

A vertical American flag is positioned on the left side of the image, showing the stars and stripes. The background is a light blue gradient.

Franklin Military Academy

2021-2022

Weekly Agenda

The Home of the Mighty Knights

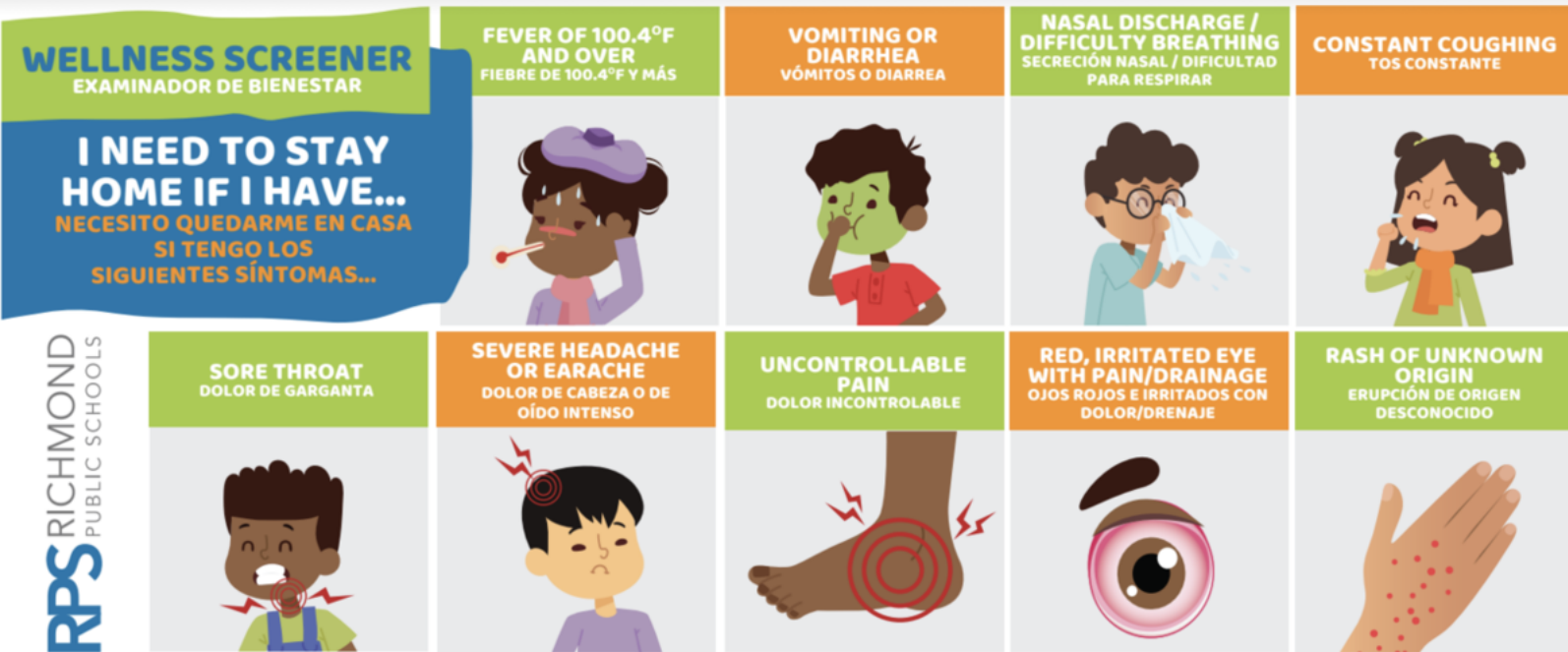
Going From Good To Great

VETERANS

DAY

Happy Veterans Day

**Col. Day, SFC Thornton, SFC Gilliam, SGT
Guishard, N. Belton, & Jeremy Stump**



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).



Happy Birthday

John Barclay - November 16th

Melody Reives – November 20th



Update - Girls Basketball Schedule 2021



Updated 10/15/2021

Schedules are subject to change according to various factors

<u>Date</u>	<u>Time</u>	<u>Location</u>	<u>Opponents</u>	
November 1, 2021		Boushall	River City vs Boushall	3:30p
		Binford	Franklin vs Binford	3:30p
		Albert Hill	MLK vs Albert Hill	3:30p
		Brown	River City vs Brown	3:30p
		Boushall	Henderson vs Boushall	3:30p
November 3, 2021		Boushall	Binford vs Boushall	3:30p
		Albert Hill	Brown vs Albert Hill	3:30p
		MLK	River City vs MLK	3:30p
		Franklin	Henderson vs Franklin	4:00p
November 8, 2021	TBA	TBA	Tournament Round 1	
November 10, 2021	TBA	TBA	Tournament Round 2	
November 11, 2021		John Marshall	Tournament Championship	



**2021-2022
Men's Basketball tryouts will begin on
November 8th.**

In order to try-out you **MUST** have an updated physical
(After May 1st, 2021)
turned in **BEFORE** November 8th!!!

Times for JV and Varsity tryouts will be announced.

Make sure you follow our social media platforms to stay up-to-date on the latest information:

Instagram: Huguenot_Hoops
Instagram: HuguenotJV_Hoops
Twitter: Huguenot_Hoops



Any question please see Coach Brown kbrown10@rvaschools.net (Rm. 625)/Coach Armstrong
sarmstro@rvaschools.net (Rm. 423 or Rm. 227) or **contact us on social media**



You are cordially invited to the
"REVIVED COUNSELOR SYMPOSIUM"

When: Tuesday, November 30, 2021

Time: 9 am - 1 pm

Where: RTC (Media Center)

We will provide you with information about how your students can attend RTC and all that we have to offer.

Please complete the information on the link provided. You may email smcclend@rvschools.net or call 804-780-6237 if you have any questions.

Jonathan Mitchum, Principal
Alida Smith, Assistant Principal





Soccer Schedule 2021



Updated 10/15/2021

*****Schedules are subject to change according to various factors*****

<u>Date</u>	<u>Location</u>	<u>Opponents</u>
November 8, 2021 TBA	TBA	Tournament Round 1
November 10, 2021 TBA	TBA	Tournament Round 2
November 11, 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*****

Cheerleaders Practice - From Ms. Loney

MIDDLE SCHOOL CHEERLEADER REGISTRATION FOR TRYOUTS

Contact S. Loney
Room: 207-A
Phone Extension: 213



Virginia High School League, Inc.
1445 Shaw Farm Road, Charlottesville, VA 22904
Athletic Participation/Parental Consent Physical Examination Form
Attention: This form is to be completed by the parent/guardian of the student. It is to be submitted to the school principal or coach. It is not to be submitted to the student.

PART I - ATHLETIC PARTICIPATION
(To be filled in and signed by the student)

For School Year: _____ Date: _____
PRINT CLEARLY: Name: _____ Grade: _____ School: _____
Home Address: _____
City/Town/State: _____
Home Address of Parents: _____
City/Town/State: _____
Place of Birth: _____
This is my _____ semester in _____ High School, and my _____ semester since first entering the sixth grade. Last semester I attended _____ School and played _____ sports and was taking _____ credit hours this semester. I have read the individual eligibility rules of the Virginia High School League and agree before and behind I am eligible to represent my present high school in athletics.

INDIVIDUAL ELIGIBILITY RULES
To be eligible to represent your school in any VHSL interscholastic athletic contest, you—
• must be a regular bona fide student in good standing of the school environment
• must be enrolled in the last four years of high school (high-grade students may be eligible for junior varsity)
• must have completed no less than the Eleventh day of the current semester
• for the first semester must be currently enrolled in not fewer than five subjects, or their equivalent, offered for credit and which may be used for graduation the immediately preceding year or the immediately preceding semester for schools that currently qualify as a semester school. (Check with your principal for the appropriate requirements.) **Not all sports require the eligibility purposes for which credit has been previously awarded.**
• for the second semester must be currently enrolled in not fewer than five subjects, or their equivalent, offered for credit and which may be used for graduation and have passed five subjects, or their equivalent, offered for credit and which may be used for graduation the immediately preceding semester. (Check with your principal for the appropriate requirements.)
• must be at all VHSL competition for all competitive seasons during the following school semester unless the member corresponded with a faculty member. (Check with your principal for exceptions.)
• must not have reached your nineteenth birthday on or before the first day of August of the current school year.
• must not, after entering the sixth grade for the first time, have been enrolled in or have rights for enrollment in high school over three right consecutive semesters.
• must have submitted to your principal before any kind of participation, including season or practice as a member of any school athletic or cheerleading team, an Athletic Participation/Parental Consent/Physical Examination Form, completely filled in and properly signed stating that you have been examined during the school year and found to be physically fit for athletic competition and that your parents consent to your participation.
• must not be in violation of VHSL, Amateur, Amateur, All Star or College Team Rules. (Check with your principal for clarification in regard to shortlisting.)

Eligibility to participate in interscholastic athletics is a privilege you earn by meeting not only the above listed minimum standards, but also all other standards set by your League, district and school. If you have any question regarding your eligibility or are in doubt about this effort on activity might have in your eligibility, check with your principal for interpretations and exceptions provided under League rules. Meeting the intent and spirit of League standards will protect you, your school and community from being penalized. Additionally, I give my consent and approval for my present and future to be printed in any high school or VHSL athletic program, publication or video.
LOCAL OR STATE RESIDENTS AND VHSL DISTRICTS MAY REQUIRE ADDITIONAL STANDARDS TO THOSE LISTED ABOVE.

Student Signature: _____ Date: _____
Providing false information will result in ineligibility for one year.

VHSL physical forms are required to participate!!!



Mandatory Meeting Dates at 4:30 pm

*****Tardiness will result in penalties*****

Monday November 1, 2021

Monday, November 8, 2021

Tuesday, November 2, 2021

Wednesday, November 10, 2021

Wednesday, November 3, 2021

Monday, November 15, 2021

Office of The Principal

10/22/21, 11:07 AM EMA Cheer Schedule Richmond Public Schools - Calendar - November 2021

SUN 31	MON Nov 1	TUE 2	WED 3	THU 4	FRI 5	SAT 6
Deadline \$15 Halloween	First Day of A	Closed for El Election Day		Closed for Di	Parent/Careg	
	School Closed	School Closed	School Closed	School Closed	School Closed	
7 Daylight Savi	8	9	10	11 Veterans Day	12	13
	PHYSICALS DUE Practice	Practice	Practice			
14	15 Practice	16 Practice	17 Practice	18	19	20
21	22 Practice	23 Practice	24 Closed for Thanksgiving Break	25 Thanksgiving	26 Native Ameri	27
28	29 Tryoutel	30 Tryoutel	Dec 1	2	3 2-Hour Early I	4
					Orders Due	

Office of The Principal

Richmond Public Schools SY 21-22

Aspen User Guide for Schools

Contents:

1. [How to get to ASPEN](#)
2. [ASPEN's Homepage](#)
3. [Student Overview - Finding & Accessing Student Data](#)
 1. [Student Profile](#)
 2. [Side Tabs - Details, Contacts, Attendance, Membership, Transcript](#)
4. [How to excuse Absences](#)
5. [Uploading Documents](#)
6. [ASPEN Reports](#)
 1. [Attendance History](#)
 2. [Conduct History](#)
 3. [Principal's Attendance Report](#)

As you continue to get the hang of this unique school year, there have been several questions about the proper QA and QP coding so we wanted to take a moment to walk you through it.

The details below are a quick summary, but a more robust guide can be found [HERE: Aspen User Guide for Schools](#)

When you navigate to your student roster, you should see the row of buttons in line with each student on your roster as reflected in the below image. The QA and QP are highlighted in Red in this image but are not highlighted in red in ASPEN. This is just to show the new codes.

This chart shows the list of codes, and combinations, that are legitimate codes in ASPEN for attendance. Below the chart is a description of how each should be entered.

Attendance Coding Guidance			
Attendance Status	Button to Click	Code	Attendance
Present	P		Present
Absent, Unexcused	A	A	A
Absent, Excused	A	A-E	A-E
Quarantine Absent - Unexcused	QA	A QA	A QA
Quarantine Absent - Excused	QA	A-E QA	A-E QA
Tardy	T	T	T
Early Dismissal	D	D	D
Quarantine Present	QP	QP	QP

While ASPEN may allow other combinations, **no other combinations of codes are legitimate.**

Steps for each Attendance Status:

[Present](#)

Office of The Principal

Committees Updates - Chairperson will meet this Thursday with updates on what committees are doing

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, Tiffany Frierson

Culture & Climate

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

Crisis

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

Dungeon & Dragon

* Andrew Giffin, Amitie Hylton

FMA Social Media (Facebook, Twitter & Instagram)

* Kathy Paschall, Shanice Clarke, Bill Watson

Foreign Language

* Natalie Diaz, Dr. Clara Bannister

Garden

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

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, Tiffany Frierson



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

Office of The Principal

Recruitment - High School - Tours

* Carlton Day , Clinton Jefferson, Leon Thornton, Tiffany Frierson

Recruitment - Middle School - Tours

* Kelvin Maxwell Gilliam, Johnetta Guishard, Tiffany Frierson, 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

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

November 12th - Observation - William & Mary

Schedule

Period	Time	Math Classes	Total Math Classes Available	Science Classes	Total Science
1	9:00 - 10:30	Math 7, Geometry	2	Physical science, Earth science	2
2	10:30 - 12	Math 6, Math 8, Geometry, Algebra 1, Pre-Calc	5	Biology, Physical science, Chemistry, Life science	4
3	12 - 2 (includes staggered lunches)	Math 6, Math 7, Math 8, Algebra 1, Geometry, Algebra 2	6	Anatomy x2, AP Physics, Physical science	3
4	2 - 3:30	Math 6, Math 7 x2, AP Statistics	4	Biology, Chemistry, Life science	3
Formation	3:30 - 4	N/A			



WILLIAM & MARY
CHARTERED 1693

Franklin Military Academy Guided Observation School Visit Schedule

Coaches will work with their partner schools to schedule the day. Some schools may have to schedule their observations for the afternoon. Please include time for travel between schools. Please get final approval from your principals.

Observation Schedule and Teams

Please make a copy and rename it with the schools' names and date of visit. Use only the number of schedules that you need. Please share with your Guided Observation Team. Only submit one schedule (i.e all schools in one document)

School: Franklin Military Academy Date: November 10, 2021 Point Person (Coach) Zonita James			
Waiting Room (location) Media Center Room 112			
Grade	Teacher	Time	Lesson Plan
6th	D. Elie	9:00-9:30am	Posted
7th	A. Giffin	9:45-10:05am	Posted
8th	A. Hylton	10:10-10:40am	Posted
Debriefing Session: (location) Media Center Room 112			

School:			
Date:			
Point Person (Coach)			
Waiting Room (location)			
Grade	Teacher	Time	Lesson Plan
Debriefing Session: (location)			

School:			
Date:			
Point Person (Coach)			
Waiting Room (location)			
Grade	Teacher	Time	Lesson Plan

Good Apple Award

September 8, 2021

**SGT 1st Class Kelvin Gilliam
Dr. Clara Bannister
CPT Melody Reives
COL. Carlton Day**

September 23, 2021

All staff at Franklin Military Academy

October 7, 2021

Leon Thornton

October 28, 2021



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



Dr. J. Smiths' Weekly Schedule 11/08/2021

Monday	Admin Meeting 9:15 Observations SBIT Chair Mandatory 1:00-3:00 TBM Meeting 4:00
Tuesday	Biweekly STC meeting 10:00 Child Find meetings
Wednesday	SAST 10:00 Observations
Thursday	Child find meetings 11:00 Observations
Friday	Observations Meeting 10:00

Please ensure that your google classrooms are set up and accessible. Be sure to send your links to all persons coming into your classroom. This is a basic schedule: Go to the link to sign up for goals and observations.

[Dr. Smiths Calendar](#)



HARVEST

School Counselor Schedule

Week of 10/25-10/29

Monday	PSAT Test Prep Admin. Meeting
Tuesday	PSAT 8/9 & PSAT/NMSQT TEST ADMINISTRATION
Wednesday	Attendance Meeting: 10:00am EOC Writing SOL
Thursday	EOC Writing SOL
Friday	School Counseling Departmental Duties

School Counselor Schedule

Week of 11/1-11/5

Monday	School Closed
Tuesday	Election Day- No School for Students or Staff
Wednesday	School Closed
Thursday	School Closed- Student&Staff Holiday
Friday	Parent Teacher Conferences- Virtual

School Counselor Schedule

Week of 11/8-11/12

Monday	Admin. Meeting
Tuesday	Lead Counselor Meeting Uni. Of Lynchburg Visit- Virtual
Wednesday	Attendance Meeting: 10:00a.m.
Thursday	Lead HS School Counselor Meeting
Friday	School Counseling Departmental Duties

Community In Schools Schedule

Ms. Tyree Schedule November 8-November 12

Monday November 8	Attendance Monitoring Student Check In's 12:30-12:45 Weekly Check in with Student Data Entry
Tuesday November 9	Attendance Monitoring Student Check In's 12:00-1:00 University of Lynchburg Virtual Visit - Col. Day --Seniors 12:45-1:00 Weekly Check in with Student
Wednesday November 10	Attendance Monitoring 10:00-11:00 Attendance Team Meeting 11:00-12:00 Trio Meeting (Family Liaison, School Social Worker, CIS) 1:45-2:00 Weekly Check In with Student Student Check In's
Thursday November 11	Attendance Monitoring Student Check In's Grief Support Group - ChildSavers - HS 1:19-1:49 - MS 12:42-1:12
Friday November 12	Attendance Monitoring Student Check In's 1:00 CIS Staff Meeting Out of Building

Vocabulary in Action
Word *of the* **Week**

WEEKLY AGENDA

lethargic

Definition

affected by lethargy; drowsy; sluggish; apathetic

EARTH QUAKE DRILL

Some Frequently Asked Questions...

Q: When's the next ShakeOut?

A: The 2022 Franklin Military Academy ShakeOut Day will be November 9. Of course, you can participate on any day of each year that works for you! Review [ShakeOut.org/faq](https://www.shakeout.org/faq) for future, annual International ShakeOut Day opportunities, when most participate.

Q: Where's my Certificate of Participation?

A: Log in to your ShakeOut profile at [ShakeOut.org/login](https://www.shakeout.org/login) and look on your dashboard, right under the "Update Your Registration..." orange box. If you do not see options for this year's certificate, then your dark orange box probably says "Renew Your Registration..." It's okay – sometimes people forget they have to renew each year for ShakeOut. Once renewed, you will see your certificate.

After the Shaking or My ShakeOut Drill, Now What?

Many earthquake injuries come from issues experienced right after shaking, such as trips, cuts, bruises, punctures, slips, breaks, and more. This can be due to people getting up and/or moving too quickly, not realizing their surroundings have changed. Additionally, minor injuries may worsen when first-aid or other emergency care isn't dealt with immediately or properly. Fires can break out too if gas lines rupture and/or power lines spark. Learn how you can "[Improve Safety](#)" through the [Seven Steps to Earthquake Safety](#).

**DROP – COVER – HOLD ON – PROCEED OUTSIDE
& FACE AWAY FROM THE BUILDING**

Step 6:



Office of The Principal

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



What accommodations should we give students to take this survey?

Students can receive the same accommodations they would have in the classroom. At a minimum, teachers should provide the same accommodations for students with disabilities or English Language Learners that they are eligible for when taking state or division assessments.

How can schools track student response rates?

1. Go to secure.panoramaed.com/richmondcity. Use the "Response Rates Dashboard" to track how many students have completed the survey.
2. Download "Completion Lists" to see who has/hasn't submitted a survey, and encourage specific students to participate.

What additional resources are available?

- A detailed proctor guide for student surveys in [English](#) and [Spanish](#). (best for synchronous survey with the teacher/counselor)
- Brief [videos](#) about taking the survey (available in English and Spanish)(best for asynchronous surveys as an independent assignment)

Who should I contact if I have additional questions about the survey?

- Tess Short, Instructional Specialist for Secondary School Counseling: tshort2@rvaschools.net
- Tonette Craig, Instructional Specialist for Elementary School Counseling: tcraig@rvaschools.net

COMMUNITY BUILDING CIRCLE OUTLINE

WHAT IS IT?

When: Daily at the beginning of class

Format: Sit or stand in a circle.

(Note: Due to Covid-19 policies, explain the concept of a circle if unable to make a circle).

Materials: Talking Piece and Centerpiece

(Note: Due to Covid-19 policies, you may do the following:

- Encourage students to identify their own talking piece (i.e. personal item, writing instrument, notebook, school supplies, etc)
- Establish a classroom agreement, "One speaker at a time."
- Establish a classroom agreement, "Right to pass."

WHAT IS THE PROCESS?

Opening → Mindful Moment → Prompt → Dialogue → Closing

PROCESS DETAILS

Opening

- Introduce a Quote or Affirmation.
- Read aloud once, and invite group to repeat aloud.
- Note: The opening and closing are the same because repetition reinforces relationship and learning.

Mindful Moment

Note: Mindful Moments are repeated daily to reinforce relationship building and learning to the practice.

- **5-Finger Breath Script:**

Take out one of your hands and spread your fingers nice and wide. Now, take out your other hand and point your index finger at the base of your palm. We will be tracing all five of your fingers while taking five deep breaths. Every time you trace your finger up, take a breath in... a when you trace your finger back down, take a breath out. Let's begin with our thumb. Trace your pointer finger up your thumb and breath in, and then trace your thumb back down to your palm and breath out... Trace your index finger up, and breath in, and then trace your finger back down and breath out. Trace your middle finger up, breath in. Trace it back down, breath out. Let's breathe a little slower now. Trace your ring finger up, breath in. Trace your ring down and breathe out. Last time, breath in as your trace you pinky up, and then trace it back down to your palm and breath out.

COMMUNITY BUILDING CIRCLE OUTLINE

- **Explore 5 Senses Script**

- Find a comfortable seat. You can say them softly aloud or silently to yourself.
- Notice 5 things that you can see.
- Notice 4 things that you can feel.
- Notice 3 things that you can hear.
- Notice 2 things that you can smell.
- Notice 1 thing that you can taste.

- **Aspects of Experience Script**

Find a comfortable sitting position.

Find an object to look at in the room or close your eyes. Silently check in with kindness and curiosity.

Notice your physical body (list parts of body). Ask, How does my body feel right now? Notice your mind. Ask, How does my mind feel right now? What am I thinking about right now. Notice your heart/emotional body. Ask, how does my heart feel right now? How do I feel? Notice your breath/energetic body. Ask, where is my breath moving in my body? Is my breath full or shallow? Is my energy high or low? Notice your intellect and wisdom body. Ask, what decisions can I make to take care of me right now.

Take a few, slow breath in and out. Gently open your eyes.

PROMPT

Each day has a specific prompt. See slide deck.

Note: The visuals in the slide support the prompt.

DIALOGUE

Objective: To establish trust, build relationship within the group and encourage student voice within the circle.

Agreements: Please review agreements each time. You may post them in the circle or identify a leader to recite them aloud. Suggestions include:

- One speaker at a time.
- Right to pass. It is not mandatory for a student to speak. It is encouraged.
- Build trust. What is stated in the circle, remains in the circle. Do not share others information.
- All feelings are valid.
- Note: Do not respond to fix. This is a moment to practice active listening to student's sharing their experience rather than directly responding to it.

CLOSING

To end , thank each student and teacher for participating and take a moment to wrap up by repeating the Quote or Affirmation.

Lunch Schedule

Lunch	Teacher	Table(s)
MS - A	Barclay	9-11
MS - A	Bush	1-8
MS - A	C. Corey	23-26
MS - B	Dubinsky	1-6
MS - B	Gilliam	21-26
MS - B	Guishard	12, 20
MS - B	Watson	7, 8, 10, 11
MS - C	Carter	3-8
MS - A, B, C	Clarke (use C when in Health)	13-19
MS - C	D. Corey	20-22
MS - C	Jamison	1-2
HS - A	Kim	20-26
HS - A	Lindley	4-8
HS - A	Williams	16-19
HS - B	James	8
HS - B	Paschall	1-3, 5-6
HS - B	Pomier	20-23
HS - B	Simons	16-19
HS - C	Day	16-19
HS - C	Diaz	1-6
HS - A, B, C	Richardson (use C when in Health)	9-15
HS - C	Wester	20-24

Reminders

November 24th – 26th
School Closed For Thanksgiving Break

Awards Programs December 2nd For Middle School – December 3rd for High School.










The time will be announced at the faculty meeting








Submission of second goal December 3rd

Picture Day - Makeup & Missed Pictures - November 29, 2021

11/29/2021
Franklin Military Academy

Please print online student proof of purchase to give to photographer. Imprima su comprobante de pago por Internet y deselo al fotógrafo por favor.

1 PICK YOUR PACKAGE(S) ELIGE SUS PAQUETES	
A \$34 3 - 8x10s 2 - 5x7s 2 - 4x6s 4 - 3x5s 8 - 2x3s Includes Free Name, Year and Digital Download  FRIENDSHIP PACK	A+ \$39  FRIENDSHIP PACK
B \$29 1 - 8x10 2 - 5x7s 2 - 4x6s 4 - 3x5s 8 - 2x3s Includes Free Year and Digital Download  FRIENDSHIP PACK	B+ \$34  FRIENDSHIP PACK
C \$24 2 - 5x7s 2 - 4x6s 4 - 3x5s 8 - 2x3s Includes Free Year  FRIENDSHIP PACK	C+ \$29  FRIENDSHIP PACK
D \$18 2 - 5x7s 4 - 3x5s 8 - 2x3s FRIENDSHIP PACK	D+ \$23  FRIENDSHIP PACK
E \$14 1 - 5x7 2 - 3x5s 8 - 2x3s FRIENDSHIP PACK	E+ \$19  FRIENDSHIP PACK
F \$9 2 - 3x5s 4 - 2x3s FRIENDSHIP PACK	F+ \$14  FRIENDSHIP PACK

2 OPTIONS OPCIONES	
B5 	B6 
B7 	B8 
1 \$7 Classic Border Borde Clasico 	2 \$10 Retouch Retoque Includes Blemishes, Braces Not Included. Incluye Imperfecciones, Frenillos No Incluidos. 
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Example 

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English Interim 2 Assessment Window: 11/8/21-11/19/21.
The assessments are to be given using Illuminate.

- **Donors Choose** – This month, DonorsChoose is celebrating two years of our District Partnership Program! Help us earn \$500 in credits by visiting donorschoose.org/districtpartners#signup to request an invitation to join the Program. (Make sure you mention RPS in the “How did you hear about us?” section!)
- We will be holding **in-person school application information nights** focusing on specialty and governor's schools on **November 11 from 5:30-7:30 PM** at **Martin Luther King, Jr. Middle School**, and on **November 16 from 5:30-7:30** at **T.C. Boushall Middle School**. These sessions will provide families with opportunities to hear from specialty and governor's school representatives, ask school-specific questions, and receive technical support on their applications. We will share more details about these events once they are finalized.

Appomattox Regional Governor's School will be hosting an in-person open house for Richmond City residents on **Thursday, November 4 from 6:00-8:30 PM**. **Maggie L. Walker Governor's School** will be hosting a Virtual Information Forum on **Tuesday, November 9 at 6:00 PM**. Additional information will be available on our website at rvaschools.net/schoolapplications. If you or our families have any questions, please feel free to reach out to enrollrps@rvaschools.net

Monday – November 8, 2021

- **Links Meeting with 9th-grade female students – 1:00 p.m. – Auditorium**
- **[AP – Teachers Meeting – 4: 15 p.m.](#)**
- **Start Placing Grade IN ASPEN – USE NUMERICAL GRADES**
- English Interim 2 Assessment Window: 11/8/21-11/19/21. The assessments are to be given using Illuminate.

Tuesday – November 9, 2021

Tuesday Lunch Schedule

Lunch A – Please follow the attached lunch schedule

Lunch Duty - Middle School – Dr. Smith, SGT Jefferson, Ms. Loney, Ms. James, Mr. Jaimson, Ms. Frierson, Ms. Bush, Ms. Claiborne, Mr. Ashe – Custodians. – If you are not able to attend, please alert the administrator. Staff on duty needs to monitor to make sure students are maintaining social distance.

High School Lunch Mr. Hudson, SGT Jefferson, Ms. Loney, Mr. Jaimson, Ms. Bush, Ms. Claiborne, Ms. James. Ashe – Custodians. – If you are not able to attend, please alert the administrator. Staff on duty needs to monitor to make sure students are maintaining social distance.

- Administration Meeting 9:45 a.m.
- Middle School Election
- Make sure you are maintaining the seating charts
- Make positive calls home
- The administration will be doing walkthroughs
- Superintendent Meeting – 4:00 p.m.
- After School Detention & Basketball, Soccer & Track practice
- Weekly Principal Call 12:30 – 2:30 p.m.

Teachers make sure you are doing a Community Circle - Linked to this email is a slide deck that includes a "prompt a day" for November. Each day begins with an [affirmation/quote](#), followed by a [mindful moment](#) (directions in the notes section of the slide), a [prompt](#) (feel free to add follow-up questions - or leave it as is), and [closing](#) with a repeated affirmation/quote.

- **Start Placing Grade IN ASPEN – USE NUMERICAL GRADES**
- **Color Guard - School Board – Military Staff**

Wednesday - November 10, 2021

Panorama Survey window opens as soon as we return in person on Monday and will remain open for 2 weeks. Please be sure to make time for our students (grades 3-8) and teachers (k-2) to complete this important work.

Accessing the Survey:

- Surveys are set to open on **Wednesday, Nov. 10**
- **Students** will access their survey by navigating to surveys.panoramaed.com/richmondcity and entering their **9-digit student ID** number as their access code.

- **Teachers** will access their surveys through a unique link that will be emailed to them on Monday morning.

The survey will be given to all middle school students on Wednesday during 2nd Block.

Wednesday Lunch Schedule

- **Lunch B** – Please follow the attached lunch schedule
- **Lunch Duty - Middle School** – Dr. Smith, SGT Jefferson, Ms. Loney, Ms. James, Mr. Jaimson, Ms. Frierson, Ms. Bush, Ms. Claiborne, Mr. Ashe – Custodians. – If you are not able to attend, please alert t administrator. Staff on duty needs to monitor to make sure students are maintaining social distance.
- **High School Lunch** Mr. Hudson, SGT Jefferson, Ms. Loney, Mr. Jaimson, Ms. Bush, Ms. Claiborne, Ms. James. Ashe – Custodians. – If you are not able to attend, please the alert administration. Staff on duty needs to monitor to make sure students are maintaining social distance.
- Attendance Meeting
- **Teachers make sure you are doing a Community Circle** - Linked to this email is a slide deck that includes a "prompt a day" for November. Each day begins with an [affirmation/quote](#), followed by a [mindful moment](#) (directions in the notes section of the slide), a [prompt](#) (feel free to add follow-up questions - or leave it as is), and [closing](#) with a repeated affirmation/quote.
- Custodian Meeting
- PPE midnight 0 p.m. – Let me know before 11:00 a.m. if you need anything to maintain safety in your classrooms.
- After School Detention & Basketball, Soccer & Track Practice
- Formation Schedule
- **Franklin Military Academy Guided Observation School Visit Schedule – EL Classes Middle School**
- **SPMT Meeting - 4:15 p.m.**
- **Start Placing Grade IN ASPEN – USE NUMERICAL GRADES**

Thursday - November 11, 2021

- Girls Basketball & Soccer Team at Franklin – vs. Albert Hill

Make sure you are maintaining the seating charts

- Make positive calls home

- **VETERANS DAY (Thanks To Our Military Staff for your dedication and loyalty to the United States of America and the Franklin Family.**

- In Person November 11th at MLK and 16th at Boushall from 5:30-7:30 that we were hoping to have you and your representatives at to share more with families interested in specialty and governor's schools. Would it be possible to move your school-specific virtual open house to another date?
- The administration will be doing walkthroughs

- **Faculty Meeting – 4:15 p.m. – Virtual**

- **Lunch C** – Please follow the attached lunch schedule

- Lunch Duty - Middle School – Dr. Smith, SGT Jefferson, Ms. Loney, Ms. James, Mr. Jaimson, Ms. Frierson, Ms. Bush, Ms. Claiborne, Mr. Ashe – Custodians. – If you are not able to attend, please alert the administration. Staff on duty needs to monitor to make sure students are maintaining social distance.
- High School Lunch Mr. Hudson, SGT Jefferson, Ms. Loney, Mr. Jaimson, Ms. Bush, Ms. Claiborne, Ms. James. Ashe – Custodians. – If you are not able to attend, please alert the administration. Staff on duty needs to monitor to make sure students are maintaining social distance.
- Teachers make sure you are doing a Community Circle - Linked to this email is a slide deck that includes a "prompt a day" for November. Each day begins with an [affirmation/quote](#), followed by a [mindful moment](#) (directions in the notes section of the slide), a [prompt](#) (feel free to add follow-up questions - or leave it as is), and [closing](#) with a repeated affirmation/quote.
- Principal's meeting – Cluster - 8:30 a.m. -12:30 p.m.
- **Start Placing Grade IN ASPEN – USE NUMERICAL GRADE**
- **Faculty Meeting - 4:15 p.m. Committee reports**

Friday – November 12, 2021

- William & Mary Visit (Observation of classes)
- Make sure you are maintaining the seating charts
- Make positive calls home
- **Start Placing Grade IN ASPEN – USE NUMERICAL GRADES**



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

Office of The Principal

- **Formation Schedule**
- **Lead Teachers your teaming log is due**
- Hudson's Classroom Goal [Link](#) - Please see the evaluation schedule on the agenda.
- **Teachers make sure you are doing a Community Circle** - Linked to this email is a slide deck that includes a "prompt a day" for November. Each day begins with an [affirmation/quote](#), followed by a [mindful moment](#) (directions in the notes section of the slide), a [prompt](#) (feel free to add follow-up questions - or leave it as is), and [closing](#) with a repeated affirmation/quote.

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

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



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. December 3rd will be the 2nd submission.

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.

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.	<u>Instructional Vision 2.0</u>

Office of The Principal

<p><u>Assessment Calendar</u> The assessment calendar shares the descriptions of all assessments and the timeline for the administration of assessments.</p>	<p><u>Assessment Calendar Final Draft</u></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><u>Professional Learning Pods</u></p>
<p><u>Literacy Plan</u> The RPS Literacy Plan guides our focus on literacy.</p>	<p><u>RPS Literacy Plan</u></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><u>2021-2022 Intellectual Preparation & Lesson Planning Guidance</u> <u>5E lesson plan</u> <u>Lesson plan</u> <u>Unit plan</u> <u>PK Instructional Guidance & Procedures</u></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><u>21-22 Literacy Block Requirements</u> <u>21-22 Math Block Requirements</u></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. <u>Preschool Objectives At-A-Glance</u> For Preschool</p>	<p><u>Coming soon</u> <u>PK Creative Curriculum Objectives for Development and Learning</u> <u>PK Learning Progressions</u></p>
<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>	<p><u>Cohort Dates</u></p>

Office of The Principal

<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>

Military Instruction

What Military Objectives will be covered next week? How will the Standards of Learning be assessed? (Example 6.12 – measurement)

Guishard	<u>6th-Career exploration 7th & 8th- Middle school will be working on planning, leadership, and effective communication skills.</u>
Gilliam	<u>6th-Career exploration 7th & 8th- Middle school will be working on planning, leadership, and effective communication skills.</u>
Jefferson	<u>My week after next class: Becoming a Better Writer, Management Skills, Physical Fitness, and Quiz.</u>
Thornton	<u>Making Decisions and Setting Goals Appreciating Diversity Through Winning Colors</u>
Day	<u>GRAPS Application Process, Personal Development and Management</u> <u>Introduction to Cybersecurity Quiz, Lesson 2 Cyber Introduction Physical Fitness</u> <u>The Navy and ROTC Scholarships, Cadet Portfolio and your career choices</u>

Language Arts

Reading

6.3 The student will determine the purpose of media messages and examine how they are constructed.

- Compare and contrast techniques used in a variety of media messages.
- Identify the characteristics and effectiveness of a variety of media messages.
- Interpret information presented in diverse media formats and explain how it contributes to the topic.
- Craft and publish audience-specific media messages.

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 the 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.
- Identify transitional words and phrases that signal an author's organizational pattern.

- k) Use reading strategies to monitor comprehension throughout the reading process.

Writing

6.7 The student will write in a variety of forms to include narrative, expository, persuasive, and reflective with an emphasis on narrative and reflective writing.

- a) Engage in writing as a recursive process.
- b) Choose audience and purpose.
- c) Use a variety of prewriting strategies to generate and organize ideas.
- d) Organize writing to fit mode or topic.
- e) Write narratives to include characters, plot, setting, and point of view.
- f) Establish a central idea incorporating evidence and maintaining an organized structure.
- g) Compose a thesis statement for expository and persuasive writing.
- h) Write multiparagraph compositions with elaboration and unity.
- i) Use transition words and phrases.
- j) Select vocabulary and information to enhance the central idea, tone, and voice.
- k) Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.
- l) Revise writing for clarity of content including specific vocabulary and information.

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

- a) Use subject-verb agreement with intervening phrases and clauses.
- b) Use pronoun-antecedent agreement to include indefinite pronouns.
- c) Maintain consistent verb tense across paragraphs.
- d) Eliminate double negatives.
- e) Use quotation marks with dialogue.
- f) Choose adverbs to describe verbs, adjectives, and other adverbs.
- g) Use correct spelling for frequently used words.
- h) Use subordinating and coordinating conjunctions.

Research

6.9 The student will find, evaluate, and select appropriate resources to create a research product.

- a) Formulate and revise questions about a research topic.
- b) Collect and organize information from multiple sources.
- c) Evaluate and analyze the validity and credibility of sources.
- d) Cite primary and secondary sources.
- e) Avoid plagiarism by using own words and follow ethical and legal guidelines for gathering and using information.
- f) Demonstrate ethical use of the Internet.

7th Grade Language Arts - SOL Test

7.3 The student will examine the elements of media literacy.

- a) Identify persuasive/informative techniques used in media.
- b) Distinguish between fact and opinion, and between evidence and inference.
- c) Describe how word choice, visual images, and sound convey a viewpoint.
- d) Compare and contrast the effectiveness of techniques in auditory, visual, and written media messages.
- e) Craft and publish audience-specific media messages.

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.
- 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

7.7 The student will write in a variety of forms to include narrative, expository, persuasive, and reflective with an emphasis on expository and persuasive writing.

- a) Engage in writing as a recursive process.
- b) Choose intended audience and purpose.
- c) Use a variety of prewriting strategies to generate and organize ideas.
- d) Organize writing structure to fit form or topic.
- e) Establish a central idea incorporating evidence, while maintaining an organized structure and a formal style.
- f) Compose a thesis statement for persuasive writing that includes a position.
- g) Clearly state a position and organize reasons and evidence, using credible sources.
- h) Distinguish between fact and opinion to support a position.
- i) Write multiparagraph compositions with elaboration and unity.
- j) Use transition words and phrases within and between paragraphs.
- k) Develop and modify the central idea, tone, and voice to fit the audience and purpose.
- l) Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.
- m) Use clauses and phrases for sentence variety.

Office of The Principal

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

Research

7.9 The student will find, evaluate, and select appropriate resources to create a research product.

- a) Formulate and revise questions about a research topic.
- b) Collect, organize, and synthesize information from multiple sources.
- c) Analyze and evaluate the validity and credibility of resources.
- d) Quote, summarize, and paraphrase information from primary and secondary sources using proper citations.
- e) Avoid plagiarism by using own words and follow ethical and legal guidelines for gathering and using information.
- f) Demonstrate ethical use of the Internet.

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.

8.3 The student will analyze, develop, and produce creative or informational media messages.

- a) Analyze the purpose of information and persuasive techniques used in diverse media formats.
- b) Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations.
- c) Use media and visual literacy skills to create products to express new understandings.
- d) Evaluate sources for relationships between intent and factual content.
- e) Utilize multimedia to clarify information and emphasize differing points of view.
- f) Evaluate the motives (e.g., social, commercial, political) behind media presentation(s).
- g) Demonstrate the ethical use of the Internet when evaluating or producing creative or informational media messages.

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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.

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.
- 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.

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- 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.

9.4 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.
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- 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.

11th Grade Language Arts – SOL Test

11.1 The student will make planned informative and persuasive 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) Respond thoughtfully and tactfully to diverse perspectives, summarizing points of agreement and disagreement.
- e) Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.
- f) Anticipate and address alternative or opposing perspectives and counterclaims.
- g) Evaluate the various techniques used to construct arguments in multimodal presentations.
- h) Use vocabulary appropriate to the topic, audience, and purpose.
- i) Evaluate effectiveness of multimodal presentations.

Reading

11.3 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.
- 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.

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.

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- 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.
- 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.

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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.
- 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.

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- 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.

- 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.
- d) Identify the meaning of common idioms.

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- 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

1.A 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.

3.E Explain the function of a significant event or related set of significant events in a plot.

3.F Explain the function of conflict in a text.

7.A Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself.

AP Language

1.A Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.

1.B Explain how an argument demonstrates understanding of an audience's beliefs, values, or needs.

RHS 2.B Demonstrate an understanding of an audience's beliefs, values, or needs.

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Mathematics

6th Grade Mathematics

Testing &

Computation and Estimation

- 6.5 The student will
- a) multiply and divide fractions and mixed numbers;
 - b) solve single-step and multistep practical problems involving addition, subtraction, multiplication, and division of fractions and mixed numbers; and
 - c) solve multistep practical problems involving addition, subtraction, multiplication, and division of decimals.

7th Grade Mathematics

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

Patterns, Functions, and Algebra

- 8.14 The student will
- a) evaluate an algebraic expression for given replacement values of the variables; and
 - b) simplify algebraic expressions in one variable.

8th Grade Mathematics

Probability and Statistics

- 8.11 The student will
- a) compare and contrast the probability of independent and dependent events; and
 - b) determine probabilities for independent and dependent events.

Algebra

- A.5 The student will
- a) solve multistep linear inequalities in one variable algebraically and represent the solution graphically;
 - b) represent the solution of linear inequalities in two variables graphically;
 - c) solve practical problems involving inequalities; and
 - d) represent the solution to a system of inequalities graphically.

Geometry

- G.8 The student will solve problems, including practical problems, involving right triangles. This will include applying

- a) the Pythagorean Theorem and its converse;
- b) properties of special right triangles; and
- c) trigonometric ratios.

Algebra II

- AII.2 The student will perform operations on complex numbers and express the results in simplest form using patterns of the powers of i .
- AII.8 The student will investigate and describe the relationships among solutions of an equation, zeros of a function, x -intercepts of a graph, and factors of a polynomial expression.

Pre Calculus

- MA.8 The student will identify, create, and solve practical problems involving triangles.

Triangular and Circular Trigonometric Functions

- T.1 The student, given a point on the terminal side of an angle in standard position, or the value of the trigonometric function of the angle, will determine the sine, cosine, tangent, cotangent, secant, and cosecant of the angle.
- T.2 The student will develop and apply the properties of the unit circle in degrees and radians.

Science

6th Grade Science

- LS.5 The student will investigate and understand that biotic and abiotic factors affect an ecosystem. Key ideas include
- a) matter moves through ecosystems via the carbon, water, and nitrogen cycles;
 - b) energy flow is represented by food webs and energy pyramids; and
 - c) relationships exist among producers, consumers, and decomposers.
- LS.6 The student will investigate and understand that populations in a biological community interact and are interdependent. Key ideas include
- a) relationships exist between predators and prey and these relationships are modeled in food webs;
 - b) the availability and use of resources may lead to competition and cooperation;
 - c) symbiotic relationships support the survival of different species; and
 - d) the niche of each organism supports survival.

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.12 The student will investigate and understand that Earth's weather and climate are the result of the interaction of the sun's energy with the atmosphere, oceans, and the land. Key ideas include
- a) weather involves the reflection, absorption, storage, and redistribution of energy over short to medium time spans;
 - b) weather patterns can be predicted based on changes in current conditions;
 - c) extreme imbalances in energy distribution in the oceans, atmosphere, and the land may lead to severe weather conditions;
 - d) models based on current conditions are used to predict weather phenomena; and
 - e) changes in the atmosphere and the oceans due to natural and human activity affect global climate.

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.3 The student will investigate and understand that atoms are conserved in chemical reactions. Knowledge of chemical properties of the elements can be used to describe and predict chemical interactions. Key ideas include

- a) chemical formulas are models used to represent the number of each type of atom in a substance;
- b) substances are named based on the number of atoms and the type of interactions between atoms;
- c) balanced chemical equations model rearrangement of atoms in chemical reactions;
- d) atoms bond based on electron interactions;
- e) molecular geometry is predictive of physical and chemical properties; and
- f) reaction types can be predicted and classified.

AP Physics

Unit 4: Energy

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

Anatomy Physiology

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

6th United States History to 1865

- USI.5 The student will demonstrate knowledge of the factors that shaped colonial America by
- a) describing the religious and economic events and conditions that led to the colonization of America;
 - b) describing life in the New England, Mid-Atlantic, and Southern colonies, with emphasis on how people interacted with their environment to produce goods and services, including examples of specialization and interdependence;
 - c) describing colonial life in America from the perspectives of large landowners, farmers, artisans, women, free African Americans, indentured servants, and enslaved African Americans;
 - d) identifying the political and economic relationships between the colonies and Great Britain.

7th United States History to Present

Turmoil and Change: 1890s to 1945

- USII.5 The student will demonstrate knowledge of the changing role of the United States from the late nineteenth century through World War I by
- a) explaining the reasons for and results of the Spanish American War;
 - b) describing Theodore Roosevelt's impact on the foreign policy of the United States;
 - c) explaining the reasons for the United States' involvement in World War I and its international leadership role at the conclusion of the war.

Civics and Economics

- CE.9 The student will demonstrate knowledge of how public policy is made at the local, state, and national levels of government by
- a) examining the impact of the media on public opinion and public policy;
 - b) describing how individuals and interest groups influence public policy;
 - c) describing the impact of international issues and events on local decision making.

9th Grade Geography

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

- WHI.4 The student will demonstrate knowledge of the civilizations of Persia, India, and China in terms of chronology, geography, social structures, government, economy, religion, and contributions to later civilizations by
- a) describing Persia, including Zoroastrianism and the development of an imperial bureaucracy;
 - b) describing India, with emphasis on the Aryan migrations and the caste system;
 - c) describing the origins, beliefs, traditions, customs, and spread of Hinduism;
 - d) describing the origins, beliefs, traditions, customs, and spread of Buddhism;
 - e) describing China, with emphasis on the development of an empire and the construction of the Great Wall;
 - f) describing the impact of Confucianism, Taoism, and Buddhism.
- WHI.5 The student will demonstrate knowledge of ancient Greece in terms of its impact on Western civilization by
- a) assessing the influence of geography on Greek economic, social, and political development, including the impact of Greek commerce and colonies;
 - b) describing Greek mythology and religion;
 - c) identifying the social structure and role of slavery, explaining the significance of citizenship and the development of democracy, and comparing the city-states of Athens and Sparta;
 - d) evaluating the significance of the Persian and Peloponnesian wars;
 - e) characterizing life in Athens during the Golden Age of Pericles;
 - f) citing contributions in drama, poetry, history, sculpture, architecture, science, mathematics, and philosophy, with emphasis on Socrates, Plato, and Aristotle;
 - g) explaining the conquest of Greece by Macedonia and the formation and spread of Hellenistic culture by Alexander the Great.

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

- WHII.4 The student will demonstrate knowledge of the impact of the European Age of Discovery and expansion into the Americas, Africa, and Asia by
- a) explaining the roles and economic motivations of explorers and conquistadors;
 - b) describing the influence of religion;
 - c) explaining migration, settlement patterns, cultural diffusion, and social classes in the colonized areas;
 - d) describing the Columbian Exchange, including its impact on native populations;

- e) mapping and explaining the triangular trade;
- f) describing the impact of precious metal exports from the Americas.

- WHI.5 The student will demonstrate knowledge of ancient Greece in terms of its impact on Western civilization by
- a) assessing the influence of geography on Greek economic, social, and political development, including the impact of Greek commerce and colonies;
 - b) describing Greek mythology and religion;
 - c) identifying the social structure and role of slavery, explaining the significance of citizenship and the development of democracy, and comparing the city-states of Athens and Sparta;
 - d) evaluating the significance of the Persian and Peloponnesian wars;
 - e) characterizing life in Athens during the Golden Age of Pericles;
 - f) citing contributions in drama, poetry, history, sculpture, architecture, science, mathematics, and philosophy, with emphasis on Socrates, Plato, and Aristotle;
 - g) explaining the conquest of Greece by Macedonia and the formation and spread of Hellenistic culture by Alexander the Great.

11th Virginia & United States History

- VUS.5 The student will demonstrate knowledge of the issues involved in the creation and ratification of the Constitution of the United States and how the principles of limited government, consent of the governed, and the social contract are embodied in it by
- a) explaining the origins of the Constitution, including the Articles of Confederation;
 - b) identifying the major compromises necessary to produce the Constitution, and the roles of James Madison and George Washington;
 - c) examining the significance of the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom in the framing of the Bill of Rights;
 - d) assessing the arguments of Federalists and Anti-Federalists during the ratification debates and their relevance to political debate today;

12th Virginia and United States Government

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

- GOVT.4 The student will demonstrate knowledge of the Constitution of the United States by
- a) examining the ratification debates and *The Federalist*;
 - b) identifying the purposes for government stated in the Preamble;



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- c) examining the fundamental principles upon which the Constitution of the United States is based, including the rule of law, consent of the governed, limited government, separation of powers, and federalism;
- d) illustrating the structure of the national government outlined in Article I, Article II, and Article III;
- e) describing the amendment process.

APUS History Unit 2
AP Gov Unit 1 Duties