unit 2: Como fortalecer mi cuerpo.		NPES.10.S3.H7.L1 Level 1. Demonstrate appropriate technique in resistance-training machines and free weights.		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 3: Fisiología del ejercicio		Relaciona respuestas fisiológicas a niveles individuales de acondicionamiento físico y balance nutricional.38 (S3.H8.L1)		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.9.S1.H3.L1 Level 1. Demonstrates competency in 1 or more specialized skills in health-related fitness activities.				
	Unit 4: programas de Ejercicios.		Demuestra una técnica adecuada en máquinas de entrenamiento de Resistencia y sin pesas.36 (S3.H7.L1)		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	
IV 9	Unit 1: Actividad física: preferencias y riesgos		Evalúa factores de riesgo y seguridad que podrían afectar las preferencias de actividad física a través del ciclo de vida.34 (S3.H5.L1)	NPES.9.S1.H1 Lifetime activities	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.9.S4.H2 Rules & etiquette			
	Unit 4: Robotics	2 Weeks	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 can an autonomously programmed robot be designed to perform specific tasks using a variety of sensors that acquire information about the world external to the robot? How can autonomous robots be designed and used to perform manual and repetitive tasks safely? In the workforce? In the home? And is it good or bad that these automated machines are replacing human labor? What is the importance of robotics in the real world and how can they further impact our future in a positive way? How do you construct an autonomous mobile robot? How do you program an autonomous mobile robot?	5 basic skills challenges	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.		7 summative challenges (Some using LEGO League materials)	DOK 4-Extended Thinking

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Technolog			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.			
	Unit 5: Coding	6 weeks	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 programming language? What are the fundamentals of computer programming? How can you use coding to complete a task? How is coding useful in real life?	Basic skill activities (Number depends on programming language)	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.	ISTE2016.5d Students understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.		Summative evaluations per section (Number depends on programming language)	DOK 4-Extended Thinking
ELECTIVE 9-10-11-12 grade	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
	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
						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
						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
					lettering size and tyographic	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.			

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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
Band 9	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
Band 9	Unit 1: Musical Ensemble: Intention, Timbre	8	FAMU.IV.6.1 Understands how the elements of music and expressive devices are used in music from diverse genres and cultures	FAMU.IV.6.2 Understands the technical vocabulary of music (e.g., Italian terms, form, harmony, tempo markings)	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 INSTRUMENTA LASSEMBLE REPERTOIRE 2	DOK 4-Extended Thinking