

Year 2, MP 1 Goals/Unit Topics = 90 hours	Year 2, MP 1 ELA Standards	Year 2, MP 1 Math Standards
1 Audio and Video Production - 607	1. A.	1.Scaled Drawings A Standard 2.1.HS.F.4 Use units as a way to understand problems and to
2. Audio and Video Production - 601, 603, 604, 612, 614, 616	B.	guide the solution of multistep problems.
3. Audio and Video Production	C.	B. Standard 2.1.HS.F.5 Choose a level of accuracy appropriate to
4. Audio and Video Production - 603	D.	limitations on measurement when reporting quantities.
5. Audio and Video Production - 604, 605, 606, 608	E.	C. Standard 2.1.HS.F.6 Extend the knowledge of arithmetic operations and
6. Audio and Video Production - 609,	2.	apply to complex numbers.
7. Audio and Video Production - 602,	A.	2 Aspect Ratio
8. Audio and Video Production - 610, 611, 613,	B.	A. A Standard 2.1.HS.F.4 Use units as a way to understand problems
9. Audio and Video Production - 615, 617, 709, 711	C.	and to guide the solution of multistep problems.
	D.	B. B. Standard 2.1.HS.F.5 Choose a level of accuracy appropriate to
	E.	limitations on measurement when reporting quantities.
	3.	C. C. Standard 2.1.HS.F.6 Extend the knowledge of arithmetic operations
	A.	and apply to complex numbers.
	B.	3.. Aspect Ratio
	C.	A. A Standard 2.1.HS.F.4 Use units as a way to understand problems
	D.	

	<div>E.</div> <div>4.</div> <div>A.</div> <div>B.</div> <div>C.</div> <div>D.</div> <div>E.</div> <div>5.</div> <div>A.</div> <div>B.</div> <div>C.</div> <div>D.</div> <div>E.</div>	<div>and to guide the solution of multistep problems.</div> <div>B. B. Standard 2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</div> <div>C. C. Standard 2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers..</div> <div>4. Google Sheets Review</div> <div>D. Standard - CC.2.2.8.C.2 Use concepts of functions to model relationships between quantities.</div> <div>E. Standard - CC.2.2.HS.C.3 Write functions or sequences that model relationships between two quantities.</div> <div>F. Standard - CC.2.2.HS.C.6 Interpret functions in terms of the situation they model.</div> <div>5. Pixel to Color</div> <div>A. Standard - CC.2.2.8.C.2 Use concepts of functions to model relationships between quantities.</div> <div>B. Standard - CC.2.2.HS.C.3 Write functions or sequences that model relationships between two quantities.</div> <div>C. Standard - CC.2.2.HS.C.6 Interpret functions in terms of the</div>
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		<div>situation they mode</div> <div>3. Pixel to Art</div> <div>A. Standard - CC.2.2.8.C.2 Use concepts of functions to model relationships between quantities.</div> <div>B. Standard - CC.2.2.HS.C.3 Write functions or sequences that model relationships between two quantities.</div> <div>C. Standard - CC.2.2.HS.C.6 Interpret functions in terms of the situation they mode</div> <div>4. Applied Digital Skills (google Website) - Calculate Probability</div> <div>A. Standard - CC.2.2.8.C.2 Use concepts of functions to model relationships between quantities.</div> <div>B. Standard - CC.2.2.HS.C.3 Write functions or sequences that model relationships between two quantities.</div> <div>C. Standard - CC.2.2.HS.C.6 Interpret functions in terms of the situation they mode</div> <div>5. Applied Digital Skills (google Website) - Find the Mean, Median, or Mode</div>
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		<div>D. Standard - CC.2.2.8.C.2 Use concepts of functions to model relationships between quantities.</div> <div>E. Standard - CC.2.2.HS.C.3 Write functions or sequences that model relationships between two quantities.</div> <div>F. Standard - CC.2.2.HS.C.6 Interpret functions in terms of the situation they mode</div> <div>6. Applied Digital Skills (google Website) - Calculate Percentages</div> <div>A. Standard - CC.2.2.8.C.2 Use concepts of functions to model relationships between quantities.</div> <div>B. Standard - CC.2.2.HS.C.3 Write functions or sequences that model relationships between two quantities.</div> <div>C. Standard - CC.2.2.HS.C.6 Interpret functions in terms of the situation they mode</div> <div>7. Applied Digital Skills (google Website) - Making Art with Google Sheets</div> <div>D. Standard - CC.2.2.8.C.2 Use concepts of functions to model relationships between quantities.</div> <div>E. Standard - CC.2.2.HS.C.3 Write functions or sequences that model relationships between two quantities.</div>
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		<p>F. Standard - CC.2.2.HS.C.6 Interpret functions in terms of the situation they mode</p> <p>8. Perspective</p> <p>A. NUMBERS AND OPERATIONS</p> <p>Standard 2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.</p> <p>Standard 2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multistep problems.</p> <p>Standard 2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p> <p>Standard 2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers</p> <p>9. Perspective</p> <p>A. Standard - CC.2.2.8.C.2 Use concepts of functions to model relationships between quantities.</p> <p>B. Standard - CC.2.2.HS.C.3 Write functions or sequences that model relationships between two quantities.</p> <p>C. Standard - CC.2.2.HS.C.6 Interpret functions in terms of the</p>
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		situation they mode
<p>Year 2, MP 2 Goals/Unit Topics</p> <p>10. Audio and Video Production</p> <p>- 615, 617, 709, 711</p> <p>11. Audio and Video Production</p> <p>- 615, 617, 709, 711</p> <p>12. Audio and Video Production</p> <p>- 615, 617, 709, 711</p> <p>13. Audio and Video Production</p> <p>- 615, 617, 709, 711</p> <p>14. 11. Web Publishing</p> <p>- 615, 617, 709, 711</p> <p>15. Web Publishing</p> <p>- 615, 617, 709, 711</p> <p>16. Web Publishing</p> <p>- 501, 502, 506, 906</p> <p>17. Web Publishing</p> <p>- 503, 504, 505</p> <p>18. Web Publishing</p> <p>- 503,504, 505</p>	<p>Year 2, MP 2 ELA Standards</p> <p>1.</p> <p>A.</p> <p>B.</p> <p>C.</p> <p>D.</p> <p>E.</p> <p>2.</p> <p>A.</p> <p>B.</p> <p>C.</p> <p>D.</p> <p>E.</p> <p>3.</p> <p>A.</p> <p>B.</p>	<p>Year 2, MP 2 Math Standards</p> <p>1. Perspective</p> <p>A. Standard - CC.2.2.8.C.2 Use concepts of functions to model relationships between quantities.</p> <p>B. Standard - CC.2.2.HS.C.3 Write functions or sequences that model relationships between two quantities.</p> <p>C. Standard - CC.2.2.HS.C.6 Interpret functions in terms of the situation they mode</p> <p>2. Symmetry</p> <p>A. Standard - CC.2.2.8.C.2 Use concepts of functions to model relationships between quantities.</p> <p>B. Standard - CC.2.2.HS.C.3 Write functions or sequences that model relationships between two quantities.</p> <p>C. Standard - CC.2.2.HS.C.6 Interpret functions in terms of the situation they mode</p> <p>3. Symmetry - Determining Lines</p>

	<div>C.</div> <div>D.</div> <div>E.</div> <div>4.</div> <div>A.</div> <div>B.</div> <div>C.</div> <div>D.</div> <div>E.</div> <div>5.</div> <div>A.</div> <div>B.</div> <div>C.</div> <div>D.</div> <div>E.</div>	<div>A. Standard - CC.2.2.8.C.2 Use concepts of functions to model relationships between quantities.</div> <div>B. Standard - CC.2.2.HS.C.3 Write functions or sequences that model relationships between two quantities.</div> <div>C. Standard - CC.2.2.HS.C.6 Interpret functions in terms of the situation they mode</div> <div>4. Rotational Symmetry</div> <div>A. Standard - CC.2.2.8.C.2 Use concepts of functions to model relationships between quantities.</div> <div>B. Standard - CC.2.2.HS.C.3 Write functions or sequences that model relationships between two quantities.</div> <div>C. Standard - CC.2.2.HS.C.6 Interpret functions in terms of the situation they mode</div> <div>5. Reflective Symmetry</div> <div>A. Standard - CC.2.2.8.C.2 Use concepts of functions to model relationships between quantities.</div> <div>B. Standard - CC.2.2.HS.C.3 Write functions or sequences that model relationships between two quantities.</div>
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		<div>C. Standard - CC.2.2.HS.C.6 Interpret functions in terms of the situation they mode</div> <div>6. Translational Symmetry</div> <div>A. Standard - CC.2.2.8.C.2 Use concepts of functions to model relationships between quantities.</div> <div>B. Standard - CC.2.2.HS.C.3 Write functions or sequences that model relationships between two quantities.</div> <div>C. Standard - CC.2.2.HS.C.6 Interpret functions in terms of the situation they mode</div> <div>7.</div>
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Year 2, MP 3 Goals/Unit Topics	Year 2, MP 3 ELA Standards	Year 2, MP 3 Math Standards
19. Web Publishing - 709	1.CC.3.6.11-12 A,B,C,D,E,F,G,H,I . CC.3.5. 11-12.3.5.11-12	1.
20. Web Publishing - 711	A,B,C,D,E,F,G,H,I,J. A. CC.3.6.11-12.A. Write arguments focused on discipline-specific content.	A. B.
21. Web Publishing - 711	B. CC.3.6.11-12.B. * Write informative/explanatory texts, including the	C. D.
22. Web Publishing	narration of historical events, scientific procedures/ experiments, or	E.

<div><div>- 711</div><div>23. Web Publishing</div><div>- 711</div><div>24. Web Publishing</div><div>- 711</div><div>25. Web Publishing</div><div>- 711</div><div>26. Web Publishing</div><div>- 711</div><div>27. Web Publishing</div><div>- 711</div></div>	<div>technical processes.</div> <div>C. CC.3.6.11-12.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</div> <div>D. CC.3.6.11-12.D. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience</div> <div>E. CC.3.6.11-12.E. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information</div> <div>2.</div> <div>A. CC.3.6.11-12.F. Conduct short as well as more sustained research projects to answer a question (including a selfgenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</div> <div>B. CC.3.6.11-12.G. Gather relevant information from multiple authoritative</div>	<div>2.</div> <div>A.</div> <div>B.</div> <div>C.</div> <div>D.</div> <div>E.</div> <div>3.</div> <div>A.</div> <div>B.</div> <div>C.</div> <div>D.</div> <div>E.</div> <div>4.</div> <div>A.</div> <div>B.</div> <div>C.</div> <div>D.</div> <div>E.</div> <div>5.</div>
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	<p>print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation</p> <p>C. CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>D. CC.3.6.11-12.I. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>E. CC.3.5.11-12.A. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account</p> <p>3.</p> <p>A. CC.3.5.11-12.B. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a</p>	<p>A.</p> <p>B.</p> <p>C.</p> <p>D.</p> <p>E.</p>
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	<p>text by paraphrasing them in simpler but still accurate terms.</p> <p>B. CC.3.5.11-12.C. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p> <p>C. CC.3.5.11-12.D. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics</p> <p>D. CC.3.5.11-12.E. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p> <p>E. CC.3.5.11-12.F. Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved</p> <p>4.</p> <p>A. CC.3.5.11-12.G. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p>	
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	<div>B. CC.3.5.11-12.H. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information</div> <div>C. CC.3.5.11-12.I. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible</div> <div>D. CC.3.5.11-12.J. By the end of grade 12, read and comprehend science/technical texts in the grades 11–12 text complexity band independently and proficiently</div> <div>E.</div> <div>5.</div> <div>A.</div> <div>B.</div> <div>C.</div> <div>D.</div> <div>E.</div>	
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Year 2, MP 4 Goals/Unit Topics	Year 2, MP 4 ELA Standards	Year 2, MP 4 Math Standards
28. Presentation Strategies - 701, 702, 704, 706	1.CC.3.6.11-12 A,B,C,D,E,F,G,H,I . CC.3.5. 11-12.3.5.11-12	1.
29. Presentation Strategies - 710	A,B,C,D,E,F,G,H,I,J.	A.
30. Presentation Strategies - 710	A.	B.
31. Presentation Strategies - 710	B.	C.
32. Presentation Strategies - 710	C.	D.
33. Presentation Strategies - 710	D.	E.
34. Presentation Strategies - 707,708	E.	2.
35. Presentation Strategies - 707, 708	2.	A.
36. Presentation Strategies - 707,708	A.	B.
	B.	C.
	C.	D.
	D.	E.
	E.	3.
	3.	A.
	A.	B.
	B.	C.
		D.

	<div>C.</div> <div>D.</div> <div>E.</div> <div>4.</div> <div>A.</div> <div>B.</div> <div>C.</div> <div>D.</div> <div>E.</div> <div>5.</div> <div>A.</div> <div>B.</div> <div>C.</div> <div>D.</div> <div>E.</div>	<div>E.</div> <div>4.</div> <div>A.</div> <div>B.</div> <div>C.</div> <div>D.</div> <div>E.</div> <div>5.</div> <div>A.</div> <div>B.</div> <div>C.</div> <div>D.</div> <div>E.</div>
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