

Quarter 1								
Course	Content/Unit Title	Weeks of Instruction	Power Standards	Secondary Standards	Essential Questions use ctr + enter to move down in the cell	Major Assessments/P rojects	DOK levels in assessment	
Algebra II / Precalculus 11	Unit 1: FACTORING AND SIMPLIFYING (Polynomial, Rational, and Radical Relationships)		A.SSE.2 Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.			Checkpoints, Signatures, Contest and Bellworks.	DOK 1-Recall	
			A.APR.3 Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.				DOK 2- Skill/Concept	
						Individual test, Partner test and Bimestral.	DOK 2- Skill/Concept	
							DOK 3- Strategic Thinking	
	Unit 2: EQUATIONS (Linear, Quadratic, Rational, Complex)		A.REI.2 Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.			Checkpoints, Signatures, Contest and Bellworks.	DOK 1-Recall	
							DOK 2- Skill/Concept	
						Individual test, Partner test and Bimestral.	DOK 2- Skill/Concept	
							DOK 3- Strategic Thinking	
		Unit 4:						
Statistics 11	Unit 1: Introduction to set theory		S.CP.1 Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not").		What is a set?	Test 01: PERTENENCIA E INCLUSIÓN	DOK 1-Recall	
					What is a member or element?			
					Which Symbols are used in Set Theory?			
					What types of sets are there?			
					How many ways are there to specify a set?			
					Why are Sets Important?			
	Unit 2: Belongs or included		S.CP.1 Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not").		Difference between belong/contained and includes/subset?	Test 02: OPERACIONES ENTRE CONJUNTOS	DOK 2- Skill/Concept	

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	Unit 3: Algebra of sets	4	S.CP.1 Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not").		What is the union on the theory set?	Test 03: INTERVALOS	DOK 3- Strategic Thinking
					What is the intersection on the theory set?		
					What is the complement on the theory set?		
					Do you have to understand the words "and" and "or" which are associated with these concepts?		
Chemistry 11	Unit 1: Math in Science and Chemical Bonding	1	11.GENCH.11 Math in Science HS PS 1-11 - 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. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.		What is the difference between random uncertainties and systematic errors and how are they account for them in a lab? How does understanding significant figures reduce systematic error? What is the difference between precision and accuracy What are valence electrons and what role do they play? Why is the arrangement of the periodic table significant? How do the periodic trends related to atomic number and relative atomic mass? What information can groups and periods give us (i.e. energy levels, valence electrons).	Unit Exams	DOK 3- Strategic Thinking
		3	11.GENCH.1 Atoms and the Periodic Table SCI.HS-PS1-1 - Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.			Chemistry Labs	DOK 3- Strategic Thinking
						Test Corrections	DOK 3- Strategic Thinking
	Unit 2: Chemical Reactions	6	11.GENCH.2 Periodic Trends SCI.HS-PS1-2 - Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.		What do the trends on the periodic table tell us about the elements on the periodic table? How does it relate to electrons, valence electrons, the nucleus and energy levels? How does the difference in electronegativity between two elements relate to bonding?		
					What are the major similarities and differences between ionic and covalent bonds? Why must chemical equations balance? Why are observations critical to understanding chemical reactions?		
	Unit 1: News Values and Ethics	2	11.RI.02 Determine central ideas of a text and analyze their development		How can I identify strong, relevant and interesting stories for my audience? What constitutes ethical behavior for a journalist?		
			11.RI.04 Determine figurative, connotative, and technical meanings of words and phrases	11.RI.01 Cite strong textual evidence to support analysis of text		Exam	DOK 2- Skill/Concept
			11.W.04 Produce writing appropriate to task, purpose, and audience	11.W.07 Conduct research projects to answer a question or solve a problem		Article Analysis	DOK 3- Strategic Thinking
			11.L.04 Determine the meaning of unknown and multiple-meaning words and phrases	11.W.04 Produce writing appropriate to task, purpose, and audience			
			11.SL.06 Adapt speech to a variety of tasks, demonstrating command of English	11.W.10 Write routinely for a range of tasks, purposes, and audiences			
	Unit 2: The News Cycle: Breaking and General News	2	11.RI.01 Cite strong textual evidence to support analysis of text	11.RI.07 Integrate and evaluate multiple sources of information presented in different media	How does a news cycle function? What are the relationships between principal elements of breaking and general news articles?		
			11.RI.03 Analyze ideas or events and explain how they interact and develop	11.RI.07 Integrate and evaluate multiple sources of information presented in different media		Exam	DOK 1-Recall DOK 2- Skill/Concept
			11.W.04 Produce writing appropriate to task, purpose, and audience	11.W.04 Produce writing appropriate to task, purpose, and audience		Article Analysis	DOK 2- Skill/Concept DOK 3-Strategic Thinking
			11.L.04 Determine the meaning of unknown and multiple-meaning words and phrases	11.W.10 Write routinely for a range of tasks, purposes, and audiences			
			11.SL.01 Initiate and participate effectively in a range of collaborative discussions				
			11.RI.02 Determine central ideas of a text and analyze their development				
	Unit 3: News Gathering	2	11.RL.01 Cite strong textual evidence to support analysis of text	11.SL.02 Integrate multiple sources of information presented in diverse formats	How do I accurately research a breaking or general news article? How do I conduct interviews to obtain complete, accurate and relevant information?	Exam	DOK 1-Recall DOK 2- Skill/Concept
		11.W.02 Write informative/explanatory texts to examine and convey complex ideas	11.W.08 Gather information from multiple sources, follow a standard format for citation		Research Project	DOK 2- Skill/Concept DOK 3-Strategic Thinking	

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Spanish 11	Unit 1: Literatura Medieval española. Lecturas: Tristán e Isolda, Joseph Bedier, Sherlock Holmes, Conan Doyle	2semanas	11.ES2 Los estudiantes analizan crítica y creativamente diferentes manifestaciones literarias del contexto español.	ES1. Los estudiantes comprenden e interpretan textos con actitud crítica y capacidad argumentativa.	¿Cuáles son las formas literarias de la España medieval que sobreviven hasta nuestros días? ¿Cuáles son los aportes de las culturas hebreo-musulmanas a nuestro idioma y a nuestra tradición literaria? ¿Qué recursos lingüísticos y literarios usan los autores para manifestar los diferentes enunciadores del discurso? ¿Qué relación subyace entre la situación sociocultural que vive España y la temática de las obras literarias? ¿Cuáles son las diferencias estéticas y temáticas de la Lírica popular en el medioevo español: moaxaja, jarcha, zéjel, villancico, cantiga, glosa, auto de los Reyes Magos? ¿A qué se le ha llamado Épica española, cuáles son sus obras y autores?	Redacción Diario de Poesía	DOK 4-Extended Thinking	
						Presentación oral Líricas Medievales	DOK 2- Skill/Concept	
						Meta de lectura #1	DOK 3- Strategic Thinking	
						Meta de lectura #2	DOK 4-Extended Thinking	
						Meta de lectura #3	DOK 4-Extended Thinking	
	Unit 2: Comprensión de textos. Tipologías textuales: El resumen, la reseña el protocolo	2semanas	ES1. Los estudiantes comprenden e interpretan textos con actitud crítica y capacidad argumentativa.	11.ES5 Los estudiantes retoman críticamente los lenguajes no verbales para desarrollar procesos comunicativos intencionados.	En el texto: ¿Quién habla, a quién se dirige, qué dice, por qué lo dice, para qué lo dice, ¿Cómo lo dice, ¿dónde lo dice? ¿Cuáles son los elementos necesarios para realizar una comparación textual? ¿Qué relación hay entre el tipo textual y el mensaje? ¿Qué preguntas podemos hacernos antes de la lectura del texto?: ¿A qué género pertenece? ¿Cuáles son las características de este tipo de género? ¿Cuál es su propósito? ¿Conoces al autor? Si la respuesta es afirmativa, ¿cómo afecta eso tu percepción sobre lo que vas a leer? ¿Cuál es su relación con los receptores? ¿Cuáles son tus predicciones sobre la idea principal del texto o el punto de vista del autor? ¿Cómo te prepara la organización o la estructura del texto para su lectura? ¿Se encuentra el material dividido en partes, subtemas o secciones? ¿Está el texto expuesto en largos bloques sin divisiones o en pequeños párrafos o fragmentos? ¿Qué nos sugiere esta presentación? ¿Cuál es tu plan de lectura?	la reseña el protocolo	DOK 4-Extended Thinking	
							La presentación oral y escrita	DOK 4-Extended Thinking
							Quiz conceptos de análisis literario: lírico y narrativo.	DOK 2- Skill/Concept
							Taller de lingüística	DOK 3- Strategic Thinking
							Análisis comparativo de textos poéticos	DOK 4-Extended Thinking
	Unit 3: Producción de textos	2semanas	11.ES4 Los estudiantes desarrollan procesos de autocontrol y corrección lingüística en la producción de textos orales y escritos.	11.ES3 Los estudiantes producen textos argumentativos que evidencian su conocimiento de la lengua y el control sobre el uso que hacen de ella en contextos comunicativos orales y escritos.	Cuáles son los elementos de la comunicación Cómo se clasifican los textos según su intención, género y procedimiento literario? Cuáles son los procesos de producción de un texto escrito ¿Cuáles son los elementos de redacción en las normas APA? Qué partes del texto conforman: Superestructura textual, Macroestructura textual, Microestructura textual ¿Qué son lo hiperónimos y los hipónimos? ¿Cuáles son los tipos de acento, de oraciones y de párrafos? ¿Cuáles son las categorías gramaticales y su relación en el texto? ¿Cómo construir mapas mentales y darles aplicación como método de estudio?	Normas APA en trabajos escritos: Uso de bibliografía y Referencias, Uso de portadas e índices	DOK 4-Extended Thinking	
				11.ES2 Los estudiantes analizan crítica y creativamente diferentes manifestaciones literarias del contexto español.			Taller de conceptos lingüísticos	DOK 3- Strategic Thinking
							Taller de conceptos literarios	DOK 3- Strategic Thinking
							Auto corrección gramatical	DOK 4-Extended Thinking

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				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.		Visual Composition Final	DOK 4-Extended Thinking
Band 11	Unit 1: Rhythm: Duration		FAMU.IV.5.2 Reads music that contains moderate technical demands, expanded ranges, and varied interpretive requirements	FAMU.IV.5.1 Reads an instrumental or vocal score of up to four staves	What is musical rhythm What are elements to read the music mitmo? What is the importance of rhythm in music?	CLASS WORK INSTRUMENTAL ASSEMBLE REPERTOIRE 1	DOK 1-Recall
Calculus 12	Unit 1: Números Reales	2	12-APC.MA8 - EU 0.0 Student understands the basic concepts learned in algebra and pre-calculo		Why are real number properties important?	Test 01: Números Reales	DOK 1-Recall
	Unit 2: Álgebra básica	3	12-APC.MA8 - EU 0.0 Student understands the basic concepts learned in algebra and pre-calculo		Why are special products important? Why is it important to know how to factor?	Test 02: POLINOMIOS Y FACTORIZACIÓN	DOK 2- Skill/Concept
	Unit 3: Expresiones Racionales	3	12-APC.MA8 - EU 0.0 Student understands the basic concepts learned in algebra and pre-calculo		Why is it important to perform rational expressions operations?	Test 03: EXPRESIONES RACIONALES Y EXP ENTEROS	DOK 3- Strategic Thinking
AP Calculus AB	Unit 1: Limits	1.5	EU 1.1 Student understands that the concept of a limit can be used to understand the behavior of functions.		What is a limit? How can I solve a limit using a table of values, a graph or a formula?	Test 2: Limits	DOK 2- Skill/Concept
	Unit 2: Continuity and differentiability	0.5	EU 1.2 Student understands that continuity is a key property of functions that is defined using limits.	EU 1.1 Student understands that the concept of a limit can be used to understand the behavior of functions.	What are the requirements for a function to be continuous? What are the requirements and implications of the Intermediate Value Theorem? What is a derivative? What are the requirements for a function to be differentiable at a point? What are the requirements and implications of the Mean Value Theorem and for Rolle's Theorem?	Test 3: Continuity and differentiability	DOK 2- Skill/Concept
		1	EU 2.1 Student understands that the derivative of a function is defined as the limit of a difference quotient and can be determined using a variety of strategies.				
		1	EU 2.4 Student understands that the Mean Value Theorem connects the behavior of a differentiable function over an interval to the behavior of the derivative of that function at a particular point in the interval.	EU 2.3 Student understands that the derivative has multiple interpretations and applications including those that involve instantaneous rates of change.		Test 4: Mean value theorem and higher order derivatives	DOK 3- Strategic Thinking
	Unit 3: Basic derivative rules	2	EU 2.1 Student understands that the derivative of a function is defined as the limit of a difference quotient and can be determined using a variety of strategies.		How can I find derivatives of polynomials and trigonometric functions (including multiplications, divisions and composite functions)?	Test 5: Derivative rules	DOK 1-Recall
						Test 6: Chain rule	DOK 2- Skill/Concept
	Unit 4: Derivatives of exponential, logarithmic and inverse functions	2	EU 2.1 Student understands that the derivative of a function is defined as the limit of a difference quotient and can be determined using a variety of strategies.		How can I find derivatives of exponential, logarithmic and inverse functions?	Test 7: Exponential and logarithmic derivatives	DOK 2- Skill/Concept
						Test 8: Derivatives of inverse functions	DOK 1-Recall
						Bimestral exam	DOK 2- Skill/Concept
Chemistry	Unit 1: Atoms and Matter	5	12.APCH.1 Atoms and Matter - The chemical elements are fundamental building materials of matter, and all matter can be understood in terms of arrangements of atoms. These atoms retain their identity in chemical reactions.		What is matter? What is matter made of?	Spectrometry lab	DOK 3- Strategic Thinking

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	Unit 2: Forces	5	12.APCH.2 Forces - Chemical and physical properties of materials can be explained by the structure and the arrangement of atoms, ions, or molecules and the forces between them.		What are forces? What forces hold particles together?	Intermolecular forces lab	DOK 3- Strategic Thinking
AP Environmental Science	Unit 1: Earth Systems and Resources	5	12.APENVSC.1 Earth Systems and Resources - Earth science concepts, global atmosphere, water resources, and soil use and dynamics.	12.APENVSC.1 Earth Systems and Resources - Earth science concepts, global atmosphere, water resources, and soil use and dynamics.	What is the environment?	Form your own hypothesis lab	DOK 4-Extended Thinking
	Unit 2: Ecosystems	5	12.APENVSC.2 Living World - Ecosystem structure, energy flow, ecosystem diversity, natural ecosystem change, natural biogeochemical cycles.	12.APENVSC.2 Living World - Ecosystem structure, energy flow, ecosystem diversity, natural ecosystem change, natural biogeochemical cycles.	Where do humans fit into the environment?	Biome in a bottle lab	DOK 4-Extended Thinking
				11.APPHYSICS.10 Societal Impact: Investigate the impact of physics on society and how past and present experiments and theories have led to major changes.			
AP Physics I	Unit 1: SI System	4-5	11.APPHYSICS.1 SI system: Be able to use scientific notation, metric prefixes, and perform mathematical calculations using the SI system of units. Develop an understanding of various forms of proportionality between variables and how it leads to mathematical equations.		What is the importance of the units of measurement in the metric (SI) system? Where would it be convenient to use metric prefixes to replace powers of ten? Which equations can be combined to calculate the speed of a planet? What are the essential elements of a graph?	vocabulary exercise, numbers in physics I, planet study, numbers in physics II, Kepler's laws, frequency and period, formula quiz, Hooke's law lab, simple pendulum lab, review exercise, and vocabulary puzzle.	DOK 2- Skill/Concept
				11.APPHYSICS.1 SI system: Be able to use scientific notation, metric prefixes, and perform mathematical calculations using the SI system of units. Develop an understanding of various forms of proportionality between variables and how it leads to mathematical equations.			
	Unit 2: Kinematics	4-5	11.APPHYSICS.2 Kinematics: Distinguish between distance, displacement, speed, instantaneous velocity, average velocity, and acceleration, and apply concepts in kinematics to solve problems related to linear motion.		In what situations would it be useful to know the average speed, the instantaneous speed, or the change in speed? Where is it useful to use Galileo's equations when making calculations in kinematics? Where is it useful to use formula five when making calculations in kinematics? In what ways can the acceleration due to the force of gravity at the Earth's surface be measured? What are some common ways in which the five basic kinematics equations are combined to solve problems?	vocabulary exercise, average speed problems, average speed with constant acceleration, acceleration problems, Galileo's equation applications, formula five applications, centripetal acceleration, formal problem solving, review exercise, and vocabulary puzzle	DOK 3- Strategic Thinking
	Unit 3:						

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AP Biology	Unit 1: Ecology				<p>What models are useful in describing the growth of a population? How is population size regulated by abiotic and biotic factors? How is energy flow through an ecosystem related to trophic structure (trophic levels)? How do elements (for example: carbon, nitrogen, phosphorous, sulfur, oxygen) cycle through How do organisms affect the cycling of elements and water through the biosphere? How do biotic and abiotic factors affect community structure and ecosystem function?</p>		
			12.AP.BIO.4 Systems - Biological systems interact, and these systems and their interactions possess complex properties			Unit Test	DOK 3- Strategic Thinking
						Current Article	DOK 3- Strategic Thinking
						AP Biology Lab	DOK 3- Strategic Thinking
						Schoology Assignments	DOK 3- Strategic Thinking
						masteringbiology	
	Unit 2: Cellular Biology		12.AP.BIO.2 Energy - Biological systems utilize free energy and molecular building blocks to grow, to reproduce, and to maintain dynamic homeostasis				
	Unit 3:				<p>How do the unique chemical and physical properties of water make life possible What is the role of carbon in the molecular diversity of life? How do structures of biologically important molecules (carbohydrates, lipids, proteins, nucleic acids) account for their function? What are the similarities and differences between prokaryotic and eukaryotic cells and how does their structure account for their function? How does the structural organization of membranes provide for transport and recognition? How do organelles function together in cellular processes? What factors limit cell size?</p>		

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AP World History	Unit 1: Neolithic Revolution to the foundations of civilization		12.SSAPWH.SK.2 Evaluating sources and gathering evidence	12.SSAPWH.CS.3 (Geography) Students will understand the interactions and relationship between human societies and their physical environment	Document Based Question essays Comparison Contrast Essays, Change and Continuity over time essays, Short Answer Questions. How is the Neolithic revolution considered a major change in World History?	Essays/Test/Projects	DOK 3- Strategic Thinking	
			12.SSAPWH.SK.3 Communicating conclusions and taking informed actions	12.SSAPWH.CS.4 (Culture) Students will understand cultural and intellectual developments and interactions among societies				
	Unit 2: Classical civilizations of Greece/Rome, Han China, and Maruy/Gupta of India		12.SSAPWH.SK.2 Evaluating sources and gathering evidence	12.SSAPWH.CS.4 (Culture) Students will understand cultural and intellectual developments and interactions among societies	Document Based Question essays Comparison Contrast Essays, Change and Continuity over time essays, Short Answer Questions, Compare and Contrast the Roman and Han Empires.	Essay/Test/Projects	DOK 3- Strategic Thinking	
			12.SSAPWH.SK.3 Communicating conclusions and taking informed actions	12.SSAPWH.CS.6 (Government) Students will understand why societies create and adopt systems of governance and how they address human needs, rights, responsibilities and citizenship				
	Unit 3: Islamic Caliphates and the Indian Ocean/Silk Road trade routes		12.SSAPWH.SK.2 Evaluating sources and gathering evidence	12.SSAPWH.CS.2 (Connections and Conflict) Students will understand causes and effects of interaction among societies, including trade, systems of international exchange, war, and diplomacy	Document Based Question essays Comparison Contrast Essays, Change and Continuity over time essays, Short Answer Questions, DBQ essays on the spread of culture via the silk roads and the Indian Ocean trade routes.	Essay/Test/Projects	DOK 3- Strategic Thinking	
			12.SSAPWH.SK.3 Communicating conclusions and taking informed actions	12.SSAPWH.CS.3 (Geography) Students will understand the interactions and relationship between human societies and their physical environment				
	Unit 4:							
	Geography	Unit 1: Geography: Its Nature & Perspectives	4			1. What is human geography? How do we think geographically? 2. How do geographers describe where things are? 3. In what way is each point on the earth unique? 4. In what way are different places on earth similar?		
			12.SSAPWH.CS.3 (Geography) Students will understand the interactions and relationship between human societies and their physical environment	12.SSAPWH.SK.1 Developing questions and planning inquiries				
			12.SSAPWH.CS.8 (Science, Technology, and Society) Students will understand how societies have influenced and been influenced by scientific developments and technological developments	12.SSAPWH.SK.3 Communicating conclusions and taking informed actions		AP Exam- Simulated Unit Exam	DOK 2- Skill/Concept	
							DOK 3- Strategic Thinking	

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AP Human G	Unit 2: Population & Migration	4	12.SSAPWH.CS.3 (Geography) Students will understand the interactions and relationship between human societies and their physical environment	12.SSAPWH.SK.1 Developing questions and planning inquiries	1. Where is the world's population distributed? 2. Where has the world's population increased? 3. Why is population increasing at different rates in different regions around the world? 4. Why do people migrate? 5. What is the distribution pattern of migrants throughout the world today, and what obstacles do they typically face?	AP Exam- Simulated Unit Exam	DOK 2- Skill/Concept	
			12.SSAPWH.CS.5 (Society and Identity) Students will understand social systems and structures and how these influence individual	12.SSAPWH.SK.3 Communicating conclusions and taking informed actions			DOK 3- Strategic Thinking	
		4						
Hands on Engineering	Unit 1: Safety In the Lab.	2	ISTE2016.6 Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.	ISTE2016.6a Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.	What are the safety rules that you should follow when using tools in the lab?	Safety Unit Assessment (Schoology Assessment)	DOK 3- Strategic Thinking	
			ISTE2016.3 Knowledge Constructor: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.	ISTE2016.3d Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.				
	Unit 2: The Rube Goldberg Machine the Engineering Process	6	ISTE2016.3 Knowledge Constructor: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.	ISTE2016.3d Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.	What are the steps used in the Design Process? What are the online tools that you can use to present a project?	RGM Video	DOK 4-Extended Thinking	
			ISTE2016.4 Innovative Designer: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.	ISTE2016.4c Students develop, test and refine prototypes as part of a cyclical design process.		Rube Goldberg Machine	DOK 3- Strategic Thinking	
			ISTE2016.6 Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.	ISTE2016.6a Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.		RGM Presentation	DOK 4-Extended Thinking	
Business Technology	Unit 1: Introduction to spreadsheets, cell basics and basic formulas		ISTE2016.1 Empowered Learner: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.	ISTE2016.1d Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.				
			ISTE2016.5 Computational Thinker: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.	ISTE2016.5a Students formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.				
			ISTE2016.6 Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.	ISTE2016.6d Students publish or present content that customizes the message and medium for their intended audiences.				
	Unit 2: Data analysis and Excel tabs and functions		ISTE2016.1 Empowered Learner: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.	ISTE2016.1d Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.				

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Bus			ISTE2016.5 Computational Thinker: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.	ISTE2016.5b Students collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.				
			ISTE2016.6 Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.	ISTE2016.6b Students create original works or responsibly repurpose or remix digital resources into new creations.				
Creative Design	Unit 1: Principles & Elements of Design	3 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 design? How does design affect my life? Can I apply the Design Process to other fields? What purpose does design serve? Why is design important in the real world?	Projects (Basic skills) Projects (Advanced skills)	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.		Summative Projects applying all the previous skills to solve a design problem.	DOK 4-Extended Thinking	
			ISTE2016.6 Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.	ISTE2016.6b Students create original works or responsibly repurpose or remix digital resources into new creations.				
	Unit 2: Type & Image	3 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 design? How does design affect my life? Can I apply the Design Process to other fields? What purpose does design serve? Why is design important in the real world?	Projects (Basic skills) Projects (Advanced skills)	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.		Summative Projects applying all the previous skills to solve a design problem.	DOK 4-Extended Thinking	
			ISTE2016.6 Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.	ISTE2016.6b Students create original works or responsibly repurpose or remix digital resources into new creations.				
AP Computer Science	Unit 1: 1Background 2First Java Programs 3Syntax, Errors, and Debugging 4Introduction to Control Statements	8	ISTE2016.1 Empowered Learner: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.	ISTE2016.1c Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.	How do you write a Java Program? How do you debug and run java Programs? What are some IDE you can use for programming? How can you add conditions to your programs?	Temperature Conversion program	DOK 3- Strategic Thinking	
			ISTE2016.7 Global Collaborator: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.	ISTE2016.7b Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.		Weekly Practice AP exam questions	DOK 3- Strategic Thinking	
			ISTE2016.5 Computational Thinker: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.	ISTE2016.5c Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.		Weekly Program It sections.	DOK 4-Extended Thinking	
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	

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

Quarter 2

Quarter 2							
Course	Content/Unit Title	Weeks of Instruction	Power Standards	Secondary Standards	Essential Questions <small>use ctr + enter to move down in the cell</small>	Major Assessments/Projects	DOK levels in assessment
Algebra II / Precalculus 11	Unit 1: Modelling with functions	6	F.IF.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.			Checkpoints, Signatures, Contest and Bellworks.	DOK 1-Recall
			F.IF.7 Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.				DOK 2- Skill/Concept
						Individual test, Partner test and Semestral.	DOK 2- Skill/Concept
							DOK 3- Strategic Thinking
	Unit 2: Complex Numbers	2	N.CN.2 Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.			Checkpoints, Signatures, Contest and Bellworks.	DOK 1-Recall
			N.CN.8 Extend polynomial identities to the complex numbers. For example, rewrite x^2+4 as $(x+2i)(x-2i)$.				DOK 2- Skill/Concept
						Individual test, Partner test and Semestral.	DOK 2- Skill/Concept
							DOK 3- Strategic Thinking
	Unit 3:						
	Unit 4:						
Statistics 11	Unit 1: Carroll Diagram		S.CP.1 Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not").		Why are Carroll diagrams useful?/How do they help us?	Test 01: Diagrama de Carroll	DOK 2- Skill/Concept
	Unit 2: Venn Diagram		S.CP.1 Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not").		Why are Venn diagrams useful?/How do they help us?	Test 02: Diagrama de Venn (2 conjuntos)	DOK 2- Skill/Concept

Quarter 2							
Course	Content/Unit Title	Weeks of Instruction	Power Standards	Secondary Standards	Essential Questions use ctr + enter to move down in the cell	Major Assessments/P rojects	DOK levels in assessment
	Unit 3: Venn Diagram Application		S.CP.1 Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not").		How do Venn diagrams help us with equations?	Test 03: Diagrama de Venn (Ecuaciones)	DOK 4-Extended Thinking
Chemistry 11	Unit 1: Stoichiometry		11.GENCH.7 Stoichiometry SCI.HS-PS1-7 - Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.		How is stoichiometry used in industry for production of consumer goods? Why is the mole such a large number? Why do we solve stoichiometry problems using the factor label method? What is a limiting reactant and excess reactant?	Unit Exams	DOK 3- Strategic Thinking
						Chemistry Labs	DOK 3- Strategic Thinking
						Test Corrections	DOK 3- Strategic Thinking
	Unit 2: Gases		11.GENCH.12 Gases HS PS 1-12 - Model and quantify the gas laws and relate them to real world applications and stoichiometry.		Why is matter always in motion, and what possible implications does this observation have? How does the Kinetic-Molecular Theory of Matter explain properties of matter	Unit Exams	
						Chemistry Labs	
						Test Corrections	
	Unit 1: General News Writing	3	11.W.02 Write informative/explanatory texts to examine and convey complex ideas	11.W.06 Use technology to produce, publish, and update writing products	How does non-fiction reveal truth? Does it? (Bias) How do fiction and nonfiction approach truth? What is great writing?	General News Articles	DOK 1-Recall DOK 2- Skill/Concept
			11.W.05 Develop writing by planning, revising, editing, rewriting, or a new approach	11.L.06 Use academic and domain-specific words and phrases			DOK 3-Strategic Thinking DOK 4-Extended Thinking
			11.L.01 Demonstrate command of English grammar and usage when writing or speaking	11.SL.01 Initiate and participate effectively in a range of collaborative discussions			
			11.L.02 Demonstrate command of capitalization, punctuation, and spelling when writing	11.SL.02 Integrate multiple sources of information presented in diverse formats			
			11.L.04 Determine the meaning of unknown and multiple-meaning words and phrases	11.W.08 Gather information from multiple sources, follow a standard format for citation			
	Unit 2: Features	3	11.W.02 Write informative/explanatory texts to examine and convey complex ideas	11.SL.01 Initiate and participate effectively in a range of collaborative discussions		Feature Articles	DOK 1-Recall DOK 2- Skill/Concept
			11.W.05 Develop writing by planning, revising, editing, rewriting, or a new approach	11.SL.02 Integrate multiple sources of information presented in diverse formats	How do authors use a variety of elements to create a compelling text/story? How does non-fiction reveal truth? What is great writing? I can adapt writing and research strategies depending on my purpose and audience. I can recognize the elements in my own and my peers writing that produce clear, effective and elegant content.		DOK 3-Strategic Thinking DOK 4-Extended Thinking
			11.W.04 Produce writing appropriate to task, purpose, and audience	11.RI.07 Integrate and evaluate multiple sources of information presented in different media			
			11.L.01 Demonstrate command of English grammar and usage when writing or speaking	11.W.06 Use technology to produce, publish, and update writing products			
			11.L.02 Demonstrate command of capitalization, punctuation, and spelling when writing	11.W.08 Gather information from multiple sources, follow a standard format for citation			
Unit 3: Reviews	4	11.W.01 Write arguments to support claims in an analysis of substantive topics	11.SL.02 Integrate multiple sources of information presented in diverse formats	How does the perspective of the author or reader affect the interpretation of the text? What is great writing? How do authors use a variety of elements to create a compelling text/story? I can use description, comparison and opinion to produce reviews that help my readers make good decisions about how to spend their time and money.	Reviews	DOK 2- Skill/Concept DOK 3-Strategic Thinking	
		11.W.04 Produce writing appropriate to task, purpose, and audience	11.W.06 Use technology to produce, publish, and update writing products			DOK 1-Recall 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 rojects	DOK levels in assessment	
English 11			11.L.01 Demonstrate command of English grammar and usage when writing or speaking	11.W.07 Conduct research projects to answer a question or solve a problem				
			11.W.02 Write informative/explanatory texts to examine and convey complex ideas					
			11.L.02 Demonstrate command of capitalization, punctuation, and spelling when writing					
			11.W.05 Develop writing by planning, revising, editing, rewriting, or a new approach					
		Unit 4: Editorials		11.W.01 Write arguments to support claims in an analysis of substantive topics	11.W.08 Gather information from multiple sources, follow a standard format for citation	What is great writing? How does the perspective of the author or reader affect the interpretation of the text? How do authors use a variety of elements to create a compelling text/story?	Op-Ed	DOK 2- Skill/Concept DOK 3-Strategic Thinking
				11.W.04 Produce writing appropriate to task, purpose, and audience	11.SL.02 Integrate multiple sources of information presented in diverse formats			DOK 1-Recall DOK 4-Extended Thinking
				11.L.05 Understand figurative language, word relationships, and nuances	11.W.06 Use technology to produce, publish, and update writing products			
				11.L.01 Demonstrate command of English grammar and usage when writing or speaking				
				11.L.02 Demonstrate command of capitalization, punctuation, and spelling when writing				
				11.W.05 Develop writing by planning, revising, editing, rewriting, or a new approach				
		Unit 5: Sports Writing		11.W.02 Write informative/explanatory texts to examine and convey complex ideas	11.W.08 Gather information from multiple sources, follow a standard format for citation	What is great writing? How do authors use a variety of elements to create a compelling text/story?	Sports Articles	DOK 2- Skill/Concept DOK 3-Strategic Thinking
				11.W.04 Produce writing appropriate to task, purpose, and audience	11.SL.02 Integrate multiple sources of information presented in diverse formats			DOK 1-Recall DOK 4-Extended Thinking
				11.W.05 Develop writing by planning, revising, editing, rewriting, or a new approach	11.W.06 Use technology to produce, publish, and update writing products			
		Unit 6: Podcasting		11.W.03 Write narratives using effective technique, well-chosen details, and events	11.W.08 Gather information from multiple sources, follow a standard format for citation	How do authors use a variety of elements to create a compelling text/story?	News, feature, sports or editorial podcasts	DOK 2- Skill/Concept DOK 3-Strategic Thinking
				11.W.04 Produce writing appropriate to task, purpose, and audience	11.SL.02 Integrate multiple sources of information presented in diverse formats			DOK 1-Recall DOK 4-Extended Thinking
				11.L.01 Demonstrate command of English grammar and usage when writing or speaking	11.SL.05 Make strategic use of digital media in presentations			
				11.L.05 Understand figurative language, word relationships, and nuances	11.SL.06 Adapt speech to a variety of tasks, demonstrating command of English			
				11.W.05 Develop writing by planning, revising, editing, rewriting, or a new approach				
		Unit 7: Video News		11.W.03 Write narratives using effective technique, well-chosen details, and events	11.W.08 Gather information from multiple sources, follow a standard format for citation	How do authors use a variety of elements to create a compelling text/story?	News, feature, sports or editorial videos	DOK 2- Skill/Concept DOK 3-Strategic Thinking
				11.W.04 Produce writing appropriate to task, purpose, and audience	11.SL.02 Integrate multiple sources of information presented in diverse formats			DOK 1-Recall DOK 4-Extended Thinking
				11.W.05 Develop writing by planning, revising, editing, rewriting, or a new approach	11.SL.05 Make strategic use of digital media in presentations			
				11.L.01 Demonstrate command of English grammar and usage when writing or speaking	11.SL.06 Adapt speech to a variety of tasks, demonstrating command of English			
				11.L.04 Determine the meaning of unknown and multiple-meaning words and phrases	11.SL.04 Present information, findings, and supporting evidence			
				11.L.05 Understand figurative language, word relationships, and nuances				
		Unit 8: Reading Circles		11.RI.01 Cite strong textual evidence to support analysis of text	11.SL.03 Evaluate a speaker's viewpoint, reasoning, and use of evidence and rhetoric	How does non-fiction reveal truth? Does it? (Bias) How do fiction and nonfiction approach truth? I can identify the strategies accomplished authors use to create clear, effective and elegant content. I can integrate those strategies into my own content.	Online Forums	DOK 2- Skill/Concept DOK 3-Strategic Thinking
				11.RI.02 Determine central ideas of a text and analyze their development	11.SL.04 Present information, findings, and supporting evidence		Small Group Discussion	DOK 2- Skill/Concept DOK 3-Strategic Thinking
				11.RI.03 Analyze ideas or events and explain how they interact and develop	11.SL.06 Adapt speech to a variety of tasks, demonstrating command of English			
			11.RI.04 Determine figurative, connotative, and technical meanings of words and phrases					
			11.SL.01 Initiate and participate effectively in a range of collaborative discussions					
			11.SL.06 Adapt speech to a variety of tasks, demonstrating command of English					
AP English 11	Unit 2: Introduction to Rhetoric	5	11.RI.01 Cite strong textual evidence to support analysis of text	11.W.04 Produce writing appropriate to task, purpose, and audience	What are rhetorical devices and strategies and how are they used to achieve the author's purpose?	Rhetorical analysis of strategies used by Gladwell in Outliers	DOK 2- Skill/Concept DOK 3-Strategic Thinking	
			11.W.01 Write arguments to support claims in an analysis of substantive topics	11.SL.04 Present information, findings, and supporting evidence		Gladwell pastiche	DOK 3-Strategic Thinking DOK 4-Extended Thinking	
			11.RI.05 Evaluate the effectiveness of the author's exposition or argument	11.SL.06 Use academic and domain-specific words and phrases				
			11.RI.10 Read and comprehend literary nonfiction with scaffolding as needed					
			11.W.09 Draw evidence from literary or informational texts					
			11.W.05 Develop writing by planning, revising, editing, rewriting, or a new approach					

Quarter 2							
Course	Content/Unit Title	Weeks of Instruction	Power Standards	Secondary Standards	Essential Questions use ctr + enter to move down in the cell	Major Assessments/P rojects	DOK levels in assessment
				VA.HS.P.1.a Analyze, select, and critique personal artwork for a collection or portfolio presentation.		Cool colors Application final	DOK 4-Extended Thinking
Band 11	Unit 1: Melody: Height		FAMU.IV.2.2 Uses ensemble skills (e.g., balance, intonation, rhythmic unity) when performing as part of a group	FAMU.IV.2.1 Performs with expression (e.g., appropriate dynamics, phrasing, rubato) and technical accuracy a large and varied repertoire of instrumental literature at a moderate level of difficulty (e.g., attends to phrasing and interpretation, performs various meters and rhythms in a variety of keys)	WHAT ARE THE MUSIC NOTES? WHAT IS A MELODY? WHAT IS THE ROLE OF MUSICAL NOTES IN A MELODY?	CLASS WORK INSTRUMENTAL ASSEMBLE REPERTOIRE 1	DOK 2- Skill/Concept
Calculus 12	Unit 1: LIMITS INTRODUCTION	3	EU 1.1 Student understands that the concept of a limit can be used to understand the behavior of functions.	EU 1.2 Student understands that continuity is a key property of functions that is defined using limits.	What is a limit?/Why are limits important?	Test 01: Límites a partir de una tabla	DOK 1-Recall
					Why are charts and tables necessary for solving for limits?	Test 02: Límites a partir de una gráfica	DOK 2- Skill/Concept
	Unit 2: ALGEBRAIC LIMITS	3	EU 1.1 Student understands that the concept of a limit can be used to understand the behavior of functions.		Why is it useful to solve for an indeterminate form with a limit? Why is knowing how to rationalize useful?	Test 03: Límites de funciones algebraicas	DOK 3- Strategic Thinking
	Unit 3: LIMITS WITH ABSOLUTE VALUE	2	EU 1.2 Student understands that continuity is a key property of functions that is defined using limits.		Why is the concept of absolute value important?	Test 04: Límites con Valor Absoluto	DOK 3- Strategic Thinking
AP Calculus AB	Unit 1: Implicit differentiation and related rates	1	EU 2.1 Student understands that the derivative of a function is defined as the limit of a difference quotient and can be determined using a variety of strategies.		How could you find the derivative of a variable that has not been explicitly solved in an equation? How does one thing changing affect other things?		
		1.5	EU 2.3 Student understands that the derivative has multiple interpretations and applications including those that involve instantaneous rates of change.			Test 9: Implicit differentiation and related rates	DOK 3- Strategic Thinking
	Unit 2: First derivative test	1	EU 2.2 Student understands that a function's derivative, which is itself a function, can be used to understand the behavior of the function.		What relationships are there between a function and its first derivative?	Test 10: First derivative test	DOK 3- Strategic Thinking
	Unit 3: Second derivative test	1.5	EU 2.2 Student understands that a function's derivative, which is itself a function, can be used to understand the behavior of the function.		What relationships are there between a function, its first derivative and its second derivative?	Test 11: Second derivative test	DOK 3- Strategic Thinking
	Unit 4: Optimization and motion	2	EU 2.3 Student understands that the derivative has multiple interpretations and applications including those that involve instantaneous rates of change.		How can calculus help me to find the optimal solution to a real-life application problem that requires me to maximize my profit, minimize my cost, etc.? How can I use calculus to draw conclusions about the position, velocity, speed and acceleration of an object?	Test 12: Optimization and motion	DOK 3- Strategic Thinking
						Semestral exam	DOK 3- Strategic Thinking
Chemistry	Unit 1: Reactions	5	12.APCH.3 Reactions - Changes in matter involve the rearrangement and / or of atoms and / or the transfer of electrons.		What is a chemical reaction?	Types of reactions lab	DOK 2- Skill/Concept

Quarter 2							
Course	Content/Unit Title	Weeks of Instruction	Power Standards	Secondary Standards	Essential Questions use ctr + enter to move down in the cell	Major Assessments/P rojects	DOK levels in assessment
AP C							
	Unit 2: Rate of Reactions	5	12.APCH.4 Rate of Reactions - Rates of chemical reactions are determined by details of the molecular collisions.		How does kinetics affect a chemical reaction?	Kinetics of bleach lab	DOK 3- Strategic Thinking
AP Environmental Science	Unit 1: Population	5	12.APENVSC.3 Population - Population biology concepts, human population dynamics, population size, impacts of population growth.	12.APENVSC.3 Population - Population biology concepts, human population dynamics, population size, impacts of population growth.	How does changing population size affect the environment?	Feast or Famine lab	DOK 3- Strategic Thinking
	Unit 2: Land and Water Use	5	12.APENVSC.4 Land and Water Use - Feeding a growing population, controlling pests, forestry, rangelands, urban land development, transportation infrastructure, public and federal lands, land conservation options, sustainable land-use strategies, mining, fishing, global economics.	12.APENVSC.4 Land and Water Use - Feeding a growing population, controlling pests, forestry, rangelands, urban land development, transportation infrastructure, public and federal lands, land conservation options, sustainable land-use strategies, mining, fishing, global economics.	How does overuse affect the environment?	Tragedy of the Commons lab	DOK 3- Strategic Thinking
						Cookie mining lab	DOK 3- Strategic Thinking
AP Physics I	Unit 1: Vectors	3-4	11.APPHYSCSI.3 Vectors: Use the fact that the acceleration due to the force of gravity near Earth's surface is constant along with the independence of horizontal and vertical velocity components, to analyze the motion of projectiles in two dimensions. Perform experiments to compare actual measurements with theoretical predictions. Develop an understanding of experimental uncertainty.	11.APPHYSCSI.2 Kinematics: Distinguish between distance, displacement, speed, instantaneous velocity, average velocity, and acceleration, and apply concepts in kinematics to solve problems related to linear motion.	What does Newton's law of inertia mean? What are the force forces in nature? What is an unbalanced force? What is the difference between mass and weight?	vocabulary exercise, second law problems, weight and friction, Atwood's machines, centripetal force, conservation of momentum, universal gravitation	DOK 3- Strategic Thinking
	Unit 2: Dynamics	3-4	11.APPHYSCSI.4 Dynamics: Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration. Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system. Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object.	11.APPHYSCSI.3 Vectors: Use the fact that the acceleration due to the force of gravity near Earth's surface is constant along with the independence of horizontal and vertical velocity components, to analyze the motion of projectiles in two dimensions. Perform experiments to compare actual measurements with theoretical predictions. Develop an understanding of experimental uncertainty.	What is centripetal force and how is it different from centrifugal force? What is meant by a central, isotropic force and how is it expressed mathematically? How can the law of conservation of momentum be used to predict the outcome of a collision? What is a ballistic pendulum and how can conservation of momentum be applied to it? How can basic formulas be combined to yield case-specific formulas? How can formulas be rewritten as ratios to eliminate constants and irrelevant variables? How can the five basic kinematics equations be incorporated with Newton's laws to solve dynamics problems.	universal gravitation, problems with formal solutions, Kepler and Newton, ratio problems, review exercise, and vocabulary puzzle	DOK 3- Strategic Thinking
	Unit 3: Work and Energy	3-4	11.APPHYSCSI.6 Work and Energy: Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object. Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction. Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative position of particles (objects).	11.APPHYSCSI.5 Gravitation: Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects. Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects.	If the earth is held in orbit by the force of the sun's gravity, how much work is done by the sun on the earth? What forms of energy are we surrounded by in our everyday lives? What are the energy relationships between a satellite and the central mass being orbited? What is escape velocity and how can it be calculated? What is entropy and how can it be expressed in terms of the efficiency of mechanical systems?	vocabulary exercise, work and energy, conservation of mechanical energy, elastic energy, general gravitational potential energy, power, efficiency, review exercise, vocabulary exercise.	DOK 3- Strategic Thinking

Quarter 2							
Course	Content/Unit Title	Weeks of Instruction	Power Standards	Secondary Standards	Essential Questions use ctrl + enter to move down in the cell	Major Assessments/Projects	DOK levels in assessment
AP World History	Unit 1: The Tang and SOnG Dynasties of the golden age of china		12.SSAPWH.SK.2 Evaluating sources and gathering evidence	12.SSAPWH.CS.6 (Government) Students will understand why societies create and adopt systems of governance and how they address human needs, rights, responsibilities and citizenship	Document Based Question essays Comparison Contrast Essays, Change and Continuity over time essays, Short Answer Questions.Compare and Contrast the cultural golden age of Tang/Song CHina to that of the Islamic Caliphates.	Tests/Essays/Projects	DOK 3- Strategic Thinking
			12.SSAPWH.SK.3 Communicating conclusions and taking informed actions	12.SSAPWH.CS.4 (Culture) Students will understand cultural and intellectual developments and interactions among societies			
	Unit 2: The power of the nomadic mongols						
			12.SSAPWH.SK.2 Evaluating sources and gathering evidence	12.SSAPWH.CS.3 (Geography) Students will understand the interactions and relationship between human societies and their physical environment			
			12.SSAPWH.SK.3 Communicating conclusions and taking informed actions	12.SSAPWH.CS.6 (Government) Students will understand why societies create and adopt systems of governance and how they address human needs, rights, responsibilities and citizenship	Compare and contrast the nomadic empire building strategies of the mongols with the Middle East, China, or RUssia.	Essays	DOK 3- Strategic Thinking
				12.SSAPWH.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			
	The Russian and Byzantine Empires				Document Based Question essays Comparison Contrast Essays, Change and Continuity over time essays, Short Answer Questions...see curriculum amp for specifics		
			12.SSAPWH.SK.2 Evaluating sources and gathering evidence	12.SSAPWH.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	Analyze changes and continuities overtime in Russian EEmpire bulding from 900-1759 CE.	Essays	DOK 3- Strategic Thinking
			12.SSAPWH.CS.4 (Culture) Students will understand cultural and intellectual developments and interactions among societies				
	Unit 4:						
	Geography	Unit 1: Cultural Patterns & Processes				1. Where do folk and pop cultures originate and diffuse? 2. Why does globalization of popular culture cause problems? 3. What are the distribution patterns and individual differences between various religions? 4. Why do territorial conflicts arise between various religious groups?	AP Exam-Simulated Unit Exam
			12.SSAPWH.CS.4 (Culture) Students will understand cultural and intellectual developments and interactions among societies	12.SSAPWH.SK.1 Developing questions and planning inquiries			DOK 3- Strategic Thinking
			12.SSAPWH.CS.3 (Geography) Students will understand the interactions and relationship between human societies and their physical environment	12.SSAPWH.SK.3 Communicating conclusions and taking informed actions		AP Exam-Simulated Unit Exam	DOK 2- Skill/Concept
							DOK 3- Strategic Thinking

Quarter 2								
Course	Content/Unit Title	Weeks of Instruction	Power Standards	Secondary Standards	Essential Questions use ctr + enter to move down in the cell	Major Assessments/P rojects	DOK levels in assessment	
AP Human G	Unit 2: The Political Organization of Space	4	12.SSAPWH.CS.3 (Geography) Students will understand the interactions and relationship between human societies and their physical environment	12.SSAPWH.SK.2 Evaluating sources and gathering evidence				
			12.SSAPWH.CS.6 (Government) Students will understand why societies create and adopt systems of governance and how they address human needs, rights, responsibilities and citizenship	12.SSAPWH.SK.1 Developing questions and planning inquiries				
	Unit 3:							
Hands on Engineering	Unit 1: Smorgas Boards, and Hardware Programming using ARDUINO	4	ISTE2016.3 Knowledge Constructor: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.	ISTE2016.3d Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.	What is a smorgas Board? Where can I find information about the MAKER community around the world? How do I create a program for an ARDUINO board? How do I test my prototypes?	Arduino Project Practice: 1,2,3,4,5,6,7,8,9,10	DOK 2- Skill/Concept	
			ISTE2016.4 Innovative Designer: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.	ISTE2016.4a Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.		DIY Project Document	3- Strategic Thinking	
			ISTE2016.5 Computational Thinker: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.	ISTE2016.5d Students understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.		DIY Project (Hardware and Software)	DOK 4-Extended Thinking	
	Unit 2: Fast Prototyping 3D Design and 3D printing.	4	ISTE2016.3 Knowledge Constructor: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.	ISTE2016.3d Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.	How do I create a 3D model using Rhinoceros Nurbs Software? How do I use backwads Engineering to create new designs and models? How can I design for prototyping and 3D printing?	3D Design for engineering tutorials: 1,2,3,4,5,6,7,8,9,10.	DOK 2- Skill/Concept	
		ISTE2016.4 Innovative Designer: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.	ISTE2016.4c Students develop, test and refine prototypes as part of a cyclical design process.		DIY Project 3D Design	DOK 4-Extended Thinking		
Business Technology	Unit 1:							
	Unit 2:							

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	
Bus								
Creative Design	Unit 3: Digital Imaging For Design	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 is design? How does design affect my life? Can I apply the Design Process to other fields? What purpose does design serve? Why is design important in the real world?	Graphic and photo editing projects (Basic and advanced skills)	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.		1 final graphic project	DOK 4-Extended Thinking	
			ISTE2016.6 Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.	ISTE2016.6b Students create original works or responsibly repurpose or remix digital resources into new creations.				
	Unit 4: Applied Graphic Design	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 is design? How does design affect my life? Can I apply the Design Process to other fields? What purpose does design serve? Why is design important in the real world?	3 summative graphic projects (Concepts from previous units applied)	DOK 4-Extended Thinking	
			ISTE2016.4 Innovative Designer: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.	ISTE2016.4a Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.				
			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.				
AP Computer Science	Unit 2: 5Using Classes and Objects in Media Computing End-of-Unit/Enrichment Activities 6Introduction to Defining Classes 7Control Statements Continued 8Improving the User Interface 9Introduction to HTML and Applets	8	ISTE2016.1 Empowered Learner: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.	ISTE2016.1b Students build networks and customize their learning environments in ways that support the learning process.	How does Object Oriented programming work? What is the structure of a class? What is the method signature? How can you create nested conditions in your programs?	Vowels R Us project	DOK 4-Extended Thinking	
			ISTE2016.7 Global Collaborator: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.	ISTE2016.7b Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.		AP Practice exam questions	3- Strategic Thinking	
			ISTE2016.5 Computational Thinker: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.	ISTE2016.5d Students understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.		Weekly programming projects	DOK 4-Extended Thinking	
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		

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
Sculpture elective 10-11-12 grade	Unit 1:Carving Potato animals	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 reduction sculpture?	Classwork : the making of the final and the sketch in the classroom	DOK 2- Skill/Concept
					What materials can be used to create a reduction sculpture?	Final Animal potato	DOK 4-Extended Thinking
					What is negative space?	Sketch Anima Potato	DOK 4-Extended Thinking
					What is Possitive space?		
	Unit 2:Carving Carrot Faces	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.		Classwork : the making of the final and the sketch in the classroom	DOK 2- Skill/Concept
						Sketch Carrot Face	3- Strategic Thinking
						Final Carrot face	DOK 4-Extended Thinking
	Unit 3:Carving Candle Night	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.		Classwork : the making of the final and the sketch in the classroom	DOK 2- Skill/Concept
						Sketch Candle Night	3- Strategic Thinking
						Final Candle night	DOK 4-Extended Thinking
	Unit 4: Carving Soap cities	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.		Classwork : the making of the final and the sketch in the classroom	DOK 2- Skill/Concept
				VA.HS.P.1.a Analyze, select, and critique personal artwork for a collection or portfolio presentation.		Sketch soap cities	3- Strategic Thinking
						Final Soap Cities	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
Algebra II / Precalculus 11	Unit 1: Modeling with Functions	4	F.IF.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.★			Checkpoints, Signatures, Contest and Bellworks.	DOK 1-Recall
			F.IF.5 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.★				DOK 2- Skill/Concept
						Individual test, Partner test and Bimestral.	DOK 2- Skill/Concept
							DOK 3- Strategic Thinking
	Unit 2: Rational Functions	2	A.APR.6 Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system.			Checkpoints, Signatures, Contest and Bellworks.	DOK 1-Recall
							DOK 2- Skill/Concept
						Individual test, Partner test and Bimestral.	DOK 2- Skill/Concept
							DOK 3- Strategic Thinking
	Unit 3: Transformations of Functions	3	F.BF.3 Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.			Checkpoints, Signatures, Contest, and Bellworks.	DOK 1-Recall
							DOK 2- Skill/Concept
						Individual test, Partner test and Bimestral.	DOK 2- Skill/Concept
							DOK 3- Strategic Thinking
	Unit 4: Inverse Functions	2	F.BF.4 Find inverse functions. a. Solve an equation of the form $f(x) = c$ for a simple function f that has an inverse and write an expression for the inverse. For example, $f(x) = 2x^3$ or $f(x) = (x+1)/(x-1)$ for x			Checkpoints, Signatures, Contest and Bellworks.	DOK 1-Recall
							DOK 2- Skill/Concept
					Individual test, Partner test and Bimestral.	DOK 2- Skill/Concept	
						DOK 3- Strategic Thinking	
Statistics 11	Unit 1: COMBINATORI A		S.CP.9 (+) Use permutations and combinations to compute probabilities of compound events and solve problems.			Test 01: CONTEO DE FIGURAS	DOK 1-Recall
			S.MD.7 (+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).				
						Test 02: COMBINATORI A (CONTEO CON FORMULAS)	DOK 2- Skill/Concept
	Unit 2: EXPERIMENTO S ALEATORIOS		S.ID.1 Represent data with plots on the real number line (dot plots, histograms, and box plots).		What is a random event/experiment? Why is it important to know how many different types of events exist?	Test 03: TIPOS DE SUCEOS	DOK 2- Skill/Concept
			S.CP.1 Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not").				

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 3: INTRODUCCIÓN A LA PROBABILIDAD		S.CP.8 (+) Apply the general Multiplication Rule in a uniform probability model, $P(A \text{ and } B) = P(A)P(B A) = P(B)P(A B)$, and interpret the answer in terms of the model.		Why is the multiplication rule important to probability events?	Test 04: INTRODUCCIÓN A LA PROBABILIDAD	DOK 2- Skill/Concept
Chemistry 11	Unit 1: Solutions		11.GENCH.5 Solutions SCI.HS-PS1-5 - Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.		Why do some substances dissolve, while others settle out? Why do dissolved substances react, while their solid forms do not What is the difference between the solute, solvent, solution and concentration? How can I solve problems involving concentration, amount of solute and volume of solution?	Unit Exams	DOK 3- Strategic Thinking
						Chemistry Labs	DOK 3- Strategic Thinking
						Test Corrections	DOK 3- Strategic Thinking
	Unit 2: Thermochemistry		11.GENCH.4 Thermochemistry SCI.HS-PS1-4 - Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy.		What factors affect the rate of a reaction? How does energy transfer between systems in a chemical reaction?	Unit Exams	
						Chemistry Labs	
						Test Corrections	
	Unit 1: General News Stories	3	11.W.02 Write informative/explanatory texts to examine and convey complex ideas	11.W.06 Use technology to produce, publish, and update writing products	How does non-fiction reveal truth? Does it? (Bias) How do fiction and nonfiction approach truth? What is great writing?	General News Articles	DOK 1-Recall DOK 3-Strategic Thinking
			11.W.05 Develop writing by planning, revising, editing, rewriting, or a new approach	11.L.06 Use academic and domain-specific words and phrases			DOK 2- Skill/Concept DOK 4-Extended Thinking
			11.L.01 Demonstrate command of English grammar and usage when writing or speaking	11.SL.01 Initiate and participate effectively in a range of collaborative discussions			
			11.L.02 Demonstrate command of capitalization, punctuation, and spelling when writing	11.SL.02 Integrate multiple sources of information presented in diverse formats			
			11.L.04 Determine the meaning of unknown and multiple-meaning words and phrases	11.W.08 Gather information from multiple sources, follow a standard format for citation			
	Unit 2: Features	3	11.W.02 Write informative/explanatory texts to examine and convey complex ideas	11.SL.01 Initiate and participate effectively in a range of collaborative discussions		Feature Articles	
			11.W.05 Develop writing by planning, revising, editing, rewriting, or a new approach	11.SL.02 Integrate multiple sources of information presented in diverse formats	How do authors use a variety of elements to create a compelling text/story? How does non-fiction reveal truth? What is great writing?		
			11.W.04 Produce writing appropriate to task, purpose, and audience	11.RI.07 Integrate and evaluate multiple sources of information presented in different media			
			11.L.01 Demonstrate command of English grammar and usage when writing or speaking	11.W.06 Use technology to produce, publish, and update writing products			
			11.L.02 Demonstrate command of capitalization, punctuation, and spelling when writing	11.W.08 Gather information from multiple sources, follow a standard format for citation			
Unit 3: Reviews	4	11.W.01 Write arguments to support claims in an analysis of substantive topics	11.SL.02 Integrate multiple sources of information presented in diverse formats	How does the perspective of the author or reader affect the interpretation of the text? What is great writing? How do authors use a variety of elements to create a compelling text/story?	Reviews	DOK 2- Skill/Concept DOK 3-Strategic Thinking	
		11.W.04 Produce writing appropriate to task, purpose, and audience	11.W.06 Use technology to produce, publish, and update writing products			DOK 1-Recall 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	
English 11			11.L.01 Demonstrate command of English grammar and usage when writing or speaking	11.W.07 Conduct research projects to answer a question or solve a problem				
			11.W.02 Write informative/explanatory texts to examine and convey complex ideas					
			11.L.02 Demonstrate command of capitalization, punctuation, and spelling when writing					
			11.W.05 Develop writing by planning, revising, editing, rewriting, or a new approach					
		Unit 4:		11.W.01 Write arguments to support claims in an analysis of substantive topics	11.W.08 Gather information from multiple sources, follow a standard format for citation	What is great writing? How does the perspective of the author or reader affect the interpretation of the text? How do authors use a variety of elements to create a compelling text/story?	Op-Ed	DOK 2- Skill/Concept DOK 3-Strategic Thinking
				11.W.04 Produce writing appropriate to task, purpose, and audience	11.SL.02 Integrate multiple sources of information presented in diverse formats			DOK 1-Recall DOK 4-Extended Thinking
				11.L.05 Understand figurative language, word relationships, and nuances	11.W.06 Use technology to produce, publish, and update writing products			
				11.L.01 Demonstrate command of English grammar and usage when writing or speaking				
				11.L.02 Demonstrate command of capitalization, punctuation, and spelling when writing				
				11.W.05 Develop writing by planning, revising, editing, rewriting, or a new approach				
		Unit 5		11.W.02 Write informative/explanatory texts to examine and convey complex ideas	11.W.08 Gather information from multiple sources, follow a standard format for citation	What is great writing? How do authors use a variety of elements to create a compelling text/story?	Sports Articles	DOK 2- Skill/Concept DOK 3-Strategic Thinking
				11.W.04 Produce writing appropriate to task, purpose, and audience	11.SL.02 Integrate multiple sources of information presented in diverse formats			DOK 1-Recall DOK 4-Extended Thinking
				11.W.05 Develop writing by planning, revising, editing, rewriting, or a new approach	11.W.06 Use technology to produce, publish, and update writing products			
		Unit 6:		11.W.03 Write narratives using effective technique, well-chosen details, and events	11.W.08 Gather information from multiple sources, follow a standard format for citation	How do authors use a variety of elements to create a compelling text/story?	News, feature, sports or editorial podcasts	DOK 2- Skill/Concept DOK 3-Strategic Thinking
				11.W.04 Produce writing appropriate to task, purpose, and audience	11.SL.02 Integrate multiple sources of information presented in diverse formats			DOK 1-Recall DOK 4-Extended Thinking
				11.L.01 Demonstrate command of English grammar and usage when writing or speaking	11.SL.05 Make strategic use of digital media in presentations			
				11.L.05 Understand figurative language, word relationships, and nuances	11.SL.06 Adapt speech to a variety of tasks, demonstrating command of English			
				11.W.05 Develop writing by planning, revising, editing, rewriting, or a new approach				
		Unit 7:		11.W.03 Write narratives using effective technique, well-chosen details, and events	11.W.08 Gather information from multiple sources, follow a standard format for citation	How do authors use a variety of elements to create a compelling text/story?	News, feature, sports or editorial videos	DOK 2- Skill/Concept DOK 3-Strategic Thinking
				11.W.04 Produce writing appropriate to task, purpose, and audience	11.SL.02 Integrate multiple sources of information presented in diverse formats			DOK 1-Recall DOK 4-Extended Thinking
				11.W.05 Develop writing by planning, revising, editing, rewriting, or a new approach	11.SL.05 Make strategic use of digital media in presentations			
				11.L.01 Demonstrate command of English grammar and usage when writing or speaking	11.SL.06 Adapt speech to a variety of tasks, demonstrating command of English			
				11.L.04 Determine the meaning of unknown and multiple-meaning words and phrases	11.SL.04 Present information, findings, and supporting evidence			
				11.L.05 Understand figurative language, word relationships, and nuances				
		Unit 8:		11.RI.01 Cite strong textual evidence to support analysis of text	11.SL.03 Evaluate a speaker's viewpoint, reasoning, and use of evidence and rhetoric	How does non-fiction reveal truth? Does it? (Bias) How do fiction and nonfiction approach truth?	Online Forums	DOK 2- Skill/Concept DOK 3-Strategic Thinking
				11.RI.02 Determine central ideas of a text and analyze their development	11.SL.04 Present information, findings, and supporting evidence		Small Group Discussion	DOK 2- Skill/Concept DOK 3-Strategic Thinking
				11.RI.03 Analyze ideas or events and explain how they interact and develop	11.SL.06 Adapt speech to a variety of tasks, demonstrating command of English			
			11.RI.04 Determine figurative, connotative, and technical meanings of words and phrases					
			11.SL.01 Initiate and participate effectively in a range of collaborative discussions					
			11.SL.06 Adapt speech to a variety of tasks, demonstrating command of English					
AP English 11	Unit 3: Introduction to Argument		11.RI.01 Cite strong textual evidence to support analysis of text	11.SL.03 Evaluate a speaker's viewpoint, reasoning, and use of evidence and rhetoric	How do you construct a persuasive Aristotelian Argument?	Argument Essay #1	DOK 2- Skill/Concept DOK 3-Strategic Thinking	
			11.RI.02 Determine central ideas of a text and analyze their development	11.RI.05 Evaluate the effectiveness of the author's exposition or argument		Argument Essay #2	DOK 2- Skill/Concept DOK 3-Strategic Thinking	
			11.W.01 Write arguments to support claims in an analysis of substantive topics	11.W.06 Use technology to produce, publish, and update writing products			DOK 4-Extended Thinking	
			11.W.04 Produce writing appropriate to task, purpose, and audience	11.L.06 Use academic and domain-specific words and phrases				
			11.L.01 Demonstrate command of English grammar and usage when writing or speaking					
			11.W.10 Write routinely for a range of tasks, purposes, and audiences					

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
Spanish 11	Unit 1: Literatura española: la generación del 98 La fiesta del Chivo. Vargas Llosa	2semanas	11.ES2 Los estudiantes analizan crítica y creativamente diferentes manifestaciones literarias del contexto español.	ES1.Los estudiantes comprenden e interpretan textos con actitud crítica y capacidad argumentativa.	¿Qué similitudes y diferencias temáticas puedes ver en la literatura del Medievo, el Renacimiento y la época actual? ¿Comprende el valor histórico, literario y humano de la obra elegida en este periodo? ¿Cuál es la relación que subyace entre arte y barroco literario? ¿Qué relación hay entre conceptismo y culteranismo como formas del Barroco literario? ¿Qué relaciones sociales, políticas, culturales hay establecidas entre este periodo y la modernidad?	Lectura y Análisis Literario de diversas obras de la generación del 98	3- Strategic Thinking
						Comparación de textos	DOK 4-Extended Thinking
						Taller de análisis poético	3- Strategic Thinking
						Redacción Diario de Poesía	DOK 4-Extended Thinking
	Unit 2: Comprensión de textos: Tipologías textuales:	2semanas	ES1.Los estudiantes comprenden e interpretan textos con actitud crítica y capacidad argumentativa.	11.ES5 Los estudiantes retoman críticamente los lenguajes no verbales para desarrollar procesos comunicativos intencionados.	En el texto: ¿Quién habla, a quién se dirige, qué dice, porqué lo dice, para qué lo dice, ¿Cómo lo dice, ¿dónde lo dice? ¿Cuáles son los elementos necesarios para realizar una comparación textual? ¿Qué relación hay entre el tipo textual y el mensaje? ¿Qué preguntas podemos hacernos antes de la lectura del texto?: ¿A qué género pertenece? ¿Cuáles son las características de este tipo de género? ¿Cuál es su propósito? ¿Conoces al autor? Si la respuesta es afirmativa, ¿cómo afecta eso tu percepción sobre lo que vas a leer? ¿Cuál es su relación con los receptores? ¿Cuáles son tus predicciones sobre la idea principal del texto o el punto de vista del autor? ¿Cómo te prepara la organización o la estructura del texto para su lectura? ¿Se encuentra el material dividido en partes, subtemas o secciones? ¿Está el texto expuesto en largos bloques sin divisiones o en pequeños párrafos o fragmentos? ¿Qué nos sugiere esta presentación? ¿Cuál es tu plan de lectura?	Lectura y análisis Crítico del texto	DOK 4-Extended Thinking
						Términos de análisis literario en poesía y narrativa	3- Strategic Thinking
						Taller de Campos semánticos	3- Strategic Thinking
						Análisis comparativo de textos	DOK 4-Extended Thinking
	Unit 3: Producción de textos uso de normas APA	2semanas	11.ES4 Los estudiantes desarrollan procesos de autocontrol y corrección lingüística en la producción de textos orales y escritos.	11.ES3 Los estudiantes producen textos argumentativos que evidencian su conocimiento de la lengua y el control sobre el uso que hacen de ella en contextos comunicativos orales y escritos.	¿Cuáles son los elementos de redacción en las normas APA? ¿Qué partes del texto conforman: Superestructura textual, Macroestructura textual, Microestructura textual?		
				11.ES2 Los estudiantes analizan crítica y creativamente diferentes manifestaciones literarias del contexto español.		Taller de conceptos lingüísticos	3- Strategic Thinking
						Taller de conceptos literarios	3- Strategic Thinking
						Auto corrección gramatical	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	
	Unit 4: Etica de la comunicaci3n & Lenguajes simb3licos	2semanas	11.ES6.Los estudiantes comprenden el respeto por la diversidad cultural y social del mundo contempor3neo, en las situaciones comunicativas en las que intervienen.	11.ES7.Los estudiantes interpretan en forma cr3tica la informaci3n difundida por los medios de comunicaci3n masiva.	¿Cu3les son las luchas sociales presentes en la producci3n est3tica de este periodo literario? ¿Qui3nes son los grupos sociales participantes? ¿Cu3les son las simbolog3as creadas?	Reporteros gr3ficos	DOK 4-Extended Thinking	
				11.ES5.Los estudiantes retoman cr3ticamente los lenguajes no verbales para desarrollar procesos comunicativos intencionados.		Trovadores	DOK 4-Extended Thinking	
						Afiches sobre el D3a del idioma		
PE_Physical Education 11	Unit 3: PERSONAL FITNESS PLANS		NPES.11.S3.H11.L2 Level 2. Develops and maintains a fitness portfolio (e.g., assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement).		Presento un adecuado desarrollo de las capacidades condicionales necesarias para el deporte.Demostr3 las diferentes posiciones b3sicas para el deporte.Realizo los gestos t3cnicos fundamentales para el deporte	-Physical skill test -Fitness knowledge test - Shape America Rubrics		
			NPES.11.S3.H10.L1 Level 1. Calculates target heart rate and applies that information to personal fitness plan.					
	Unit 4: RISKS AND SAFETY FACTORS		NPES.11.S3.H3.L1 Level 1. Identifies issues associated with exercising in heat, humidity and cold.	NPES.11.S1.H1 Lifetime activities	Presento un adecuado desarrollo de las capacidades condicionales necesarias para el deporte.Demostr3 las diferentes posiciones b3sicas para el deporte.Realizo los gestos t3cnicos fundamentales para el deporte	-Physical skill test -Fitness knowledge test - Shape America Rubrics		
			NPES.11.S3.H3.L2 Level 2. Applies rates of perceived exertion and pacing.	NPES.11.S4.H2 Rules & etiquette				
	UNIDAD 1 PHYSICAL ACTIVITY AND NUTRITION		NPES.11.S3.H8.L1 Level 1. Relates physiological responses to individual levels of fitness and nutritional balance.		Presento un adecuado desarrollo de las capacidades condicionales necesarias para el deporte.Demostr3 las diferentes posiciones b3sicas para el deporte.Realizo los gestos t3cnicos fundamentales para el deporte	-Physical skill test -Fitness knowledge test - Shape America Rubrics		
			NPES.11.S3.H1.L2 Level 2. Investigates the relationships among physical activity, nutrition and body composition.					
	Unit 2: SOCIAL SUPPORT		NPES.11.S3.H4.L1 Level 1. Evaluates - according to their benefits, social support network and participation requirements - activities that can be pursued in the local environment.		Presento un adecuado desarrollo de las capacidades condicionales necesarias para el deporte.Demostr3 las diferentes posiciones b3sicas para el deporte.Realizo los gestos t3cnicos fundamentales para el deporte	-Physical skill test -Fitness knowledge test - Shape America Rubrics		
Art 11	Unit 1: Monochromes	4	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 monochrome?	Primary colors monochrome sketch	DOK 2- Skill/Concept	
					how can i make a color darker and lighter?	Primary colors monochrome final	3- Strategic Thinking	
					what are the primary colors?	secondary colorsmonochrome sketch	DOK 2- Skill/Concept	
					What are the secondary colors?	Secondary colors monochrome final	3- Strategic Thinking	
					What are the nutral colors?	Neutral colors monochrome sketch	DOK 2- Skill/Concept	
						Neutral colors monochrome final	3- Strategic Thinking	
	Unit 2:Canvas	4	VA.HS.CR.2.a Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.	VA.HS.CR.1.b Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.	how can i use the primary and secondary color to create new hues to apply in a composition?	Canvas Design	3- Strategic Thinking	
				VA.HS.P.1.a Analyze, select, and critique personal artwork for a collection or portfolio presentation.				
					Canvas final	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/Projects	DOK levels in assessment
Band 11	Unit 1: Armonia: Height	8	FAMU.IV.3.3 Improvises original melodies over given chord progressions in a consistent style, meter, and tonality	FAMU.IV.3.1 Improvises stylistically appropriate harmonizing parts	What is a chord? How to form a major and a minor chord? What kinds of chords are there in harmony?	CLASS WORK INSTRUMENTAL ASSEMBLE REPERTOIRE 2	3- Strategic Thinking
	Unit 1: LIMITES TRIGONOMETRICOS		EU 1.1 Student understands that the concept of a limit can be used to understand the behavior of functions.		Why is trigonometry important for solving limits?	Test 01: Límites trigonométricos sin cambio de variable	DOK 3- Strategic Thinking
Calculus 12			EU 1.2 Student understands that continuity is a key property of functions that is defined using limits.			Test 02: Límites trigonométricos con cambio de variable	DOK 3- Strategic Thinking
	Unit 2: DERIVADAS BÁSICAS		EU 2.1 Student understands that the derivative of a function is defined as the limit of a difference quotient and can be determined using a variety of strategies.		Why are the derivation rules important?	Test 03: Derivadas Básicas	DOK 2- Skill/Concept
	Unit 3: MÉTODOS DE DERIVACIÓN		EU 2.2 Student understands that a function's derivative, which is itself a function, can be used to understand the behavior of the function.		What applications are there to using logarithmic functions?	Test 04: Derivación Implícita y Logarítmica	DOK 3- Strategic Thinking
AP Calculus AB	Unit 1: Antiderivatives and fundamental theorem of calculus	1.5	EU 3.1 Student understands that anti-differentiation is the inverse process of differentiation.		How can I find the original function if given the derivative? How can I find the original function if the chain rule was applied to the derivative?	Test 13: Antiderivatives	DOK 2- Skill/Concept
		1	EU 3.2 Student understands that the definite integral of a function over an interval is the limit of a Riemann sum over that interval and can be calculated using a variety of strategies.			Test 14: Sums and fundamental theorem of calculus	DOK 2- Skill/Concept
	Unit 2: Relationship between the integral, area and accumulated change.	1	EU 3.4 Student understands that the definite integral of a function over an interval is a mathematical tool with many interpretations and applications involving accumulation.		How can I find the approximate area under a curve? What circumstances make a particular method an over-approximation or an under-approximation? Which methods are more exact? How can I find the exact area under a curve? How can I use the properties of integrals to simplify integrals? How can I find the average value of a function? How can I use an integral as a function? How can I calculate the impact of different rates of change over time? What is the second fundamental theorem of calculus? How do I apply it?	Test 15: Properties of integrals, average value of a function and accumulated change	DOK 3- Strategic Thinking
		1	EU 3.3 Student understands that the Fundamental Theorem of Calculus, which has two distinct formulations, connects differentiation and integration.			Test 16: Second fundamental theorem of calculus	DOK 3- Strategic Thinking
		2	EU 3.4 Student understands that the definite integral of a function over an interval is a mathematical tool with many interpretations and applications involving accumulation.			Test 17: Accumulated change applications	DOK 3- Strategic Thinking
	Unit 3: Differential equations	2	EU 3.5 Student understands that anti-differentiation is an underlying concept involved in solving separable differentiable equations. Solving separable differentiable equations involves determining a function or relation given its rate of change.		How can I integrate a derivative that is given in implicit form? What is a slope field? How can a slope field help me to visualize the solutions to a differential equation?	Test 18: Differential equations	DOK 3- Strategic Thinking
	Unit 4: Areas and volumes	2			How can I find the area between curves? How can I find the volume of a solid that is created by revolving it around a line or by having cross-sections of a determined shape?	Test 19: Areas and volumes	DOK 3- Strategic Thinking
						Bimestral exam	DOK 3- Strategic Thinking
Chemistry	Unit 1: Thermodynamics	5	12.APCH.5 Thermodynamics - The laws of thermodynamics describe the essential role of energy and explain and predict the direction of changes in matter.		How does temperature affect particles?	Graham's law lab	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
AP C							
	Unit 2: Equilibrium	5	12.APCH.6 Equilibrium - Any bond or intermolecular attraction that can be formed can be broken. These two processes are in a dynamic competition, sensitive to initial conditions and external perturbations.		How do changes in concentration and pressure affect a reaction?	Intermolecular Forces lab 2	DOK 3- Strategic Thinking
AP Environmental Science	Unit 1: Energy Resources and Consumption	5	12.APENVSC.5 Energy Resources and Consumption - Energy concepts and consumption, fossil fuel resources and use, nuclear energy, hydroelectric power, energy conservation, renewable energy.	12.APENVSC.5 Energy Resources and Consumption - Energy concepts and consumption, fossil fuel resources and use, nuclear energy, hydroelectric power, energy conservation, renewable energy.	How does energy consumption affect the environment?	Good to Go Grease lab	DOK 3- Strategic Thinking
	Unit 2: Pollution	5	12.APENVSC.6 Pollution - Air pollution, noise pollution water pollution, solid waste, hazards to human health, hazardous chemicals in the environment, economic impacts.	12.APENVSC.6 Pollution - Air pollution, noise pollution water pollution, solid waste, hazards to human health, hazardous chemicals in the environment, economic impacts.	How does pollution affect the environment?	Oil Spill lab	DOK 3- Strategic Thinking
AP Physics I	Unit 1: Electrodynamics	4-5	11.APPHYSICS1.7 Electrodynamics: Develop the concept of how electric charges are quantized, produce electric forces, and how electric fields due to point charges are central and isotropic. Understand the relationships between electric potential, current and resistance and how these behave in series and parallel circuits. Use basic principles to calculate electric power and energy.	11.APPHYSICS1.10 Societal Impact: Investigate the impact of physics on society and how past and present experiments and theories have led to major changes.	What is electric potential and how is it calculated? What is electric current and how is it calculated? What is electrical resistance and how is it calculated? What is the difference between series and parallel circuits? How are magnets used in our day to day lives? How can an electric field be drawn around a point charge or electric dipole?	vocabulary exercise, electric potential, charge quantization and Coulomb's law, Ohm's law, resistance in series and parallel, Kirchoff's laws, electric energy and transformers, review	DOK 2- Skill/Concept
	Unit 2: Rotational Dynamics	3-4	11.APPHYSICS1.8 Rotational Dynamics: Explore the kinematics and dynamics of rotational motion by exploiting the similarities to linear kinematics and dynamics. Apply these concepts to real mechanical systems.	11.APPHYSICS1.2 Kinematics: Distinguish between distance, displacement, speed, instantaneous velocity, average velocity, and acceleration, and apply concepts in kinematics to solve problems related to linear motion.	What factors determine the angular speed of a body? What is the center of mass and how is it used in calculations of torque? How can the cosine function be used to represent simple harmonic motion?	vocabulary exercise, radian measure, angular displacement, speed and acceleration, angular momentum, torque, static and dynamic systems, sinusoidal functions, review exercise, vocabulary exercise.	DOK 3- Strategic Thinking
	Unit 3: Waves and Sound	3-4	11.APPHYSICS1.9 Waves and Sound: Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media. Investigate the effects of constructive and destructive interference, changes of sound intensity level with distance, and frequency shifts due to relative motion between source and observer.	11.APPHYSICS1.10 Societal Impact: Investigate the impact of physics on society and how past and present experiments and theories have led to major changes.	What are the three classes mechanical of waves and what are electromagnetic waves? What rules govern the formation of standing waves on strings and in air columns? How does the superposition of standing waves produce the quality of sound of musical instruments? How does the relative speed of a source of sound affect the frequency of that sound? How does sound intensity vary with distance from an isotropic point source? Why did Bell laboratories invent a loudness scale for the human ear that was logarithmic? How does the speed of a wave depend on the properties of the medium? Why does the frequency of a sound seem to shift as the source passes by? How are standing waves formed in musical instruments? What is sound quality and how does that relate to the superposition of waves? How can logarithms be used to calculate sound intensities and sound power flux?	vocabulary exercise, universal wave equation, sound in different media, superposition of waves, standing waves on strings and in air columns, Doppler effect, decibel scale, the sine wave, review exercise, vocabulary exercise	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 projects	DOK levels in assessment	
AP Biology	Unit 1: Evolution		12.APBIO.1 Evolution - The process of evolution drives the diversity and unity of life		<p>1. Early evolution of life What are the current biological models for the origins of biological macromolecules? What are the current models for the origins of prokaryotic and eukaryotic cells?</p> <p>2. Evidence for evolution What types of evidence support an evolutionary view of life?</p> <p>3. Mechanisms of evolution What is the role of natural selection in the process of evolution? How are heredity and natural selection involved in the process of evolution? What mechanisms account for speciation and macroevolution? What different patterns of evolution have been identified and what mechanisms are responsible for each of these patterns?</p> <p>III. ORGANISMS and POPULATIONS: the relationship of structure to function is a theme that is common to all organisms; the interactions of organisms with their environment is the major theme in ecology.</p> <p>A. Diversity of Organisms</p> <p>1. Evolutionary patterns What are the major body plans of plants and animals?</p> <p>2. Survey of the diversity of life What are representative organisms from the monera, fungi and protista? What are representative members of the major animal phyla and plant divisions?</p> <p>3. Phylogenetic classification What are the distinguishing characteristics of each group (kingdoms and the major phyla and divisions of animals and plants)?</p> <p>4. Evolutionary relationships What is some evidence that organisms are related to each other? How do scientists study evolutionary relationships among organisms? How is this information used in classification of organisms?</p>			
						Unit Test	DOK 3- Strategic Thinking	
						Current Article	DOK 3- Strategic Thinking	
						AP Biology Lab	DOK 3- Strategic Thinking	
						Schoology Assignments	DOK 3- Strategic Thinking	
	Unit 2:							
	Unit 3:							

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	
AP World History	Unit 1:							
	Unit 2: The New World and the Islamic Empires of Gunpowder		12.SSAPWH.SK.2 Evaluating sources and gathering evidence	12.SSAPWH.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	Document Based Question essays Comparison Contrast Essays, Change and Continuity over time essays, Short Answer Questions. How could the Colombian Exchange be viewed as a Turning Point in History?	Essays	DOK 3- Strategic Thinking	
			12.SSAPWH.SK.3 Communicating conclusions and taking informed actions	12.SSAPWH.CS.3 (Geography) Students will understand the interactions and relationship between human societies and their physical environment				
	Unit 3: Yuan/Ming/Qing China and European Slave systems					Document Based Question essays Comparison Contrast Essays, Change and Continuity over time essays, Short Answer Questions.		
			12.SSAPWH.SK.2 Evaluating sources and gathering evidence	12.SSAPWH.CS.6 (Government) Students will understand why societies create and adopt systems of governance and how they address human needs, rights, responsibilities and citizenship	Analyze continuities and changes in China from the time of the Han to the Ming Dynasties.	Essays/Tests/Projects	DOK 3- Strategic Thinking	
			12.SSAPWH.SK.3 Communicating conclusions and taking informed actions	12.SSAPWH.CS.4 (Culture) Students will understand cultural and intellectual developments and interactions among societies				
	The Renaissance and Reformation				Document Based Question essays Comparison Contrast Essays, Change and Continuity over time essays, Short Answer Questions...Compare European cultural progress in the time of the renaissance to that of: Tang Song China or Islamic Caliphates			
			12.SSAPWH.SK.2 Evaluating sources and gathering evidence	12.SSAPWH.CS.4 (Culture) Students will understand cultural and intellectual developments and interactions among societies				
				12.SSAPWH.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				
Geography	The Industrial Revolution		12.SSAPWH.SK.2 Evaluating sources and gathering evidence	12.SSAPWH.CS.3 (Geography) Students will understand the interactions and relationship between human societies and their physical environment	Document Based Question essays Comparison Contrast Essays, Change and Continuity over time essays, Short Answer Questions...see curriculum amp for specifics			
			12.SSAPWH.SK.3 Communicating conclusions and taking informed actions	12.SSAPWH.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	Document Based Question essays Comparison Contrast Essays, Change and Continuity over time essays, Short Answer Questions...see curriculum amp for specifics...How did the Industrial Revolution affect government and social classes?	Essays	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
AP Human G	Unit 5: Agricultural and Rural Land Use	4			1. Where did agriculture originate? 2. What are the issues facing the biotechnological revolution today? 3. What are the various models of agricultural land use? 4. What types of settlement patterns are associated with agriculture?		
			12.SSAPWH.CS.3 (Geography) Students will understand the interactions and relationship between human societies and their physical environment	12.SSAPWH.SK.1 Developing questions and planning inquiries		AP Exam-Simulated Unit Exam	DOK 2-Skill/Concept
			12.SSAPWH.CS.7 (Production, Distribution, and Consumption) Students will understand fundamental economic principles and ways in which economies are shaped by geographic and human factors	12.SSAPWH.SK.3 Communicating conclusions and taking informed actions			DOK 3- Strategic Thinking
	Unit 6: Economic Development	4	12.SSAPWH.CS.3 (Geography) Students will understand the interactions and relationship between human societies and their physical environment	12.SSAPWH.SK.2 Evaluating sources and gathering evidence	1. Why does economic development vary between countries? 2. Why are situation factors important? 3. What factor do resource depletion and pollution play in our industrial environment today?	AP Exam-Simulated Unit Exam	DOK 2-Skill/Concept
			12.SSAPWH.CS.7 (Production, Distribution, and Consumption) Students will understand fundamental economic principles and ways in which economies are shaped by geographic and human factors	12.SSAPWH.SK.1 Developing questions and planning inquiries			DOK 3- Strategic Thinking
Hands on Engineering	Unit 1: Processing	5	ISTE2016.5 Computational Thinker: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.	ISTE2016.5d Students understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.	How can I use coding to solve real life problems? What is the programming language used in Processing? How can I develop a complex algorithm to solve a specific problem? How can I use digital resources to expand my knowledge on coding?	Summative Coding assessment 1	DOK 4-Extended Thinking
			ISTE2016.4 Innovative Designer: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.	ISTE2016.4a Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.		Summative Coding Assessment 2	DOK 4-Extended Thinking
			ISTE2016.3 Knowledge Constructor: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.	ISTE2016.3c Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.			
	Unit 2: Innovation Project		ISTE2016.1 Empowered Learner: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.	ISTE2016.1a Articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes	How can I define a problem? How can I come up with ideas for a solution to a problem? What are design techniques used for fast prototyping?	Project DIY Document	3- Strategic Thinking
			ISTE2016.3 Knowledge Constructor: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.	ISTE2016.3a Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.			
			ISTE2016.4 Innovative Designer: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.	ISTE2016.4c Students develop, test and refine prototypes as part of a cyclical design process.			
Business Technology	Unit 5: Advanced Excel - Business Finances	8 Weeks	ISTE2016.1 Empowered Learner: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.	ISTE2016.1d Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.	Why Excel is an ideal place to store a huge amount of data? Why analysis can lead you to make better decisions?	Excel Business Exercises	DOK 2-Skill/Concept
			ISTE2016.5 Computational Thinker: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.	ISTE2016.5a Students formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.		Excel Business Exercises	DOK 4-Extended Thinking
			ISTE2016.6 Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.	ISTE2016.6c Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.			
	Unit 2:						

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
Bus							
Creative Design	Unit 5: Introduction To Product Design	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 is product design? What is the process behind the design of a product? Why is the design process important? Can design help you solve a problem?		
			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.			
			ISTE2016.6 Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.	ISTE2016.6b Students create original works or responsibly repurpose or remix digital resources into new creations.			
	Unit 6: Product Design ProjeTs & Prototypes	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 product design? What is the process behind the design of a product? Why is the design process important? Can design help you solve a problem?		
			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.			
			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.			
AP Computer Science	Unit 3:10 Introduction to Arrays 10Introduction to Arrays continued 11Classes Continued 11Classes Continued 12Arrays Continued 12Arrays Continued continued	10	ISTE2016.1 Empowered Learner: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.	ISTE2016.1c Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.	What is an array in programming? What type of class relationships exist in OOP? What are 2D arrays and how can you search elements in it?	Vowels R Us Reloaded Arrays	DOK 4-Extended Thinking
			ISTE2016.7 Global Collaborator: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.	ISTE2016.7b Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.		AP Practice exam questions	3- Strategic Thinking
			ISTE2016.5 Computational Thinker: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.	ISTE2016.5c Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.		Weekly programming projects	DOK 4-Extended Thinking
						AP Labs	3- Strategic Thinking
UNIT 1: CANVAS ART PROJECT	2 weeks	VA.HS.CR.2.a Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.	VA.HS.CR.2.b Demonstrate awareness of ethical implications of making and distributing creative work.	what is painting? how many techniques from painting do you know, or like to know to create art?	canvas sketch	DOK 2- Skill/Concept	
			VA.HS.CR.1.b Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.		landscape or portrait	DOK 2- Skill/Concept	
			VA.HS.P.3.a Make, explain, and justify connections between artists or artwork and social, cultural, and political history.		movie, food and favorite music.	DOK 4-Extended Thinking	

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

Quarter 3							
Course	Content/Unit Title	Weeks of Instruction	Power Standards	Secondary Standards	Essential Questions use ctr + enter to move down in the cell	Major Assessments/P rojects	DOK levels in assessment
Sculpture elective 10-11-12 grade	Unit 1: Apocalyptic pottery	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 are the basic hand building techniques?	Classwork : the making of the final and the sketch in the classroom	DOK 2- Skill/Concept
						Final Pottery	DOK 4-Extended Thinking
					How do artists use hand building techniques?	Sketch Pottery	3- Strategic Thinking
					How can you use hand building techniques in your artwork?		
	Unit 2:Low relieve Tiles	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.		Classwork : the making of the final and the sketch in the classroom	DOK 2- Skill/Concept
						Sketch Low Relief	3- Strategic Thinking
						Final Low Relief	DOK 4-Extended Thinking
	Unit 3:High relief landscape	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.		Classwork : the making of the final and the sketch in the classroom	DOK 2- Skill/Concept
						Sketch High Relief	3- Strategic Thinking
						Final High Relief	DOK 4-Extended Thinking
	Unit 4:Cold porcelain animal	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.		Classwork : the making of the final and the sketch in the classroom	DOK 2- Skill/Concept
						Sketch Cold porcelain	3- Strategic Thinking
						Final Cold Porcelain	DOK 4-Extended Thinking
	Unit 5:Plasticine self portrait	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.		Classwork : the making of the final and the sketch in the classroom	DOK 2- Skill/Concept
					VA.HS.P.1.a Analyze, select, and critique personal artwork for a collection or portfolio presentation.	Final Plasticine selfportrait	3- Strategic Thinking
					Sketch Plasticine Self Portrait	DOK 4-Extended Thinking	

Quarter 4

	Quarter 4						
Course	Content/Unit Title	Weeks of Instruction	Power Standards	Secondary Standards	Essential Questions <small>use ctr + enter to move down in the cell</small>	Major Assessments/P rojects	DOK levels in assessment
Algebra II / Precalculus 11	Unit 1: Modeling with Functions (Exponential and Logarithmic functions)	3	F.IF.7 Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.			Checkpoints, Signatures, Contest and Bellworks.	DOK 1-Recall
			F.LE.4 For exponential models, express as a logarithm the solution to $a \cdot b^{ct} = d$ where a , c , and d are numbers and the base b is 2, 10, or e ; evaluate the logarithm using technology.				DOK 2- Skill/Concept
						Individual test, Partner test, and Semestral.	DOK 2- Skill/Concept
							DOK 3- Strategic Thinking
	Unit 2: Trigonometric Functions	5	F.TF.2 Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.			Checkpoints, Signatures, Contest, and Bellworks.	DOK 1-Recall
			F.TF.8 Prove the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta) = 1$ and use it to find $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$, given $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$, and the quadrant of the angle.				DOK 2- Skill/Concept
						Individual test, Partner test, and Semestral.	DOK 2- Skill/Concept
							DOK 3- Strategic Thinking
	Unit 3:						
	Unit 4:						
Statistics 11	Unit 1: Newton's Binomial		S.CP.8 (+) Apply the general Multiplication Rule in a uniform probability model, $P(A \text{ and } B) = P(A)P(B A) = P(B)P(A B)$, and interpret the answer in terms of the model.			Test 01: BINOMIO DE NEWTON	DOK 2- Skill/Concept
						Test 02: PROBABILIDAD DE EVENTOS INDEPENDIENTES	DOK 2- Skill/Concept
	Unit 2: Calculating Probability		S.MD.7 (+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).			Test 03: PROBABILIDAD DE EVENTOS COMPLEMENTARIOS	DOK 3- Strategic Thinking
			S.CP.2 Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent.			Test 04: DIAGRAMAS DE ÁRBOL	DOK 4-Extended Thinking
		S.CP.6 Find the conditional probability of A given B as the fraction of B's outcomes that also belong to A, and interpret the answer in terms of the model.			Test 05: PROBABILIDAD DE UNIÓN DE EVENTOS	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
	Unit 3: Descriptive Statistics		S.ID.1 Represent data with plots on the real number line (dot plots, histograms, and box plots).			Test 06: MEDIA, MEDIANA Y MODA	DOK 1-Recall
			S.ID.2 Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.			Test 07: TABLAS ESTADISTICAS	DOK 2- Skill/Concept
Chemistry 11	Unit 1: Acids and Bases		11.GENCH.9 Acids and Bases HS PS 1-9 - Compare models of acid and base theories, calculate pH and pOH, and perform and calculate titrations.		Why is it important to know the difference between a strong and weak acid/base? Why is knowing the relative strength of acids a smart safety practice? Why is the pH scale a useful tool for a chemist? How can the pH of a solution be calculated if one knows the hydronium or hydroxide concentration?	Unit Exams	DOK 3- Strategic Thinking
						Chemistry Labs	DOK 3- Strategic Thinking
						Test Corrections	DOK 3- Strategic Thinking
	Unit 2: Organic Chemistry		11.GENCH.10 Organic Chemistry HS PS 1-10 - Relate the structure of carbon to the form of organic molecules and the physical and chemical properties of their functional groups.		What kinds of covalent compounds can carbon form? 2. What are hydrocarbons? 3. What are isomers? 4. How alkenes differ from alkynes? 5. How are carbon compounds named and drawn? 6. How to name branched hydrocarbons. 7. What is a polymer?	Unit Exams	
						Chemistry Labs	
						Test Corrections	
	Unit 1: General News Stories	3	11.W.02 Write informative/explanatory texts to examine and convey complex ideas	11.W.06 Use technology to produce, publish, and update writing products	How does non-fiction reveal truth? Does it? (Bias) How do fiction and nonfiction approach truth? What is great writing?	General News Articles	
			11.W.05 Develop writing by planning, revising, editing, rewriting, or a new approach	11.L.06 Use academic and domain-specific words and phrases			
			11.L.01 Demonstrate command of English grammar and usage when writing or speaking	11.SL.01 Initiate and participate effectively in a range of collaborative discussions			
			11.L.02 Demonstrate command of capitalization, punctuation, and spelling when writing	11.SL.02 Integrate multiple sources of information presented in diverse formats			
			11.L.04 Determine the meaning of unknown and multiple-meaning words and phrases	11.W.08 Gather information from multiple sources, follow a standard format for citation			
	Unit 2: Features	3	11.W.02 Write informative/explanatory texts to examine and convey complex ideas	11.SL.01 Initiate and participate effectively in a range of collaborative discussions		Feature Articles	
			11.W.05 Develop writing by planning, revising, editing, rewriting, or a new approach	11.SL.02 Integrate multiple sources of information presented in diverse formats	How do authors use a variety of elements to create a compelling text/story? How does non-fiction reveal truth? What is great writing?		
			11.W.04 Produce writing appropriate to task, purpose, and audience	11.RI.07 Integrate and evaluate multiple sources of information presented in different media			
			11.L.01 Demonstrate command of English grammar and usage when writing or speaking	11.W.06 Use technology to produce, publish, and update writing products			
			11.L.02 Demonstrate command of capitalization, punctuation, and spelling when writing	11.W.08 Gather information from multiple sources, follow a standard format for citation			
Unit 3: Reviews	4	11.W.01 Write arguments to support claims in an analysis of substantive topics	11.SL.02 Integrate multiple sources of information presented in diverse formats	How does the perspective of the author or reader affect the interpretation of the text? What is great writing? How do authors use a variety of elements to create a compelling text/story?	Reviews	DOK 2- Skill/Concept DOK 3-Strategic Thinking	
		11.W.04 Produce writing appropriate to task, purpose, and audience	11.W.06 Use technology to produce, publish, and update writing products			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/Projects	DOK levels in assessment
English 11			11.L.01 Demonstrate command of English grammar and usage when writing or speaking	11.W.07 Conduct research projects to answer a question or solve a problem			
			11.W.02 Write informative/explanatory texts to examine and convey complex ideas				
			11.L.02 Demonstrate command of capitalization, punctuation, and spelling when writing				
			11.W.05 Develop writing by planning, revising, editing, rewriting, or a new approach				
		Unit 4:	11.W.01 Write arguments to support claims in an analysis of substantive topics	11.W.08 Gather information from multiple sources, follow a standard format for citation	What is great writing? How does the perspective of the author or reader affect the interpretation of the text? How do authors use a variety of elements to create a compelling text/story?	Op-Ed	DOK 2-Skill/Concept DOK 3-Strategic Thinking
			11.W.04 Produce writing appropriate to task, purpose, and audience	11.SL.02 Integrate multiple sources of information presented in diverse formats			DOK 4-Extended Thinking
			11.L.05 Understand figurative language, word relationships, and nuances	11.W.06 Use technology to produce, publish, and update writing products			
			11.L.01 Demonstrate command of English grammar and usage when writing or speaking				
			11.L.02 Demonstrate command of capitalization, punctuation, and spelling when writing				
			11.W.05 Develop writing by planning, revising, editing, rewriting, or a new approach				
		Unit 5	11.W.02 Write informative/explanatory texts to examine and convey complex ideas	11.W.08 Gather information from multiple sources, follow a standard format for citation	What is great writing? How do authors use a variety of elements to create a compelling text/story?	Sports Articles	DOK 2-Skill/Concept DOK 3-Strategic Thinking
			11.W.04 Produce writing appropriate to task, purpose, and audience	11.SL.02 Integrate multiple sources of information presented in diverse formats			DOK 1-Recall DOK 4-Extended Thinking
			11.W.05 Develop writing by planning, revising, editing, rewriting, or a new approach	11.W.06 Use technology to produce, publish, and update writing products			
		Unit 6:	11.W.03 Write narratives using effective technique, well-chosen details, and events	11.W.08 Gather information from multiple sources, follow a standard format for citation	How do authors use a variety of elements to create a compelling text/story?	News, feature, sports or editorial podcasts	DOK 2-Skill/Concept DOK 3-Strategic Thinking
			11.W.04 Produce writing appropriate to task, purpose, and audience	11.SL.02 Integrate multiple sources of information presented in diverse formats			DOK 1-Recall DOK 4-Extended Thinking
			11.L.01 Demonstrate command of English grammar and usage when writing or speaking	11.SL.05 Make strategic use of digital media in presentations			
			11.L.05 Understand figurative language, word relationships, and nuances	11.SL.06 Adapt speech to a variety of tasks, demonstrating command of English			
			11.W.05 Develop writing by planning, revising, editing, rewriting, or a new approach				
		Unit 7:	11.W.03 Write narratives using effective technique, well-chosen details, and events	11.W.08 Gather information from multiple sources, follow a standard format for citation	How do authors use a variety of elements to create a compelling text/story?	News, feature, sports or editorial videos	DOK 2-Skill/Concept DOK 3-Strategic Thinking
			11.W.04 Produce writing appropriate to task, purpose, and audience	11.SL.02 Integrate multiple sources of information presented in diverse formats			DOK 1-Recall DOK 4-Extended Thinking
			11.W.05 Develop writing by planning, revising, editing, rewriting, or a new approach	11.SL.05 Make strategic use of digital media in presentations			
			11.L.01 Demonstrate command of English grammar and usage when writing or speaking	11.SL.06 Adapt speech to a variety of tasks, demonstrating command of English			
			11.L.04 Determine the meaning of unknown and multiple-meaning words and phrases	11.SL.04 Present information, findings, and supporting evidence			
			11.L.05 Understand figurative language, word relationships, and nuances				
		Unit 8:	11.RI.01 Cite strong textual evidence to support analysis of text	11.SL.03 Evaluate a speaker's viewpoint, reasoning, and use of evidence and rhetoric	How does non-fiction reveal truth? Does it? (Bias) How do fiction and nonfiction approach truth?	Online Forums	DOK 2-Skill/Concept DOK 3-Strategic Thinking
			11.RI.02 Determine central ideas of a text and analyze their development	11.SL.04 Present information, findings, and supporting evidence		Small Group Discussion	DOK 2-Skill/Concept DOK 3-Strategic Thinking
			11.RI.03 Analyze ideas or events and explain how they interact and develop	11.SL.06 Adapt speech to a variety of tasks, demonstrating command of English			
		11.RI.04 Determine figurative, connotative, and technical meanings of words and phrases					
		11.SL.01 Initiate and participate effectively in a range of collaborative discussions					
		11.SL.06 Adapt speech to a variety of tasks, demonstrating command of English					
AP English 11	Unit 4: Introduction to Synthesis		11.RI.01 Cite strong textual evidence to support analysis of text	11.L.06 Use academic and domain-specific words and phrases	How do you integrate a variety of sources into a coherent argument while maintaining your distinct point of view?	Synthesis Research Project and Pecha Kucha	DOK 3-Strategic Thinking DOK 4-Extended Thinking
			11.RI.07 Integrate and evaluate multiple sources of information presented in different media	11.W.01 Write arguments to support claims in an analysis of substantive topics		Synthesis Essay #1	DOK 2-Skill/Concept DOK 3-Strategic Thinking
			11.RI.10 Read and comprehend literary nonfiction with scaffolding as needed	11.SL.02 Integrate multiple sources of information presented in diverse formats			
			11.W.04 Produce writing appropriate to task, purpose, and audience				
			11.RI.05 Evaluate the effectiveness of the author's exposition or argument				
			11.L.01 Demonstrate command of English grammar and usage when writing or speaking				

Quarter 4

Course	Content/Unit Title	Weeks of Instruction	Power Standards	Secondary Standards	Essential Questions use ctr + enter to move down in the cell	Major Assessments/Projects	DOK levels in assessment
Spanish 11	Unit 1: Literatura española: La generación del 27 Memorias de Adriano, Marguerite Yourcenar	2semanas	11.ES2 Los estudiantes analizan crítica y creativamente diferentes manifestaciones literarias del contexto español.	ES1.Los estudiantes comprenden e interpretan textos con actitud crítica y capacidad argumentativa.	<p>¿Qué relaciones temáticas hay entre las obras de Pedro Calderón de la Barca y G.A. Bécquer?</p> <p>¿Entre los escritores de la generación del 98 y la del 27 qué renovaciones estéticas se proponen?</p> <p>¿Cuáles son las vanguardias estéticas presentes en ambas generaciones?</p> <p>¿Qué relación tienen las vanguardias con los cambios sociales de su época?</p> <p>¿Cuáles son los motivos que dan origen a la generación del 27?</p>	Lectura y Análisis Literario de diversas obras de la generación del 27	3- Strategic Thinking
						Comparación de textos	DOK 4-Extended Thinking
						Taller de análisis poético	3- Strategic Thinking
						Redacción Diario de Poesía	DOK 4-Extended Thinking
	Unit 2: Comprensión de textos: Tipologías textuales	2semanas	ES1.Los estudiantes comprenden e interpretan textos con actitud crítica y capacidad argumentativa.	11.ES5 Los estudiantes retoman críticamente los lenguajes no verbales para desarrollar procesos comunicativos intencionados.	<p>En el texto:</p> <p>¿Quién habla, a quién se dirige, qué dice, porqué lo dice, para qué lo dice, ¿Cómo lo dice, ¿dónde lo dice?</p> <p>¿Cuáles son los elementos necesarios para realizar una comparación textual?</p> <p>¿Qué relación hay entre el tipo textual y el mensaje? ¿Qué preguntas podemos hacernos antes de la lectura del texto?</p> <p>¿A qué género pertenece? ¿Cuáles son las características de este tipo de género? ¿Cuál es su propósito?</p> <p>¿Conoces al autor? Si la respuesta es afirmativa, ¿cómo afecta eso tu percepción sobre lo que vas a leer? ¿Cuál es su relación con los receptores?</p> <p>¿Cuáles son tus predicciones sobre la idea principal del texto o el punto de vista del autor?</p> <p>¿Cómo te prepara la organización o la estructura del texto para su lectura?</p> <p>¿Se encuentra el material dividido en partes, subtemas o secciones?</p> <p>¿Está el texto expuesto en largos bloques sin divisiones o en pequeños párrafos o fragmentos?</p> <p>¿Qué nos sugiere esta presentación?</p> <p>¿Cuál es tu plan de lectura?</p>	Lectura y análisis Crítico del texto	DOK 4-Extended Thinking
						Términos de análisis literario en poesía y narrativa	3- Strategic Thinking
						Taller de Campos semánticos	3- Strategic Thinking
						Análisis comparativo de textos	DOK 4-Extended Thinking
	Unit 3: Producción de textos uso de normas APA	2semanas	11.ES4 Los estudiantes desarrollan procesos de autocontrol y corrección lingüística en la producción de textos orales y escritos.	11.ES3 Los estudiantes producen textos argumentativos que evidencian su conocimiento de la lengua y el control sobre el uso que hacen de ella en contextos comunicativos orales y escritos.	<p>¿Cuáles son los elementos de redacción en las normas APA?</p> <p>¿Qué partes del texto conforman: Superestructura textual, Macroestructura textual, Microestructura textual?</p>		
				11.ES2 Los estudiantes analizan crítica y creativamente diferentes manifestaciones literarias del contexto español.		Taller de conceptos lingüísticos	3- Strategic Thinking
						Taller de conceptos literarios	3- Strategic Thinking
						Auto corrección gramatical	DOK 4-Extended Thinking

Quarter 4								
Course	Content/Unit Title	Weeks of Instruction	Power Standards	Secondary Standards	Essential Questions use ctr + enter to move down in the cell	Major Assessments/Projects	DOK levels in assessment	
	Unit 4: Etica de la comunicaci3n & Lenguajes simb3licos	2semanas	11.ES6.Los estudiantes comprenden el respeto por la diversidad cultural y social del mundo contempor3neo, en las situaciones comunicativas en las que intervienen.	11.ES7.Los estudiantes interpretan en forma crtica la informaci3n difundida por los medios de comunicaci3n masiva.	¿Cu3les son las luchas sociales presentes en la producci3n est3tica de este periodo literario? ¿Qui3nes son los grupos sociales participantes? ¿Cu3les son las simbologias creadas?	Story board fotogr3fico full color	DOK 4-Extended Thinking	
				11.ES5.Los estudiantes retoman crticamente los lenguajes no verbales para desarrollar procesos comunicativos intencionados.				
PE_Physical Education 11	Unit 2: SOCIAL SUPPORT		NPES.11.S3.H4.L1 Level 1. Evaluates - according to their benefits, social support network and participation requirements - activities that can be pursued in the local environment.		Presento un adecuado desarrollo de las capacidades condicionales necesarias para el deporte.Demostr3 las diferentes posiciones b3sicas para el deporte.Realizo los gestos t3cnicos fundamentales para el deporte	-Physical skill test -Fitness knowledge test - Shape America Rubrics		
	Unit 3: PERSONAL FITNESS PLANS		NPES.11.S3.H11.L2 Level 2. Develops and maintains a fitness portfolio (e.g., assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement).		Presento un adecuado desarrollo de las capacidades condicionales necesarias para el deporte.Demostr3 las diferentes posiciones b3sicas para el deporte.Realizo los gestos t3cnicos fundamentales para el deporte	-Physical skill test -Fitness knowledge test - Shape America Rubrics		
	Unit 4: RISKS AND SAFETY FACTORS		NPES.11.S3.H10.L1 Level 1. Calculates target heart rate and applies that information to personal fitness plan.	NPES.11.S4.H2 Rules & etiquette	Presento un adecuado desarrollo de las capacidades condicionales necesarias para el deporte.Demostr3 las diferentes posiciones b3sicas para el deporte.Realizo los gestos t3cnicos fundamentales para el deporte	-Physical skill test -Fitness knowledge test - Shape America Rubrics		
			NPES.11.S3.H3.L2 Level 2. Applies rates of perceived exertion and pacing.	NPES.11.S1.H1 Lifetime activities				
	UNIDAD 1 PHYSICAL ACTIVITY AND NUTRITION		NPES.11.S3.H8.L1 Level 1. Relates physiological responses to individual levels of fitness and nutritional balance.			-Physical skill test -Fitness knowledge test - Shape America Rubrics		
			NPES.11.S3.H1.L2 Level 2. Investigates the relationships among physical activity, nutrition and body composition.					
Art 11	Illustration	unit 1	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 texture?	Drawing challenge introduction	DOK 4-Extended Thinking	
						Drawing Challenge Typography	DOK 4-Extended Thinking	
					what kind of textures can you find in visual pieces?			
		unit 2			what is space?	Drawing Challenge Song	DOK 4-Extended Thinking	
			VA.HS.CR.2.a Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.	VA.HS.CR.1.b Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.	what types of spaces can you find in visual pieces?			
				what is illustration?				
		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.		Drawing Challenge Poem	DOK 4-Extended Thinking		

Quarter 4							
Course	Content/Unit Title	Weeks of Instruction	Power Standards	Secondary Standards	Essential Questions use ctr + enter to move down in the cell	Major Assessments/Projects	DOK levels in assessment
				VA.HS.P.1.a Analyze, select, and critique personal artwork for a collection or portfolio presentation.			
Band 11	Unit 1: Musical Ensemble: Intention, Timbre	8	FAMU.IV.6.2 Understands the technical vocabulary of music (e.g., Italian terms, form, harmony, tempo markings)	FAMU.IV.6.1 Understands how the elements of music and expressive devices are used in music from diverse genres and cultures	WHAT IS EXSTRUCTURE IN A MUSICAL WORK? WHAT ARE THE ELEMENTS OF A MUSICAL EXSTRUCTURE? WHAT IS CALLED FORM IN A MUSICAL WORK?	CLASS WORK INSTRUMENTAL ASSEMBLE REPERTOIRE 2	DOK 4-Extended Thinking
Calculus 12	Unit 1: RECTA TANGENTE Y NORMAL	2	EU 2.2 Student understands that a function's derivative, which is itself a function, can be used to understand the behavior of the function.		Why is it important to find a tangent line? Why is it important to find the intersection of perpendicular lines?	Test 01: Problemas de la recta tangente	DOK 3- Strategic Thinking
	Unit 2: PROBLEMAS DE OPTIMIZACIÓN	2	EU 2.3 Student understands that the derivative has multiple interpretations and applications including those that involve instantaneous rates of change.		Why is it useful to find the solution of a optimal problem?	Test 02: Problemas de Optimización	DOK 4-Extended Thinking
	Unit 3: PROBLEMAS DE VARIABLES RELACIONADAS	3			Why is it useful to find the solution of relative variable problems?	Test 03: Problemas de variables relacionadas	DOK 4-Extended Thinking
AP Calculus AB	Unit 1: AP Exam practice	4	EU 5.0 General practice for the AP Calculus Exam		What strategies can I use to optimize my performance on the AP Calculus exam?	Multiple choice (no calculator) Multiple choice (with calculator)	DOK 2- Skill/Concept
						Free response (no calculator) Free response (with calculator)	DOK 3- Strategic Thinking
						Test 20: Multiple choice practice	DOK 2- Skill/Concept
	Unit 2:						
	Unit 3:						
	Unit 4:						
Chemistry	Unit 1: Review	10	12.APCH.1 Atoms and Matter - The chemical elements are fundamental building materials of matter, and all matter can be understood in terms of arrangements of atoms. These atoms retain their identity in chemical reactions.		What are atoms made of? How do atoms come together to form larger particles? How is energy changed during a chemical reaction? What affects the rate of a reaction? How can it be determined if a reaction will occur? How much of the reaction will occur?	AP Test Review Quizzes	DOK 2- Skill/Concept
			12.APCH.2 Forces - Chemical and physical properties of materials can be explained by the structure and the arrangement of atoms, ions, or molecules and the forces between them.				
			12.APCH.3 Reactions - Changes in matter involve the rearrangement and / or of atoms and / or the transfer of electrons.				
			12.APCH.4 Rate of Reactions - Rates of chemical reactions are determined by details of the molecular collisions.				

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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	
AP Biology	Unit 1: Homeostasis and Communication		12.APBIO.4 Systems - Biological systems interact, and these systems and their interactions possess complex properties		Structural, physiological and behavioral adaptations How does the organization of cells, tissues and organs determine structure and function in plant and animal systems? How are structure and function related in the various organ systems? How do the organ systems of animals interact? What adaptive features have contributed to the success of various plants and animals on land? 3. Response to the environment What are the responses of plants and animals to environmental cues and how do hormones mediate them?			
						Unit Test	DOK 3- Strategic Thinking	
						Current Article	DOK 3- Strategic Thinking	
						AP Biology Lab	DOK 3- Strategic Thinking	
						Schoology Assignments	DOK 3- Strategic Thinking	
		Unit 2:						
		Unit 3:						

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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	
AP World History	Unit 1: Political Revolutions of the Atlantic - France, USA; Haiti		12.SSAPWH.SK.2 Evaluating sources and gathering evidence	12.SSAPWH.CS.6 (Government) Students will understand why societies create and adopt systems of governance and how they address human needs, rights, responsibilities and citizenship	Document Based Question essays Comparison Contrast Essays, Change and Continuity over time essays, Short Answer Questions.			
			12.SSAPWH.SK.3 Communicating conclusions and taking informed actions	12.SSAPWH.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	Compare and contrast the Haitian Revolution to the French, American, or Latin American revolutions			
	Unit 2: IR #2 - Japan and Russia and communism					Document Based Question essays Comparison Contrast Essays, Change and Continuity over time essays, Short Answer Questions.		
			12.SSAPWH.SK.2 Evaluating sources and gathering evidence	12.SSAPWH.CS.7 (Production, Distribution, and Consumption) Students will understand fundamental economic principles and ways in which economies are shaped by geographic and human factors	Compare Industrialism in Japan to that of China.	Essays/Tests/Projects	DOK 3- Strategic Thinking	
			12.SSAPWH.SK.3 Communicating conclusions and taking informed actions	12.SSAPWH.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				
	Unit 3: Technology and global war					Document Based Question essays Comparison Contrast Essays, Change and Continuity over time essays, Short Answer Questions.		
			12.SSAPWH.SK.2 Evaluating sources and gathering evidence	12.SSAPWH.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				
			12.SSAPWH.SK.3 Communicating conclusions and taking informed actions	12.SSAPWH.CS.2 (Connections and Conflict) Students will understand causes and effects of interaction among societies, including trade, systems of international exchange, war, and diplomacy	DBQ on how the Industrial Revolution affected global war	Essays/Tests/Projects	DOK 3- Strategic Thinking	
	Unit 4: The cold war and independence movements					Document Based Question essays Comparison Contrast Essays, Change and Continuity over time essays, Short Answer Questions.		
			12.SSAPWH.SK.2 Evaluating sources and gathering evidence	12.SSAPWH.CS.6 (Government) Students will understand why societies create and adopt systems of governance and how they address human needs, rights, responsibilities and citizenship				
			12.SSAPWH.SK.3 Communicating conclusions and taking informed actions	12.SSAPWH.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	Compare and contrast political systems of the USSR with that of colonial Africa	Essays/Tests/Projects	DOK 3- Strategic Thinking	
				12.SSAPWH.CS.5 (Society and Identity) Students will understand social systems and structures and how these influence individual				
							APWH EXAM = MAY	DOK 4-Extended Thinking
Geography	Unit 1:							

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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	
AP Human G	Unit 7: Urban Design	4	12.SSAPWH.CS.3 (Geography) Students will understand the interactions and relationship between human societies and their physical environment	12.SSAPWH.SK.3 Communicating conclusions and taking informed actions	1. Why are consumer services distributed in a regular pattern? 2. Why do business services cluster in large settlements? 3. What various challenges do both inner cities and suburbs face?	AP Exam- Simulated Unit Exam	DOK 2- Skill/Concept	
			12.SSAPWH.CS.4 (Culture) Students will understand cultural and intellectual developments and interactions among societies	12.SSAPWH.SK.1 Developing questions and planning inquiries			DOK 3- Strategic Thinking	
	Unit 8: AP Exam Prep	4	12.SSAPWH.CS.3 (Geography) Students will understand the interactions and relationship between human societies and their physical environment	12.SSAPWH.SK.3 Communicating conclusions and taking informed actions	N/A			
			12.SSAPWH.CS.3 (Geography) Students will understand the interactions and relationship between human societies and their physical environment	12.SSAPWH.SK.2 Evaluating sources and gathering evidence				
Hands on Engineering	Unit 1: Social Project	8	ISTE2016.1 Empowered Learner: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.	ISTE2016.1a Articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes	What is a problem in my community? How can I design a solution for a problem in my community? How can I share my solution with the community? How can I validate my solution with different parties?	Project Presentation	3- Strategic Thinking	
			ISTE2016.2 Digital Citizen: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.	ISTE2016.2b Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.		Project Prototype	DOK 4-Extended Thinking	
			ISTE2016.3 Knowledge Constructor: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.	ISTE2016.3b Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.		Project DIY document	3- Strategic Thinking	
			ISTE2016.4 Innovative Designer: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.	ISTE2016.4c Students develop, test and refine prototypes as part of a cyclical design process.		Project Info Video	DOK 4-Extended Thinking	
			ISTE2016.5 Computational Thinker: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.	ISTE2016.5d Students understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.				
			ISTE2016.6 Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.	ISTE2016.6 Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.				
	Unit 2:							
Business Technology	Unit 6: Final Projects and Collaborative Learning	8 Weeks	ISTE2016.1 Empowered Learner: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.	ISTE2016.1d Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.	Why using Excel's features can help you keep your files protected and secure when collaborating with others on worksheets? How can Excel help you manage a collaborative project?	Excel Business Exercises	DOK 2- Skill/Concept	
			ISTE2016.5 Computational Thinker: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.	ISTE2016.5a Students formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.		Excel Business Exercises	DOK 4-Extended Thinking	
			ISTE2016.6 Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.	ISTE2016.6c Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.				
	Unit 2:							

Quarter 4								
Course	Content/Unit Title	Weeks of Instruction	Power Standards	Secondary Standards	Essential Questions use ctrl + enter to move down in the cell	Major Assessments/P rojects	DOK levels in assessment	
Bus								
Creative Design	Unit 7: Introduction to Architectural Design	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 is architectural design? How does architecture reflect the culture and values of a people? How can you communicate through architecture? What makes a house a home? What is the difference between functional and aesthetic features?	Research and basic skill projects	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.		3D modeling project	DOK 4-Extended Thinking	
			ISTE2016.6 Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.	ISTE2016.6b Students create original works or responsibly repurpose or remix digital resources into new creations.				
	Unit 8: Architectural Design Projects & Prototypes	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 is architectural design? How does architecture reflect the culture and values of a people? How can you communicate through architecture? What makes a house a home? What is the difference between functional and aesthetic features?	Architectural solution to real problems (Research, 3D Modeling, digital imaging).		DOK 4-Extended Thinking
			ISTE2016.4 Innovative Designer: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.	ISTE2016.4a Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.				
			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.				
AP Computer Science	Unit 4: Introduction to HTML and Applets Classes Continued Arrays Continued End-of- Unit/Enrichment Activities Recursion, Complexity, and Searching and Sorting Introduction to Collections Review for the AP Exam.	8	ISTE2016.1 Empowered Learner: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.	ISTE2016.1c Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.	What is an ArrayList and how does it differ with an Array? How can you search and sort objects in your programs? What are the advantages and disadvantages of using recursion in your programs?	Vowels R Us Reloaded ArrayLists, searching and sorting	DOK 4-Extended Thinking	
			ISTE2016.7 Global Collaborator: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.	ISTE2016.7b Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.		AP Practice exam questions	3- Strategic Thinking	
			ISTE2016.5 Computational Thinker: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.	ISTE2016.5c Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.			Weekly programming projects	DOK 4-Extended Thinking
							AP Labs	3- Strategic Thinking
UNIT 1: Lettering	2 weeks	VA.HS.CR.2.a Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.	VA.HS.CR.1.b Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.	"what did you know about lettering? do you know the used form lettering in art? did you know someone artist to work with lettering?"		types and size form lettering	DOK 2- Skill/Concept	
			VA.HS.CR.2.b Demonstrate awareness of ethical implications of making and distributing creative work.			poster typographic	DOK 2- Skill/Concept	
						typographic ink lettering	DOK 4-Extended Thinking	

Quarter 4							
Course	Content/Unit Title	Weeks of Instruction	Power Standards	Secondary Standards	Essential Questions use ctr + enter to move down in the cell	Major Assessments/Projects	DOK levels in assessment
PAINTING ELECTIVE 9-10-11-12 grade	UNIT 2: illustration	4 weeks	VA.HS.CR.2.a Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.	VA.HS.CR.1.b Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.	what do you know about illustration? how many techniques of illustration do you know?	animals and insects illustrations	DOK 2- Skill/Concept
				VA.HS.CR.2.b Demonstrate awareness of ethical implications of making and distributing creative work.		flowers, and landscape illustrations	DOK 2- Skill/Concept
						character cartoons illustrations	3- Strategic Thinking
						self portrait illustrations	DOK 4-Extended Thinking
	UNIT 3: typographic	1 weeks	VA.HS.CR.2.a Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.	VA.HS.CR.1.b Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.	what did you know about typographic art? did you know any artist to made art with typographic?	typographic art	DOK 2- Skill/Concept
				VA.HS.CR.2.b Demonstrate awareness of ethical implications of making and distributing creative work.		poster	3- Strategic Thinking
						infographic	DOK 4-Extended Thinking
	UNIT 4: FINAL ART ILLUSTRATION PROJECT	1 weeks	VA.HS.CR.2.a Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.	VA.HS.CR.1.b Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.	what do you need to create your own artwork? what kind of technique do you like more?	design sketch	DOK 2- Skill/Concept
				VA.HS.CR.2.b Demonstrate awareness of ethical implications of making and distributing creative work.		lettering size and 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.			
	Drawing elective 9-10-11-12 grade	Nature Drawing	2				Texture practice
			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
			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
			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 mammals 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

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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
Sculpture elective 10-11-12 grade	Unit 1:Wire drawing	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 materials can i use to make wire sculpture	Classwork : the making of the final and the sketch in the classroom	DOK 2- Skill/Concept
					How can i apply the balance theory in a wire sculpture?	Sketch wire drawing	3- Strategic Thinking
						Final wire drawing	DOK 4-Extended Thinking
					What is a kinetic sculpture?		
					What materials can be used to create a kinetic sculpture?		
	Unit 2:Acrobats	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.		Classwork : the making of the final and the sketch in the classroom	DOK 2- Skill/Concept
						Sketch acrobats	3- Strategic Thinking
						Final Acrobats	DOK 4-Extended Thinking
	Unit 3:Circus animals	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.		Classwork : the making of the final and the sketch in the classroom	DOK 2- Skill/Concept
						Sketch circus animals	3- Strategic Thinking
						Final Circus Animals	DOK 4-Extended Thinking
	Unit 4: Wire mobiles	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.		Sketch wire mobiles	3- Strategic Thinking
				VA.HS.P.1.a Analyze, select, and critique personal artwork for a collection or portfolio presentation.		Final Wire mobiles	DOK 4-Extended Thinking
						Classwork : the making of the final and the sketch in the classroom	DOK 2- Skill/Concept