

# Franklin Military Academy 2022

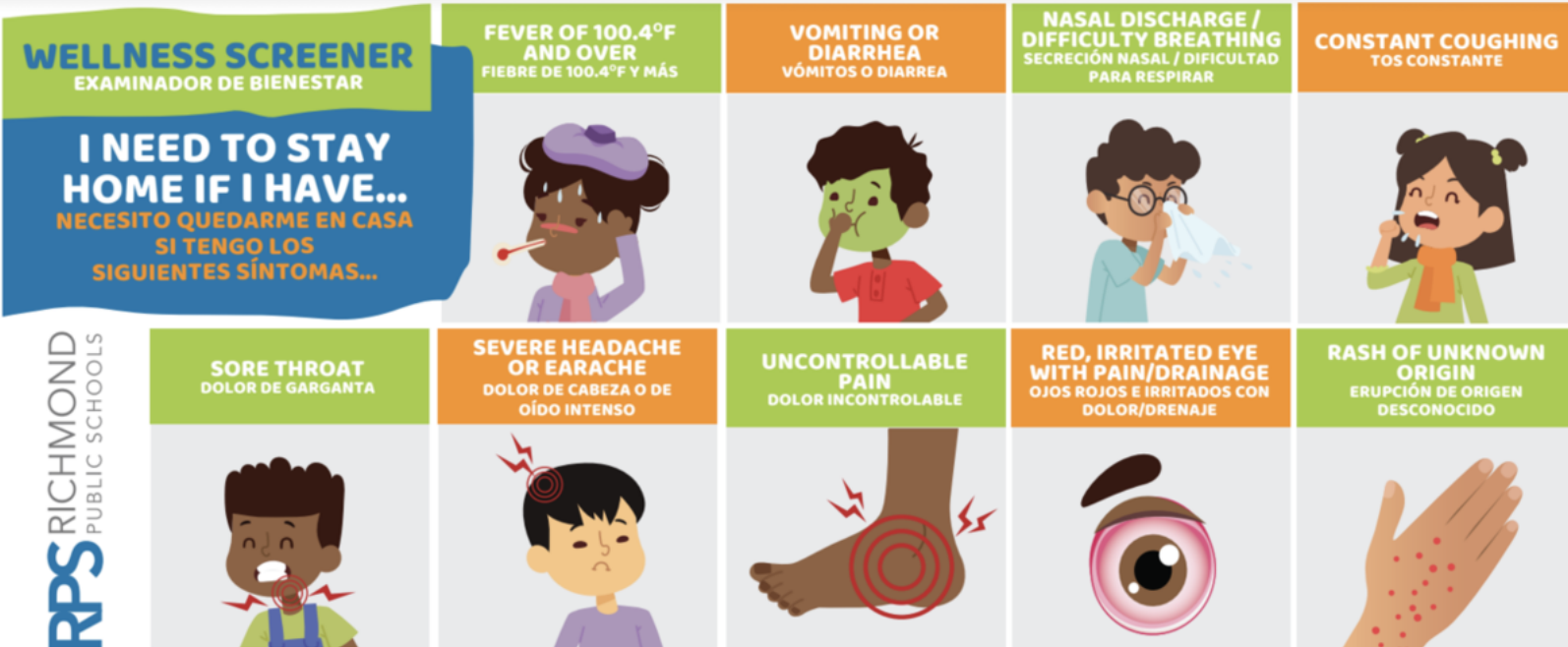
## Weekly Agenda

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

*Franklin Military Academy Knight*



David Hudson, Principal  
January 17, 2022



### 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. Additionally, no negative test is required to return from quarantine (just no symptoms).
- Quarantine is NOT required for vaccinated individuals (students and staff) with However, ao symptoms. A test is recommended (not required) between days 3-5. The individual should not stay home while they are waiting for results.
- Isolation (for potentive inAfter that, noviduals) is 10 days. No negative test is needed to return (just no symptoms).



# Happy Birthday

Brian Taylor January 10

Gilbert Carter January 16

Mark Wenberg – January 28



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## COVID-19 Guidance for Students and Staff (Effective January 18, 2022)

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The health and safety of the RPS community is our top priority. The following document provides updated COVID-19 isolation and quarantine guidance, as well as updated information about masks, vaccines/boosters, and reporting.

### Isolation

Isolation is the period of time that someone who has tested positive for COVID-19 stays at home.

- Any RPS student, staff member, or partner who tests positive for COVID-19 will isolate for 10 calendar days. **An RPS nurse or a member of the RPS COVID team will communicate with the individual and set the isolation period.**
- A positive result can be reported from an at home test, rapid test, or PCR test. Individuals who have taken an at home test may wish to schedule a PCR test to validate results, although this is not required. A negative PCR test takes precedence over a positive at home test, given the PCR test's greater accuracy.
- The 10-day isolation period occurs regardless of if an individual has symptoms and regardless of vaccination status.
- The 10-day isolation period begins at symptom onset (if symptomatic) or the testing date (if asymptomatic).
- **A negative test is not required to return to school or work after an isolation period** – in fact, many individuals who test positive for COVID-19 can continue to test positive for up to 3 months after their infection. An ongoing positive result does not mean someone remains contagious.
- An individual returns to in person school or work on day 11 after the 10-day isolation period if their symptoms are gone or improved. They are no longer contagious after completing the isolation period.
  - It is possible that someone may experience some lingering symptoms at the end of an isolation period.
  - While some symptoms may linger, one symptom that must be fully resolved is fever; individuals must be fever-free for 24 hours without fever-reducing medication.
  - If significant symptoms persist after the 10-day isolation period, individuals should contact their health care provider and their school's principal or supervisor.

### Quarantine

Quarantine is the period of time that close contacts of a person who is positive with COVID-19, who also meet other guidelines, need to stay home/away from others. **An RPS nurse or a member of the RPS COVID team will determine close contacts and quarantine next steps, including the applicable dates.**

The first step is to identify individuals who are close contacts:

- For children: A close contact is being less than 6 feet from a positive adult or 3 feet from a positive child for at least 15 minutes over a 24-hour period.



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- For adults: A close contact is being less than 6 feet from a positive individual (child or adult) for at least 15 minutes over a 24-hour period.

Once close contacts are identified, the nurse determines if they are “up to date” on their vaccines. Click [here](#) for what it means to be “up to date” for all COVID-19 vaccines, including any booster dose(s).

Up to date children and adults who are not experiencing symptoms do not need to quarantine. In addition, anyone who has had COVID-19 in the last 90 days does not need to quarantine.

If an individual is identified as a close contact but is not required to quarantine, they should watch their symptoms up until Day 10 from the initial exposure and it is recommended they test after Day 5 from the initial exposure.

If it is determined that an individual needs to quarantine, there are 2 options:

- **Option 1: Test to Stay (TTS) – launching the week of January 24<sup>th</sup>:**
  - Test to Stay is a rigorous testing program which provides for nightly testing for the first five days of the assigned quarantine period and allows students and staff to attend school and work throughout the period, assuming negative test results. TTS participants take an RPS provided COVID-19 test via a video chat with a medical proctor (to validate the testing process and results). The results are uploaded to a secure platform. If the staff member/student tests negative at night, they can attend work/school the next day. This process continues for 5 days. If an individual tests positive during this period, they shift immediately to the isolation guidance outlined above.
  - TTS participants must be able to correctly and consistently wear a mask throughout the school day (therefore preschool students, students with special needs, and other students may not be eligible for TTS).
  - Additional details about TTS will be available the week of January 24<sup>th</sup>.
- **Option 2: 10-day quarantine at home**
  - If a family does not opt into TTS, or does not follow the TTS protocol accurately, a 10-day quarantine is required. A negative test is not required to return after the 10-day quarantine period.
  - If a student develops symptoms during at-home quarantine, they should isolate immediately and inform the school principal. RPS will provide an at-home test for diagnosis.

**Consistent and Correct Use of Masks**

The CDC and VDH continue to *strongly recommend* the use of masks in Preschool-12 settings to reduce the risk of in-school transmission. Therefore, RPS mask requirements remain the same – masks must be worn at all times within RPS buildings and outdoors on RPS property/campuses.

The most important thing about a mask is that it fits well and is worn consistently.

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- Use a mask that fits snugly over the nose, mouth, and chin without gaps (knot ear loops of a mask if needed).
- Choose a mask with a nose wire and make sure it is pressed down tightly for a snug fit. A mask is not effective if it does not cover the nose.
- KN95 masks can offer a higher level of protection, when worn correctly. RPS has KN95 masks available at all schools.
- Wear a mask with two layers. For example, use a cloth mask with two or more layers of washable, breathable fabric, or wear a disposable mask under a cloth mask.
  - Do not combine two disposable masks.
  - Do not combine a KN95 with any other mask.

**Get Vaccinated and Stay “Up to Date”**

Vaccination is the leading public health prevention strategy to protect individuals and communities from COVID-19. The CDC recommends that everyone 5 years and older be “[up to date](#)” – which means a person has received all recommended COVID-19 vaccines, including any booster dose(s) when eligible.

RPS is partnering with VDH to offer vaccine clinics at RPS schools and the Arthur Ashe Center throughout the winter and spring. In addition, there are other community-based vaccination centers available. Most vaccination clinics offer 1<sup>st</sup> and 2<sup>nd</sup> shots for adults and children as well as boosters for eligible age groups.

**Reporting**

If a staff member or family needs to report a positive case, a possible exposure, or COVID-19 related symptoms, they should email the school principal/their supervisor. Emails are monitored in the evenings and weekend and someone will respond within 24 hours. Staff and students should not report to school/work if they have tested positive or experiencing symptoms.



## Revised - RPS High School 2021-2022 Two-Hour Late Arrival Bell Schedule

<i><b>Period</b></i>	<i><b>Time</b></i>
<b>Morning Arrival</b> <i>No Breakfast</i>	<b>10:45 a.m. - 11:00 a.m.</b>
<b>1<sup>st</sup> Period</b>	<b>11:05 a.m.-12:10 p.m.</b>
<b>2<sup>nd</sup> Period &amp; Lunch</b>	<b>12:15 p.m - 1:55 p.m.</b>
<b>3<sup>rd</sup> Period</b>	<b>2:00 p.m. – 3:00 p.m.</b>
<b>4<sup>th</sup> Period</b>	<b>3:05 p.m. - 4:00 p.m.</b>
<b>Dismissal</b>	<b>4:00 p.m.</b>

### Middle School Lunch 12:25 a.m.-12:50 p.m. - Main Hall Way Entrance Line

Elie	12:20 p.m.
Hylton	12:22 p.m.
James	12:24 p.m.
Paschall	12:26 p.m.
Barclay	12:28 p.m.
Watson	12:30 p.m.
Nunez	12:32 p.m.
Corey	12:36 pm.
Dubinsky	12:38 p.m.
Guishard	12:40 p.m.
Ashe	12:45 p.m.



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**High School Lunch 11:25 am-12:00 p.m. – Entrance Near SGT Thornton’s Class**

Dereu	12:20 p.m.
Smith	12:22 p.m.
Giffin	12:24 p.m.
Simons	12:26 p.m.
Kim	12:28 p.m.
Lindley	12:30 p.m.
Wester	12:32 p.m.
Walker	12:36 pm.
Thornton	12:38 p.m.
Jefferson	12:40 p.m.
Richardson	12:20 p.m.
Reives	12:24 p.m.
Taylor	12:26 p.m.
Menefee	12:30 p.m.
White	12:32 p.m.



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# Franklin Military Academy After School Activity Attendance

*(Roll must be typed with students' names listed by after school instructor. Do not allow students to take attendance due to accuracy and legalities of supervision of students. Thanks for your cooperation in this safety matter. Turn form into office after extended day activity.)*

**Teacher's Name** \_\_\_\_\_ **Date** \_\_\_\_\_

Room/Location \_\_\_\_\_ (Do not leave blank)

**Type of Activity:** \_\_\_\_\_

[illegible]

**Pick up time for all games is 2:00p  
Jan 6 Updated Schedule**

<u>Date</u>	<u>Location</u>	<u>Opponents</u>	
<b>January 19, 2022</b>	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			
<b>January 20, 2022</b>	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			
<b>January 24, 2022</b>	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
<b>January 27, 2022</b>	Binford	Franklin vs Binford	3:30p
	River City	Albert Hill vs River City	4:00p
	Boushall	Henderson vs Boushall	3:30p
	Brown	MLK vs Brown	
3:30p			
<b>February 3, 2022</b>	TBA	Tournament Round 1	
TBA			
<b>February 7, 2022</b>	TBA	Tournament Round 2	
TBA			
<b>February 10, 2022</b>	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\*\*\*



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*(Roll must be typed with students' names listed by after school instructor. Do not allow students to take attendance due to accuracy and legalities of supervision of students. Thanks for your cooperation in this safety matter. Turn form into office after extended day activity.)*

**Teacher's Name** \_\_\_\_\_ **Date** \_\_\_\_\_

Room/Location \_\_\_\_\_ (Do not leave blank)

**Type of Activity:** \_\_\_\_\_

[illegible]

# Good Apple Award

**September 8, 2021**

**SGT 1<sup>st</sup> 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 17**

**Coach Clarke & Coach Elie**

**January 13, 2022**

**Mr. Jaimson**





**SNS FOOD PURCHASES**  
**ONLINE PAYMENT INSTRUCTIONS**



**TWO (2) WAYS TO ACCESS THE RPS ONLINE PAYMENT SYSTEM**


1. From the Richmond Public School Website, you will click on ***Staff Portal***  
  
Click on ***Online Systems***  
  
Scroll down the screen until you see ***Online Payment Systems***

OR

2. You can go to the following web address: <https://osp.osmsinc.com/RichmondVA/>

If this is your first time, you will need to create an account.

**CREATING AN ACCOUNT:** You must create an account for your funds to be loaded into School Nutrition's System

- 1) To create an account, click on  at the top right of the screen.
- 2) Under ***New User***, enter in your information.

If you have an existing account, under ***Existing User***, you will enter your login information.

MAKING A PAYMENT

- 1) To make a payment you will click on **Nutrition Services**,
- 2) Click on the *Nutrition Services* in the drop down.



- 3) Click on the plus sign (+) to add funds.
- 4) In the "Description Box", you will enter your student's school or your school work location
- 5) In the "Qty" box, leave quantity as 1
- 6) In the "Price" Box enter in the dollar amount.
- 7) Click *Add to Cart*

The screen will change to show you your total.

- 8) Click on *Checkout* to continue your transaction.
- 9) On the **Assign Student Profile to Activity** screen, click on the *Add Student* button.
- 10) Then you will enter in the information. If you are the student, select the "Student" drop down option. If you are an employee, select the "Employee" drop down.
- 11) Under the *Select Student Profile*, you will click on the drop down and pick your profile. Click on *Next*.
- 12) Enter in your bank / credit card information.
- 13) Click on the **Confirm** button to completed your transaction.

You will receive an email payment receipt for confirmation of your payment.

Please give 24 hours for your payment to show up on your school cafeteria account to utilize at RPS SNS Cafeterias.

**RPS** RICHMOND  
PUBLIC SCHOOLS  
**PRICE GUIDE FOR SNS MEALS**  
**SY 2021 – 2022**

ADULT BREAKFAST (ALL SCHOOLS) [ENTRÉE, FRUIT & MILK]	\$ 2.50
ADULT PREFERRED MEAL (PM) LUNCH [PM ENTRÉE, FRUIT, VEGETABLE & MILK]	\$ 4.25
ADULT LUNCH [ENTRÉE, FRUIT, VEGETABLE & MILK]	\$ 4.75
SPECIAL EVENT COMPLETE ADULT LUNCH	\$ 5.00

**INDIVIDUAL PRICING**

BREAKFAST ENTRÉE	\$ 1.25
LUNCH ENTRÉE	\$ 2.25
PM LUNCH ENTRÉE	\$ 2.50
VEGETABLE	\$ 0.75
FRUIT	\$ 0.75
MILK	\$ 0.50



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**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

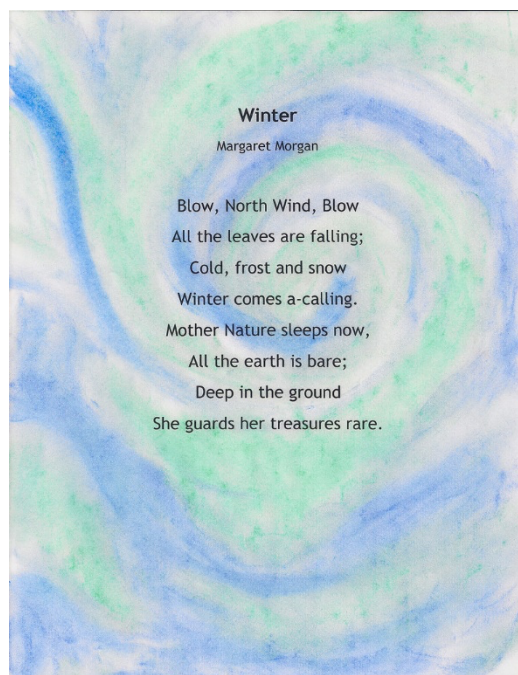


*Dr. J. Smiths' Weekly Schedule 1/17/2022*

Monday	MLK Day observance – No school
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 link to sign up for goals and observations.

[Dr. Smiths Calendar](#)



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## SOL Testing Update

Due to the school closures this week we will postpone the start of SOL testing to January 18. Please view the [assessment calendar](#) for more information. If you have any questions or concerns, please do not hesitate to contact me.

Start Date	End Date	Assessment
January 18		Block 1 - World History 1 / Earth Science / Biology / Geometry
January 19		Block 2 - Algebra 1 / Biology / World History 1
January 20		Block 3 - World History 2 / Geometry / Algebra 1 / Civics
January 21		Block 4 - Reading / Biology / Civics / World History 1
January 25-28		Make - up Testing/Remediation/Retesters - (students not enrolled in the course)
January 31-February 4		Expedited Retakes

Make-up Testing/Remediation/Retesters January 24-27  
Expedited Retakes February 1-4





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## **School Counselor**

# Community In Schools Schedule



Ms. Tyree Schedule Week of January 17, 2022

<b>Monday January 17</b>  <b>No School</b>	
<b>Tuesday January 18</b>	<b>Attendance Monitoring</b> <b>Student Check In's</b> <b>9:00-12:00 Out of Building</b> <b>12:45-1:00 Weekly Check in with Student</b> <b>Data Entry</b>
<b>Wednesday January 19</b>	<b>Attendance Monitoring</b> <b>10:00-11:00 Attendance Team Meeting</b> <b>11:00-11:30 Trio Meeting (Family Liaison, School Social Worker, CIS)</b> <b>1:00-4:00 Out of Building</b> <b>Data Entry</b>
<b>Thursday January 20</b>	<b>Attendance Monitoring</b> <b>Student Check In's</b> <b>Data Entry</b> <b>Weekly Lunch Check In w/ Student</b> <b>2:00-3:00 Meeting</b>
<b>Friday January 21</b>	<b>Attendance Monitoring</b> <b>Student Check In's</b> <b>Data Entry</b> <b>CIS Meeting 1:00-3:00</b>

I still have coats available! Please send students to 303A or email me at [atyree@cisofrichmond.org](mailto:atyree@cisofrichmond.org) if you know of any students who may need a coat.



# Vocabulary in Action

## Word <sup>of</sup> the Week

### WEEKLY AGENDA

## Martin Luther King, Jr.

### Definition

Martin Luther King, Jr., is known for his contributions to **the American civil rights movement in the 1960s**. His most famous work is his “I Have a Dream” speech, delivered in 1963, in which he spoke of his dream of a United States that is void of segregation and racism.



# Reminders

*Dates may change*

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



**January 28**  
**2 Hour Early Dismissal –**  
**Teachers’ Professional**  
**Development**

**January 31**  
**No School For Students –**  
**Teachers’ Work Day**

**February 21**  
**Presidents’ Day - School Closed**

**February 1 – End of Semester**  
**Grades Can Start Be Placing**  
**Online - January 7**

## **JROTC Upcoming Events:**

### **Upcoming Events:**

\* The Franklin Knighting Ceremony will take place in February this is the latest change due to changes the current situation and military staff schedule. More to follow with the date.

\* Franklin Military Academy is going through its JROTC Program Accreditation (JPA) February 23, 2022. This is to validate our program and is a huge event for Franklin. The Military department needs your help and support during this time. Currently we are an Honor Unit with Distinction and would like to maintain this great prestigious Title, but we need your help. Please allow selected cadets to participate in the inspection. Their names will be forthcoming by the end of the month. Thank you for your support and assistance.

\* Franklin Military Academy will be hosting the National Raider Event on March 26, 2022, at Pocahontas State Park. This is a change from the previous note, the meet has been pushed back a week due to scheduling challenges with the park. Approximately 42 schools from across the state will be participating with over 48 teams competing to be named the Best Raider Team in the State. Please come out and support our Franklin Knights!!!!

\* Academic Bowl Competition is now, Congratulations to Franklin Military Academy placing two teams in the second round of the competition. This is the first time Franklin, in its history, has placed two teams in the Army Academic Bowl Challenge. The Challenge begins now, and teams are staying back on Tuesdays to study for this competition. Support is needed in Math, English and Science as 90% of the test is coming from SAT/ACT and ASVAB. If you would like to support, please let me know, our teams need You!!!.

\* The Military Awards Ceremony will take place in April 2022. More to follow as we continue to monitor current COVID Protocols.



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\* JCLC will be held this year at Virginia Polytechnic Institute and State University, (VA Tech), from 23 – 30 June 2022. The objectives of JROTC Cadet Leadership Challenge (JCLC) are: To provide a safe, healthy, and fun training environment that is both physically and mentally challenging. To provide hands-on training designed to develop leadership, discipline, teamwork, and self-confidence. We have extended this camp to also include STEAM activities and at the end of camp have a project display. This is open to all cadets from 8-11 grades. More data is forthcoming, as the camp is currently being redesigned.

\* Franklin has established a Cyber Camp partnered with Virginia Commonwealth University (VCU) this summer. The camp is scheduled for the end of July and will be open to all JROTC Cadets, from 8-11 grades. More to follow as details are being worked out at this time.

**The Richmond Alumnae Chapter of  
Delta Sigma Theta Sorority, Inc. and the  
Arts & Letters Committee  
Presents the  
32<sup>nd</sup> Annual L. Rita Davis Oratorical Contest  
Our theme this year is:**

***The Magical Power of Words!***

**This event will be Saturday, February 5, 2022**

**All entries are to be submitted by Saturday,  
January 16, 2022, by video ONLY!**

\*\*\*\*\*

**Faculty and Staff members, please encourage our  
cadets to sign up for this excellent activity.  
It would be fantastic to have at LEAST 4 cadets PER  
grade level participate.  
(28 is our magic number).**

**Signup: <https://tinyurl.com/3u9rv9rw>**

**Please see Captain Reives for details.**





## Secondary:

- Students will begin each block with synchronous (live) instruction for each block that they would normally have if they were in-person. They will logon to the Google Classroom Meet and the teacher will provide initial instruction followed by asynchronous assignments for the remainder of the class period.
- We will set a universal district schedule for middle school & high school– please note– students are not receiving synchronous instruction for 90 minutes, but they should logon at the beginning of each block and follow the guidance provided by the teacher.

### High School

- Block 1: 9:00am-10:30am
- Block 2: 10:30am-12:00pm
- Lunch: 12:00pm-12:30pm
- Block 3: 12:30pm-2:00pm
- Block 4: 2:00pm-3:30pm
- In the event the teacher for a course is out, all learning will be asynchronous. The teacher will upload instructions to Google Classroom and students should follow along. If for some reason, this is not available, please use any of the suggested resources [here](#).
- Each teacher will take attendance for their class throughout the day based on students logging in and completing work.

**Staff, make sure we are working 8 hours a day. We must arrive no later than 8:30 a.m. and leave at 4:30 p.m. Students enter the building at 8:30 a.m. and need to be supervised. If I cannot locate you during the 8:30 a.m. – 4:30 p.m., I assume you are gone or not reporting to work, and the administration will record the time accordingly in SMART FINDER. If you are late or need to leave early, please notify me. Thanks in advance for assisting with the ongoing issue, and thanks to those who let me know when they arrived late and have leave before 4:30 p.m.**

## Monday – January 17, 2022 - Formation Schedule

- Martin L. King Holiday

## Tuesday – January 18, 2022 - Lunch A

- Make sure you are maintaining the seating charts

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- After School Detention Sports Practice
- Weekly Principal Call 1:30 – 2:30 p.m.
- A window repair schedule will be announced. Teachers on the 1<sup>st</sup> floor, be prepared to relocate.
- College Board Meeting 11:00 a.m.
- **SOL Test - World History - Earth Science – Biology – Geometry**

### **Wednesday – January 19, 2022 – Lunch B**

- Make sure you maintain your seating charts
- Attendance Meeting
- Custodian Meeting 10:00 a.m.
- **PPE Pick Up noon – Let me know before 11:00 a.m. if you need anything to maintain safety in your classrooms.**
- Please remind students that they are not allowed to enter the building until 8:30 a.m.
- Window repair schedule will be announced. Teachers on the 1<sup>st</sup> floor, be prepared to relocate.
- Albert Hill LH School Looking at Student Work (Virtual) 1:50 p.m.
- Community In Schools Meeting 4:15 p.m.
- **SOL Test - Algebra 1 – Biology – World History 1**

### **Thursday - January 20, 2022 – Lunch C**

- Make sure you are maintaining the seating charts
- Please remind students that they cannot enter the building until 8:30 a.m.
- A window repair schedule will be announced. Teachers on the 1<sup>st</sup> floor, be prepared to relocate.
- Principals' Meeting 9:00 - Cluster Meeting
- **SOL Test - World History 2 – Geometry - Algebra 1 – CIVICS**

### **Friday- January 21 2022**



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## • **Grab & Go Lunch**

- **Principal's Goal Meeting**
- **Make sure you are maintaining the seating charts**
- **Formation Schedule**
- **Please remind students that they are not allowed to enter the building until 8:30 a.m.**
- **Window repair schedule will be announced. Teachers on the 1<sup>st</sup> floor, be prepared to relocate.**
- **Staff Observation - Central Administration**
- **SOL Test -eading – Biology – Civics – World History 1AZdf[ ]SOL Test -**

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

August 24<sup>th</sup> – 1<sup>st</sup> Day For Virtual Academy

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

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

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

\*\*November 2<sup>nd</sup> & 4<sup>th</sup> – School Closed For Staff & Students

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

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

\*\* School Closed For Thanksgiving November 24<sup>th</sup> – 26<sup>th</sup>

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

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

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

Data Due -January 27 (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 25 (Bring Data To Grade Level Meeting)

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

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

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

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

12<sup>th</sup> Month Employees Report To Work

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

Data Due - April 22 (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 1<sup>st</sup> 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 1<sup>st</sup> Semester Goal and Identify 2<sup>nd</sup> 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 1<sup>st</sup> 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.



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**Resources at the click of your mouse or tracking pad.**

Description	Link
<b><u>Instructional Vision</u></b> The RPS Instructional Vision 2.0 drives how we plan, deliver, and assess instruction.	<a href="#"><u>Instructional Vision 2.0</u></a>
<b><u>Assessment Calendar</u></b> The assessment calendar shares the descriptions of all assessments and the timeline for the administration of assessments.	<a href="#"><u>Assessment Calendar Final Draft</u></a>
<b><u>Professional Learning Pods</u></b> We have created smaller learning communities for principals and teachers for district professional learning to be more responsive to individual school and student needs.	<a href="#"><u>Professional Learning Pods</u></a>
<b><u>Literacy Plan</u></b> The RPS Literacy Plan guides our focus on literacy.	<a href="#"><u>RPS Literacy Plan</u></a>
<b><u>Lesson Preparation &amp; Planning</u></b> 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.	<a href="#"><u>2021-2022 Intellectual Preparation &amp; Lesson Planning Guidance</u></a>  <a href="#"><u>5E lesson plan</u></a> <a href="#"><u>Lesson plan</u></a> <a href="#"><u>Unit plan</u></a>  <a href="#"><u>PK Instructional Guidance &amp; Procedures</u></a>
<b><u>Literacy Block and Math Block</u></b> 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.	<a href="#"><u>21-22 Literacy Block Requirements</u></a> <a href="#"><u>21-22 Math Block Requirements</u></a>
<b><u>K-5 Scope &amp; Sequence At-A-Glance</u></b> For elementary leaders, a one-pager for each grade level will show the scope and sequence for all 4 content areas.  <b><u>Preschool Objectives At-A-Glance</u></b> For Preschool	Coming soon          <a href="#"><u>PK Creative Curriculum Objectives for</u></a>

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	<b><u>Development and Learning PK Learning Progressions</u></b>
<b><u>Teacher Leadership</u></b> 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>
<b><u>Professional Learning Platform</u></b> 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>
<b><u>Digital Resources</u></b> 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>
<b><u>school-BasedAssignments</u></b> This spreadsheet is a one-stop-shop to see all the additional support staff assigned to each school.	<u>School-Based Assignments</u>
<b><u>Grading Practices &amp; Windows</u></b>	<u>Secondary Grading Procedures</u> <u>Elementary Grading Procedures</u>  <u>HS grading timeline</u> <u>ESMS grading timeline</u>
<b><u>Google Classroom Guidance</u></b>	<b>Coming soon</b>
<b><u>Secondary Master Schedule</u></b>	<u>Master Schedule Guide</u>
<b><u>Attendance</u></b>	<u>Attendance GuideBook</u>
<b><u>BOY Materials</u></b>	<u>2021-2022 BOY Documents</u>
<b><u>Cluster Meeting Dates</u></b>	<b><u>ES Cluster Meeting</u></b>  <u>Secondary Cluster Mtgs. SY21-22</u>
<b><u>Exceptional Education</u></b>	<u>Ex. Ed. Leadership Resources</u>



# Military Instruction

## CONGRAULATIONS:

**Thank you all for participating in the COATS for Kids Drive Franklin Managed to support Puritan Cleaners with over 110 Coats for needy Families Well Done Franklin!!!!**

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

Guishard	<u>Drill and Ceremony and Competing all missing Assignments, Leadership</u>
Lab	
Gilliam	<u>Drill and Ceremony and Competing all missing Assignments, Leadership</u>
Lab Jefferson	<u>Ethical Concepts and You, Physical Fitness, and Quiz.</u>
Thornton	<u>Drill and Ceremony, getting ready for the RATs Test.</u>
Day	<u>Leadership Strategies for Teaching Quiz , Leadership using Feedback with</u> <u>Leaners, Lesson 3 Cyber Security Quiz, and BOLT Programming.</u>

# Language Arts

## Reading

### 6<sup>th</sup> Grade

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

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

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

- Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.

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- 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.

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.

## **7<sup>th</sup> Grade Language Arts**

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

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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.
- 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.



## 8<sup>th</sup> Grade Reading

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.

## 9<sup>th</sup> 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.

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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

## **10<sup>th</sup> 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.

10.4 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.

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- 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.

## **11<sup>th</sup> 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.

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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.

## **12<sup>th</sup> Grade Language Arts Writing**

and nonverbal cues.

- g) Critique effectiveness of multimodal presentations.

12.2 The student will examine how values and points of view are included or excluded and how media influences beliefs and behaviors.

- a) Describe possible cause and effect relationships between mass media coverage and public opinion trends.
- b) Evaluate media sources for relationships between intent and factual content.
- c) Evaluate the motives (e.g., social, commercial, political) behind media presentation(s).
- d) Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations.
- e) Evaluate sources including advertisements, editorials, political cartoons, and feature stories for relationships between intent and factual content.
- f) Manage, analyze, and synthesize multiple streams of simultaneous information.
- g) Demonstrate ethical use of the Internet when evaluating or producing creative or informational media messages.

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### 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.

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.



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### Writing

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

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

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

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

## **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.
- 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.

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- 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.

- 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.

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- 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.

**Drama**

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 Lang 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**

### **6<sup>th</sup> Grade Mathematics**

- 6.2 The student will
- a) represent and determine equivalencies among fractions, mixed numbers, decimals, and percents; and
  - b) compare and order positive rational numbers.
- 6.3 The student will
- a) identify and represent integers;
  - b) compare and order integers; and
  - c) identify and describe absolute value of integers.
- 6.6 The student will
- a) add, subtract, multiply, and divide integers;
  - b) solve practical problems involving operations with integers; and
  - c) simplify numerical expressions involving integers.
- 6.8 The student will
- a) identify the components of the coordinate plane; and
  - b) identify the coordinates of a point and graph ordered pairs in a coordinate plane.

### **7<sup>th</sup> Grade Mathematics**

#### **Number and Number Sense**

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

### **8<sup>th</sup> Grade Mathematics**

- 8.10 The student will solve area and perimeter problems, including practical problems, involving composite plane figures.

## **Algebra**

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## Algebra Review

## Geometry

- G.11 The student will solve problems, including practical problems, by applying properties of circles. This will include determining
- a) angle measures formed by intersecting chords, secants, and/or tangents;
  - b) lengths of segments formed by intersecting chords, secants, and/or tangents;
  - c) arc length; and
  - d) area of a sector.
- G.12 The student will solve problems involving equations of circles.

## Algebra II

### Expressions and Operations

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

### Equations and Inequalities

- AII.3 The student will solve
- a) absolute value linear equations and inequalities;
  - b) quadratic equations over the set of complex numbers;
  - c) equations containing rational algebraic expressions; and
  - d) equations containing radical expressions.
- AII.7 The student will investigate and analyze linear, quadratic, absolute value, square root, cube root, rational, polynomial, exponential, and logarithmic function families algebraically and graphically. Key concepts include
- a) domain, range, and continuity;
  - b) intervals in which a function is increasing or decreasing;
  - c) extrema;
  - d) zeros;
  - e) intercepts;
  - f) values of a function for elements in its domain;



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- g) connections between and among multiple representations of functions using verbal descriptions, tables, equations, and graphs;
- h) end behavior;
- i) vertical and horizontal asymptotes;
- j) inverse of a function; and
- k) composition of functions algebraically and graphically.

## **Pre Calculus**

### Functions

- MA.1 The student will investigate and identify the properties of polynomial, rational, piecewise, and step functions and sketch the graphs of the functions.
- MA.2 The student will investigate and identify the characteristics of exponential and logarithmic functions to graph the function, solve equations, and solve practical problems.
- MA.3 The student will apply compositions of functions and inverses of functions to practical situations and investigate and verify the domain and range of resulting functions.
- MA.4 The student will determine the limit of an algebraic function, if it exists, as the variable approaches either a finite number or infinity.
- MA.8 The student will identify, create, and solve practical problems involving triangles.
- Triangular and Circular Trigonometric Functions

### Equations

- MA.9 The student will investigate and identify the characteristics of the graphs of polar equations.

## **mwest**

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## **Science**

### **6<sup>th</sup> Grade Science**

- 6.2 The student will investigate and understand that the solar system is organized and the various bodies in the solar system interact. Key ideas include
- a) matter is distributed throughout the solar system;
  - b) planets have different sizes and orbit at different distances from the sun;
  - c) gravity contributes to orbital motion; and
  - d) the understanding of the solar system has developed over time.
- 6.7 The student will investigate and understand that air has properties and that Earth's atmosphere has structure and is dynamic. Key ideas include
- a) air is a mixture of gaseous elements and compounds;
  - b) the atmosphere has physical characteristics;
  - c) properties of the atmosphere change with altitude;
  - d) there is a relationship between air movement, thermal energy, and weather conditions;
  - e) atmospheric measures are used to predict weather conditions; and
  - f) weather maps give basic information about fronts, systems, and weather measurements.

### **7<sup>th</sup> Grade Science - Life Science**

Review Objectives Taught During 1<sup>st</sup> Semester

### **Earth Science**

Review Objectives Taught During 1<sup>st</sup> Semester

### **Biology**

Review Objectives Taught During 1<sup>st</sup> Semester

### **Chemistry**

- CH.7 The student will investigate and understand that thermodynamics explains the relationship between matter and energy. Key ideas include
- a) heat energy affects matter and interactions of matter;
  - b) heating curves provide information about a substance;
  - c) reactions are endothermic or exothermic;
  - d) energy changes in reactions occur as bonds are broken and formed;
  - e) collision theory predicts the rate of reactions;
  - f) rates of reactions depend on catalysts and activation energy; and



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g) enthalpy and entropy determine the extent of a reaction.

## **AP Physics**

Unit 3: Circular Motion and Gravitation

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

## **Anatomy Physiology**

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

## **6<sup>th</sup> United States History to 1865**

### **Expansion and Reform: 1801 to 1861**

- USI.8 The student will demonstrate knowledge of westward expansion and reform in America from 1801 to 1861 by
- a) describing territorial expansion and how it affected the political map of the United States, with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Florida, Texas, Oregon, and California;
  - b) identifying the geographic and economic factors that influenced the westward movement of settlers;
  - c) describing the impact of inventions, including the cotton gin, the reaper, the steamboat, and the steam locomotive, on life in America;
  - d) identifying the main ideas of the abolitionist and women's suffrage movements.

## **7<sup>th</sup> United States History to Cold War**

- USI.7 The student will demonstrate knowledge of the challenges faced by the new nation by
- a) identifying the weaknesses of the government established by the Articles of Confederation;
  - b) describing the historical development of the Constitution of the United States;
  - c) describing the major accomplishments of the first five presidents of the United States.

## **8<sup>th</sup> Government & Economics**

## **Testing SOL**



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## **Civics and Economics**

SOL Review for the 1<sup>st</sup> Semester

### **9<sup>th</sup> Grade Geography**

SOL Testing

### **10<sup>th</sup> World History and Geography: 1500 A.D. (C.E.) to the**

SOL Testing

### **11<sup>th</sup> Virginia & United States History**

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

SOL Testing Unit 2

### **12<sup>th</sup> Virginia and United States Government**

7a-AP Review Unit 2