

Franklin Military Academy

2021-2022

Weekly Agenda

*The Home of the Mighty Knights
Going From Good To Great*



(H) Col. David A. Hudson, Principal

Share Google Classroom

Dr. Jennifer Smith

Denise Claiborne

Special Loney

Shaia Smith

Michael Jamison

Clara Bannister

Tiffany Frierson

George Mills

David Hudson

James Austin Brown

DnA

Proctoring
Curriculum-Based Assessments (CBAs) in Illuminate
DnA

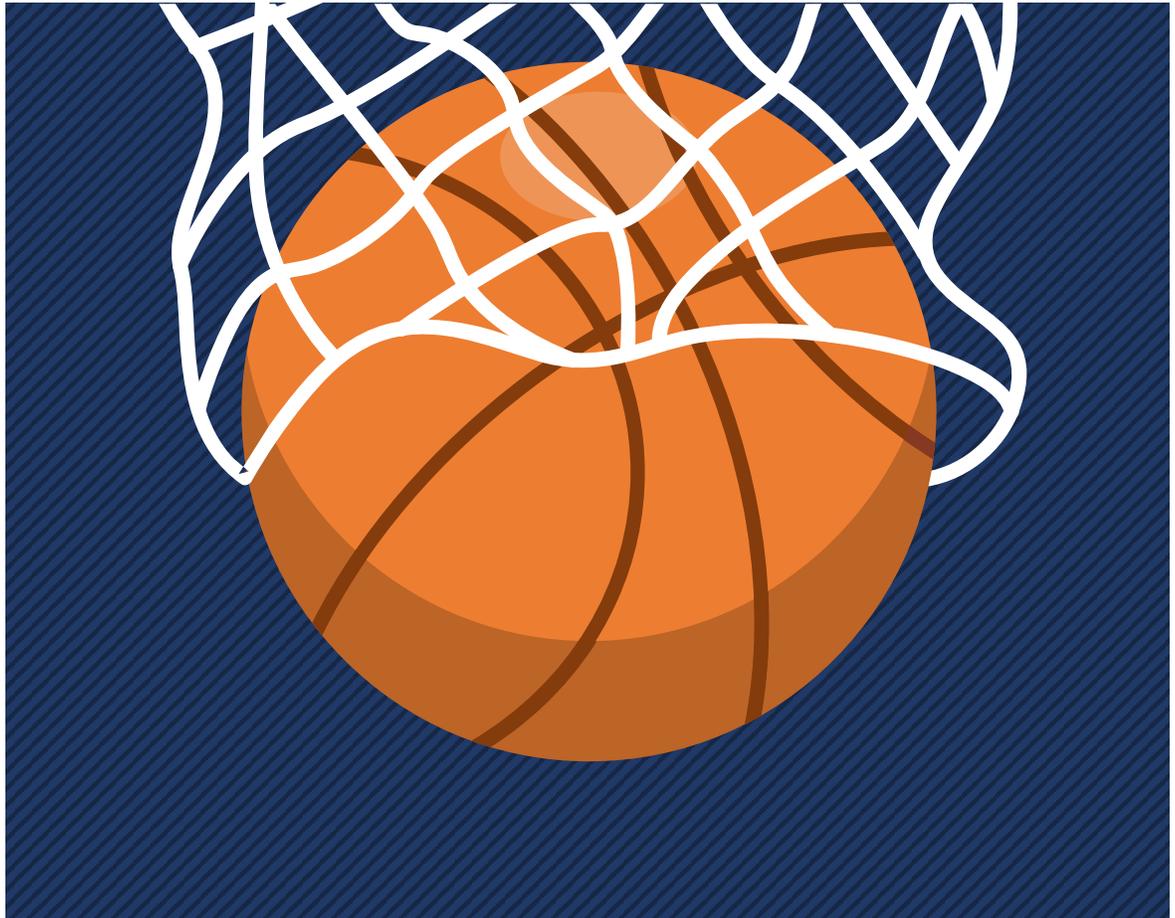
DnA is our new online assessment system. We use common curriculum-based assessments (CBAs) to assess, monitor and create instructional support based on standards. DnA provides real-time data and reports to use at the student, classroom, school and district level. We will now deliver all CBAs (such as Eureka, EL, interim assessments) using Illuminate with no other data collection steps.

September 22-24, 2021 &
September 28-30, 2021
Multiple Sessions held Daily!

[Sign up TODAY in Kick-up!](#)

Just search: "Illuminate DnA Curriculum Assessments"
Sessions have limited capacity, so don't delay!





**MONDAY-
THURSDAY**
4:10pm to
5:30pm.

**GIRL'S
BASKETBALL
PRACTICE
BASKETBALL**

**MUST HAVE
A PHYSICAL
TO
PARTICIPATE**

Get dressed in the girl's locker room then
meet in the gymnasium.
Any questions see Coach Clarke room 102

Cadets, if you are interested in joining the Franklin Military Academy Track Team, please scan this QR code to fill out the interest form. See Maj Barclay for more details.



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





The graphic features a white notepad with a red Wawa logo and the text "Cheers to Classrooms" on a lined background. Below this, a red Wawa coffee cup with a white bird logo is shown next to a red crayon and a blue crayon. The background is yellow with a torn paper effect at the top.

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!

Office of The Principal

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.

Office of The Principal

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

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

Office of The Principal

Formation Lunch Schedule

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

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

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

RPS High School 2021-2022 Regular Bell Schedule

Period	Time	Minutes
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	12:42pm-1:07pm	25
Second Lunch	1:19pm-1:44pm	25
4th Period	2:26pm-4:00pm	94
Dismissal	4:00pm	N/A

Office of The Principal

**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

Office of The Principal

Committees

Anime

* Theodore Dubinsky, Michael Jamison, Haeyun Kim, Daniel Elie, John Nunez

Awards

*Carlton Day, Denise Claiborne, David Hudson, Haeyun Kim, Jose Pomier, Travis Richardson, Shaia Scott, John Nunez, Special Loney

Beautification

* Jonathan Ashe, Natalie Diaz, Clinton Jefferson, Brian Taylor, Carlton Day, Gilbert Carter, Special Loney, Dominique Menefee

Black History

* Robin Williams, Meredith Bush, Jennifer Smith, Jose Pomier, Sandra Hayward-Jones, Daniella White, Special Loney

Culture & Climate

*Dr. Jennifer Smith, Travis Richardson, Abigail Tyree – CIS, Christal Corey, Jasmine Terry

Crisis

*Leon Thornton, Dr. Jennifer Smith, Travis Richardson, Abigail Tyree – CIS, David Hudson

Dungeon & Dragon

* Andrew Giffin, Amitie Hylton

FMA Social Media (Facebook, Twitter & Instagram)

*Kathy Paschall, Shanice Clarke, Bill Watson

Foreign Language

*Natalie Diaz, Dr. Clara Banniser

Garden

*Melody Reives, Haeyun Kim, Shaia Scott, Gilbert Carter, Special Loney, Dominique Menefee

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

Office of The Principal

GRTC Program For High School

History Fair

*Meredith Bush, Robin Williams

Hospitality

*Dr. Clara Bannister, Melody Reives, Zonita James, Dominique Menefee

Links

*Naiia Smith

Master Schedule

Jennifer Smith, David Hudson, Tiffany Frierson, Matt Wester, Mary Simons

National Junior Honor Society

*Brian Taylor, Matthew Wester, Johnetta Guishard, John Barclay, Sandra Hayward-Jones, Gilbert Carter, Bill Watson

National Honor Society

* Matthew Wester, Eric Lindley, Mary Simons, Brian Taylor, Nikitria Walker

Oratorical

* Melody Reives, Daniel Elie, Johnetta Guishard, Andrew Giffin, Naiia Smith, David Hudson

Professional Development (Lead Teachers)

* Brian Taylor, Nia Smith, Zonita James, William Watson, Mary Simon, John Nunez, Matthew Wester, Carlton Day, Theodore Dubinsky, Nikitria Walker

PTSA Representative

* Johnetta Guishard

REA/VEA

**Dr. Clara Bannister, Natalie Diaz

Recruitment Committee - Evaluate Incoming Students

* Bill Watson , Kelvin Maxwell Gilliam, Clinton Jefferson, Eric Lindley, Sandra Hayward-Jones, Carlton Day, Theodore Dubinsky, Gilbert Carter, Leon Thornton, George Mills

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

Office of The Principal

Recruitment - High School - Tours

* Carlton Day , Clinton Jefferson, Leon Thornton

Recruitment - Middle School - Tours

* Kelvin Maxwell Gilliam, Johnetta Guishard, George Mills John Barclay, Matthew Wester, Daniel Elie

Robotics

*Carlton Day, Leon Thornton, Kim Gray

RTI - (Response To Intervention & SBIT - School Base Intervention Team)

* Dr. Jennifer Smith, Michael Jamison, Zonita James

SAT/PSAT

*Tiffany Frierson, Special Loney

Safety & Security

* Leon Thornton, Jennifer Smith, Clinton Jefferson, , Kelvin Maxwell Gilliam, Carlton Day,

Senior Class

* Nikitria Walker, Eric Lindley, Mary Simon, Denise Claiborne, Naiia Smith, Special Loney

School-Based Intervention

*Abigail Tyree – CIS, Jasmine Terry

School Photography

David Hudson

School-Wide End of The Year Field Day

*Daniel Elie, Daniella White, Shaia Scott, Amitie Hylton, Meredith Bush

SOL Testing Committee

*Michael Jamison, Crystal Corey, Denise Claiborne, Special Loney, Gilbert Carter, Special Loney, Bill Watson

Sound System & Set Up For Assemblies

*Jose Pomier, *David Corey

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

Office of The Principal

Spelling Bee

* John Nunez, Naiia Smith, Zonita James

STEM/Science Fair

*John Barclay, David Hudson

Students' Talent Show

*Robin Williams, Johnetta Guishard, John Barclay, Daniella White, Special Loney, Jose Pomier, Amitie Hylton, David Corey

Technology

* Daniel Elie, Christal Corey, Dr. Clara Bannister,

Veteran Day

*David Hudson, Carlton Day, Clinton Jefferson, Kim Gray

Wellness

*Shanice Clarke, Robin Williams, Jonathan Ashe, Travis Richardson, Special Loney

Website

*David Hudson

Yearbook

* Kathy Paschall, Christal Corey, Jonathan Ashe

Office of The Principal

**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

Testing Schedule - From Mr. Jaimson

Students that are absent - The students will test on the make-up days. For reading, their make-up days are on October 1st and 4th. For math that will be October 8th and 11th, the testing window is technically open until October 15 but I'm hoping between those three days for each content area we can test all students. All students have unlimited time to take the test so there is the possibility that we run into another block but with the test being at most 25 questions and 90-minutelocks we should be ok; however, I think it would be best to plan to have those few students be filtered to the media center? As far as students with IEPs they will be in separate test sessions with Loney and Claiborne use of their accommodations, and will be in a small group setting where they would not necessarily need to move if they are not finished. I hope this helps to answer a few questions.

September 28th	Hylton Blocks 1/2/4 8th Reading Growth Assessment
September 29th	Giffin/(Elie Block 2) 7th Reading Growth Assessment
September 30th	Elie Blocks 1 and 4 6th Reading Growth Assessment
October 1st & 4th	Jamison/Frierson/Bannister 6-8 Reading Growth Assessment Make-up Testing
October 5th	Barclay Blocks 2/3/4 8th Math Growth Assessment
October 6th	Jamison/Carter 4th Block 7th Math Growth Assessment
October 7th	Watson Blocks 2/3/4 6th Math Growth Assessment
October 8th & October 11th	Jamison/Frierson/Bannister 6-8 Math Growth Assessment Make-up Testing

As student testing is approaching, it is important to make sure that any Chromebook devices that will be used for testing are updated to a Chrome OS of at least version 91.0 for the TestNav App to function. The

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

Office of The Principal

Chromebooks that are managed by the rvaschools.net domain. Chrome books will be reconfigured this week to auto update at 12:00 noon. If they have connected to Wi-Fi or Ethernet. It is recommended that users restart the Chromebook devices in order to apply any pending updates.

If you all come across any Chromebooks that are unable to access the TestNav app and need to be updated then please follow the directions located at the end of this email. The Chrome settings are blocked for student accounts, due to security issues, so the Chromebooks will need to be signed into under a staff account in order to access the settings to manually install updates. Once the Chromebook has been updated to the latest version be sure to sign out so that a student user does not have access to the staff profile that was used to update the Chromebook.

How to manually update Chromebooks

1. Click the bottom right corner of the Chrome OS desktop.
2. Select the Settings icon.
3. Click About Chrome.
4. Click Check for updates.
5. To apply the update, click the arrow icon and select Restart to Update.

WELLNESS SCREENER EXAMINADOR DE BIENESTAR I NEED TO STAY HOME IF I HAVE... NECESITO QUEDARME EN CASA SI TENGO LOS SIGUIENTES SÍNTOMAS...		FEVER OF 100.4°F AND OVER FIEBRE DE 100.4°F Y MÁS 	VOMITING OR DIARRHEA VÓMITOS O DIARREA 	NASAL DISCHARGE / DIFFICULTY BREATHING SECRECIÓN NASAL / DIFICULTAD PARA RESPIRAR 	CONSTANT COUGHING TOS CONSTANTE 
SORE THROAT DOLOR DE GARGANTA 	SEVERE HEADACHE OR EARACHE DOLOR DE CABEZA O DE OÍDO INTENSO 	UNCONTROLLABLE PAIN DOLOR INCONTROLABLE 	RED, IRRITATED EYE WITH PAIN/DRAINAGE OJOS ROJOS E IRRITADOS CON DOLOR/DRENAJE 	RASH OF UNKNOWN ORIGIN ERUPCIÓN DE ORIGEN DESCONOCIDO 	

Some reminders about COVID rules:

- a. 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).
- b. 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.
- c. 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



Soccer Schedule

Pick up times for all games is 2:15p

<u>Date</u>	<u>Time</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

Office of The Principal

	Boushall	Henderson vs Boushall
4:00p		
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
4:00p		
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
4:00p		
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

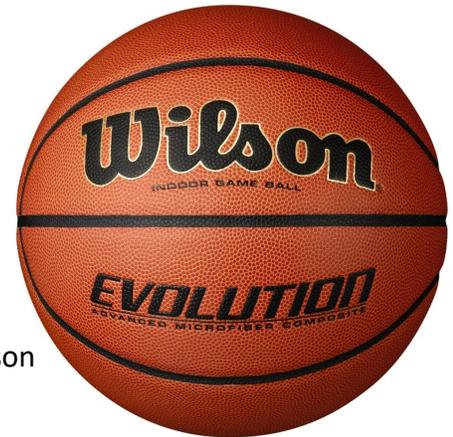
Please report all scores to tamos@rvaschools.net

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



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

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
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
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
October 26, 2021	Binford	Franklin vs Binford
4:00p		

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

Office of The Principal

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

All staff at Franklin Military Academy

**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.

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 09/27/2021

Monday	Goals Observations
Tuesday	Biweekly Edgenuity meeting 10:00 Walk throughs Goals Testing begins
Wednesday	Attendance 10:00 Observations Testing
Thursday	SPED meetings Observations Testing
Friday	Observations Goals

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.



MAKE A POSITIVE/HONEST CALL TO

WEEKLY AGENDA

Vocabulary in Action

Word ^{of} _{the} Week

Obtuse

Definition

Obtuse means "difficult to understand" or "unable to understand what is obvious."

The attorney explained the *obtuse* language in the contract to her client.
Maybe I am being *obtuse*, but I didn't understand the end of the movie.

Office of The Principal

Teachers

Ensuring that teachers are reminding students of school protocol and not walk past them without correcting the situation, for example students with hats on, cell phones in hand in the hall, and pants not at the waist line. Please do not shake hands and huddle with students.

Monday - September 27, 2021

- Make sure you are maintaining the seating charts
- Make positive calls home
- The administration will be doing walkthroughs
- Lesson plans should be in Google Docs
- Admin Meeting - 9:00 a.m.
- Senior Male Meeting 10:00 a.m.
- SCORE Meetings for 6th & 9th Grade - 6th at 10:00 a.m. 9th at 2:00 p.m. Males in Auditorium (Hudson), Females In the Cafeteria (Smith)
- WIDA Assessment for students not assessed last spring
- Classroom Observation & Goal Meetings
- Lesson plans due in Google Docs Today by 3:00 p.m.
- Hudson's Classroom Goal [Link](#) - Please see evaluation schedule on the agenda.
- After School Detention & Basketball, Soccer & Track Practice

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)
1st Lunch	12:24 - 12:49	25
2nd Lunch	1:00 - 1:25	25
4th Period	2:01 - 3:30	89
Formation (Until Nov)	3:30 - 4:00	30

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

Office of The Principal

Dismissal	4:00	
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Tuesday - September 28, 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.**
- Lesson plans due in Google Docs Today by 3:00 p.m.
- Hudson’s Classroom Goal [Link](#) - Please see evaluation schedule on the agenda.
- **After School Detention & Basketball, Soccer & Track practice**
- **SCORE Meetings for 6th & 9th Grade - 7th at 11:00 a.m - Males in Auditorium (Hudson), Females In Cafeteria (Smith)**
- **Virtual Meeting - Attendance Process Overview – 10:00 a.m.**
- **Principals’ Bi Weekly Graduation Report – 1:30 p.m.**
- **School Website Meeting 3:00 p.m.**
- **Weekly Principal Call 4:00 p.m.**

Wednesday - September 29, 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**
- **SCORE Meetings - Grade - 8th at 10:00 a.m - Males in Auditorium (Hudson), Females In Cafeteria (Smith) 10th Grade at 2:00 p.m - Males in Auditorium (Hudson), Females In Cafeteria (Smith)**
- **Back To School Night – Middle School Staff**
6:00 p.m. Please make sure your parents receive your links for your classes so parents can visit your classrooms after the 6:00 p.m. meeting.
- Hudson’s Classroom Goal [Link](#) - Please see evaluation schedule on the agenda.
- **After School Detention & Basketball, Soccer & Track Practice**

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 30, 2021

- **Make sure you are maintaining the seating charts**
- **Make positive calls home**
- **Administration will be doing walkthroughs**
- **Title I Meeting 12:00 p.m.**
- Hudson's Classroom Goal [Link](#) - Please see the evaluation schedule on the agenda.
- **SCORE Meetings for 6th & 9th Grade - 11th at 10:00 a.m - Males in Auditorium (Hudson), Females In Cafeteria (Smith) 12th Grade at 2:00 p.m - Males in Auditorium (Hudson), Females In Cafeteria (Smith)**
- **Back To School Night – High School Staff**
6:00 p.m. Please make sure your parents receive your links for your classes so parents can visit your classrooms after the 6:00 p.m. meeting.
- REA 5:30 P.M.

Friday – October 1, 2021

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

Office of The Principal

- **Make sure you are maintaining the seating charts**
- **Make positive calls home**
- **The administration will be doing walkthroughs**
- **Lesson plans should be in Google Docs**
- **Lead Teachers your teaming log is due**
- Hudson's Classroom Goal [Link](#) - Please see the evaluation schedule on the agenda.

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
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<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

Office of The Principal

Franklin Military Academy – Evaluation Schedule

First	Last	Email Address	Room	Evaluator
Jonathan	Ashe	jashe@rvaschools.net	105	Hudson
Clara	Bannister	cbannist@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
Chaun	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
Adrienne	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	Vmconni@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 OFFICE 301A	Smith
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 303B	Hudson
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 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
<p><u>Instructional Vision</u> The RPS Instructional Vision 2.0 drives how we plan, deliver, and assess instruction.</p>	<p>Instructional Vision 2.0</p>
<p><u>Assessment Calendar</u> The assessment calendar shares the descriptions of all assessments and the timeline for the administration of assessments.</p>	<p>Assessment Calendar Final Draft</p>
<p><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.</p>	<p>Professional Learning Pods</p>
<p><u>Literacy Plan</u> The RPS Literacy Plan guides our focus on literacy.</p>	<p>RPS Literacy Plan</p>
<p><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.</p>	<p>2021-2022 Intellectual Preparation & Lesson Planning Guidance</p> <p>5E lesson plan Lesson plan Unit plan</p> <p>PK Instructional Guidance & Procedures</p>
<p><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.</p>	<p>21-22 Literacy Block Requirements 21-22 Math Block Requirements</p>
<p><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.</p> <p><u>Preschool Objectives At-A-Glance</u> For Preschool</p>	<p>Coming soon</p> <p>PK Creative Curriculum Objectives for Development and Learning</p>

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

Office of The Principal

	<u>PK Learning Progressions</u>
<p><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.</p>	<u>Cohort Dates</u>
<p><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.</p>	<u>KickUp Information Sheet</u>
<p><u>Digital Resources</u> The updated digital resources documents explain are each intended to be used and who are points of contact for.</p>	<u>21-22 Digital Resources</u>
<p><u>school-BasedAssignments</u> This spreadsheet is a one-stop-shop to see all the additional support staff assigned to each school.</p>	<u>School-Based Assignments</u>
<p><u>Grading Practices & Windows</u></p>	<p><u>Secondary Grading Procedures</u> <u>Elementary Grading Procedures</u></p> <p><u>HS grading timeline</u> <u>ESMS grading timeline</u></p>
<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>	<p><u>ES Cluster Meeting</u></p> <p><u>Secondary Cluster Mtgs. SY21-22</u></p>
<u>Exceptional Education</u>	<u>Ex. Ed. Leadership Resources</u>

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

Office of The Principal

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.

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

Office of The Principal

- 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.

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

- a) Choose appropriate adjectives and adverbs to enhance writing.
- b) Use pronoun-antecedent agreement to include indefinite pronouns.
- c) Use subject-verb agreement with intervening phrases and clauses.
- d) Edit for verb tense consistency and point of view.
- e) Use quotation marks with dialogue and direct quotations.
- f) Use correct spelling for commonly used words.

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.

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

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.
- d) Assist with setting rules for group work including informal consensus, taking votes on key issues, presentation of alternate views and goal setting.

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

Office of The Principal

- 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.
- c) Discriminate between connotative and denotative meanings and interpret the connotation.
- d) Explain the meaning of common idioms.

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

Office of The Principal

- 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.

11th Grade Language Arts – SOL Test

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

Office of The Principal

11.4 The student will read, comprehend, and analyze relationships among American literature, history, and culture.

- a) Describe contributions of different cultures to the development of American literature.
- b) Compare and contrast the development of American literature in its historical context.
- c) Analyze American literature, as it reflects traditional and contemporary themes, motifs, universal characters, and genres.
- d) Interpret the social or cultural function of American literature.
- e) Analyze how context and language structures convey an author's intent and viewpoint.
- f) Critique how authors use key literary elements to contribute to meaning including character development, theme, conflict, and archetypes within and across texts .
- g) Interpret how the sound and imagery of poetry support the subject, mood, and theme, and appeal to the reader's senses.
- h) Evaluate how specific word choices, syntax, tone, and voice support the author's purpose.
- i) Analyze the use of dramatic conventions in American literature.
- j) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).
- k) Compare/contrast literary and informational nonfiction texts.

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.

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

Office of The Principal

- 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.

12th Grade Language Arts Writing

Communication and Multimodal Literacies

12.1 The student will make planned persuasive/argumentative, multimodal, interactive presentations collaboratively and individually.

- a) Select and effectively use multimodal tools to design and develop presentation content.
- b) Credit information sources.
- c) Demonstrate the ability to work collaboratively with diverse teams.
- d) Anticipate and address alternative or opposing perspectives and counterclaims.
- e) Evaluate the various techniques used to construct arguments in multimodal presentations.
- f) Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.
- g) Critique effectiveness of multimodal presentations.

12.4 The student will read, comprehend, and analyze the development of British literature and literature of other cultures.

- a) Compare and contrast the development of British literature in its historical context.
- b) Analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts.
- c) Compare/contrast details in literary and informational nonfiction texts.
- d) Interpret the social and cultural function of British literature.
- e) Interpret how the sound and imagery of poetry support the subject, mood, and theme, and appeal to the reader's senses.
- f) Compare and contrast traditional and contemporary poems from many cultures.

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

Office of The Principal

- g) Evaluate how dramatic conventions contribute to the theme and effect of plays from American, British, and other cultures.
- h) Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s).

12.5 The student will read, interpret, analyze, and evaluate a variety of nonfiction texts.

- a) Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s).
- b) Identify and synthesize resources to make decisions, complete tasks, and solve specific problems.
- c) Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.
- d) Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.
- e) Analyze false premises claims, counterclaims, and other evidence in persuasive 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.

Title I

Reading

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

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Office of The Principal

- 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.

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.

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Office of The Principal

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.
- 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.

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

Office of The Principal

- 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.

AP Literature

Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives.

2.A Identify and describe specific textual details that convey or reveal a setting.
2.A Identify and describe specific textual details that convey or reveal a setting.

3.A Identify and describe how plot orders events in a narrative.

4.B Identify and explain the function of point of view in a narrative.

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.

Office of The Principal

6th Grade Mathematics

- 6.2 The student will
- represent and determine equivalencies among fractions, mixed numbers, decimals, and percents; and
 - compare and order positive rational numbers.
- 6.10 The student, given a practical situation, will
- represent data in a circle graph;
 - make observations and inferences about data represented in a circle graph; and
 - compare circle graphs with the same data represented in bar graphs, pictographs, and line plots.

7th Grade Mathematics

- 7.11 The student will evaluate algebraic expressions for given replacement values of the variables.

8th Grade Mathematics

Measurement and Geometry

- 8.5 The student will use the relationships among pairs of angles that are vertical angles, adjacent angles, supplementary angles, and complementary angles to determine the measure of unknown angles.

Algebra

Equations and Inequalities

- A.4 The student will solve
- multistep linear equations in one variable algebraically;
 - quadratic equations in one variable algebraically;
 - literal equations for a specified variable;
 - systems of two linear equations in two variables algebraically and graphically; and
 - practical problems involving equations and systems of equations.

Geometry

- G.3 The student will solve problems involving symmetry and transformation. This will include
- investigating and using formulas for determining distance, midpoint, and slope;
 - applying slope to verify and determine whether lines are parallel or perpendicular;

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

Office of The Principal

- 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.

Algebra II

Expressions and Operations

- AII.1 The student will
- a) add, subtract, multiply, divide, and simplify rational algebraic expressions;
 - b) add, subtract, multiply, divide, and simplify radical expressions containing rational numbers and variables, and expressions containing rational exponents; and
 - c) factor polynomials completely in one or two variables.

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.

Office of The Principal

Science

6th Grade Science

- LS.10 The student will investigate and understand that organisms reproduce and transmit genetic information to new generations. Key ideas include
- a) DNA has a role in making proteins that determine organism traits;
 - b) the role of meiosis is to transfer traits to the next generation; and
 - c) Punnett squares are mathematical models used to predict the probability of traits in offspring.

7th Grade Science - Life Science

- PS.8 The student will investigate and understand that work, force, and motion are related. Key ideas include
- a) motion can be described using position and time; and
 - b) motion is described by Newton's laws.

Earth Science

- ES.8 The student will investigate and understand that freshwater resources influence and are influenced by geologic processes and human activity. Key ideas include
- a) water influences geologic processes including soil development and karst topography;
 - b) the nature of materials in the subsurface affect the water table and future availability of fresh water;
 - c) weather and human usage affect freshwater resources, including water locations, quality, and supply; and
 - d) stream processes and dynamics affect the major watershed systems in Virginia, including the Chesapeake Bay and its tributaries.

Biology

- BIO.3 The student will investigate and understand that cells have structure and function. Key ideas include
- a) the cell theory is supported by evidence;
 - b) structures in unicellular and multicellular organisms work interdependently to carry out life processes;
 - c) cell structures and processes are involved in cell growth and division;
 - d) the structure and function of the cell membrane support cell transport; and
 - e) specialization leads to the development of different types of cells.

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**.

Office of The Principal

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.
- USI.4 The student will demonstrate knowledge of European exploration in North America and West Africa by
- describing the motivations for, obstacles to, and accomplishments of the Spanish, French, Portuguese, and English explorations;
 - describing cultural and economic interactions between Europeans and American Indians that led to cooperation and conflict, with emphasis on the American Indian concept of land;
 - identifying the location and describing the characteristics of West African societies (Ghana, Mali, and Songhai) and their interactions with traders.

7th United States History to Present

Geography

- USII.2 The student will use maps, globes, photographs, pictures, or tables for
- explaining how physical features and climate influenced the movement of people westward;
 - explaining relationships among natural resources, transportation, and industrial development after 1865;
 - locating the 50 states and the cities most significant to the historical development of the United States.

Civics and Economics

- CE.2 The student will demonstrate knowledge of the foundations of American constitutional government by

Office of The Principal

- a) explaining the fundamental principles of consent of the governed, limited government, rule of law, democracy, and representative government;
- b) explaining the significance of the charters of the Virginia Company of London, the Virginia Declaration of Rights, the Declaration of Independence, the Articles of Confederation, the Virginia Statute for Religious Freedom, and the Constitution of the United States, including the Bill of Rights;
- c) identifying the purposes for the Constitution of the United States as stated in its Preamble;
- d) identifying the procedures for amending the Constitution of Virginia and the Constitution of the United States.

9th Grade Geography

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

- WHI.3 The student will demonstrate knowledge of ancient river valley civilizations, including those of Mesopotamia, Egypt, the Indus River Valley, and China and the civilizations of the Hebrews, Phoenicians, and Nubians, by
- a) locating these civilizations in time and place;
 - b) describing the development of social, political, and economic patterns, including slavery;
 - c) explaining the development of religious traditions;
 - d) describing the origins, beliefs, traditions, customs, and spread of Judaism;
 - e) explaining the development of language and writing.

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

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Office of The Principal

Early America: Early Claims, Early Conflicts

VUS.3 The student will describe how the values and institutions of European economic and political life took root in the colonies and how slavery reshaped European and African life in the Americas.

Revolution and the New Nation

VUS.4 The student will demonstrate knowledge of events and issues of the Revolutionary Period by

- a) analyzing how the political ideas of John Locke and those expressed in *Common Sense* helped shape the Declaration of Independence;
- b) evaluating how key principles in the Declaration of Independence grew in importance to become unifying ideas of American democracy;
- c) describing the political differences among the colonists concerning separation from Great Britain;
- d) *analyzing reasons for colonial victory in the Revolutionary War*

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;
- 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.