

Franklin Military Academy 2021-2022

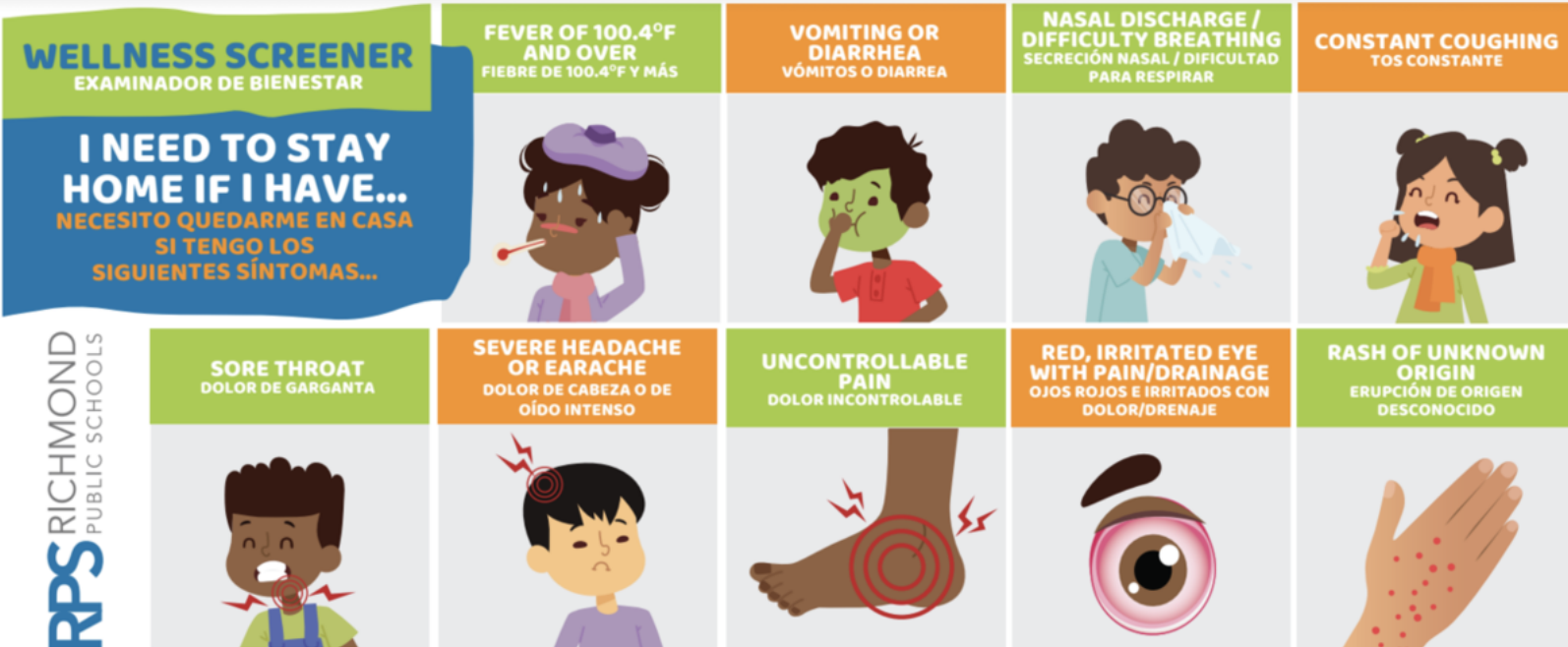
Weekly Agenda

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

Franklin Military Academy Knight



David Hudson, Principal
November 22, 2021



Some reminders about COVID rules:

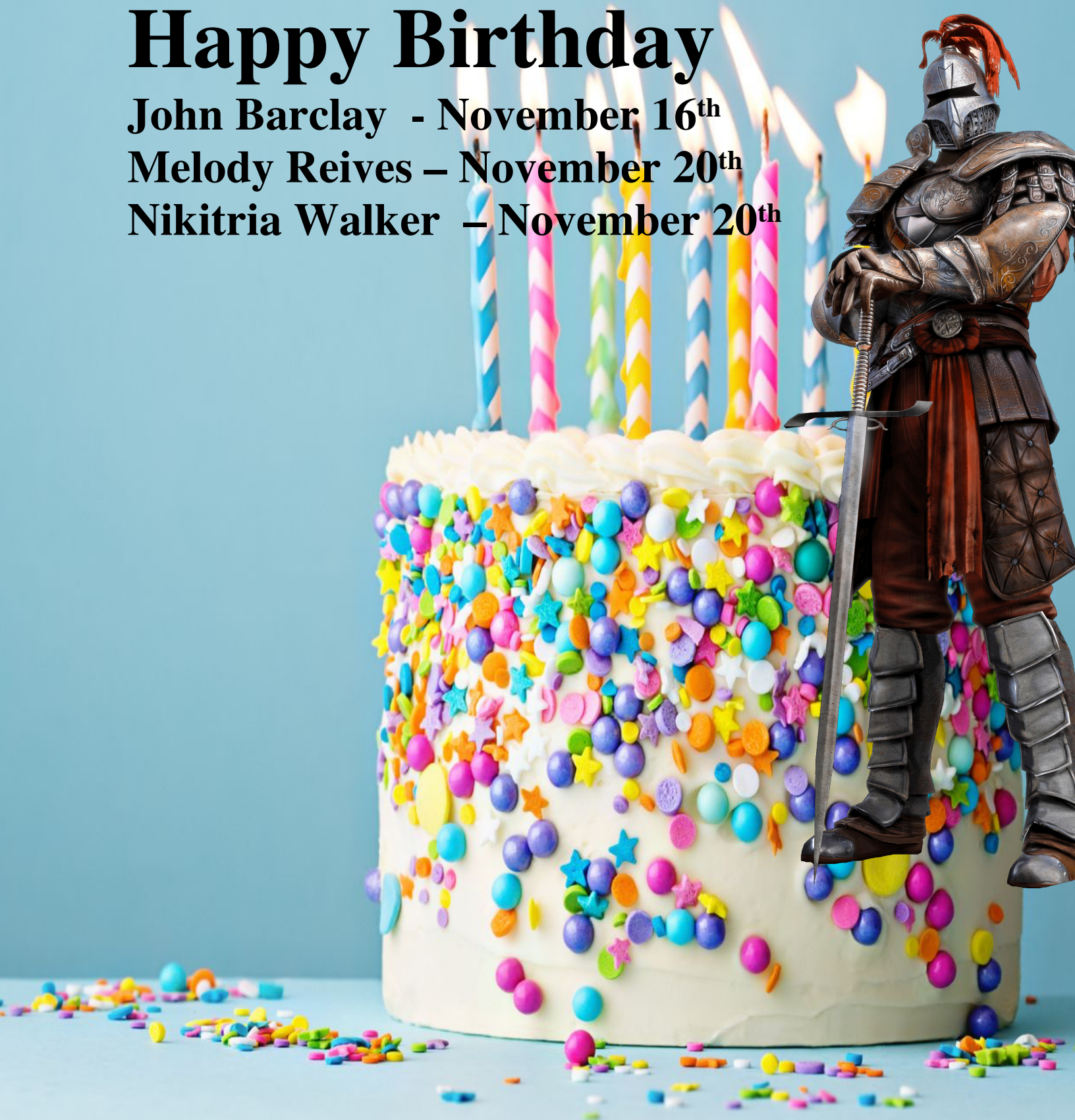
- Quarantine is 14 days. While the VDH allows some flexibility in quarantine length in unique circumstances, we are not “eligible” for those given our community transmission rate. No negative test is required to return from quarantine (just no symptoms).
- Quarantine is NOT required for vaccinated individuals (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

Nikitria Walker – November 20th





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



Boys Basketball Schedule

Pick up time for all games is 2:00p

<u>Date</u>	<u>Location</u>	<u>Opponents</u>	
December 9, 2021	Brown	River City vs Brown	
3:30p	Franklin	Boushall vs Franklin	
4:00p	Binford	Albert Hill vs Binford	
	MLK	Henderson vs MLK	3:30p
3:30p			
December 16, 2021	River City	Boushall vs River City	
4:00p	Binford	Brown vs Binford	3:30p
	Franklin	Henderson vs Franklin	4:00p
	Albert Hill	MLK vs Albert Hill	
3:30p			
January 6, 2022	River City	Binford vs River City	
4:00p	Albert Hill	Franklin vs Albert Hill	
3:30p	Henderson	Brown vs Henderson	
3:30p	Boushall	MLK vs Boushall	
3:30p			
January 10, 2022	Boushall	Binford vs Boushall	
3:30p	Brown	Albert Hill vs Brown	
3:30p	Henderson	River City vs Henderson	
3:30p	MLK	Franklin vs MLK	
3:30p			
January 13, 2022	Franklin	Brown vs Franklin	
4:00p	Albert Hill	Boushall vs Albert Hill	
3:30p			



Franklin Military Academy
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 Richmond, Virginia 23223
 Telephone (804) 780-8526
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Office of The Principal

	Binford MLK	Henderson vs Binford River City vs MLK	3:30p
3:30p			
January 20, 2022	Brown	Boushall vs Brown	
3:30p	Franklin	River City vs Franklin	
4:00p	Albert Hill	Binford vs Albert Hill	
3:30p	Henderson	MLK vs Henderson	
3:30p			
January 24, 2022	River City	Brown vs River City	
4:00p	Boushall	Franklin vs Boushall	
3:30p	Henderson	Albert Hill vs Henderson	
3:30p	MLK	Binford vs MLK	
3:30p			
January 27, 2022	Binford River City	Franklin vs Binford Albert Hill vs River City	3:30p
4:00p	Boushall Brown	Henderson vs Boushall MLK vs Brown	3:30p
3:30p			
February 3, 2022	TBA	Tournament Round 1	
TBA			
February 7, 2022	TBA	Tournament Round 2	
TBA			
February 10, 2022	John Marshall	Tournament Championship	
TBA			

League Commissioners

Dr. Stefanie Ramsey - sramsey@rvaschools.net

Travis Amos - tamos@rvaschools.net

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

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

November 17th

Coach Clarke & Coach Elie

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



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Dr. Smith's Holiday Schedule

November 22, 2021- December 3, 2021

Monday	Walkthroughs Master Schedule/Testing meeting
Tuesday	Walkthroughs Master Schedule/Testing meeting

Monday	Walkthroughs
Tuesday	CBIT
Wednesday	Attendance
Thursday	Eligibility
Friday	Walkthroughs



"A Knight Forever"

School Counselor Schedule

Week of 11/15-11/19

Monday	Admin. Meeting 9:45am
Tuesday	Classroom Guidance- 9 th grade
Wednesday	Attendance Meeting: 10:00am
Thursday	MS Counselor Meeting Classroom Guidance- 9 th grade
Friday	Individual Student Check-ins

School Counselor Schedule

Week of 11/22-11/26

Monday	Admin. Meeting: 9:45a.m.
Tuesday	Classroom Guidance- 6 th & 7 th Grade
Wednesday	Thanksgiving Holiday
Thursday	Thanksgiving Holiday
Friday	Thanksgiving Holiday

School Counselor Schedule

Week of 11/29-12/3

Monday	Admin. Meeting 9:45am
Tuesday	Specialty Enrollment Application Assistance
Wednesday	Attendance Meeting: 10:00a.m. Specialty Enrollment Application Assistance
Thursday	Senior Check-ins School Counselor Meeting
Friday	Senior Check-ins

Community In Schools Schedule

Ms. Tyree - CIS

Monday November 22	Attendance Monitoring Student Check Ins Grief Support Group - ChildSavers - HS 1:19-1:49 - MS 12:42-1:12 Student Check Ins Data Entry
Tuesday November 23	Attendance Monitoring Student Check Ins Thanksgiving Resource Deliveries- Out of Building
	<i>Have a Happy Thanksgiving!!</i>



"A Knight Forever"

Mr. Stump Schedule

ss Period	Time	Location	Teacher	Grade Level
1st Period	9:00am--10:39am	103/205	Elie/Hylton	6th/8th
2nd Period				
3rd Period	12:23pm--2:21pm	209	Simons	Algebra II & Trigonometry Honors
4th Period	2:26-4pm	308	Carter	Tutoring

WEEKLY AGENDA

Thanksgiving

Definition

thanks·giv·ing | \ than(k)s-'gi-vin also 'than(k)s-,gi- \

Definition of *thanksgiving*

1 *capitalized*: THANKSGIVING DAY

b: a public acknowledgment or celebration of divine goodness

2: the act of giving thanks

3: a prayer expressing gratitude

Reminders

**Caretakers and parents, please keep cadets home
when they are sick. – Thanks in advance**

Happy Thanksgiving

November 24th – 26th

School Closed For Thanksgiving Break For Teachers & Students

November 25th & 26th

School Closed For Thanksgiving Break For 12 Months Employees

November 29th -

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

Picture Day

Retakes & Students Not Present On The 1st Picture Day

December 1st

Office of The Principal

Last Day For 8th Grade Students To Apply For Specialty Schools – Students in 8th Grade have to reapply for high school if they want to be considered to attend Franklin in the 2022-2023 school year.

December 7th

Awards Program - 1st Nine Weeks – Awards Program will be virtual.

December 7th – Middle School [Link](#) Time 1:20 p.m. Please make sure you sign on at 1:15 p.m. Meeting will be closed at 1:19 p.m. Thanks in advance for your promptness.

December 9th

1st Nine Weeks – Awards Program will be virtual.

December 9th – High School [Link](#) Time 12:45 p.m. Please make sure you sign on at 12:40 p.m. Meeting will be closed at 12:38 p.m. Thanks in advance for your promptness.

Monday – November 22, 2021 - Formation Schedule

Grab & Go – Please let me know if you need a break and I will watch your class

- Major Wester would like to meet with NHS Candidates on Monday, November 22, in the Auditorium (or Cafeteria, if the Auditorium is not available) at 10:05.
- Formation Schedule
- Administration Meeting 9:45 a.m.
- Make sure you are maintaining the seating charts
- Classroom Walkthroughs & Observations
- Lesson plans are due in Google Docs Today by 3:00 p.m.
- No After School Activities This week
- Music Interviews
- Goal Meeting December 6th (2nd Goal Meeting With Administration). Please retest students using the same assessment you used in October.

Office of The Principal

- **Make sure you are letting me know when you arrive late and have to leave the building. Make sure you are the working hours identified on your contract. If you are not sure, please see me.**

Tuesday – November 23, 2021

• Grab & Go – Please let me know if you need a break and I will watch your class

- Make sure you are maintaining the seating charts
- Make positive calls home
- The administration will be doing walkthroughs
- Refreshments in the lounge
- Weekly Principal Call 12:30 – 2:30 p.m.
- Goal Meeting December 6th (2nd Goal Meeting With Administration). Please retest
- **Make sure you are letting me know when you arrive late and have to leave the building. Make sure you are the working hours identified on your contract. If you are not sure, please see me.**

Wednesday - November 24, 2021

- 12th Month Employees Work Day
- No School For teachers and students

Thursday - November 25, 2021

- School Closed – Happy Thanksgiving

Friday - November 25, 2021

- School Closed – Black Friday

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



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.

Office of The Principal

Resources at the click of your mouse or tracking pad.

Description	Link
<u>Instructional Vision</u> The RPS Instructional Vision 2.0 drives how we plan, deliver, and assess instruction.	<u>Instructional Vision 2.0</u>
<u>Assessment Calendar</u> The assessment calendar shares the descriptions of all assessments and the timeline for the administration of assessments.	<u>Assessment Calendar Final Draft</u>
<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.	<u>Professional Learning Pods</u>
<u>Literacy Plan</u> The RPS Literacy Plan guides our focus on literacy.	<u>RPS Literacy Plan</u>
<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.	<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>
<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.	<u>21-22 Literacy Block Requirements</u> <u>21-22 Math Block Requirements</u>
<u>K-5 Scope & Sequence At-A-Glance</u> For elementary leaders, a one-pager for each grade level will show the scope and sequence for all 4 content areas. <u>Preschool Objectives At-A-Glance</u> For Preschool	Coming soon <u>PK Creative Curriculum Objectives for Development and Learning</u>

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

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- Drill and Ceremony and Leadership Lab</u>
Gilliam	<u>6th-Career exploration 7th & 8th- Drill and Ceremony and Leadership Lab</u>
Jefferson	<u>Becoming a Better Writer, Management Skills, Quiz, Physical Fitness, and Drill and Ceremonies.</u>
Thornton	<u>Making Decisions and Setting Goals Appreciating Diversity Through Winning Colors</u>
Day	<u>College Week!!!! GRAPS Application Process, Personal Development and Management Introduction to Cybersecurity Quiz, Lesson 2 Cyber Introduction Physical Fitness 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.

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.

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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 the 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.

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.

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- 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 your own words and following ethical and legal guidelines for gathering and using information.
- f) Demonstrate ethical use of the Internet.

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7th Grade Language Arts - SOL Test

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

Research

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.

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- 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.

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

8.3 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.

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.

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8.5 The student will read and analyze a variety of fictional texts, literary nonfiction, poetry, and drama.

- a) Analyze how authors' development of characters, conflict, point of view, voice, and tone convey meaning.
- b) Identify cause and effect relationships and their impact on plot.
- c) Explain the development of the theme(s).
- d) Explain the use of symbols and figurative language.
- e) Make inferences and draw conclusions based on explicit and implied information using references to the text for support.
- f) Identify and analyze characteristics within a variety of genres.
- g) Compare/contrast details in literary and informational nonfiction texts.
- h) Compare and contrast the authors' use of word choice, dialogue, form, rhyme, rhythm, and voice in different texts.
- i) Compare and contrast authors' styles.
- j) Use reading strategies to monitor comprehension throughout the reading process.

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.

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Writing

8.7 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 prewriting strategies to generate and organize ideas.
- d) Organize writing structure to fit form or topic.
- e) Establish a central idea incorporating evidence, maintaining an organized structure and formal style.
- f) Compose a thesis statement for persuasive writing that advocates a position.
- g) Clearly state and defend a position with reasons and evidence, from credible sources.
- h) Identify a counterclaim and provide a counter - argument.
- i) Distinguish between fact and opinion to support a position.
- j) Organize information to provide elaboration and unity.
- k) Develop and modify the central idea, tone, and voice to fit the audience and purpose.
- l) Revise writing for clarity of content, word choice, sentence variety, and transitions among paragraphs.

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

- a) Use and punctuate correctly varied sentence structures to include conjunctions and transition words.
- b) Correctly use pronouns in prepositional phrases with compound objects.
- c) Use a variety of sentence structures to infuse sentence variety in writing.
- d) Maintain consistent verb tense across paragraphs.
- e) Use comparative and superlative degrees in adverbs and adjectives.
- f) Use quotation marks with dialogue and direct quotations.
- g) Use correct spelling for frequently used words.

Research

8.9 The student will find, evaluate, select, and synthesize appropriate resources to produce a research product.

- a) Formulate and revise questions about a research topic.
- b) Collect and synthesize information from multiple sources.
- c) Evaluate and analyze the validity and credibility of resources.
- d) Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view, or bias.
- e) Cite primary and secondary sources using Modern Language Association (MLA) or American Psychological Association (APA) style.
- f) Quote, summarize and paraphrase research findings.



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- g) Publish findings and respond to feedback.
- h) Avoid plagiarism by using own words and follow ethical and legal guidelines for gathering and using information.
- i) Demonstrate ethical use of the Internet.

9th Grade Language Arts

Communication and Multimodal Literacies

9.2 The student will produce, analyze, and evaluate media messages.

- a) Analyze and interpret special effects used in media messages.
- b) Determine the purpose of the media message and its effect on the audience.
- c) Analyze the purpose of information and persuasive techniques used in diverse media formats.
- d) Evaluate the motives (e.g., social, commercial, political) behind media presentation(s).
- e) Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations.
- f) Describe possible cause and effect relationships between mass media coverage and public opinion trends.
- g) Evaluate sources including advertisements, editorials, political cartoons, and feature stories for relationships between intent and factual content.
- h) Monitor, analyze, and use multiple streams of simultaneous information.
- i) Demonstrate ethical use of the Internet when evaluating or producing creative or informational media message

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

Research

9.8 The student will find, evaluate, and select credible resources to create a research product.

- a) Verify the validity and accuracy of all information.

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- b) Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view, or bias.
- c) Evaluate and select evidence from a variety of sources to support claims and introduce counterclaims.
- d) Cite sources for both quoted and paraphrased information using a standard method of documentation such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
- 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.

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.
- 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.

10.6 The student will write in a variety of forms to include persuasive, reflective, interpretive, and analytic with an emphasis on persuasion and analysis.

- a) Engage in writing as a recursive process.
- b) Plan and organize writing to address a specific audience and purpose.
- c) Adjust writing content, technique, and voice for a variety of audiences and purposes.
- d) Communicate clearly the purpose of the writing using a thesis statement.
- e) Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style.
- f) Compose a thesis statement for persuasive writing that advocates a position.
- g) Clearly state and defend a position using reasons and sufficient evidence from credible sources as support.
- h) Identify counterclaims and provide counter - arguments.
- i) Show relationships among claims, reasons, and evidence and include a conclusion that follows logically from the information presented.
- j) Blend multiple forms of writing including embedding a narrative to produce effective essays.

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- k) Elaborate ideas clearly through word choice.
- l) Use textual evidence to compare and contrast multiple texts.
- m) Revise writing for clarity of content, accuracy, and depth of information.
- n) Write and revise to a standard acceptable both in the workplace and in postsecondary education.

11th Grade Language Arts – SOL Test

1.4 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.

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- i) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).

Writing

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

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

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

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

12th Grade Language Arts Writing

Reading

12.3 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, and literary and classical allusions in text.
- e) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

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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.
- 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.

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- 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.

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.

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- 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.
- 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.

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- 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.

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

- 7.12 The student will solve two-step linear equations in one variable, including practical problems that require the solution of a two-step linear equation in one variable.
- 8.17 The student will solve multistep linear equations in one variable with the variable on one or both sides of the equation, including practical problems that require the solution of a multistep linear equation in one variable.

8th Grade Mathematics

Computation and Estimation

- 8.4 The student will solve practical problems involving consumer applications.

Algebra

- A.3 The student will simplify
- a) square roots of whole numbers and monomial algebraic expressions;
 - b) cube roots of integers; and
 - c) numerical expressions containing square or cube roots.

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 .

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Equations and Inequalities

- AII.3 The student will solve
- absolute value linear equations and inequalities;
 - quadratic equations over the set of complex numbers;
 - equations containing rational algebraic expressions; and
 - equations containing radical expressions.
- AII.4 The student will solve systems of linear-quadratic and quadratic-quadratic equations, algebraically and graphically.
- AII.6 For absolute value, square root, cube root, rational, polynomial, exponential, and logarithmic functions, the student will
- recognize the general shape of function families; and
 - use knowledge of transformations to convert between equations and the corresponding graphs of functions.
- 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
- domain, range, and continuity;
 - intervals in which a function is increasing or decreasing;
 - extrema;
 - zeros;
 - intercepts;
 - values of a function for elements in its domain;
 - connections between and among multiple representations of functions using verbal descriptions, tables, equations, and graphs;
 - end behavior;
 - vertical and horizontal asymptotes;
 - inverse of a function; and
 - composition of functions algebraically and graphically.
- 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.

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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.

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Science

6th Grade Science

- 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.2 The student will investigate and understand that matter is composed of atoms. Key ideas include
- a) our understanding of atoms has developed over time;
 - b) the periodic table can be used to predict the chemical and physical properties of matter; and
 - c) the kinetic molecular theory is used to predict and explain matter interactions.
- PS.3 The student will investigate and understand that matter has properties and is conserved in chemical and physical processes. Key ideas include
- a) pure substances can be identified based on their chemical and physical properties;
 - b) pure substances can undergo physical and chemical changes that may result in a change of properties;
 - c) compounds form through ionic and covalent bonding; and
 - d) balanced chemical equations model the conservation of matter.

Earth Science

- ES.6 The student will investigate and understand that resource use is complex. Key ideas include
- a) global resource use has environmental liabilities and benefits;
 - b) availability, renewal rates, and economic effects are considerations when using resources;
 - c) use of Virginia resources has an effect on the environment and the economy; and
 - d) all energy sources have environmental and economic effects.

Biology

BIO.5 The student will investigate and understand that there are common mechanisms for inheritance. Key ideas include

- a) DNA has structure and is the foundation for protein synthesis;
- b) the structural model of DNA has developed over time;
- c) the variety of traits in an organism are the result of the expression of various combinations of alleles;
- d) meiosis has a role in genetic variation between generations; and
- e) synthetic biology has biological and ethical implications.

Chemistry

CH.4 The student will investigate and understand that molar relationships compare and predict chemical quantities. Key ideas include

- a) Avogadro's principle is the basis for molar relationships; and
- b) stoichiometry mathematically describes quantities in chemical composition and in chemical reactions.

AP Physics

Unit 5: Momentum

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

Anatomy Physiology

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

6th United States History to 1865

- USI.5 The student will demonstrate knowledge of the factors that shaped colonial America by
- describing the religious and economic events and conditions that led to the colonization of America;
 - 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;
 - describing colonial life in America from the perspectives of large landowners, farmers, artisans, women, free African Americans, indentured servants, and enslaved African Americans;
 - 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
- explaining the reasons for and results of the Spanish American War;
 - describing Theodore Roosevelt's impact on the foreign policy of the United States;
 - 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.8 The student will demonstrate knowledge of the American constitutional government at the local level by
- describing the structure and powers of the local government;
 - explaining the relationship of local government to the state government;
 - explaining and/or simulating the lawmaking process.

9th Grade Geography

- WHI.5 The student will demonstrate knowledge of ancient Greece in terms of its impact on Western civilization by
- assessing the influence of geography on Greek economic, social, and political development, including the impact of Greek commerce and colonies;

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- 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.
- WHI.6 The student will demonstrate knowledge of ancient Rome from about 700 B.C. (B.C.E.) to 500 A.D. (C.E.) in terms of its impact on Western civilization by
- a) assessing the influence of geography on Roman economic, social, and political development;
 - b) describing Roman mythology and religion;
 - c) explaining the social structure and role of slavery, significance of citizenship, and the development of democratic features in the government of the Roman Republic;
 - d) sequencing events leading to Roman military domination of the Mediterranean basin and Western Europe and the spread of Roman culture in these areas;
 - e) assessing the impact of military conquests on the army, economy, and social structure of Rome;
 - f) assessing the roles of Julius and Augustus Caesar in the collapse of the Republic and the rise of imperial monarchs;
 - g) explaining the economic, social, and political impact of the Pax Romana;
 - h) describing the origin, beliefs, traditions, customs, and spread of Christianity;
 - i) explaining the development and significance of the Church in the late Roman Empire;
 - j) listing contributions in art and architecture, technology and science, medicine, literature and history, language, religious institutions, and law;
 - k) citing the reasons for the decline and fall of the Western Roman Empire.

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

- WHII.5 The student will demonstrate knowledge of the status and impact of global trade on regional civilizations of the world after 1500 A.D. (C.E.) by
- a) describing the location and development of the Ottoman Empire;
 - b) describing India, including the Mughal Empire and coastal trade;
 - c) describing East Asia, including China and the Japanese shogunate;
 - d) describing Africa and its increasing involvement in global trade;

- e) describing the growth of European nations, including the Commercial Revolution and mercantilism.

Era VI: Age of Revolutions, 1650 to 1914 A.D. (C.E.)

- WHII.6 The student will demonstrate knowledge of scientific, political, economic, and religious changes during the sixteenth, seventeenth, and eighteenth centuries by
- a) describing the Scientific Revolution and its effects;
 - b) describing the Age of Absolutism, including the monarchies of Louis XIV and Peter the Great;
 - c) assessing the impacts of the English Civil War and the Glorious Revolution on democracy;
 - d) explaining the political, religious, and social ideas of the Enlightenment and the ways in which they influenced the founders of the United States;
 - e) describing the French Revolution;
 - f) describing the expansion of the arts, philosophy, literature, and new technology.

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;
 - e) appraising how John Marshall's precedent-setting decisions established the Supreme Court as an independent and equal branch of the national government.

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