

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/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? What is the meaning of a rational exponent? How can I simplify equations using properties of exponents?	Unit Test	DOK 2- Skill/Concept
	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. 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 .		How can I model real life data with equations or inequalities? What are the necessary steps needed to solve for a variable in an equation or an inequality?	Unit Test	DOK 3- Strategic Thinking
	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. A.REI.3 Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.			Unit Test	DOK 3- Strategic Thinking
	Unit 5: Graphs and functions	1	F.LE.1 F.LE.1 Distinguish between situations that can be modeled with linear functions and with exponential functions. a. Prove that linear functions grow by equal differences over equal intervals; and that exponential functions grow by equal factors over equal intervals. b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another. c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.				
	Unit 1: Ecology	5 weeks	9.BIO.15 Food Chain and Food Webs HS-LS2-6. Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem. [Clarification Statement: Examples of changes in ecosystem conditions could include modest biological or physical changes, such as moderate hunting or a seasonal flood; and extreme changes, such as volcanic eruption or sea level rise.] 9.BIO.14 Cycling of Matter HS-LS2-4. Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem. [Clarification Statement: Emphasis is on using a mathematical model of stored energy in biomass to describe the transfer of energy from one trophic level to another and that matter and energy are conserved as matter cycles and energy flows through ecosystems. Emphasis is on atoms and molecules such as carbon, oxygen, hydrogen and nitrogen being conserved as they move through an ecosystem.] [Assessment Boundary: Assessment is limited to proportional reasoning to describe the cycling of matter and flow of energy.] 9.BIO.16 Human Impact on Ecosystems HS-LS2-7. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.* [Clarification Statement: Examples of human activities can include urbanization, building dams, and dissemination of invasive species.]		-discuss the effect of one species on an ecosystem. -trace the flow of energy through living systems. -identify the complex interactions that occur within a group of organisms. -interpret various limiting factors that affect the growth of a population. -recognize how the environment can be changed by various natural and unnatural causes. -identify the characteristics of eco-friendly and sustainable development. How are living things related within the biosphere? How do biologists classify living things? How does energy flow through an ecosystem? How do organisms interact with their environment? What factors affect population size? What effects do humans have on natural resources?	Use a microscope Make a wet mount slide Identify living specimen samples from the school pond	DOK 3- Strategic Thinking

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Biology 9							
	Unit 2: Evolution and Classification	5 weeks	<p>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.]</p> <p>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.]</p> <p>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.]</p> <p>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.]</p>		<p>-Draw conclusions about the patterns Darwin observed among the organisms of the Galapagos Islands and explain how natural selection is related to species fitness.</p> <p>-Analyze evidence for evolution through fossil records, geographical distribution, homologous structures, and embryonic development.</p> <p>-Explain how living things are organized for study.</p> <p>-Explain how evolutionary relationships are important in classification.</p> <p>How did Darwin's studies of the Galapagos Islands lead him to developing his Theory of Evolution?</p> <p>What is natural selection and how does that play into the theory of Evolution?</p> <p>How are humans changing the world to be the way they want it with artificial selection?</p> <p>How are living things organized for study?</p> <p>How are organisms grouped into specific kingdoms or domains?</p>	<p>Make a cladogram</p> <p>Make a dichotomous key</p>	<p>DOK 4-Extended Thinking</p>
English 9	Unit 1: Literary Elements (Short Stories)	7 weeks			<p>Why do authors write?</p> <p>How do authors use literary devices?</p>	Vocab Quizzes - 1-3	DOK 2- Skill/Concept
			9.RI.01 Cite strong and thorough evidence to support analysis of text		<p>How does a particular genre impact the we read, respond and understand a piece of literature?</p>	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				
	Unit 1:Unit 1 = Beginnings of Man to the Islamic Caliphates	5 to 6	9.WH.SK.2 Evaluating sources and gathering evidence	9.WH.CS.3 (Geography) Students will understand the interactions and relationship between human societies and their physical environment	<p>How did the peopling of the earth effect civilization?</p> <p>What Social, Political, Interaction between humans and the environment, cultural, and/or economic trends were influential in establishing the first civilizations?</p> <p>How did Islam expand as a religion and empire throughout the Middle East?</p> <p>How did the Islamic civilizations expand upon Greco-Roman culture?</p> <p>What are the characteristics of Muslim art and architecture?</p>	The students have a big exam on the first units (The Beginnings of Man and the Islamic Empires) with a heavy mixture of DOK level 1,2, and 3 questions. Some multiple choice questions are taken from AP exams, and many short answer questions deal with levels 2 and 3.	DOK 3- Strategic Thinking

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World History I & II, 9	Unit 2: Unit 2 = East Asia (Chinese Dynasties) and the Mongol Empire	4 to 5	9.WH.SK.3 Communicating conclusions and taking informed actions	9.WH.SK.1 Developing questions and planning inquiries	How did Confucianism influence Chinese Politics, Culture, and Social Class? How did the Silk Road and Indian Ocean based trade contribute to cultural diffusion and syncretism? Who was the most influential world traveler: Ibn Battuta or Marco Polo?	The students hold a debate in order to determine who should write an Encyclopedia on the History of the World for the Mongol Civilization. They represent either Marco Polo or Ibn Battuta.	DOK 2- Skill/Concept	
				9.WH.SK.1 Developing questions and planning inquiries				DOK 1-Recall
			9.WH.SK.3 Communicating conclusions and taking informed actions	9.WH.SK.1 Developing questions and planning inquiries			How could the Tang and Song Dynasties of China be compared to the European Renaissance?	DOK 2- Skill/Concept
			9.WH.SK.2 (Connections and Conflict) Students will understand causes and effects of interaction among societies, including trade, systems of international exchange, war, and diplomacy				How does the exam system make China unique Politically, Socially, and Culturally?	
							How did the nomadic lifestyle of the Mongols influence their conquest of the world?	
							How did the Mongols implement political, cultural, and economic control of their empire?	
							When comparing the Mongol, Tang/Song, and Islamic worlds...which civilization would the student want to live in and why?	
Spanish 9	Unit 1: Literatura: Narrativa prehispanica	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 prehispanica? ¿La variación del tiempo y el espacio en la literatura cómo influye en la construcción de la literatura?	Análisis semántico literatura literaria prehispanica de latinoamerica	DOK 3- Strategic Thinking	
						Elaboración línea de tiempo	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	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 discursivas 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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ART 9	UNIT 3: MONOCROMIES	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 monochromies? what kind of material you can use to made a monochromy painting? how many color do you think that you use to create a monochromy paint?	classwork: 6 differents monochromies.	DOK 2- Skill/Concept
				VA.HS.CR.2.b Demonstrate awareness of ethical implications of making and distributing creative work.		sketch: 1 monochromie with every color	DOK 3- Strategic Thinking
						final product: make a monochromie with yur favorite color	DOK 4-Extended Thinking
	UNIT 4: value: shadows and lights	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.	how do you do a shadow in your draw or painting? what kind of tools do you using to create value in your painting apply shadows and lights? what is shadow?	sketch: made a draw when do you apply the concept of shadow and light.	DOK 1-Recall
				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.		classwork: experiment with differents materials how can we made the value a draw or painting	DOK 2- Skill/Concept
						classwork: made a stilllife apply shadows and lights, to the objects	DOK 3- Strategic Thinking
						final product: create a stilllife, of landscape when do you apply shadows and lights, using differents materials	DOK 4-Extended Thinking
	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 INSTRUMENTAL ASSEMBLE REPERTOIRE 1

Quarter 2

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Algebra I 9	Unit 1: Graphs and functions	2	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. 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.		What are different ways to represent and describe functions?	Unit Test	DOK 3 - Strategic Thinking
	Unit 2: Linear models	2	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. 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.		What considerations should be taken into account when choosing the best way to display data? What conclusions can be drawn by observing and interpreting a graph, chart or table of values?		
	Unit 3: Systems of Equations	3	A.REI.6 Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables. A.CED.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.		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
	Unit 4: Solving real-world situations with 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.			Test: Systems of equations by elimination method	DOK 4 - Extended Thinking
	Unit 1: 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.] 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.]		-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

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Biology 9			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.]					
	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 role 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	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	Diction Theme Setting	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:							
	Unit 3:Unit 3 = Crusades to the European Renaissance/Reformation	4 to 5	9.WH.SK.2 Evaluating sources and gathering evidence	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	How did the ideas of the Italian Renaissance spread to other parts of Europe? How did the Renaissance writers combine classical teachings and Christian thought? Why was Italy the birthplace of the Renaissance? What are the characteristics of Renaissance art? What was the most important consequence of the printing press? Is it true that the Protestant Reformation was one of the most important developments in the history of the Catholic Church? How did Copernicus and leading scientists thereafter challenge traditional thought?	The students have a big exam on the Renaissance, Reformation, Age of Exploration, and Scientific Revolution with some multiple choice questions are taken from AP exams. OR (differentiation... see below) They write both the essay and do the exam, but chose which they wanted graded.	DOK 3- Strategic Thinking	

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World History I & II, 9	Unit 4: Unit 4 = Pre Columbian and Colonial Latin America	3.5-4	9.WH.SK.3 Communicating conclusions and taking informed actions	9.WH.SK.4 (Culture) Students will understand cultural and intellectual developments and interactions among societies			DOK 2- Skill/Concept	
				9.WH.SK.1 Developing questions and planning inquiries		The students will write a DBQ Essay on the effects of the Printing Press.	DOK 3- Strategic Thinking	
		9.WH.SK.2 Evaluating sources and gathering evidence	9.WH.SK.3 (Geography) Students will understand the interrelations and relationship between human societies and their physical environment	Were the actions of the conquistadors justified? How is Aztec/Inca culture still alive in the Americas? How did the Encomienda/Hacienda system establish the social, political, and economic structure of the Americas? Is that system fair? Does it influence Colombia today? What was the Catholic Church's role in the conquest of the Americas?	The students will have bimestral exam emphasizing Pre-Columbian American cultures (Aztecs and Incas), the Spanish Conquest, and colonial systems (Encomienda and hacienda) with some MC questions taken from AP exams and short answer questions.	DOK 3- Strategic Thinking		
		9.WH.SK.3 Communicating conclusions and taking informed actions	9.WH.SK.1 Developing questions and planning inquiries	Was Magellan or Columbus more significant to the course of world history?		DOK 2- Skill/Concept		
		9.WH.SK.2 (Connections and Conflict) Students will understand causes and effects of interaction among societies, including trade, systems of international exchange, war, and diplomacy		For what reasons did the Age of Exploration occur when it did?		DOK 1-Recall		
				How did the Age of Exploration affect parts of the world outside of the Americas?				
	Unit 3:					Why did the Aztecs/Incas believe in human sacrifice?		
						How were the Aztecs/Incas masters at Interaction between humans and the environment?		
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	
	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	DOK 4-Extended Thinking	
						Lectura crítica, plan lector	DOK 4-Extended Thinking	
						Lectura crítica, plan lector	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	
						Taller de oraciones compuestas coordinadas	3- Strategic Thinking	
						Identificación prefijos y sufijos	3- Strategic Thinking	

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	Unit 4: Ética de la comunicación y otros sistemas simbólicos: Pintura	2 semanas	9.E57 Los estudiantes interpretan y producen diferentes manifestaciones humanas y las relacionan con otras producciones pertenecientes a diversas fuentes.	9.E56 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 pintura en lienzo con base en la interpretación de una poesía correspondiente a un autor del vanguardismo	DOK 4-Extended Thinking	
						Análisis y observación de pinturas	3- Strategic Thinking	
PE_Physical Education 9	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.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		
	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)		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		
	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.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		
	Unit 3: Fisiología del ejercicio		Relaciona respuestas fisiológicas a niveles individuales de acondicionamiento físico y balance nutricional.38 (S3.H6.L1)		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		
Technology 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. ISTE2016.4 Innovative Designer: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.	ISTE2016.3d Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions. ISTE2016.4a Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.	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 4 Summative Projects	DOK 2- Skill/Concept 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	
	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. ISTE2016.4 Innovative Designer: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.	ISTE2016.3d Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions. ISTE2016.4a Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.	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 4 Summative Projects	DOK 2- Skill/Concept 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
UNIT 1: eye and nose	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.	VA.HS.CR.2.bDemonstrate awareness of ethical implications of making and distributing creative work.	what do you know about portrait? how do you made a realistic portrait? what are parts of the face to make a portrait? what kind of materials do you think that need to make a portrait?	classwork: combine different types of eyes and noses, to make a face.	3- Strategic Thinking	
					sketch: makes different types of eyes makes different types of noses makes different faces.	DOK 1-Recall		
					final product: combine different types of eyes and noses, to made a face, apply the concepts of shadow and light, and use variety of materials	DOK 4-Extended Thinking		
UNIT 2: mouth and ears	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.	VA.HS.CR.2.bDemonstrate awareness of ethical implications of making and distributing creative work.	what do you know about portrait? how do you made a realistic portrait? what are parts of the face to make a portrait? what kind of materials do you think that need to make a portrait? how do you made a mouth?	classwork: combine different types of mouth and ears, to make a face.	3- Strategic Thinking	
					sketch: makes different types of mouths makes different types of ears makes different faces.	DOK 1-Recall		
					final product: combine different types of mouths and ears, to made a face, apply the concepts of shadow and light, and using variety of materials	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
ART 9	UNIT 3: Face	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 portrait? how do you make a realistic portrait? what are parts of the face to make a portrait? what kind of materials do you think that need to make a portrait? how do you need to make a complete face?	classwork: combine different types of faces to create a portrait	DOK 2-Skill/Concept
				VA.HS.CR.2.b Demonstrate awareness of ethical implications of making and distributing creative work.		sketch: made different types of faces using variety of techniques	3- Strategic Thinking
						final product: create your own portrait, apply variety of techniques and materials, and apply all the concepts like eyes, ears, mouth, nose, and face, to make your own portrait.	DOK 4-Extended Thinking
	UNIT 4: selfportrait	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.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 a self portrait? how to make a selfportrait what do you need to make a selfportrait	classwork: combine different types of faces to create a portrait	DOK 2-Skill/Concept
				VA.HS.CR.2.b Demonstrate awareness of ethical implications of making and distributing creative work.		sketch: made different types of faces using variety of techniques	DOK 1-Recall
						final product: create your own portrait, apply variety of techniques and materials, and apply all the concepts like eyes, ears, mouth, nose, and face, to make your own portrait.	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 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
Algebra I 9	Unit 1: Linear Programming	2		A.REI.12 Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.	Can two algebraic expressions that appear to be different be equivalent?	Unit Test	DOK 3-Extended Thinking
	Unit 2: Operations with Polynomials	2	A.SSE.1 Interpret expressions that represent a quantity in terms of its context. <ul style="list-style-type: none"> a. Interpret parts of an expression, such as terms, factors, and coefficients. b. Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret $P(1+rn)^n$ as the product of P and a factor not depending on P. 	A.APR.1 Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.	How are the properties of real numbers related to polynomials?	Unit Test	DOK 3- Strategic Thinking
	Unit 3: Factoring		A.SSE.3 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 $(x^2 - y^2)(x^2 + y^2)$.				
		3	A.REI.4 Solve quadratic equations in one variable. <ul style="list-style-type: none"> a. Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form. b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic 				
		2			What are the characteristics of quadratic functions? How can you use quadratic functions to model real-world situations?	Unit Test	DOK 4-Extended Thinking
	Unit 4: Factoring, Simplifying and Vertex Form				How can you solve a quadratic equation?		
	Unit 1: Genetics	5 weeks	9.BIO.7 Meiosis , Courtship, Fertilization and Birth HS-LS3-2. Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors. [Clarification Statement: Emphasis is on using data to support arguments for the way variation occurs.] [Assessment Boundary: Assessment does not include the phases of meiosis or the biochemical mechanism of specific steps in the process.]		-explain the process of meiosis and how it relates to the production of gametes. -explain the key terminology involved in Mendelian Genetics -apply the principles of Mendelian Genetics to solve heredity problems using Punnett Squares -interpret the complexities of human genetics. -discover patterns of genetic history based on pedigree diagrams. What features of meiosis are important in sexual reproduction? Why is meiosis important in heredity? How do you use a Punnett Square to determine genetic traits? What are some mechanisms by which gene expression is regulated in prokaryotes and eukaryotes? In what ways can genetic information be altered? What are some effects of these alterations? What are some current recombinant technologies? How do you use a pedigree to track genetically inherited traits in a family over time?	How can we use the design process to make our community and world a better place? What role does failure play in design and experimentation? How can we set design projects up for success in real-life community situations? How can we make sure our projects are measurable, impactful, and sustainable?	DOK 2- Skill/Concept
			9.BIO.9 Genetics and Punnett Squares HS-LS3-1. Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring. [Assessment Boundary: Assessment does not include the phases of meiosis or the biochemical mechanism of specific steps in the process.]				

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
Biology 9							
	Unit 2: Anatomy and Physiology of Animals		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.]		-Explain the increasing order of complexity in an organism from cell to organism -Explain the major body systems, organ structure and function -Define homeostasis and explain some of the bodies biological control mechanisms (how do the brain and the body work together to maintain homeostasis) -Understand how an animal's body structure and systems are adapted to its environment What is the order of complexity in an organism from cells to organisms?	Organism - dissection or model dissection	DOK 3- Strategic Thinking
			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.]		What are some of the major body systems in an organism? What is the structure and function of the major body systems? What is homeostasis? How do the brain and the body work together to maintain internal homeostasis? How does homeostasis work with external environmental changes?		
English 9	Unit 1: Literary Non- Fiction	8	9.RL.01 Cite strong and thorough evidence to support analysis of text	9.W.05 Develop writing by planning, revising, editing, rewriting, or a new approach	What is a memoir? How does the perspective of the author or reader affect the interpretation of the text? How does non-fiction reveal truth? Does it? (Bias) How do fiction and nonfiction approach truth?	Argumentative Essay	DOK 3- Strategic Thinking
			9.RL.02 Determine theme or central idea; provide an objective summary	9.W.09 Draw evidence from literary or informational texts		Exam	DOK 1-Recall
			9.RI.03 Analyze how the author unfolds a series of ideas or events	9.SL.04 Present information and supporting evidence clearly, concisely, and logically			DOK 3- Strategic Thinking
			9.RI.02 Analyze central idea of a text and development; summarize objectively	9.L.06 Use general academic and domain-specific words and phrases		Grammar Quizzes 2-3	DOK 2- Skill/Concept
			9.RL.10 Read and comprehend literature with scaffolding as needed	9.SL.06 Adapt speech to contexts and tasks, demonstrating a command of English		Speech (on unsung hero)	DOK 3- Strategic Thinking
			9.W.01 Write arguments to analyze substantive topics, using reasoning and evidence			DOK 2- Skill/Concept	
	Unit 2:						
	Unit 1:Unit 4.5 = Slavery	2	9.WH.SK.2 Evaluating sources and gathering evidence	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	What were the primary motives of the sugar trade?	The students will write a DBQ Essay on Sugar and the slave trade. Aside form being an excellent DBQ, this also encompasses the Sociales goals concerning the causing and forming of a national (Colombian) identity. They analyze primary sources about sugar, economics, and slavery.	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 rojects	DOK levels in assessment
World History I & II, 9			9.WH.SK.3 Communicating conclusions and taking informed actions	9.WH.SK.1 Developing questions and planning inquiries	How did slavery affect SPICE within Latin American society?		DOK 2- Skill/Concept
			9.WH.CS.5 (Society and Identity) Students will understand social systems and structures and how these influence individual				
	Unit 2: Unit 5 = Absolute Monarchies and the French Revolution	4 to 5	9.WH.SK.2 Evaluating sources and gathering evidence	9.WH.SK.1 Developing questions and planning inquiries	What are the defining characteristics of an absolute monarch? How did the Estates General push France toward revolution? What is liberty? In which ways was Napoleon's government successful? What were the particular causes of the French Revolution? How did the French Revolution impact France? Europe? Was the Reign of Terror beneficial for the French Revolution? Was Napoleon a hero or tyrant? How does Crane-Briton's anatomy of a revolution apply to France, Haiti, and the Arab Spring?	The students will create a newspaper or graphic novel about one of three revolutions: France, Haiti and Arab Springs	DOK 3- Strategic Thinking
			9.WH.SK.3 Communicating conclusions and taking informed actions	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			DOK 2- Skill/Concept
			9.WH.CS.5 (Society and Identity) Students will understand social systems and structures and how these influence individual				
	Unit 3: Unit 6 = The Industrial Revolution and the Communist Revolution	4 to 5 ...finished in B4	9.WH.SK.2 Evaluating sources and gathering evidence	9.WH.SK.1 Developing questions and planning inquiries	What was the significance of the Industrial Revolution? Why did the industrial revolution begin in Britain? What is the business cycle and how did it affect society in the early 20th century? How are urbanization and Industrialism related.		
			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			
			9.WH.CS.5 (Society and Identity) Students will understand social systems and structures and how these influence individual		What problems appear due to the Industrial Revolution according to SPICE?		
					What are the core principals of Communism? Compare the positives and negatives of communism. What factors led to the Russian Revolution? How did totalitarian communist leaders maintain control? Why is China no longer considered communist? What are potential problems that North Korea may face in the future?		
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 de cuentos de Cortázar	3- Strategic Thinking
						Taller de comprensión tipo prueba saber de Juan Rulfo	DOK 4-Extended Thinking
						Taller de comprensión cuentos de Cortázar	DOK 4-Extended 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, léxica 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	3- Strategic Thinking
						Lectura Plan lector	3- Strategic Thinking
						Lectura Plan lector	3- Strategic Thinking
						Lectura Plan lector	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.	¿Cómo se relacionan los acontecimientos reales dentro de un texto para crear una literatura propia?	Análisis crónicas	DOK 4-Extended Thinking
						Charla sobre la crónica	3- Strategic Thinking
					Escritura primer borrador	3- Strategic Thinking	
					Entrega final crónica	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 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?	Análisis de fotografías	DOK 4-Extended Thinking	
						Minilección de teoría de la fotografía	DOK 4-Extended Thinking	
						Fotografías	DOK 4-Extended Thinking	
						Exposición de fotografías	DOK 4-Extended Thinking	
PE_Physical Education 9	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)		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		
Technology 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. ISTE2016.4 Innovative Designer: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions. ISTE2016.5 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.	ISTE2016.3d Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions. ISTE2016.4a Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems. 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 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 ina positive way? How do you construct an autonomous mobile robot? How do you program an autonomous mobile robot?	5 basic skills challenges 7 summative challenges (Some using LEGO League materials)	DOK 2- Skill/Concept DOK 4-Extended Thinking	
UNIT 1: OP ART: LINES, ART HISTORY: VICTOR VASARELY	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 victor vasarely? what do you know about the op art? what do you need to made an op art work? how do you create an op art?	classwork: made a paint apply all the concepts seen in class about op art	3- Strategic Thinking		
			VA.HS.CR.2.bDemonstrate awareness of ethical implications of making and distributing creative work.		sketch: made a differents lines, colors, and figures using the op art from victor vasarely	DOK 2- Skill/Concept		
					final product: create at art work using lines and colors, based on opt art, from victor vasarely ilussions	DOK 4-Extended Thinking		
UNIT 2: COLLAGE, MARKERS, COLORS, WATER COLORS, MIXED TECHNIQUES LANDSCAPE, PORTRAIT, AND STILLLIFE.	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 technique do you using for made a landscape? what do you think that is better for make a portrait?	classwork: made differents portraits, landscapes, or stillife in differents techniques.	3- Strategic Thinking		
			VA.HS.CR.2.bDemonstrate awareness of ethical implications of making and distributing creative work.		sketch: made a ladnscape, a stillife, and a portrait; using collage, watercolor, and markers.	DOK 2- Skill/Concept		
					final product: made your own art work, apply all the techniques seen in class, you can draw a portrait, stillife, or landscape, for made your own.	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
ART 9	UNIT 3: SCULPTURE, cartoon portrait	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.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 the sculpture? what do you need to make a sculpture in plasticine or clay? what are you doing a sculpture in plasticine or clay? how do you do a cartoon in porcelain?	classwork: use the porcelain to make a sculpture	DOK 2- Skill/Concept
				VA.HS.CR.2.b Demonstrate awareness of ethical implications of making and distributing creative work.		sketch: made a sketch, about the character that you wanna sculpting with porcelain, made all the details possible, using markers, colors or paint of made a sketch	DOK 1-Recall
						final product: made your own art work, apply all the techniques seen in class, you can draw a portrait, stillife, or landscape, for made your own.	DOK 4-Extended Thinking
	UNIT 4: SCULPTURE AND CANVAS 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.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 tools do you need to create a sculpture? what kind of image your choose to create your own canvas? what do you need to made a canvas? how do you need to make a canvas project?	classwork: use the porcelain to make a sculpture, use a canvas for create a canvas project	DOK 2- Skill/Concept
				VA.HS.CR.2.b Demonstrate awareness of ethical implications of making and distributing creative work.		sketch: make differents types of images, or sculpture based in your own interested, choose the best image for the canvas project, usin color, markers, and paint.	DOK 1-Recall
						final product: create a sculpture and a canvas project, apply all the concepts seen in class	DOK 4-Extended Thinking
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 INSTRUMENTAL 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
Biology 9							
	Unit 2: Environmental Studies		9.BIO.16 Human Impact on Ecosystems HS-LS2-7. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.* [Clarification Statement: Examples of human activities can include urbanization, building dams, and dissemination of invasive species.]		What will you do to make a positive impact on our environment and ecosystem?	Student led STEAM Projects.	
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				
Unit 1: Unit 6 = The Industrial Revolution and the Communist Revolution	4 to 5 ...finished in B4	9.WH.SK.2 Evaluating sources and gathering evidence	9.WH.SK.1 Developing questions and planning inquiries	What was the significance of the Industrial Revolution? Why did the industrial revolution begin in Britain? What is the business cycle and how did it affect society in the early 20th century? How are urbanization and Industrialism related? What are the core principals of Communism? Compare the positives and negatives of communism. What factors led to the Russian Revolution? How did totalitarian communist leaders maintain control? Why is China no longer considered communist? What are potential problems that North Korea may face in the future? What problems appear due to the Industrial Revolution according to SPICE?	The students have a big exam on the Industrial Revolution, The Russian Revolution, Communism and totalitarian states with some multiple choice questions from AP exams. This might be done in bi-mester 4, depending on time.	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	
World History I & II, 9			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			DOK 2-Skill/Concept	
			9.WH.CS.5 (Society and Identity) Students will understand social systems and structures and how these influence individual				DOK 1-Recall	
	Unit 2: Unit 7 Imperialism and building a globalized world	3 to 4	9.WH.SK.2 Evaluating sources and gathering evidence	9.WH.SK.1 Developing questions and planning inquiries	Why did China fall behind Europe? What were the causes and consequences of the Opium Wars in China? How did Industrialism contribute to European Imperialism? Who is the most influential person in the history of the world according to SPICE? 96 person Tournament!!! What were the ways in which German unification differed from Italian unification? How did Colonialism Affect Kenya? What were the European motives, policies, and techniques for imperialism in Africa? What and Why were their nationalistic movements in Africa? How did Militarism, Nationalism and Imperialism create tension in Europe during the late 19th century and result in a system of alliances?	The students make a DBQ outline on the effects of Colonialism in Kenya. One of the effects is the British Industrialization and infrastructure. They hold a debate on colonialism in Kenya, and can compare it to the colonialization of China and the opium wars, which was previously studied.	DOK 3- Strategic Thinking	
			9.WH.SK.3 Communicating conclusions and taking informed actions	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				DOK 2-Skill/Concept
			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					
	Unit 3: Unit 8 = Causes and Consequences of Global Wars	3 to 4	9.WH.SK.2 Evaluating sources and gathering evidence	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	How did Militarism, Nationalism and Imperialism create tension in Europe during the late 19th century and result in a system of alliances? What are the terms of the Treaty of Versailles? What were the main features of the fighting in World War One? What was the Global recovery like after WWI? How did the Great Depression contribute to the rise of dictatorships (Hitler)? What were the reasons for German and the underlying causes of WWII? How did Japan rise into the superpower in Asia?	The students will have bimestral exam emphasizing imperialism, militarism, and both world wars some multiple choice questions are taken from AP exams, and many short answer questions.	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	How did new technology affect the way in which World War I was fought? How did the United States become a superpower after WWII? How were the mistakes of the treaty of Versailles avoided after WWII? How did WWII contribute to the internationalism and the cold war?			DOK 2-Skill/Concept
								DOK 1-Recall
Unit 4:								
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	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 cuentistas bogotanos a la hora de escribir sus cuentos? ¿Cómo se relaciona la escritura con la vida?	Lectura cuentistas bogotanos	3- Strategic Thinking	
							Lectura cuentistas bogotanos	3- Strategic Thinking
							Lectura cuentistas bogotanos	3- Strategic Thinking
							Lectura cuentistas bogotanos	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.	¿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 reseña	3- Strategic Thinking
						Entrega final reseña	3- Strategic Thinking	
						Taller oraciones subordinadas	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/P rojects	DOK levels in assessment
	Unit 4: Ética de la comunicación y otros sistemas simbólicos: La infografía	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.E57 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
PE_Physical Education 9	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	
	Unit 3: Fisiología del ejercicio		Relaciona respuestas fisiológicas a niveles individuales de acondicionamiento físico y balance nutricional.38 (S3.H6.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.H6.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	
Technology 9	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. ISTE2016.4 Innovative Designer: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions. ISTE2016.5 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.	ISTE2016.3d Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions. ISTE2016.4a Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems. 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 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 7 summative challenges (Some using LEGO League materials)	DOK 2-Skill/Concept DOK 4-Extended Thinking
	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. ISTE2016.5 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.	ISTE2016.3d Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions. ISTE2016.5d Students understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated 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 programing language) Summative evaluations per section (Number depends on programming language)	DOK 2-Skill/Concept DOK 4-Extended Thinking
	UNIT 1: DOODLE	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.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.bDemonstrate awareness of ethical implications of making and distributing creative work.	what is a doodle? how do you need to made a doodle? what technique is doodle? what artist made doodles? what kind of materials do you need to make a doodle?	classwork: made doodle art, using markers, color or paint. sketch:made 3 or 5 doodle's art, in differents techniques and materials final product: create a doodle art on canvas	DOK 2-Skill/Concept DOK 1-Recall DOK 4-Extended Thinking
	UNIT 2: TYPOGRAPHY	2week	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.bDemonstrate awareness of ethical implications of making and distributing creative work.	what it's typography? where do you use thetypography? what can of materials do you need to creat a typography? how do you use typography? what kind of materials do you need to made a typography?	classwork: made differents types of fonts typographycs. sketch:made to 3 or 6 fontd differents usign markers, color, paint, and brushes final product: create a poster typographycs, using differents fonts, sizes and colors. made your own name apply all the typography seen in class	DOK 2-Skill/Concept DOK 1-Recall DOK 4-Extended Thinking

Quarter 4

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 projects	DOK levels in assessment
ART 9	UNIT 3: portrait typography	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 need to make a portrait with typographies? how we do a portrait aonly wth fonts? what technique use only to madea portrait with typographies?	classwork: made differents types of fonts typographys. in a portrait, and apply color	DOK 2-Skill/Concept
				VA.HS.CR.2.b Demonstrate awareness of ethical implications of making and distributing creative work.		sketch: made to 3 or 6 fontst differents usign markers, color, paint, and brushes, in a image of a face	DOK 1-Recall
						final product: create a portrait only with fonts typographies, differents sizes, colors, and types.	DOK 4-Extended Thinking
	UNIT 4: TYPOGRAPHY , landscape	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.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 made a landscape' what do you think that we need to made a landscape with typographies? what it's the best technique to made a landscape with typographies? how do you do a landscape with typographies?	classwork: made differents types of fonts typographys. in a landscape, and apply color	DOK 2-Skill/Concept
		VA.HS.CR.2.b Demonstrate awareness of ethical implications of making and distributing creative work.	sketch: made to 3 or 6 fontst differents usign markers, color, paint, and brushes, in a image of a landscape	DOK 1-Recall			
				final product: create a landscape only with fonts typographies, differents sizes, colors, and types.		DOK 4-Extended 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 INSTRUMENTAL ASSEMBLE REPERTOIRE 2	DOK 4-Extended Thinking