



Franklin Military Academy

2021-2022


Weekly Agenda

The Home of the Mighty Knights
Going From Good To Great

(H) Col. David A. Hudson, Principal



*Interested in teaching in an Alternative Program/setting?
RPS teachers please apply!*

<i>Program</i>	<i>Details</i>	<i>Teacher Pay</i>	<i>Location and Hours</i>
SOL Academy	The SOL/WISE Academy provides remediation for students who have passed an EOC test, but have not yet passed the SOL. Teachers are needed for Algebra 1, World History 1, Biology, English Writing, WISE, Geometry, VA/US History, Earth Science, English Reading, Workplace Readiness, World Geography Schedule	\$30/hr	2021-2022 teachers will meet with students in the evenings over Google Meet the week before testing (see schedule linked at bottom)
Secondary Success Center  Rebecca M. Fox rfox2@rvaschools.net	The Secondary Success Center gives students who have dropped out of Richmond Public Schools an opportunity to complete high school or earn a High School Equivalency Diploma outside of the traditional comprehensive high school setting. Link to registration form for STUDENT to fill out: bit.ly/rpssuccessinterest Secondary Success Center Information	\$30/hr Number of hours based on number of students	Huguenot HS starting fall 2021 Mondays and Wednesdays 6:00 p.m. to 8:30 p.m.
Early Bird - FLOAT	Flexible Learning Opportunities & Academic Time is an optional support program for select RPS high school students. Support Focus during Early Bird time	\$30/hr	(7:45 a.m. - 8:30 a.m.)
Evening - FLOAT	Flexible Learning Opportunities & Academic Time is an optional support program for select RPS high school students. Credit Focus - Monday and Wednesday evenings, 6:00 p.m. - 8:30 p.m. (for initial credit courses so students can catch up)	\$30/hr	See credit or support focus times

MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH



Franklin Military Academy
701 North 37th Street
Richmond, Virginia 23223
Telephone (804) 780-8526
Fax (804) 780-8054

Office of The Principal

	Support Focus - Tuesday and Thursday evenings, 6:00 p.m. - 8:30 p.m. Support for modules or classes		
Con Ganas Jennifer Blackwell jblackwe@vaschools.net	<p>¡Con Ganas! is a year-round program designed for ELs in which traditional day classes do not meet educational needs due to: Work-related needs; Child-care needs; Over-age and under-credited circumstances; Other personal urgent circumstances</p> <p>Link to registration form for STUDENT to fill out: bit.ly/ConGanasRPS</p> <p>Con Ganas Information</p>	\$30/hr	Huguenot HS starting fall 2021 Mondays and Wednesdays 6:00 p.m. to 8:30 p.m.

Teachers needed for all HS subjects

[Alternative Education Teacher Interest Form](#) - fill out this form if you are interested in supporting students in Alternative programs. All hiring based on enrollment. You will need to have a supervisor send a recommendation to rfox2@vaschools.net. *Must be a licensed teacher. Hiring will be done for one marking period at a time, and reviews will take place to determine if a teacher continues. Detailed logs must be kept for each student.

MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH

SOL Academy 2021-2022

Remediation on Google Meet with teachers - testing on site at school

*extra remediation for students in a course AND remediation for students not enrolled in a course

Academy	Remediation dates and times	Location
EOC Writing - Semester 1 English 11 and Term Grads Testing October 20-21, 2021	October 11-14, 2021 Monday through Thursday 6:00 p.m. - 8:30 p.m.	Google Meet - links will be shared with students by teacher
EOC Writing - Semester 1 Term Grads 2nd attempt Testing December 1-2, 2021	November 29-30, 2021 Monday and Tuesday 6:00 p.m. - 8:30 p.m.	Google Meet - links will be shared with students by teacher
Sci/SS/Math/Reading - Semester 1 (Non-Writing SOLs) Testing January 10-13, 2022	January 3-6, 2022 Monday through Thursday 6:00 p.m. - 8:30 p.m.	Google Meet - links will be shared with students by teacher
Sci/SS/Math/Reading - Semester 1 (Non-Writing SOLs) (Non-Writing SOLs- retesters who are not enrolled in course) Testing January 14-21, 2022	January 10-13, 2022 Monday through Thursday 6:00 p.m. - 8:30 p.m.	Google Meet - links will be shared with students by teacher
EOC Writing - Semester 2 English 11 and Term Grads Testing March 16-17, 2022	March 7-10, 2022 Monday through Thursday 6:00 p.m. - 8:30 p.m.	Google Meet - links will be shared with students by teacher
EOC Writing - Semester 2 Term Grads 2nd attempt Testing April 20-21, 2022	April 19, 2022 Tuesday 6:00 p.m. - 8:30 p.m.	Google Meet - links will be shared with students by teacher
WISE - Semester 2 Testing May 9-13, 2022	May 2, 4-5, 2022 Monday, Wednesday, Thursday 6:00 p.m. - 8:30 p.m.	Google Meet - links will be shared with students by teacher
Sci/SS/Math/Reading - Semester 2 (Non-Writing SOLs- Term Grads only not enrolled in course) Testing May 16-20, 2022	May 9-12, 2022 Monday through Thursday 6:00 p.m. - 8:30 p.m.	Google Meet - links will be shared with students by teacher
Sci/SS/Math/Reading - Semester 2 (Non-Writing SOLs) Testing April 23-26, 2022	May 16-19, 2022 Monday through Thursday 6:00 p.m. - 8:30 p.m.	Google Meet - links will be shared with students by teacher
Sci/SS/Math/Reading - Semester 2 (Non-Writing SOLs) (Non-Writing SOLs- retesters who are not enrolled in course) Testing May 27-June 3, 2022	May 23-26, 2022 Monday through Thursday 6:00 p.m. - 8:30 p.m.	Google Meet - links will be shared with students by teacher

****REGISTRATION FOR THE SOL ACADEMY MUST BE COMPLETED BY THE STUDENT AFTER MEETING WITH SCHOOL COUNSELOR TO VERIFY NEEDED TESTS.**

- [SOL Academy student sign up link](https://shorturl.at/fsuCN) - (shorturl.at/fsuCN)

MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH

Reminders

Early Dismissal October 15th

BACK TO SCHOOL NIGHT

Wednesday, September 29, 2021 (Middle School Only) 6:00 p.m.

Thursday, September 30, 2021 (High School Only) 6:00 p.m.

Meet your cadet's teachers and hear about the upcoming school year.

Hear about Franklin Military Academy
Title I Program & Community In Schools

Learn How To Join the PTSA and Meet the PTSA Board Members

Hear about this year's PTSA fundraisers.

[Link To The Virtual Meetings](#)



MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH

Happy Birthday

Johnetta Guishard-September 9th

Tiffany Fierson – September 10th

Haeyun Kim – September 24th

Andrew Giffin - September 22nd





BOYS & GIRLS CLUB

BACK2SCHOOL™

Back to School will look different this year.

Register Today for After-school Programs

Transportation provided from select schools! Annual membership applications are \$15 a year, and programming is \$50 a month. Scholarships are available for income-qualifying individuals.

Programs and Activities

- Education & Career
- Health & Life Skills
- Character & Leadership
- Sports & Fitness
- Morality & Values
- Arts & Culture

Ages

6-18

Hours

2:30 pm - 6:30 pm

Contact Us

The Salvation Army Boys & Girls Club

3701 R Street, Richmond, VA 23223

Enroll today: <https://online.traxsolutions.com/bgcrsa/main>
salvationarmybgc.org/rva, (804)222-3122



**Mandatory parent
orientation
Wednesday,
September 1 at
6:30 PM**

**Providing pick up
service for Bellevue,
Chimborazo, and Henry
Marsh. All other school
must provide their own
transportation.**

**SPOTS ARE
LIMITED!**

**Whatever
It Takes to
Build Great
Futures.**

Franklin Military Academy

Please Join Us Virtually

First PTSA Meeting of the Year

BACK TO SCHOOL NIGHT

Wednesday, September 29, 2021 (Middle School Only) 5:00 p.m.

Thursday, September 30, 2021 (High School Only) 5:00 p.m.

Meet your cadet's teachers and hear about the upcoming school year.

Hear about Franklin Military Academy
Title I Program & Community In Schools

Lear How To Join the PTSA and Meet the PTSA Board Members

Hear about this year's PTSA fundraisers.

[Link To The Virtual Meetings](#)

[Wednesday, September 29, 2021 at 6:00 p.m. - Middle School](#)

[Thursday, September 30, 2021 at 6:00 p.m. - High School](#)

The poster features a blackboard background with a white torn-edge paper strip at the top. On the paper strip, the Wawa logo is in red, followed by 'Cheers to Classrooms' in a mix of script and bold sans-serif fonts. To the left of this text are four black dots. Below the paper strip, a red Wawa coffee cup with a white bird logo and 'Wawa' text is shown. To the left of the cup is an orange crayon, and to the right is a blue crayon. The word 'FREE' is written in large, bold, red letters. Below it, the text 'Coffee for Teachers & School Administration' is in bold red. Further down, 'Any Size, Any Store, Any Time from September 1 – 30, 2021' is in a smaller red font. The bottom section has a yellow background with black text stating: 'We're proud to support teachers and school administration who educate, guide, and inspire children across our area this September.' This is followed by: 'During our month-long celebration, Wawa will fund classroom projects and resources, totaling up to \$25,000, through [DonorsChoose.org](https://www.donorschoose.org).' The final line reads: 'All 940 Wawa stores have selected local schools to bring Wawa goodies and cheer for the new school year!'

Wawa
Cheers to
Classrooms

FREE

**Coffee for Teachers &
School Administration**

Any Size, Any Store, Any Time from September 1 – 30, 2021

We're proud to support teachers and school administration who educate, guide, and inspire children across our area this September.

During our month-long celebration, Wawa will fund classroom projects and resources, totaling up to \$25,000, through [DonorsChoose.org](https://www.donorschoose.org).

All 940 Wawa stores have selected local schools to bring Wawa goodies and cheer for the new school year!

Franklin Military Academy Chain of Command

Chain of Command

Battalion commander- Diggs
Battalion XO- Johnson
Command Sergeant Major- Greene
S1- Watson 2 junior Asia & Carshay
S2- Hunt
S3- Eubanks/Guishard
S4- Porter
S5- Maday

Alpha Commander- Artis
Alpha XO- Jones
Alpha 1st sergeant- Harris-McKenzie

Bravo commander- Cotman
Bravo XO- Mahki Tyler
Bravo 1st sergeant- Goodwyn

Charlie Commander- Bolden-Jones
Charlie XO- Xavier Coleman
Charlie 1st sergeant- Cheatham

Rats Commander- Warren
Rats XO- Booker
Rats 1st sergeant- Duguid

Middle School Commander- Wyche
Middle school XO- Clark
Middle school helpers(6 needed any grade)- Williams, Hatchett, Goode, Argueta-Islas, Farley

From Mr. Wenberg (ITRT) – Update Mr. Wenberg’s Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
AM	Thomas Jefferson HS	George Wythe HS	Thomas Jefferson HS	Franklin Military Academy	George Wythe HS
PM	Thomas Jefferson HS	Thomas Jefferson HS	Franklin Military Academy	Franklin Military Academy	George Wythe HS

On Tuesdays and Wednesdays, I will be traveling between buildings so it is possible that I could be late arriving at my afternoon building.

You can access the [appointment calendar here](#). *You will need to be logged into your RPS account to see the calendar.*

You can access the appointment calendar and other resources on [my ITRT website](#). *You will need to be logged into your RPS account to access the site.*

[Please watch this short video](#) before you book any appointments using the calendar I've set up.

Lunch Schedule Update

Please ensure that you go to lunch on time so that we stay on schedule. The times listed are the time you are to arrive in the cafeteria. Please place garbage cans outside of rooms by the end of lunch.

Middle School Lunch 12:42 – 1:07

Corey 109	12:42
Watson 107	12:45
Guishard Media Center	12:47
Gilliam 106	12:50
Dubinsky 104	12:53
Clarke	12:55
Bush 101	12:57
Corey 202	1:00
Paschall 210	1:03
Barclay 206	1:05
Carter 308	1:06

High School Lunch 1:19 – 1:44

James 203B	1:19
Lindley 311	1:21
Nunez 301	1:23
Day 303C	1:25
Simons 209	1:28
Diaz 204B	1:31
Pomier 203A	1:33
Williams 307	1:35
Wester 310	1:37
Richardson Gym	1:40
Kim 305	1:42

Formation Lunch Schedule

MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH

Office of The Principal

Please ensure that you go to lunch on time so that we stay on schedule. The times listed are the time you are to arrive in the cafeteria. Please place garbage cans outside of rooms by the end of lunch.

Middle School Lunch 12:24-12:49

Corey 109	12:24
Watson 107	12:27
Guishard Media Center	12:30
Gilliam 106	12:33
Dubinsky 104	12:36
Clarke	12:40
Bush 101	12:43
Corey 202	12:46
Paschall 210	12:50
Barclay 206	12:53
Carter 308	12:56

High School Lunch 1:00-1:25

James 203B	1:00
Lindley 311	1:03
Nunez 301	1:05
Day 303C	1:09
Simons 209	1:12
Diaz 204B	1:15
Pomier 203A	1:18
Williams 307	1:21
Wester 310	1:24
Richardson Gym	1:26
Kim 305	1:30

MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH

RPS High School

2021-22 Two-Hour Early Dismissal Bell Schedule

<i>Period</i>	<i>Time</i>	<i>Minutes</i>
Morning Arrival <i>(Breakfast in the cafeteria or from kiosks to take to 1st period)</i>	8:45am-9:00am	15
1st Period	9:05am-10:10am	60
2nd Period	10:15am-11:20am	60
3rd Period & Lunch	11:25am-12:30pm	90
<u>Lunches</u> First Lunch Second Lunch Lunches Will Be Called	12:30pm-2:00pm	25 25 25
4th Period	12:30pm-2:00pm	56
Dismissal	2:00pm	N/A

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RPS High School

2021-2022 Regular Bell Schedule

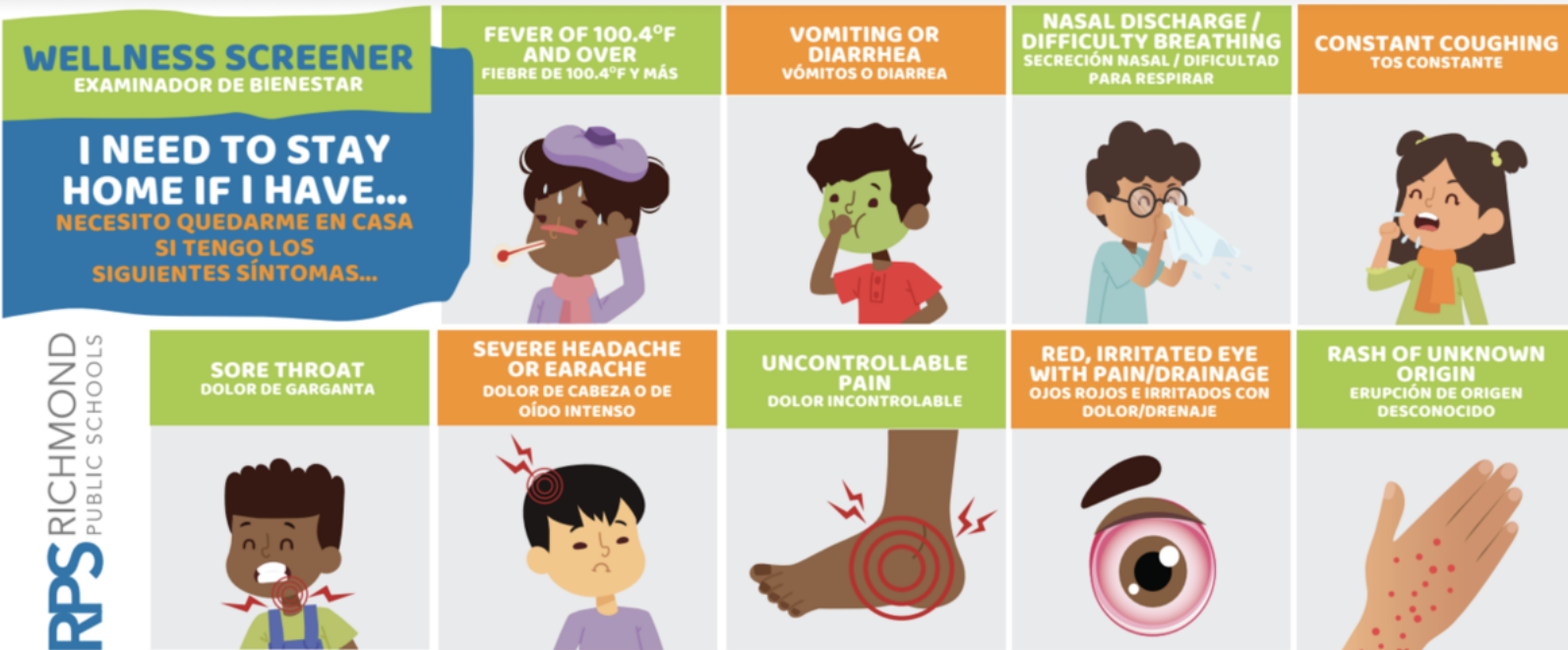
<i>Period</i>	<i>Time</i>	<i>Minutes</i>
Morning Arrival <i>(Breakfast in the cafeteria or from kiosks to take to 1st period)</i>	8:45am-9:00am	15
1st Period	9:05am-10:39am	94
2nd Period	10:44am-12:18pm	94
3rd Period & Lunch	12:23pm-2:21pm	118
<u>Lunches</u> First Lunch Second Lunch	12:42pm-1:07pm 1:19pm-1:44pm	25 25
4th Period	2:26pm-4:00pm	94
Dismissal	4:00pm	N/A

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Draft Bell Schedule 2021-2022
Formation
Franklin Military Academy

PERIOD	TIME	MINUTES
Arrival / Breakfast / Lockers	8:30 - 8:45	15
Community Circle / Formation (after Nov)	8:45 -9:00	15
1st Period	9:00 - 10:29	89
2nd Period	10:32 -12:01	89
3rd Period / Lunches	12:04 - 1:58	114 (89 instructional + lunch)
<i>1st Lunch</i>	12:24 - 12:49	25
<i>2nd Lunch</i>	1:00 - 1:25	25
4th Period	2:01 - 3:30	89
Formation (Until Nov)	3:30 - 4:00	30
Dismissal	4:00	

MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH



Some reminders about COVID rules:

- Quarantine is 14 days. While the VDH allows some flexibility in quarantine length in unique circumstances, we are not “eligible” for those given our community transmission rate. No negative test is required to return from quarantine (just no symptoms).
- Quarantine is NOT required for vaccinated individuals (students and staff) with no symptoms. A test is recommended (not required) between Day 3-5. The individual should not stay home while they are waiting for results.
- Isolation (for positive individuals) is 10 days. No negative test is needed to return (just no symptoms).

MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH

Emergency Alerts

Lock & Hide

Crisis Condition

Return to class and secure door

Lock & Teach

Trouble in the local area

Secure your classroom /office

Continue teaching until future notice

Lock & Check

Bomb threat procedures

Evacuate

Exit building due to an emergency

Take Fire Exit Route

Make Preparations To Depart For Primary/Alternate

Shelter location

Restrictive Movement

Only essential personnel may move freely

Shelter In Place

Report to designated areas

Assume required position(s)

Reverse Evacuation

Return to your facility

Normal Operation

Return to business as usual

Attention, Attention this is not a drill

MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH



Soccer Schedule

Pick up times for all games is 2:15p

<u>Date</u>	<u>Location</u>	<u>Opponents</u>
October 5, 2021		
4:00p	Henderson	MLK vs Henderson
4:00p	River City	Brown vs River City
4:00p	Franklin	Binford vs Franklin
4:00p	Albert Hill	Boushall vs Albert Hill
October 7, 2021		
4:00p	Albert Hill	MLK vs Albert Hill
4:00p	Henderson	Brown vs Henderson
4:00p	River City	Binford vs River City
4:00p	Franklin	Boushall vs Franklin
October 14, 2021		
4:00p	MLK	Franklin vs MLK
4:00p	Brown	Albert Hill vs Brown
4:00p	Henderson	Binford vs Henderson
4:00p	Boushall	River City vs Boushall
October 19, 2021		
4:00p	MLK	River City vs MLK
4:00p	Brown	Franklin vs Brown
4:00p	Albert Hill	Binford vs Albert Hill

MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH

4:00p	Boushall	Henderson vs Boushall
October 21, 2021	MLK	Binford vs MLK
4:00p	Boushall	Brown vs Boushall
4:00p	River City	Henderson vs River City
4:00p	Franklin	Albert Hill vs Franklin
October 26, 2021	Brown	Binford vs Brown
4:00p	Albert Hill	Henderson vs Albert Hill
4:00p	Boushall	MLK vs Boushall
4:00p	River City	Franklin vs River City
4:00p	Brown	MLK vs Brown
October 28, 2021	TBA	Tournament Round 1
4:00p		
November 3, 2021	TBA	Tournament Round 2
4:00p		
November 10, 2021	Armstrong	Tournament Championship
TBD		



League Commissioners

Dr. Stefanie Ramsey - sramsey@rvaschools.net

Travis Amos - tamos@rvaschools.net

Please report all scores to tamos@rvaschools.net

MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH

Girls' Basketball

Pick up times for all game is 2:15p

<u>Date</u>	<u>Location</u>	<u>Opponents</u>
October 5, 2021		
4:00p	River City	Binford vs River City
4:00p	Henderson	Albert Hill vs Henderson
4:00p	MLK	Franklin vs MLK
4:00p	Brown	Boushall vs Brown
October 7, 2021		
4:00p	Henderson	Binford vs Henderson
4:00p	Albert Hill	Franklin vs Albert Hill
4:00p	MLK	Brown vs MLK
4:00p	River City	Brown vs River City
October 12, 2021		
4:00p	Binford	Albert Hill vs Binford
4:00p	MLK	Boushall vs MLK
4:00p	Franklin	Brown vs Franklin



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Office of The Principal

4:00p	River City	Brown vs River City
October 14, 2021	Brown	Binford vs Brown
4:00p		
	Albert Hill	River City vs Albert Hill
4:00p		
	Henderson	MLK vs Henderson
4:00p		
	Franklin	Boushall vs Franklin
4:00p		
October 19, 2021	Binford	MLK vs Binford
4:00p		
	Boushall	Albert Hill vs Boushall
4:00p		
	River City	Franklin vs River City
4:00p		
	Henderson	Brown vs Henderson
4:00p		
October 21, 2021	Binford	Henderson vs Binford
4:00p		
	Franklin	Albert Hill vs Franklin
4:00p		
	Brown	MLK vs Brown
4:00p		
	Boushall	River City vs Boushall
4:00p		
October 26, 2021	Binford	Franklin vs Binford
4:00p		
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4:00p	Albert Hill	MLK vs Albert Hill
4:00p	Brown	River City vs Brown
4:00p	Boushall	Henderson vs Boushall
October 28, 2021 4:00p	Boushall	Binford vs Boushall
4:00p	Albert Hill	Brown vs Albert Hill
4:00p	MLK	River City vs MLK
4:00p	Franklin	Henderson vs Franklin
November 1, 2021 4:00p	TBA	Tournament Round 1
November 3, 2021 4:00p	TBA	Tournament Round 2
November 9, 2021 TBA	John Marshall	Tournament Championship

League Commissioners

Dr. Stefanie Ramsey - sramsey@rvaschools.net

Travis Amos - tamos@rvaschools.net

*****Please report all scores to tamos@rvaschools.net*****

MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH

Good Apple Award

September 8, 2021

**SGT 1st Class Kelvin Gilliam
MAJ Zonita James
CPT Melody Reives
COL. Carlton Day**



September 23, 2021

School Day Starts 8:30 a.m. – 4:30 p.m.
Certified Staff has to work 8hrs a Day
Let me know if you are arriving or leaving early
Assessments For September

Assessment	Grades	Window
VA Growth Assessments	6-8	September 27-October 8
EL Mid & End Unit Assessments	6-8	Various (see MS Visual)
Eureka Mid & End Unit Assessments	6-8	Various (see MS Visual)
Science Amplify Unit Assessments	6-8	Various (see MS Visual)
WIDA - Fall	6-8	September 13-24
WIDA - Fall	9-12	September 13-24

Thanks for Making Our School a Safe Environment
Duties
September 20th - 24th, 2021

- All teachers need to be at your doors to welcome students
- Have them line up 3 feet or more apart.
- Make sure they have their mask on
- Please follow the same steps for each class. An announcement will be made to change classes.
- Students are to walk on the right in the halls.
- Please take a roll at each period. Due to delays in moving to class for safety, start making students tardy ten minutes after classes are released.
- Attendance is extremely important. Make sure you make contact with parents when a student is absent.

MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH

Office of The Principal

Franklin Military Academy

EXCEPTIONAL EDUCATION DEPARTMENT | SEMESTER 1

SCHEDULES

*****Schedules subject to change as needed*****

Maj. Claiborne Schedule

SECTION	Subject
BLOCK 1	303B, and Williams
BLOCK 2	Walker (Odd days) Smith (Even days), meetings
BLOCK 3	Consultations, Lunch
BLOCK 4	Thornton



Cpt. Loney Schedule

SECTION	Subject,
BLOCK 1	Kim, Paschall
BLOCK 2	Consultations, meetings
BLOCK 3	Paschall, lunch
BLOCK 4	Lindley, Wester

Cpt. Scott Schedule

SECTION	Subject
BLOCK 1	Carter, Giffin, Elie, Bush
BLOCK 2	Nunez, Hylton, Watson
BLOCK 3	Barclay, Dubinsky, Watson, Carter, lunch
BLOCK 4	Barclay/Watson/Giffin/Elie

MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH

DR. J. SMITH'S WEEKLY SCHEDULE 09/20/2021

Monday	Walk through Scheduling
Tuesday	Biweekly Edgenuity meeting 10:00 Walk through
Wednesday	Attendance 10:00 Walk through Meet with New teachers
Thursday	Eligibility 10:00 Walk through
Friday	Walk through SBIT forms due

Classes will continually be monitored as a support. Please ensure that your google classrooms are set up. Be sure to send your links to all persons coming into your classroom.



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WEEKLY AGENDA

Department Meeting Wednesday

Wednesday - September 22, 2021

Allergy Meeting September 23rd – Please let parents know that the meeting will be on Thursday at 4:15 p.m. in the Auditorium.

Vocabulary in Action

Word ^{of} the Week

Democracy

Definition

- 1a:** government by the people *especially* : rule of the majority
- b:** a government in which the supreme power is vested in the people and exercised by them directly or indirectly through a system of representation usually involving periodically held free elections
- 2:** a political unit that has a democratic government
- 3** *capitalized* : the principles and policies of the Democratic party in the U.S. from emancipation Republicanism to New Deal Democracy— C. M. Roberts
- 4:** the common people especially when constituting the source of political authority
- 5:** the absence of hereditary or arbitrary class distinctions or privileges

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Office of The Principal

Bus Duty A.M. – SGT. Gilliam and Mr. Mills
BREAKFAST Grab & Go Breakfast. St

All lunches will be in the classroom until SPMT meets on Tuesday

Bus Duty: Administration, 2:45 p.m, COL Day (M street), SFC Thornton (N Street), SSG Jefferson (37th Street), SSG Guishard (Floater), Administration 37th Street

Bus Dismissal

Bus lineup

M Street

271

312

359

Front of the school 37th Street

163

317

273

N Street

222

014

MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH

Office of The Principal

Monday - September 20, 2021

- **Make sure you are maintaining the seating charts**
- **Make positive calls home**
- **Administration will be doing walkthroughs**
- **Lesson plans should be in Google Docs**
- **Admin Meeting - 9:15 a.m.**
- **Senior Class Meeting 10:00 a.m. – Cafeteria – Please make sure a seating chart is completed**
- WIDA Assessment for student not assessed last spring
- Classroom Observation Starts
- Lesson plans due in Google Docs Today by 3:00 p.m.
- Detention G. Williams
- Hudson's Classroom Observation [Link](#) - The first observation is by invitation from the teacher. Please see evaluation schedule on the agenda.
- After School Sports Start For Middle School – *Waiting to hear from transportation*

Tuesday - September 21, 2021

- **Make sure you are maintaining the seating charts**
- **Make positive calls home**
- **Administration will be doing walkthroughs**
- **Lesson plans should be in Google Docs**
- **Superintendent Meeting – 4:00 p.m.**
- **Extended Day Activities**
- Hudson's Classroom Observation [Link](#) - The first observation is by invitation from the teacher. Please see evaluation schedule on the agenda.

Wednesday - September 22, 2021

- **Make sure you are maintaining the seating charts**
- **Make positive calls home**
- **Administration will be doing walkthroughs**
- **Lesson plans should be in Google Docs**
- Hudson's Classroom Observation [Link](#) - The first observation is by invitation from the teacher. Please see evaluation schedule on the agenda.
- **SPMT Meeting 4:00 p.m.**
- **Formation Schedule**
- **Extended Day Activities**

MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH

Formation Franklin Military Academy

PERIOD	TIME	MINUTES
Arrival / Breakfast / Lockers	8:30 - 8:45	15
Community Circle / Formation (after Nov)	8:45 - 9:00	15
1st Period	9:00 - 10:29	89
2nd Period	10:32 - 12:01	89
3rd Period / Lunches	12:04 - 1:58	114 (89 instructional + lunch)
<i>1st Lunch</i>	12:24 - 12:49	25
<i>2nd Lunch</i>	1:00 - 1:25	25
4th Period	2:01 - 3:30	89
Formation (Until Nov)	3:30 - 4:00	30
Dismissal	4:00	

Thursday - September 23, 2021

- **Make sure you are maintaining the seating charts**
- **Make positive calls home**
- **Administration will be doing walkthroughs**
- **Lesson plans should be in Google Docs**
- **Principal's Meeting 10:00 a.m.**
- Allergy Faculty Meeting 4:15 p.m. – Auditorium
- Hudson's Classroom Observation [Link](#) - The first observation is by invitation from the teacher. Please see evaluation schedule on the agenda.

Friday - September 24, 2021

- **Make sure you are maintaining the seating charts**
- **Make positive calls home**
- **Administration will be doing walkthroughs**
- **Lesson plans should be in Google Docs**
- **Lead Teachers your teaming log is due**

MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH

Office of The Principal

- Hudson's Classroom Observation [Link](#) - The first observation is by invitation from the teacher. Please see evaluation schedule on the agenda.
- **Voting For Senior Class Officers**

Bell Schedule 2021-2022 Formation Franklin Military Academy

PERIOD	TIME	MINUTES
Arrival / Breakfast / Lockers	8:30 - 8:45	15
Community Circle / Formation (after Nov)	8:45 - 9:00	15
1st Period	9:00 - 10:29	89
2nd Period	10:32 - 12:01	89
3rd Period / Lunches	12:04 - 1:58	114 (89 instructional + lunch)
<i>1st Lunch</i>	12:24 - 12:49	25
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4th Period	2:01 - 3:30	89
Formation (Until Nov)	3:30 - 4:00	30
Dismissal	4:00	

MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH

FRANKLIN MILITARY SCHOOL – DAVID A. HUDSON

	Day	Time
Team Planning		
Faculty Meeting	THURSDAYS -	4:15 p.m.
Leadership Team Meeting	When Planned	4:15 P.M.
Graduation Meetings	THURSDAY	4:15 P.M.
Professional Development	Every Thursday	4:15 p.m.
School Planning and Management Team	1 ST WEDNESDAY OF THE MONTH	4:15 P.M.
Child Study Team	TUESDAY	ALL-DAY
Grade Level Planning	WEDNESDAY	ALL-DAY
Attendance Meeting	Wednesday	10:00 a.m.
Thursday Meeting 1 st Week	Instructional & Safety Priorities	Sept. 16 4:15 p.m.
Thursday Meeting 2 nd Week	School Climate and Culture Committee	Sept. 16 3:00 p.m.
Thursday Meeting 3 rd Week	Instructional Priorities	TBA
Thursday Meeting 4th Week	Faculty Meeting	Sept. 16 3:00 p.m.

MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH

Franklin Military Academy – Evaluation Schedule

First	Last	Email Address	Room	Evaluator
Jonathan	Ashe	jashe@rvaschools.net	105	Hudson
Clara	Bannister	cbannister@rvaschools.net	MEDIA	Smith
John	Barclay	jbarclay@rvaschools.net	206B	Hudson
Nathaniel	Belton	nbelton@rvaschools.net	OFFICE	Smith
Meredith	Bush	mbush@rvaschools.net	101	Smith
Gilbert	Carter	gcarter3@rvaschools.net	308	Hudson
Denise	Claiborne	dclaibor@rvaschools.net	207A	Smith
Shanice	Clarke	sclarke2@rvaschools.net	102	Smith
Christal	Corey	ccorey@rvaschools.net	109	Hudson
David	Corey	dcorey@rvaschools.net	202	Hudson
Carlton	Day	cday@rvaschools.net	303C / OFFICE	Hudson
Natalie	Diaz	ntaylor2@rvaschools.net	204B	Smith
Theodore	Dubinsky	tdubinsk@rvaschools.net	104	Smith
Daniel	Elie	delie@rvaschools.net	103	Smith
Tiffany	Frierson	tfrierso@rvaschools.net	101A	Smith
Chau	Gadson	lgadson@rvaschools.net	OFFICE	Hudson
Andrew	Giffin	agiffin@rvaschools.net	306	Smith
Kelvin	Gilliam	kgilliam@rvaschools.net	106	Hudson
Kim	Gray	kgray@rvaschools.net		Smith
Johnetta	Guishard	jguishar@rvaschools.net	106	Hudson
Adrianne	Hairston	ahairsto@rvaschools.net	OFFICE	Hudson
Sandra	Hayward-Jones	shayward@rvaschools.net	309A	Hudson
David	Hudson	dhudson2@rvaschools.net	OFFICE	
Amitie	Hylton	amitiehylton@gmail.com	205	Smith
Michael	Jamison	mjamiso2@rvaschools.net	204A	Hudson
Zonita	James	zjames@rvaschools.net	203B	Smith
Clinton	Jefferson	cjeffer2@rvaschools.net	309B	Hudson
Haeyum	Kim	hkim@rvaschools.net	305	Hudson
Eric	Lindley	elindley@rvaschools.net	311	Hudson
Special	Loney	sloney@rvaschools.net	207A	Smith
Eric	Martin	emartin3@rvaschools.net	OFFICE	Smith
Carine	Memine	cmemine@rvaschools.net	309A	Hudson
Dominique	Menefee	dmenefee@rvaschools.net	206A	Smith
Valerie	McConnico	Vmcconni@rvaschools.net	Cafeteria	Hudson
George	Mills	gmills2@rvaschools.net	106	Hudson
John	Nunez	jnunez@rvaschools.net	301	Hudson
Kathy	Paschall	kpaschal@rvaschools.net	210	Hudson
James	Patterson	jpatters@rvaschools.net	OFFICE	Smith
Jose'	Pomier	jpomier@rvaschools.net	203A	Hudson
Melody	Reives	mreives2@rvaschools.net	302	Smith
			OFFICE 301A	
Travis	Richardson	trichard@rvaschools.net	102	Hudson
Shaia	Scott	shaiascott2@gmail.com	207A	Smith
Mary	Simons	msimons@rvaschools.net	209	Hudson
Jennifer	Smith	jdavis5@rvaschools.net	109A	Hudson
Naiia	Smith	nsmith6@rvaschools.net	207	Smith
Brian	Taylor	btaylor2@rvaschools.net	208	Hudson
Herman	Taylor	htaylor@rvaschools.net	OFFICE	Hudson
			303B	
Leon	Thornton	lthornto2@rvaschools.net	108	Hudson
Nikitria	Walker	nwalker@rvaschools.net	304	Smith
William	Watson	wwatson@rvaschools.net	107	Hudson
Mark	Wenberg	mwenberg@rvaschools.net	OFFICE	Hudson
Matthew	Wester	mwester@rvaschools.net	310	Hudson
Danielle	White	dwhite4@rvaschools.net	201	Smith
Robin	Williams	rwillia8@rvaschools.net	307	Smith
Randa	Elswick	relswick@rvaschools.net	Nurse Office	Hudson

MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH

FRANKLIN MILITARY ACADEMY
PLEASE MAKE SURE DATA IS TURNED IN ON TIME
Bi-Weekly Schedule Subject To Change
2021-2022

August 24th – 1st Day For Virtual Academy

Data Due - September 24th (Bring Data To Data Meeting)

*October 15, 2021– Professional Development Day – Student Early Dismissal

Data Due -October 22nd (Bring Data To Grade Level Meeting)

**November 2nd & 4th – School Closed For Staff & Students

November 5, 2021 – No School For Students - Teachers will report to have parent/caregiver conference

Data Due - November 19th (Bring Data To Grade Level Meeting)

** School Closed For Thanksgiving November 24th – 26th

*December 3, 2021– Professional Development Day – Student Early Dismissal

** School Closed For Winter Holiday December 22nd – December 31, 2022

** School Closed For Martin L. King Birthday – January 17, 2022

Data Due -January 27th (Bring Data To Grade Level Meeting)

*January 28, 2022 – Professional Development Day – Student Early Dismissal

** January 31, 2022 - School Closed For Students - Teacher Work Day

** February 21, 2022 - School Closed President Day

Data Due - February 25th (Bring Data To Grade Level Meeting)

*March 4th – Early Release Day For Students – Professional Development For Teachers

*March 18th Parents & Caregiver Conference – School Closed For Students

Data Due - March 25, 2022 (Bring Data To Grade Level Meeting)

**April 4th – April 8th - Spring Break – School Closed For Students & Teachers

12th Month Employees Report To Work

** April 18, 2022 - School Closed For Students & Teachers – Easter Monday

Data Due - April 22nd (Bring Data To Grade Level Meeting)

** May 3, 2022 - School Closed For Students & Teachers – Eid al - Fitr

** May 30, 2022 - School Closed For Students & Teachers – Memorial Day

** June 20, 2022 - School Closed For Students & Teachers – Juneteenth

*June 24, 2022 – Early Dismissal for Students



MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH

Office of The Principal

Important Dates

September 20, 2021 – June 2022

Formal Observations and Informal Observations

Emergency Plans (10 Days of Enrichment and Stimulating Activities That Will Increase Academic Achievement) Make sure you place emergency procedures and place in plans that sub cannot leave the building unless they are permitted principal/assistant principal.

September 17, 2021– Sign Up For Committees

Please sign up for at least three committees.

September 27, 2021– Classroom Vision (Posted)

Teachers, make sure the students in your class come up with a classroom vision. The classroom vision needs to be posted in your classroom. Students may come up with their vision, but you will be required to have one for the entire class.

Goal (s) Meetings Submission

October 8, 2021- Submission of the Goal Setting for Student Progress Form 1st Quarter)

Teachers complete a draft of procedures and schedule a meeting with their evaluators to look at the available data from performance measures and discuss the proposed goal. Each year, teachers are responsible for submitting their goals to me by October 8, 2021.

February – 4, 2021 – Review 1st Semester Goal and Identify 2nd Semester New Goal

A mid-year review of progress on the goal is held for all teachers. At the principal's discretion, this review may be conducted through peer teams, assistance from the evaluator, teacher-led conversations at a faculty meeting or professional development day, or in another format that promotes collegiality and reflection. The mid-year review should be held by February 14, 2019. It is the principal's responsibility to establish the format and select the time of the review.

February 14, 2022- Submission of the Goal Setting for Student Progress Form 1st Quarter)

Teachers complete a draft of procedures and schedule a meeting with their evaluators to look at the available data from performance measures and discuss the proposed goal. Each year, teachers are responsible for submitting their goals to me by October 8, 2021.

June 10, 2022 - End-of-Year Review of Goal

By June 1, each teacher is responsible for assessing the professional growth made on the goal and for submitting documentation to the evaluator. A teacher may find it beneficial to draft the next year's goal as part of the reflection process in the event the goal has to be continued and/or revised. The due date for the end-of-year reviews may be extended to include the current year's testing data or exam scores.

MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH

Office of The Principal

Resources at the click of your mouse or tracking pad.

Description	Link
<u>Instructional Vision</u> The RPS Instructional Vision 2.0 drives how we plan, deliver, and assess instruction.	Instructional Vision 2.0
<u>Assessment Calendar</u> The assessment calendar shares the descriptions of all assessments and the timeline for the administration of assessments.	Assessment Calendar Final Draft
<u>Professional Learning Pods</u> We have created smaller learning communities for principals and teachers for district professional learning to be more responsive to individual school and student needs.	Professional Learning Pods
<u>Literacy Plan</u> The RPS Literacy Plan guides our focus on literacy.	RPS Literacy Plan
<u>Lesson Preparation & Planning</u> For K-8 teachers that use Eureka, EL Education, and/or Amplify curricula, teachers should use the Intellectual Preparation & Planning guidance and the planning document contained there. For other grades or content areas, please use the 5E or standard lesson plan document for planning. <i>*All of these are available on RPStech.</i> Preschool will use the <i>MyTeachingStrategies</i> lesson plan template in the “Teach Tab” of the platform. See details in the PK Instructional Guidance & Procedures document.	2021-2022 Intellectual Preparation & Lesson Planning Guidance 5E lesson plan Lesson plan Unit plan PK Instructional Guidance & Procedures
<u>Literacy Block and Math Block</u> The visuals of the K-8 literacy and math blocks help to articulate the expectations of implementing the curriculum with integrity as well as provide personalized learning and small group instruction. The focus of the first month of school will be to ensure the structures of these blocks are established.	21-22 Literacy Block Requirements 21-22 Math Block Requirements
<u>K-5 Scope & Sequence At-A-Glance</u> For elementary leaders, a one-pager for each grade level will show the scope and sequence for all 4 content areas. <u>Preschool Objectives At-A-Glance</u> For Preschool	Coming soon PK Creative Curriculum Objectives for Development and Learning

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	<u>PK Learning Progressions</u>
<u>Teacher Leadership</u> Instructional Coaches, Academic Architects, and Instructional Leads will have required monthly learning sessions throughout the year to build their leadership and have them transfer learning to their peers.	<u>Cohort Dates</u>
<u>Professional Learning Platform</u> The KickUp information sheet explains how our new platform will be used and contains helpful resources to utilize its features.	<u>KickUp Information Sheet</u>
<u>Digital Resources</u> The updated digital resources documents explain are each intended to be used and who are points of contact for.	<u>21-22 Digital Resources</u>
<u>school-BasedAssignments</u> This spreadsheet is a one-stop-shop to see all the additional support staff assigned to each school.	<u>School-Based Assignments</u>
<u>Grading Practices & Windows</u>	<u>Secondary Grading Procedures</u> <u>Elementary Grading Procedures</u> <u>HS grading timeline</u> <u>ESMS grading timeline</u>
<u>Google Classroom Guidance</u>	Coming soon
<u>Secondary Master Schedule</u>	<u>Master Schedule Guide</u>
<u>Attendance</u>	<u>Attendance GuideBook</u>
<u>BOY Materials</u>	<u>2021-2022 BOY Documents</u>
<u>Cluster Meeting Dates</u>	<u>ES Cluster Meeting</u> <u>Secondary Cluster Mtgs. SY21-22</u>
<u>Exceptional Education</u>	<u>Ex. Ed. Leadership Resources</u>

MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH

Military Instruction

Guishard	<u>6th-8th- Drill and Ceremony, Hispanics in the Military, and CHiSL Intro.</u>
Gilliam	<u>6th-8th- Drill and Ceremony, Hispanics in the Military, and CHiSL Intro.</u>
Jefferson	<u>Elements of Leadership, Drill & Ceremony, and Physical Fitness Training.</u> <u>Life After High School, Resumes, Personal Statements, getting Recommendation</u> <u>Letters</u>
Thornton	<u>JROTC, Organizational and Traditional Service</u>
Day	<u>Life After High School, building Resumes, Personal Statements, getting</u> <u>Recommendation Letters of and Applying to Colleges</u>

Language Arts

Reading

6.4 The student will read and determine the meanings of unfamiliar words and phrases within authentic texts.

- Identify word origins and derivations.
- Use roots, affixes, synonyms, and antonyms to expand vocabulary.
- Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.
- Identify and analyze the construction and impact of figurative language.
- Use word-reference materials.
- Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

6.5 The student will read and demonstrate comprehension of a variety of fictional texts, literary nonfiction, and poetry.

- Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.
- Describe cause and effect relationships and their impact on plot.
- Explain how an author uses character development to drive conflict and resolution.
- Differentiate between first and third person point-of-view.
- Describe how word choice and imagery contribute to the meaning of a text.
- Draw conclusions and make inferences using the text for support.
- Identify the characteristics of a variety of genres.
- Identify and analyze the author's use of figurative language.
- Compare/contrast details in literary and informational nonfiction texts.

MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH

Office of The Principal

- j) Identify transitional words and phrases that signal an author's organizational pattern.
 - k) Use reading strategies to monitor comprehension throughout the reading process.
- 6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.
- a) Skim materials using text features such as type, headings, and graphics to predict and categorize information.
 - b) Identify main idea.
 - c) Summarize supporting details.
 - d) Create an objective summary including main idea and supporting details.
 - e) Draw conclusions and make inferences based on explicit and implied information.
 - f) Identify the author's organizational pattern(s).
 - g) Identify transitional words and phrases that signal an author's organizational pattern.
 - h) Differentiate between fact and opinion.
 - i) Identify cause and effect relationships.
 - j) Analyze ideas within and between selections providing textual evidence.
 - k) Use reading strategies to monitor comprehension throughout the reading process.

7th Grade Language Arts - SOL Test

Reading

7.4 The student will read and determine the meanings of unfamiliar words and phrases within authentic texts.

- a) Identify word origins and derivations.
- b) Use roots, affixes, synonyms, and antonyms to expand vocabulary.
- c) Identify and analyze the construction and impact of figurative language.
- d) Identify connotations.
- e) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.
- f) Use word-reference materials to determine meanings and etymology.
- g) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

7.5 The student will read and demonstrate comprehension of a variety of fictional texts, literary nonfiction, poetry, and drama.

- a) Describe the elements of narrative structure including setting, character development, plot, theme, and conflict and how they influence each other.
- b) Identify and explain the theme(s).
- c) Identify cause and effect relationships and their impact on plot.
- d) Differentiate between first and third person point-of-view.
- e) Identify elements and characteristics of a variety of genres.
- f) Compare and contrast various forms and genres of fictional text.

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- g) Describe the impact of word choice, imagery, and literary devices including figurative language in an author's style.
- h) Compare/contrast details in literary and informational nonfiction texts.
- i) Make inferences and draw conclusions based on the text.
- j) Use reading strategies to monitor comprehension throughout the reading process.

8th Grade Language Arts - SOL Test

Communication and Multimodal Literacies

8.1 The student will participate in, collaborate in, and report on small-group learning activities.

- a) Assume responsibility for specific group tasks and share responsibility for collaborative work within diverse teams.
- b) Exhibit willingness to make necessary compromises to accomplish a goal.
- c) Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.
- d) Include all group members, and value individual contributions made by each group member.
- e) Make statements to communicate agreement or tactful disagreement with others' ideas.
- f) Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.
- g) Use self-reflection to evaluate one's own role in preparation and participation in small-group activities.

8.2 The student will develop and deliver multimodal, interactive presentations collaboratively and individually.

- a) Select, organize, and create multimodal content that encompasses opposing points of view.
- b) Choose vocabulary and tone appropriate to the audience, topic, and purpose.
- c) Use effective verbal and nonverbal communication skills to deliver multimodal presentations.
- d) Cite information sources.
- e) Respond to audience questions and comments.
- f) Differentiate between Standard English and informal language.
- g) Evaluate presentations.

Office of The Principal

Reading

8.4 The student will apply knowledge of word origins, and figurative language to extend vocabulary development within authentic texts.

- a) Identify and analyze the construction and impact of an author's use of figurative language.
- b) Use context, structure, and connotations to determine meaning and differentiate among multiple meanings of words and phrases.
- c) Use roots, affixes, synonyms, and antonyms to determine the meaning(s) of unfamiliar words and technical vocabulary.
- d) Identify the meaning of common idioms.
- e) Use word-reference materials to determine meanings and etymology.
- f) Discriminate between connotative and denotative meanings and interpret the connotation.
- g) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

8.6 The student will read, comprehend, and analyze a variety of nonfiction texts.

- a) Identify an author's organizational pattern using textual clues, such as transitional words and phrases.
- b) Apply knowledge of text features and organizational patterns to analyze selections.
- c) Skim materials to develop an overview or locate information.
- d) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.
- e) Analyze the author's qualifications, viewpoint, word choice, and impact.
- f) Analyze details for relevance and accuracy.
- g) Differentiate between fact and opinion.
- h) Identify the main idea.
- i) Summarize the text identifying supporting details.
- j) Identify cause and effect relationships.
- k) Evaluate, organize, and synthesize information for use in written and other formats.
- l) Analyze ideas within and between selections providing textual evidence.
- m) Use reading strategies to monitor comprehension throughout the reading process.

9th Grade Language Arts

Communication and Multimodal Literacies

9.1 The student will participate in, collaborate in, and make multimodal presentations both independently and in small groups.

- a) Make strategic use of multimodal tools.
- b) Credit information sources.
- c) Use vocabulary appropriate to the topic, audience, and purpose.

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- d) Assist with setting rules for group work including informal consensus, taking votes on key issues, presentation of alternate views and goal setting.
- e) Assume responsibility for specific group tasks.
- f) Share responsibility for collaborative work.
- g) Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.
- h) Include all group members, acknowledge new information expressed by others, and value individual contributions made by each group member.
- i) Respond thoughtfully and tactfully to diverse perspectives, summarizing points of agreement and disagreement.
- j) Evaluate impact, purpose, point of view, reasoning, and use of evidence and rhetoric of presentation(s).
- k) Use self-reflection to evaluate one's own role in preparation and participation in small-group activities.

9.4 The student will read, comprehend, and analyze a variety of fictional texts including narratives, literary nonfiction, poetry, and drama.

- a) Identify the characteristics that distinguish literary forms.
- b) Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.
- c) Interpret how themes are connected across texts.
- d) Compare and contrast the use of rhyme, rhythm, sound, imagery, and other literary devices to convey a message and elicit the reader's emotion.
- e) Analyze the cultural or social function of a literary text.
- f) Explain the relationship between the author's style and literary effect.
- g) Explain the influence of historical context on the form, style, and point of view of a written work.
- h) Compare and contrast authors' use of literary elements within a variety of genres.
- i) Analyze how the author's specific word choices and syntax impact the author's purpose.
- j) Make inferences and draw conclusions using references from the text(s) for support.
- k) Compare/contrast details in literary and informational nonfiction texts.
- l) Use reading strategies to monitor comprehension throughout the reading process.

10th Grade Language Arts

Reading

10.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.

- a) Use structural analysis of roots, affixes, synonyms, and antonyms, to understand complex words.
- b) Use context, structure, and connotations to determine meanings of words and phrases.

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- c) Discriminate between connotative and denotative meanings and interpret the connotation.
- d) Explain the meaning of common idioms.
- e) Explain the meaning of literary and classical allusions and figurative language in text.
- f) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

10.4 The student will read, comprehend, and analyze literary texts of different cultures and eras.

- a) Make inferences and draw conclusions using references from the text(s) for support.
- b) Analyze the similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.
- c) Interpret the cultural or social function of world and ethnic literature.
- d) Analyze universal themes prevalent in the literature of different cultures.
- e) Examine a literary selection from several critical perspectives.
- f) Critique how authors use key literary elements to contribute to meaning including, character development, theme, conflict, and archetypes.
- g) Interpret how themes are connected within and across texts.
- h) Explain the influence of historical context on the form, style, and point of view of a literary text(s).
- i) Evaluate how an author's specific word choices, syntax, tone, and voice shape the intended meaning of the text.
- j) Compare/contrast details in literary and informational nonfiction texts.
- k) Compare and contrast how literary devices convey a message and elicit a reader's emotions.
- l) Compare and contrast character development in a play to characterization in other literary forms.
- m) Use reading strategies to monitor comprehension throughout the reading process.

10.5 The student will read, interpret, analyze, and evaluate nonfiction texts.

- a) Analyze text features and organizational patterns to evaluate the meaning of texts.
- b) Recognize an author's intended audience and purpose for writing.
- c) Skim materials to develop an overview and locate information.
- d) Compare and contrast informational texts for intent and content.
- e) Interpret and use data and information in maps, charts, graphs, timelines, tables, and diagrams.
- f) Draw conclusions and make inferences on explicit and implied information using textual support as evidence.
- g) Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.
- h) Analyze ideas within and between selections providing textual evidence.
- i) Summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.
- j) Use reading strategies throughout the reading process to monitor comprehension.

MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH

Office of The Principal

11th Grade Language Arts – SOL Test

11.5 The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing.

- a) Apply information from texts to clarify understanding of concepts.
- b) Read and correctly interpret an application for employment, workplace documents, or an application for college admission.
- c) Analyze technical writing for clarity.
- d) Paraphrase and synthesize ideas within and between texts.
- e) Draw conclusions and make inferences on explicit and implied information using textual support.
- f) Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.
- g) Analyze false premises, claims, counterclaims, and other evidence in persuasive writing.
- h) Recognize and analyze use of ambiguity, contradiction, paradox, irony, sarcasm, overstatement, and understatement in text.
- i) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).

Writing

11.6 The student will write in a variety of forms, to include persuasive/argumentative, reflective, interpretive, and analytic with an emphasis on persuasion/argumentation.

- a) Apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing to address a specific audience and purpose.
- b) Produce arguments in writing developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions.
- c) Organize claims, counterclaims, and evidence in a sustained and logical sequence.
- d) Adapt evidence, vocabulary, voice, and tone to audience, purpose, and situation.
- e) Use words, phrases, clauses, and varied syntax to create a cohesive argument.
- f) Blend multiple forms of writing including embedding narratives to produce effective essays.
- g) Revise writing for clarity of content, accuracy and depth of information.
- h) Write and revise to a standard acceptable both in the workplace and in postsecondary education.

11.7 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.

- a) Use complex sentence structure to infuse sentence variety in writing.
- b) Use verbals and verbal phrases correctly to achieve sentence conciseness and variety.
- c) Distinguish between active and passive voice.

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12th Grade Language Arts Writing

12.6 The student will write in a variety of forms to include persuasive/argumentative-reflective, interpretive, and analytic with an emphasis on persuasion/argumentation.

- a) Apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing to address a specific audience and purpose.
- b) Produce arguments in writing that develop a thesis to demonstrate knowledgeable judgments, address counterclaims, and provide effective conclusions.
- c) Use a variety of rhetorical strategies to clarify and defend a position organizing claims, counterclaims, and evidence in a sustained and logical sequence.
- d) Blend multiple forms of writing including embedding a narrative to produce effective essays.
- e) Adapt evidence, vocabulary, voice, and tone to audience, purpose, and situation.
- f) Use words, phrases, clauses, and varied syntax to connect all parts of the argument creating cohesion from the information presented.
- g) Revise writing for clarity of content, depth of information, and technique of presentation.
- h) Write and revise to a standard acceptable both in the workplace and in postsecondary education.
- i) Write to clearly describe personal qualifications for potential occupational or educational opportunities.

12.7 The student will self- and peer-edit writing for Standard English.

- a) Use complex sentence structure to infuse sentence variety in writing.
- b) Edit, proofread, and prepare writing for intended audience and purpose.
- c) Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations.

qualifications for potential occupational or educational opportunities.

Title I

Reading

6.4 The student will read and determine the meanings of unfamiliar words and phrases within authentic texts.

- a) Identify word origins and derivations.
- b) Use roots, affixes, synonyms, and antonyms to expand vocabulary.
- c) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.
- d) Identify and analyze the construction and impact of figurative language.
- e) Use word-reference materials.
- f) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

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6.5 The student will read and demonstrate comprehension of a variety of fictional texts, literary nonfiction, and poetry.

- a) Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.
- b) Describe cause and effect relationships and their impact on plot.
- c) Explain how an author uses character development to drive conflict and resolution.
- d) Differentiate between first and third person point-of-view.
- e) Describe how word choice and imagery contribute to the meaning of a text.
- f) Draw conclusions and make inferences using the text for support.
- g) Identify the characteristics of a variety of genres.
- h) Identify and analyze the author's use of figurative language.
- i) Compare/contrast details in literary and informational nonfiction texts.
- j) Identify transitional words and phrases that signal an author's organizational pattern.
- k) Use reading strategies to monitor comprehension throughout the reading process.

6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.

- a) Skim materials using text features such as type, headings, and graphics to predict and categorize information.
- b) Identify main idea.
- c) Summarize supporting details.
- d) Create an objective summary including main idea and supporting details.
- e) Draw conclusions and make inferences based on explicit and implied information.
- f) Identify the author's organizational pattern(s).
- g) Identify transitional words and phrases that signal an author's organizational pattern.
- h) Differentiate between fact and opinion.
- i) Identify cause and effect relationships.
- j) Analyze ideas within and between selections providing textual evidence.
- k) Use reading strategies to monitor comprehension throughout the reading process.

Writing

- l) Revise writing for clarity of content including specific vocabulary and information.

Reading

9.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.

- a) Use structural analysis of roots, affixes, synonyms, and antonyms to understand complex words.
- b) Use context, structure, and connotations to determine meanings of words and phrases.
- c) Discriminate between connotative and denotative meanings and interpret the connotation.

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- d) Identify the meaning of common idioms.
- e) Explain the meaning of literary and classical allusions and figurative language in text.
- f) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

9.4 The student will read, comprehend, and analyze a variety of fictional texts including narratives, literary nonfiction, poetry, and drama.

- a) Identify the characteristics that distinguish literary forms.
- b) Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.
- c) Interpret how themes are connected across texts.
- d) Compare and contrast the use of rhyme, rhythm, sound, imagery, and other literary devices to convey a message and elicit the reader's emotion.
- e) Analyze the cultural or social function of a literary text.
- f) Explain the relationship between the author's style and literary effect.
- g) Explain the influence of historical context on the form, style, and point of view of a written work.
- h) Compare and contrast authors' use of literary elements within a variety of genres.
- i) Analyze how the author's specific word choices and syntax impact the author's purpose.
- j) Make inferences and draw conclusions using references from the text(s) for support.
- k) Compare/contrast details in literary and informational nonfiction texts.
- l) Use reading strategies to monitor comprehension throughout the reading process.

9.5 The student will read and analyze a variety of nonfiction texts.

- a) Apply knowledge of text features and organizational patterns to understand, analyze, and gain meaning from texts.
- b) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.
- c) Analyze the author's qualifications, viewpoint, and impact.
- d) Recognize an author's intended purpose for writing and identify the main idea.
- e) Summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.
- f) Identify characteristics of expository, technical, and persuasive texts.
- g) Identify a position/argument to be confirmed, disproved, or modified.
- h) Evaluate clarity and accuracy of information.
- i) Analyze, organize, and synthesize information in order to solve problems, answer questions, complete a task, or create a product.
- j) Differentiate between fact and opinion and evaluate their impact.
- k) Analyze ideas within and between selections providing textual evidence.
- l) Use the reading strategies to monitor comprehension throughout the reading process.

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AP Literature

Develop a paragraph that includes

1. A claim that requires defense with evidence from the text and 2) the evidence itself.

AP Language

8.A Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.

4.A Develop a paragraph that includes a claim and evidence supporting the claim.

3.A Identify and explain claims and evidence within an argument.

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6th Grade Mathematics

Number and Number Sense

6.1 The student will represent relationships between quantities using ratios, and will use

7th Grade Mathematics

Number and Number Sense

- 7.1 The student will
- a) investigate and describe the concept of negative exponents for powers of ten;
 - b) compare and order numbers greater than zero written in scientific notation;
 - c) compare and order rational numbers;
 - d) determine square roots of perfect squares; and
 - e) identify and describe absolute value of rational numbers.

8th Grade Mathematics

- 8.6 The student will
- a) solve problems, including practical problems, involving volume and surface area of cones and square-based pyramids; and
 - b) describe how changing one measured attribute of a rectangular prism affects the volume and surface area.

Algebra

- A.2 The student will perform operations on polynomials, including
- a) applying the laws of exponents to perform operations on expressions;
 - b) adding, subtracting, multiplying, and dividing polynomials; and
 - c) factoring completely first- and second-degree binomials and trinomials in one variable.

Geometry

- G.3 The student will solve problems involving symmetry and transformation. This will include
- a) investigating and using formulas for determining distance, midpoint, and slope;
 - b) applying slope to verify and determine whether lines are parallel or perpendicular;
 - c) investigating symmetry and determining whether a figure is symmetric with respect to a line or a point; and
 - d) determining whether a figure has been translated, reflected, rotated, or dilated, using coordinate methods.

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Algebra II

Equations and Inequalities

AII.3 The student will solve

- a) absolute value linear equations and inequalities;
- b) quadratic equations over the set of complex numbers;
- c) equations containing rational algebraic expressions; and
- d) equations containing radical expressions.

AII.7 The student will investigate and analyze linear, quadratic, absolute value, square root, cube root, rational, polynomial, exponential, and logarithmic function families algebraically and graphically. Key concepts include

- a) domain, range, and continuity;
- b) intervals in which a function is increasing or decreasing;
- c) extrema;
- d) zeros;
- e) intercepts;
- f) values of a function for elements in its domain;
- g) connections between and among multiple representations of functions using verbal descriptions, tables, equations, and graphs;
- h) end behavior;
- i) vertical and horizontal asymptotes;
- j) inverse of a function; and
- k) composition of functions algebraically and graphically.

Pre Calculus

Functions

MA.1 The student will investigate and identify the properties of polynomial, rational, piecewise, and step functions and sketch the graphs of the functions.

MA.3 The student will apply compositions of functions and inverses of functions to practical situations and investigate and verify the domain and range of resulting functions.

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Science

6th Grade Science

- LS.2 The student will investigate and understand that all living things are composed of one or more cells that support life processes, as described by the cell theory. Key ideas include
- a) the development of the cell theory demonstrates the nature of science;
 - b) cell structure and organelles support life processes;
 - c) similarities and differences between plant and animal cells determine how they support life processes;
 - d) cell division is the mechanism for growth and reproduction; and
 - e) cellular transport (osmosis and diffusion) is important for life processes.

7th Grade Science - Life Science

- PS.5 The student will investigate and understand that energy is conserved. Key ideas include
- a) energy can be stored in different ways;
 - b) energy is transferred and transformed; and
 - c) energy can be transformed to meet societal needs.

Earth Science

- ES.2 The student will demonstrate an understanding that there are scientific concepts related to the origin and evolution of the universe. Key ideas include
- a) the big bang theory explains the origin of universe;
 - b) stars, star systems, and galaxies change over long periods of time;
 - c) characteristics of the sun, planets and their moons, comets, meteors, asteroids, and dwarf planets are determined by materials found in each body; and
 - d) evidence from space exploration has increased our understanding of the structure and nature of our universe.

Biology

- BIO.8 The student will investigate and understand that there are dynamic equilibria within populations, communities, and ecosystems. Key ideas include
- a) interactions within and among populations include carrying capacities, limiting factors, and growth curves;
 - b) nutrients cycle with energy flow through ecosystems;
 - c) ecosystems have succession patterns; and
 - d) natural events and human activities influence local and global ecosystems and may affect the flora and fauna of Virginia.
 - e) conclusions are formed based on recorded quantitative and qualitative data;
 - f) sources of error inherent in experimental design are identified and discussed;

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- g) validity of data is determined;
- h) chemicals and equipment are used in a safe manner;
- i) appropriate technology including computers, graphing calculators, and probeware, is used for gathering and analyzing data, communicating results, modeling concepts, and simulating experimental conditions;
- j) research utilizes scientific literature;
- k) differentiation is made between a scientific hypothesis, theory, and law;
- l) alternative scientific explanations and models are recognized and analyzed; and
- m) current applications of biological concepts are used.

Chemistry

CH.7 The student will investigate and understand that thermodynamics explains the relationship between matter and energy. Key ideas include

- a) heat energy affects matter and interactions of matter;
- b) heating curves provide information about a substance;
- c) reactions are endothermic or exothermic;
- d) energy changes in reactions occur as bonds are broken and formed;
- e) collision theory predicts the rate of reactions;
- f) rates of reactions depend on catalysts and activation energy; and
- g) enthalpy and entropy determine the extent of a reaction.

AP Physics

Unit 1: Kinematics

<https://apstudents.collegeboard.org/courses/ap-physics-1-algebra-based>

Anatomy Physiology

The students will understand the purpose and anatomical features of the **integumentary system**.

6th United States History to 1865

Geography

- USI.2 The student will use maps, globes, photographs, pictures, or tables to
- locate the seven continents and five oceans;
 - locate and describe the location of the geographic regions of North America: Coastal Plain, Appalachian Mountains, Canadian Shield, Interior Lowlands, Great Plains, Rocky Mountains, Basin and Range, and Coastal Range;
 - locate and identify the water features important to the early history of the United States: Great Lakes, Mississippi River, Missouri River, Ohio River, Columbia River, Colorado River, Rio Grande, St. Lawrence River, Atlantic Ocean, Pacific Ocean, and Gulf of Mexico;
 - recognize key geographic features on maps, diagrams, and/or photographs.

7th United States History to Present

Reconstruction: 1865 to 1877

- USII.3 The student will demonstrate knowledge of the effects of Reconstruction on American life by
- analyzing the impact of the 13th, 14th, and 15th Amendments to the Constitution of the United States;
 - describing the impact of Reconstruction policies on the South and North;
 - describing the legacies of Abraham Lincoln, Robert E. Lee, and Frederick Douglass.

Grade Science Civics and Economics

- CE.5 The student will demonstrate knowledge of the political process at the local, state, and national levels of government by
- describing the functions of political parties;
 - comparing the similarities and differences of political parties;
 - analyzing campaigns for elective office, with emphasis on the role of the media;
 - examining the role of campaign contributions and costs;
 - describing voter registration and participation;
 - describing the role of the Electoral College in the election of the president and vice president;

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- g) participating in simulated local, state, and/or national elections.

9th Grade Geography

Era I: Human Origins and Early Civilizations, Prehistory to 1000 B.C. (B.C.E.)

- WHI.2 The student will demonstrate knowledge of early development of humankind from the Paleolithic Era to the agricultural revolution by
- a) explaining the impact of geographic environment on hunter-gatherer societies;
 - b) listing characteristics of hunter-gatherer societies, including their use of tools and fire;
 - c) describing technological and social advancements that gave rise to stable communities;
 - d) explaining how archaeological discoveries are changing present-day knowledge of early peoples.

10th World History and Geography: 1500 A.D. (C.E.) to the

- WHII.2 The student will demonstrate an understanding of the political, cultural, geographic, and economic conditions in the world about 1500 A.D. (C.E.) by
- a) locating major states and empires;
 - b) describing artistic, literary, and intellectual ideas of the Renaissance;
 - c) describing the distribution of major religions;
 - d) analyzing major trade patterns;
 - e) citing major technological and scientific exchanges in the Eastern Hemisphere.

11th Virginia & United States History

Early America: Early Claims, Early Conflicts

- VUS.2 The student will describe how early European exploration and colonization resulted in cultural interactions among Europeans, Africans, and American Indians.

12th Virginia and United States Government

Reshaping the Nation and the Emergence of Modern America: 1877 to 1930s

- GOVT.2 The student will demonstrate knowledge of the political philosophies that shaped the development of Virginia and United States constitutional government by
- a) describing the development of Athenian democracy and the Roman republic;

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- b) explaining the influence of the Magna Carta, the English Petition of Rights, and the English Bill of Rights;
- c) examining the writings of Hobbes, Locke, and Montesquieu;
- d) explaining the guarantee of the “rights of Englishmen” set forth in the charters of the Virginia Company of London;
- e) analyzing the natural rights philosophies expressed in the Declaration of Independence;
- f) examining George Mason’s Virginia Declaration of Rights, Thomas Jefferson’s Virginia Statute for Religious Freedom, and James Madison’s leadership role in securing adoption of the Bill of Rights by the First Congress.