

**Franklin Military Academy  
2022**

**Weekly Agenda**

**CELEBRATING  
BLACK  
HISTORY  
MONTH**

**David Hudson, Principal  
January 31, 2022**





# Happy Birthday

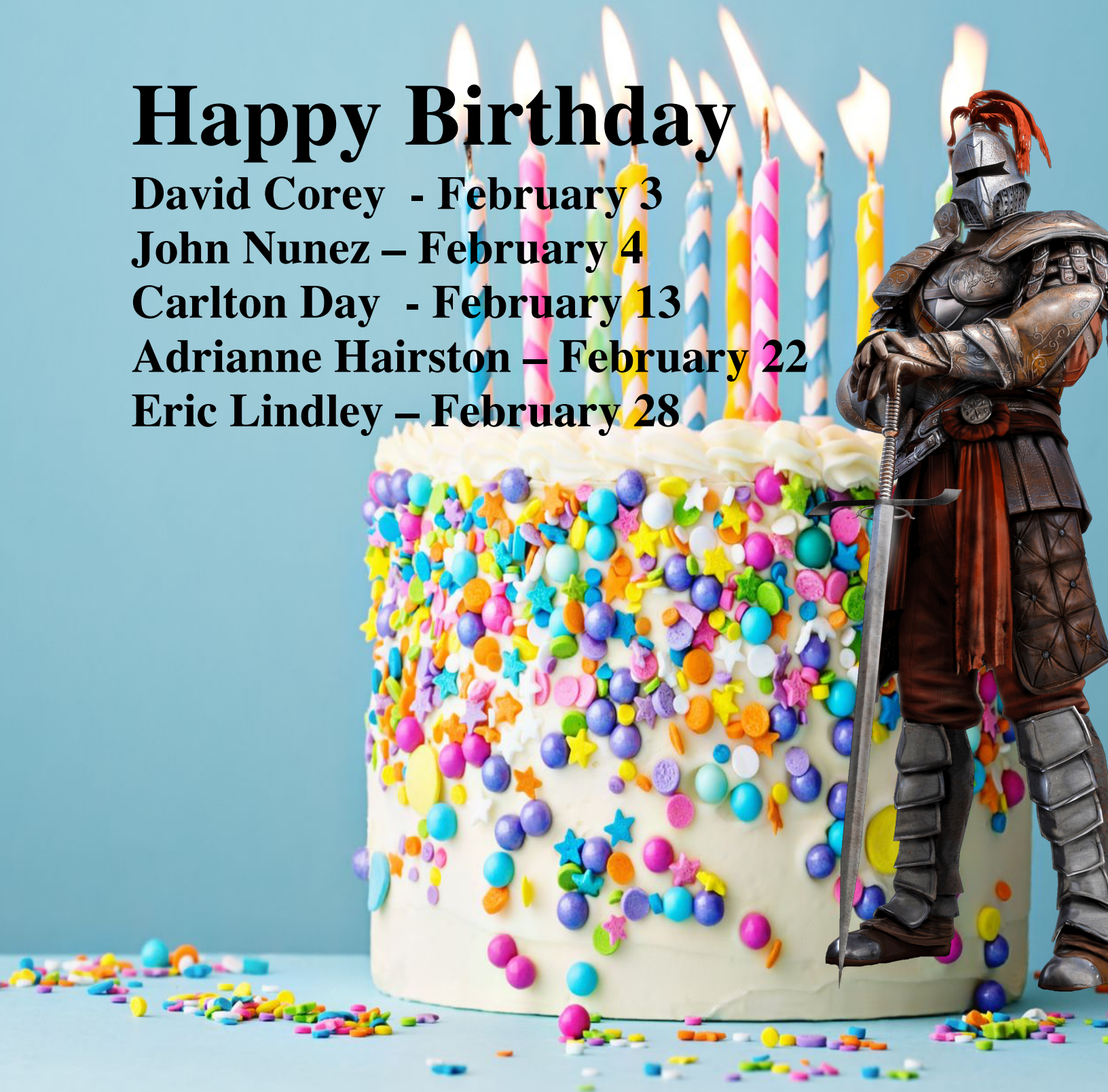
David Corey - February 3

John Nunez – February 4

Carlton Day - February 13

Adrienne Hairston – February 22

Eric Lindley – February 28



*Communities in Schools of Richmond and  
ChildSavers presents:*

## **Grief Support Group**

*for middle and high school students at  
Franklin Military Academy once a week  
during their lunch block beginning February  
17 for 10 weeks*

The weekly group includes  
lessons on processing loss,  
healthy coping skills, and  
professional support  
while building peer  
connectedness

Please contact Abby Tyree,  
CIS Site Coordinator at  
Franklin Military Academy  
**540-580-9869** or  
**[atyree@cisofrichmond.org](mailto:atyree@cisofrichmond.org)**  
for more information

### Changes (1/19/22)

Level	Change and rationale
	○
6-8	<p>Interims</p> <ul style="list-style-type: none"> <li>● Science: Move MS Science interim window from Jan 18-21 to Jan 24-27</li> <li>● Math: Move Math 7H/8 Interim #3 window from Apr 11-15 to April 19-22</li> <li>● E.L.A.: No change; adjusted Interim 2 to include only Unit 1 and 2 assessed standards</li> </ul> <p>C.B.A.s</p> <ul style="list-style-type: none"> <li>● Science: Mark Amplify Science 6 &amp; 7 C.B.A.s on Assessment Calendar as “Optional” to remove requirement but maintain pacing guidance</li> <li>● Math: No change; adjustments were made in November</li> <li>● E.L.A.: Adjust several windows and required assessments for Grades 6-8               <ul style="list-style-type: none"> <li>○ Move Module 3, Unit 1 Assessment from Feb 7-11 to Feb 14-18</li> <li>○ Adjust subsequent assessment windows similarly by one week for the rest of the year</li> <li>○ Mark Mid and End of Unit 3 Assessments for Modules 2-4 on Assessment Calendar as a classroom assessment (paper-pencil rather than Illuminate DnA)</li> <li>○ Mark Module 2 Mid and End of Unit 3 Assessments as “Optional”</li> </ul> </li> </ul>
9-12	<p>Interims (Science, Math, E.L.A.)</p> <ul style="list-style-type: none"> <li>● Reduce Interims on 4x4 Semester schedule from 3 to 2</li> <li>● Move Interim 1 window from Feb 28-Mar 11 to Mar 7-17</li> <li>● Move Interim 2 (Mock S.O.L.) window from Apr 11-22 to Apr 25-May 6, with the understanding that not all skills and content will have been mastered yet</li> </ul> <p>C.B.A.s (Science, Math, E.L.A.)</p> <ul style="list-style-type: none"> <li>● No changes to the assessment calendar at this time</li> </ul>

**Pick up time for all games is 2:00p  
Updated 1/20/2022**

**Basketball Schedule**

<b>February 2, 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>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**

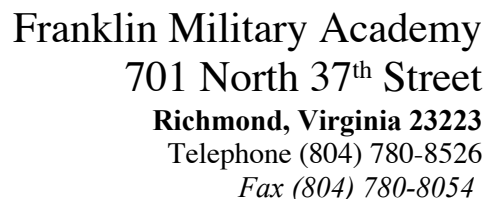
Dr. Stefanie Ramsey - [sramsey@rvaschools.net](mailto:sramsey@rvaschools.net)

Travis Amos - [tamos@rvaschools.net](mailto:tamos@rvaschools.net)

**\*\*\*Please report all scores to [tamos@rvaschools.net](mailto:tamos@rvaschools.net)\*\*\***







# Franklin Military Academy After School Activity Attendance

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

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

[illegible]

*Dr. J. Smiths' Weekly Schedule 1/31/2022*

Monday	Admin Meeting 9:00 Attendance Corrections Balancing classes/Master schedule Professional Development day
Tuesday	Biweekly STC meeting 10:00 Child Find meetings 9:45
Wednesday	SAST 10:00 Observations
Thursday	Child find meetings 11:00 Observations
Friday	Observations Meeting 10:00

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

[Dr. Smiths Calendar](#)

# Crystal Apple Award

**September 8, 2021**

**SGT 1<sup>st</sup> Class Kelvin Gilliam  
Dr. Clara Bannister  
C.P.T. Melody Reives  
C.O.L. 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. Jamison**



*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

# School Counselor

## School Counselor Schedule

### Week of 01/17-01/21

Monday	Martin Luther King Jr. Day
Tuesday	SOL TESTING College Board Meeting Senior Check-in Master Schedule- 2 <sup>nd</sup> Semester Updates
Wednesday	Attendance Meeting: 10:00am SOL TESTING Cmmitee Meetings
Thursday	Master Schedule- 2 <sup>nd</sup> Semester Updates SOL TESTING
Friday	Senior Check-Ins

### Week of 01/24-01/28

Monday	Admin. Meeting Transcript Audits
Tuesday	HS Counselor Meeting
Wednesday	Attendance Meeting: 1000a.m.
Thursday	MS Counselor Meeting
Friday	Data Entry

### Week of 01/31-2/04

Monday	Admin. Meeting Data Entry
Tuesday	Make- Up SOL Testing
Wednesday	Attendance Meeting: 10:00a.m.
Thursday	Classroom Guidance
Friday	Data Entry

## Community In Schools Schedule



**Ms. Tyree Schedule Week of January 31, 2022**

<b>Monday January 31</b>	<b>No School For Students</b>
<b>Tuesday February 1</b>	<b>Attendance Monitoring Student Check In's 12:45-1:00 Weekly Lunch w/ Student 1:00-2:00 Meeting Student Check In's</b>
<b>Wednesday February 2</b>	<b>Attendance Monitoring 10:00-11:00 Attendance Team Meeting 11:00-11:30 Trio Meeting (Family Liaison, School Social Worker, CIS) Student Check Ins</b>
<b>Thursday February 3</b>	<b>9:00-10:00 Meeting Attendance Monitoring Student Check In's Weekly Lunch w/ Student Data Entry</b>
<b>Friday February 4</b>	<b>Attendance Monitoring Student Check In's Data Entry</b>

"BE KIND WHENEVER POSSIBLE.  
IT IS ALWAYS POSSIBLE."

- DALAI LAMA



# Vocabulary in Action

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

### WEEKLY AGENDA

#### Definition

## casualty

#### Definition of *casualty*

**1a:** a military person lost through death, wounds, injury, sickness, internment, or capture or through being missing in action. The army sustained heavy *casualties*.

**b:** a person or thing injured, lost, or destroyed: VICTIM the ex-senator was a *casualty* of the last election

**2:** severe or fatal accident: DISASTER losses from fire, storm, or other casualties— J. S. Seidman



# Reminders

*Dates may change*

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



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

**2<sup>nd</sup> Semester Starts February 7  
Update**

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

### **JROTC Upcoming Events:**

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

\* Franklin Military Academy is going through its JROTC Program Accreditation (JPA) on February 23, 2022. This is to validate our program and is a massive 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 tremendous 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 established 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 test starts now – February 15 2022.

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



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

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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 8-12 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.**





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**Virtual Schedule - This schedule is used if we have to do virtual due to the weather.**

## **Secondary:**

- Students will begin each block with synchronous (live) instruction for each block they would usually have if they were in-person. They will log on to the Google Classroom Meet, and the teacher will provide initial education 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. Still, they should logon at the beginning of each block and follow the guidance provided by the teacher.

### ***Franklin Military Academy***

- 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 left before 4:30 p.m.**

## S.O.L. Testing Update

Date	Testing Block	SOL Testing	Hall Monitors	Comm. Log
Column1	Column2	Column3	Column4	Column5
2/1/2022	Expedited	Civics & Economics - Jamison (Media Center)	N/A	Jamison/Frierson
		World History 1/2 - James (Room 101)		
		World History 1 - Loney (Accommodation Room 204A)		

Date	Testing Block	SOL Testing	Hall Monitors	Comm. Log
Column1	Column2	Column3	Column4	Column5
2/2/2022	Expedited	Physical Science - Bush (Room 102)	N/A	Jamison/Frierson
		Biology/Chemistry/Earth Science - Simons (Room 101)		
		Biology - Claiborne (Accommodation Room 204A)		

Date	Testing Block	SOL Testing	Hall Monitors	Comm. Log
Column1	Column2	Column3	Column4	Column5
2/3/2022	Expedited	Algebra 1/Geometry - White (Room 101)	N/A	Jamison
		Algebra 1 - Scott (Accommodation Room 204A)		

I have Clarke's class meeting in the media center on Wednesday as she'll be in Health next week. Corey's class is moving to the auditorium media center on Thursday 2/3/2022 during 3rd block because I anticipate that Algebra 1/Geometry testing will be longer. Simon's is proctoring SOL by 2nd block, her students will come to the media center if needed. On Thursday when Maj. White is administering the Algebra 1 SO

## Expedited Retakes February 1-4

**Interviews** dates for Franklin Military Academy are February 3<sup>rd</sup>, 15 - 17, 23, 24, and 26th. Mr. Brown noted that the applicant pool for FMA is as follows: 113 sixth graders, 150 ninth graders, tenth graders, 5 eleventh graders

## **Monday – January 31, 2022**

- **Teachers' Work Day**

## **Tuesday – February 1, 2022 - Lunch A**

- **Please remind students that they cannot enter the building until 8:30 a.m.**
- **Make sure you are maintaining the seating charts**
- **After School Activities - Detention - Sports Practice 4:00 p.m. – 5:15 p.m.**
- **Weekly Principal Call 12:30 – 2:30 p.m.**
- **WIDA Assessment Window Jan 18-March 25**
- **Staff On Essay Committee - Don't Forget to read your essays**
- **Submission of End of the Year Goal For 1st Quarter**
- **Last week For 1<sup>st</sup> Semester**
- **2022 R.E.B. Awards for Teaching Excellence (Now Accepting Nominations)** – The R.E.B. Awards provide opportunities for area public school teachers to continue their own love of learning as they pursue adventures of a lifetime. [Share](#) with your school community to nominate a teacher today! Nomination deadline is Tuesday, **February 22 by 5:00 p.m.**

## **Wednesday – February 2, 2022 – Lunch B**

- **Make sure you maintain your seating charts**
- **Attendance Meeting**
- **P.P.E. 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 cannot enter the building until 8:30 a.m.**
- **WIDA Assessment Window Jan 18-March 25**
- **Staff On Essay Committee - Don't Forget to read your essays**
- **Groundhog Day**
- **Submission of End of the Year Goal For 1st Quarter**
- **2022 R.E.B. Awards for Teaching Excellence (Now Accepting Nominations)** – The R.E.B. Awards provide opportunities for area public school teachers to continue their own love of learning as they pursue

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adventures of a lifetime. [Share](#) with your school community to nominate a teacher today! Nomination deadline is Tuesday, **February 22 by 5:00 p.m.**

## **Thursday - February 3, 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.**
- **Principals' Meeting 9:00 - Cluster Meeting**
- **Staff On Essay Committee - Don't Forget to read your essays**
- **Custodians' Meeting 10:00 a.m.**
- **AP Teachers' Meeting 4:15 p.m.**
- **SPMT Meeting – 4:15 p.m.**
- **Franklin Military Academy Interviews - During Ms. Hylton's English Classes**
- **Submission of End of the Year Goal For 1st Quarter**
- **2022 R.E.B. Awards for Teaching Excellence (Now Accepting Nominations)** – The R.E.B. Awards provide opportunities for area public school teachers to continue their own love of learning as they pursue adventures of a lifetime. [Share](#) with your school community to nominate a teacher today! Nomination deadline is Tuesday, **February 22 by 5:00 p.m.**

## **Friday- February 4, 2022**

- **Grab & Go Lunch**
- **Make sure you are maintaining the seating charts**
- **Formation Schedule**
- **Please remind students that they cannot enter the building until 8:30 a.m.**
- **Staff On Essay Committee - Don't Forget to read your essays**
- **Please remind students that they cannot enter the building until 8:30 a.m.**
- **Submission of End of the Year Goal For 1st Quarter**
- **Students will report to homeroom at 3:50 p.m. to pick up report cards.**
- **2022 R.E.B. Awards for Teaching Excellence (Now Accepting Nominations)** – The R.E.B. Awards provide opportunities for area public school teachers to continue their own love of learning as they pursue adventures of a lifetime. [Share](#) with your school community to nominate a teacher today! Nomination deadline is Tuesday, **February 22 by 5:00 p.m.**



**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.

### 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.

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

Description	Link
<b><u>Instructional Vision</u></b> The R.P.S. 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>

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<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.	<u>Professional Learning Pods</u>
<b><u>Literacy Plan</u></b> The R.P.S. Literacy Plan guides our focus on literacy.	<u>R.P.S. Literacy Plan</u>
<b><u>Lesson Preparation &amp; Planning</u></b> For K-8 teachers that use Eureka, E.L. 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 pl tform. See details in the P.K. Instructional Guidance & Procedures document.	<u>2021-2022 Intellectual Preparation &amp; Lesson Planning Guidance</u>  <u>5E lesson plan</u> <u>Lesson plan</u> <u>Unit plan</u>  <u>P.K. Instructional Guidance &amp; Procedures</u>
<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 instr tion. 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>
<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  <b><u>P.K. Creative Curriculum Objectives for Development and Learning</u></b> <b><u>P.K. 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>

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<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.	<b><u>21-22 Digital Resources</u></b>
<b><u>School-Based Assignments</u></b> This spreadsheet is a one-stop-shop to see all the additional support staff assigned to each school.	<b><u>School-Based Assignments</u></b>
<b><u>Grading Practices &amp; Windows</u></b>	<b><u>Secondary Grading Procedures</u></b> <b><u>Elementary Grading Procedures</u></b>  <b><u>H.S. grading timeline</u></b> <b><u>ESMS grading timeline</u></b>
<b><u>Google Classroom Guidance</u></b>	<b><u>Coming soon</u></b>
<b><u>Secondary Master Schedule</u></b>	<b><u>Master Schedule Guide</u></b>
<b><u>Attendance</u></b>	<b><u>Attendance GuideBook</u></b>
<b><u>B.O.Y. Materials</u></b>	<b><u>2021-2022 B.O.Y. Documents</u></b>
<b><u>Cluster Meeting Dates</u></b>	<b><u>E.S. Cluster Meeting</u></b>  <b><u>Secondary Cluster Mtgs. SY21-22</u></b>
<b><u>Exceptional Education</u></b>	<b><u>x. Ed. Leadership Resources</u></b>





# Military Instruction

Guishard	<u>Drill and Ceremony and Competing all missing Assignments, Leadership Lab</u>
Gilliam	<u>Drill and Ceremony and Competing all missing Assignments, Leadership Lab</u>
Jefferson	<u>Semester closeout and Physical Fitness.</u>
Thornton	<u>Drill and Ceremony, getting ready for the RATs Test.</u>
Day	<u>Leadership Strategies for Teaching Quiz , Leadership using Feedback with Leaners, Lesson 3 Cyber Security Quiz, and Exit Interviews with Seniors.</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.

- 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 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.

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- 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**

### **Communication and Multimodal Literacies**

7.1 The student will participate in and contribute to conversations, group discussions, and oral presentations.

- a) Use a variety of strategies to listen actively and speak using agreed upon discussion rules with awareness of verbal and nonverbal cues.
- b) Clearly communicate ideas and information orally in an organized and succinct manner.
- c) Ask probing questions to seek elaboration and clarification of ideas.
- d) Participate in collaborative discussions with partners building on others' ideas.
- e) Make statements to communicate agreement or tactful disagreement with others' ideas.
- f) Use language and style appropriate to audience, topic, and purpose.
- g) Give formal and informal presentations in a group or individually, providing evidence to support a main idea.
- h) Work effectively and respectfully within diverse groups.
- i) Exhibit willingness to make necessary compromises to accomplish a goal.
- j) Share responsibility for collaborative work.

7.2 The student will create multimodal presentations both individually and in a group that effectively communicate ideas.

- a) Select, organize, and create content to complement and extend meaning for a selected topic.
- b) Use effective verbal and nonverbal communication skills to deliver multimodal presentations.
- c) Use language and vocabulary appropriate to audience, topic, and purpose.
- d) Paraphrase and summarize a speaker's key ideas.

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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.

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

- a) Skim materials using text features including type, headings, and graphics to predict and categorize information.
- b) Identify an author's organizational pattern using textual clues, such as transitional words and phrases.
- c) Make inferences and draw logical conclusions using explicit and implied textual evidence.
- d) Differentiate between fact and opinion.
- e) Identify the source, viewpoint, and purpose of texts.
- f) Describe how word choice and language structure convey an author's viewpoint.
- g) Identify the main idea.
- h) Summarize text identifying supporting details.
- i) Create an objective summary including main idea and supporting details.
- j) Identify cause and effect relationships.
- k) 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

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.

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.

## 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.

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- 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.

- 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.

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- 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.
- 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.



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- 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.

**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.
- 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.

**11<sup>th</sup> Grade Language Arts – S.O.L. 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.

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

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

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

**Writing**

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

- a) Apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing to address a specific audience and purpose.
- 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.

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- 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.

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

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).

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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.

## 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.

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- d) Differentiate between first and third person point-of-view.
  - e) Describe how word choice and imagery contribute to the meaning of a text.
  - f) Draw conclusions and make inferences using the text for support.
  - g) Identify the characteristics of a variety of genres.
  - h) Identify and analyze the author's use of figurative language.
  - i) Compare/contrast details in literary and informational nonfiction texts.
  - j) Identify transitional words and phrases that signal an author's organizational pattern.
  - k) Use reading strategies to monitor comprehension throughout the reading process.
- 6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.
- a) Skim materials using text features such as type, headings, and graphics to predict and categorize information.
  - b) Identify main idea.
  - c) Summarize supporting details.
  - d) Create an objective summary including main idea and supporting details.
  - e) Draw conclusions and make inferences based on explicit and implied information.
  - f) Identify the author's organizational pattern(s).
  - g) Identify transitional words and phrases that signal an author's organizational pattern.
  - h) Differentiate between fact and opinion.
  - i) Identify cause and effect relationships.
  - j) Analyze ideas within and between selections providing textual evidence.
  - k) Use reading strategies to monitor comprehension throughout the reading process.

**Writing**

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

**Reading**

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

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



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

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

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

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.



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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.

R.H.S. 2.B Demonstrate an understanding of an audience's beliefs, values, or needs.



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## **Mathematics**

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

Standards of Learning Review

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

Standards of Learning Review

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

Standards of Learning Review

## **Algebra**

Algebra Review

## **Geometry**

Standards of Learning Review

## **Algebra II**

Standards of Learning Review

## **Pre Calculus**

## **Semester Review**

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## **Science**

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

- 6.1 The student will demonstrate an understanding of scientific and engineering practices by
- a) asking questions and defining problems
    - ask questions to determine relationships between independent and dependent variables
    - develop hypotheses and identify independent and dependent variables
    - offer simple solutions to design problems
  - b) planning and carrying out investigations
    - independently and collaboratively plan and conduct observational and experimental investigations; identify variables, constants, and controls where appropriate, and include the safe use of chemicals and equipment
    - evaluate the accuracy of various methods for collecting data
    - take metric measurements using appropriate tools
    - use tools and materials to design and/or build a device to solve a specific problem
  - c) interpreting, analyzing, and evaluating data
    - organize data sets to reveal patterns that suggest relationships
    - construct, analyze, and interpret graphical displays of data
    - compare and contrast data collected by different groups and discuss similarities and differences in findings
    - use data to evaluate and refine design solutions
  - d) constructing and critiquing conclusions and explanations
    - construct explanations that includes qualitative or quantitative relationships between variables
    - construct scientific explanations based on valid and reliable evidence obtained from sources (including the students' own investigations)
    - generate and compare multiple solutions to problems based on how well they meet the criteria and constraints

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- e) developing and using models
  - use scale models to represent and estimate distance
  - use, develop, and revise models to predict and explain phenomena
  - evaluate limitations of models
- f) obtaining, evaluating, and communicating information
  - read scientific texts, including those adapted for classroom use, to obtain scientific and/or technical information
  - gather, read, and synthesize information from multiple appropriate sources and assess the credibility, accuracy, and possible bias of each publication
  - construct, use, and/or present an argument supported by empirical evidence and scientific reasoning

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

## **A.P. 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 **excretory and reproductive systems**.

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

### **Civil War: 1861 to 1865**

- USI.9 The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by
- describing the cultural, economic, and constitutional issues that divided the nation;
  - explaining how the issues of states' rights and slavery increased sectional tensions;
  - identifying on a map the states that seceded from the Union and those that remained in the Union;
  - describing the roles of Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Thomas "Stonewall" Jackson, and Frederick Douglass in events leading to and during the war;
  - using maps to explain critical developments in the war, including major battles;
  - describing the effects of war from the perspectives of Union and Confederate soldiers (including African American soldiers), women, and enslaved African Americans.

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

### **The United States since World War II**

- USII.8 The student will demonstrate knowledge of the economic, social, and political transformation of the United States and the world between the end of World War II and the present by
- describing the rebuilding of Europe and Japan after World War II, the emergence of the United States as a superpower, and the establishment of the United Nations;
  - describing the conversion from a wartime to a peacetime economy;
  - identifying the role of America's military and veterans in defending freedom during the Cold War, including the wars in Korea and Vietnam, the Cuban missile crisis, the collapse of communism in Europe, and the rise of new challenges;
  - describing the changing patterns of society, including expanded educational and economic opportunities for military veterans, women, and minorities;
  - describing how international trade and globalization have impacted American life.



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

- CE.11 The student will demonstrate knowledge of how economic decisions are made in the marketplace by
- a) applying the concepts of scarcity, resources, choice, opportunity cost, price, incentives, supply and demand, production, and consumption;
  - b) comparing the differences among traditional, free market, command, and mixed economies;
  - c) describing the characteristics of the United States economy, including limited government, private property, profit, and competition.
- CE.12 The student will demonstrate knowledge of the structure and operation of the United States economy by
- a) describing the types of business organizations and the role of entrepreneurship;
  - b) explaining the circular flow that shows how consumers (households), businesses (producers), and markets interact;
  - c) explaining how financial institutions channel funds from savers to borrowers;
  - d) examining the relationship of Virginia and the United States to the global economy, with emphasis on the impact of technological innovations.

## **9<sup>th</sup> Grade Geography (C.E.)**

- WHI.1 The student will improve skills in historical research and geographical analysis by
- a) identifying, analyzing, and interpreting primary and secondary sources to make generalizations about events and life in world history to 1500 A.D. (C.E.);
  - b) using maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past to 1500 A.D. (C.E.);
  - c) identifying major geographic features important to the study of world history to 1500 A.D. (C.E.);
  - d) identifying and comparing political boundaries with the locations of civilizations, empires, and kingdoms from 4000 B.C. (B.C.E.) to 1500 A.D. (C.E.);
  - e) analyzing trends in human migration and cultural interaction from prehistory to 1500 A.D. (C.E.);
  - f) analyzing the impact of economic forces, including taxation, government spending, trade, resources, and monetary systems, on events to 1500 A.D. (C.E.).

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

- WHI.2** The student will demonstrate knowledge of early development of humankind from the Paleolithic Era to the agricultural revolution by
- a) explaining the impact of geographic environment on hunter-gatherer societies;
  - b) listing characteristics of hunter-gatherer societies, including their use of tools and fire;
  - c) describing technological and social advancements that gave rise to stable communities;
  - d) explaining how archaeological discoveries are changing present-day knowledge of early peoples.
- WHI.3** The student will demonstrate knowledge of ancient river valley civilizations, including those of Mesopotamia, Egypt, the Indus River Valley, and China and the civilizations of the Hebrews, Phoenicians, and Nubians, by
- a) locating these civilizations in time and place;
  - b) describing the development of social, political, and economic patterns, including slavery;
  - c) explaining the development of religious traditions;
  - d) describing the origins, beliefs, traditions, customs, and spread of Judaism;
  - e) explaining the development of language and writing.

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## Era II: Classical Civilizations and Rise of Religious Traditions, 1000 B.C. (B.C.E.) to 500 A.D. (C.E.)

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

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- 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.

### **Era III: Postclassical Civilizations, 300 to 1000 A.D. (C.E.)**

- WHI.7** The student will demonstrate knowledge of the Byzantine Empire and Russia from about 300 to 1000 A.D. (C.E.) by
- a) explaining the establishment of Constantinople as the capital of the Eastern Roman Empire;
  - b) identifying Justinian and his contributions, including the codification of Roman law, and describing the expansion of the Byzantine Empire and economy;
  - c) characterizing Byzantine art and architecture and the preservation of Greek and Roman traditions;
  - d) explaining disputes that led to the split between the Roman Catholic Church and the Greek Orthodox Church;
  - e) mapping and assessing the impact of Byzantine influence and trade on Russia and Eastern Europe.
- WHI.8** The student will demonstrate knowledge of Islamic civilization from about 600 to 1000 A.D. (C.E.) by
- a) describing the origin, beliefs, traditions, customs, and spread of Islam;
  - b) assessing the influence of geography on Islamic economic, social, and political development, including the impact of conquest and trade;
  - c) identifying historical turning points that affected the spread and influence of Islamic civilization, with emphasis on the Sunni-Shi'a division and the Battle of Tours;
  - d) citing cultural and scientific contributions and achievements of Islamic civilization.
- WHI.9** The student will demonstrate knowledge of Western Europe during the Middle Ages from about 500 to 1000 A.D. (C.E.) in terms of its impact on Western civilization by
- a) sequencing events related to the spread and influence of Christianity and the Catholic Church throughout Europe;
  - b) explaining the structure of feudal society and its economic, social, and political effects;
  - c) explaining the rise of Frankish kings, the Age of Charlemagne, and the revival of the idea of the Roman Empire;

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- d) sequencing events related to the invasions, settlements, and influence of migratory groups, including Angles, Saxons, Magyars, and Vikings.

#### **Era IV: Regional Interactions, 1000 to 1500 A.D. (C.E.)**

WHI.10 The student will demonstrate knowledge of civilizations and empires of the Eastern Hemisphere and their interactions through regional trade patterns by

- a) locating major trade routes;
- b) identifying technological advances and transfers, networks of economic interdependence, and cultural interactions;
- c) describing Japan, with emphasis on the impact of Shinto and Buddhist traditions and the influence of Chinese culture;
- d) describing east African kingdoms of Axum and Zimbabwe and west African civilizations of Ghana, Mali, and Songhai in terms of geography, society, economy, and religion.

WHI.11 The student will demonstrate knowledge of major civilizations of the Western Hemisphere, including the Mayan, Aztec, and Incan, by

- a) describing geographic relationships, with emphasis on patterns of development in terms of climate and physical features;
- b) describing cultural patterns and political and economic structures.

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- WHI.12 The student will demonstrate knowledge of social, economic, and political changes and cultural achievements in the late medieval period by
- a) describing the emergence of nation-states (England, France, Spain, and Russia) and distinctive political developments in each;
  - b) explaining conflicts among Eurasian powers, including the Crusades, the Mongol conquests, and the fall of Constantinople;
  - c) identifying patterns of crisis and recovery related to the Black Death (Bubonic plague);
  - d) explaining the preservation and transfer to Western Europe of Greek, Roman, and Arabic philosophy, medicine, and science.
- WHI.13 The student will demonstrate knowledge of developments leading to the Renaissance in Europe in terms of its impact on Western civilization by
- a) identifying the economic foundations of the Italian Renaissance;
  - b) sequencing events related to the rise of Italian city-states and their political development, including Machiavelli's theory of governing as described in *The Prince*;
  - c) citing artistic, literary, and philosophical creativity, as contrasted with the medieval period, including Leonardo da Vinci, Michelangelo, and Petrarch;
  - d) comparing the Italian and the Northern Renaissance, and citing the contributions of writers.

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

- WHII.1 The student will improve skills in historical research and geographical analysis by
- a) identifying, analyzing, and interpreting primary and secondary sources to make generalizations about events and life in world history since 1500 A.D. (C.E.);
  - b) using maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past since 1500 A.D. (C.E.);
  - c) identifying geographic features important to the study of world history since 1500 A.D. (C.E.);
  - d) identifying and comparing political boundaries with the locations of civilizations, empires, and kingdoms from 1500 A.D. (C.E.) to the present;
  - e) analyzing trends in human migration and cultural interaction from 1500 A.D. (C.E.) to the present;



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- f) analyzing the impact of economic forces, including taxation, government spending, trade, resources, and monetary systems, on events since 1500 A.D. (C.E.).

WHII.2 The student will demonstrate an understanding of the political, cultural, geographic, and economic conditions in the world about 1500 A.D. (C.E.) by

- a) locating major states and empires;
- b) describing artistic, literary, and intellectual ideas of the Renaissance;
- c) describing the distribution of major religions;
- d) analyzing major trade patterns;
- e) citing major technological and scientific exchanges in the Eastern Hemisphere.

### **Era V: Emergence of a Global Age, 1500 to 1650 A.D. (C.E.)**

WHII.3 The student will demonstrate knowledge of the Reformation in terms of its impact on Western civilization by

- a) explaining the effects of the theological, political, and economic differences that emerged, including the views and actions of Martin Luther, John Calvin, Henry VIII, and Elizabeth I;
- b) describing the impact of religious conflicts, the Inquisition, and the Catholic Reformation on society and government actions;
- c) describing changing cultural values, traditions, and philosophies, and assessing the role of the printing press.

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- WHII.4 The student will demonstrate knowledge of the impact of the European Age of Discovery and expansion into the Americas, Africa, and Asia by
- explaining the roles and economic motivations of explorers and conquistadors;
  - describing the influence of religion;
  - explaining migration, settlement patterns, cultural diffusion, and social classes in the colonized areas;
  - describing the Columbian Exchange, including its impact on native populations;
  - mapping and explaining the triangular trade;
  - describing the impact of precious metal exports from the Americas.
- 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
- describing the location and development of the Ottoman Empire;
  - describing India, including the Mughal Empire and coastal trade;
  - describing East Asia, including China and the Japanese shogunate;
  - describing Africa and its increasing involvement in global trade;
  - 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
- describing the Scientific Revolution and its effects;
  - describing the Age of Absolutism, including the monarchies of Louis XIV and Peter the Great;
  - assessing the impacts of the English Civil War and the Glorious Revolution on democracy;
  - explaining the political, religious, and social ideas of the Enlightenment and the ways in which they influenced the founders of the United States;
  - describing the French Revolution;
  - describing the expansion of the arts, philosophy, literature, and new technology.
- WHII.7 The student will demonstrate knowledge of the Latin American revolutions of the nineteenth century by
- describing the colonial system as it existed by 1800;
  - identifying the impact of the American and French Revolutions on Latin America;
  - explaining the contributions of Toussaint L'Ouverture and Simón Bolívar;
  - assessing the impact of the Monroe Doctrine.
- WHII.8 The student will demonstrate knowledge of political and philosophical developments in Europe during the nineteenth century by
- assessing the impact of Napoleon and the Congress of Vienna, including changes in political boundaries in Europe after 1815;



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- b) describing unsuccessful revolutions on the continent and political reform in the United Kingdom;
- c) explaining events related to the unification of Italy and the role of Italian nationalists;
- d) explaining events related to the unification of Germany and the role of Bismarck.

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WHII.9 The student will demonstrate knowledge of the effects of the Industrial Revolution during the nineteenth century by

- a) citing scientific, technological, and industrial developments and explaining how they brought about urbanization and social and environmental changes;
- b) explaining the emergence of capitalism as a dominant economic pattern, and the subsequent development of socialism and communism;
- c) describing the evolution of the nature of work and the labor force, including its effects on families, the status of women and children, the slave trade, and the labor union movement;
- d) explaining the rise of industrial economies and their link to imperialism and nationalism;
- e) assessing the impact of European economic and military power on Asia and Africa, with emphasis on the competition for resources and the responses of colonized peoples.

## Era VII: Era of Global Wars, 1914 to 1945

WHII.10 The student will demonstrate knowledge of the worldwide impact of World War I by

- a) explaining economic causes, political causes, and major events and identifying major leaders of the war, with emphasis on Woodrow Wilson and Kaiser Wilhelm II;
- b) explaining the outcomes and global effect of the war and the Treaty of Versailles;
- c) citing causes and consequences of the Russian Revolution.

WHII.11 The student will demonstrate knowledge of political, economic, social, and cultural developments during the Interwar Period by

- a) describing the League of Nations and the mandate system;
- b) citing causes and assessing the impact of worldwide depression in the 1930s;
- c) examining events related to the rise, aggression, and human costs of dictatorial regimes in the Soviet Union, Germany, Italy, and Japan, and identifying their major leaders, i.e., Joseph Stalin, Adolf Hitler, Benito Mussolini, Hirohito, and Hideki Tojo.

WHII.12 The student will demonstrate knowledge of the worldwide impact of World War II by

- a) explaining economic and political causes, describing major events, and identifying leaders of the war, with emphasis on Franklin D. Roosevelt, Harry Truman, Dwight D. Eisenhower, Douglas MacArthur, George C. Marshall, Winston Churchill, Joseph Stalin, Adolf Hitler, Hideki Tojo, and Hirohito;
- b) examining the Holocaust and other examples of genocide in the twentieth century;
- c) explaining the terms of the peace, the war crimes trials, the division of Europe, plans to rebuild Germany and Japan, and the creation of international cooperative organizations and the Universal Declaration of Human Rights (1948).

## **Era VIII: The Post War Period, 1945 to the Present**

**WHII.13** The student will demonstrate knowledge of major events in the second half of the twentieth century by

- a) explaining key events of the Cold War, including the competition between the American and Soviet economic and political systems and the causes of the collapse of communism in the Soviet Union and Eastern Europe;
- b) assessing the impact of nuclear weaponry on patterns of conflict and cooperation since 1945;
- c) describing conflicts and revolutionary movements in eastern Asia, including those in China and Vietnam, and their major leaders, i.e., Mao Tse-tung (Zedong), Chiang Kai-shek, and Ho Chi Minh;
- d) describing major contributions of selected world leaders in the second half of the twentieth century, including Indira Gandhi, Margaret Thatcher, Mikhail Gorbachev, and Deng Xiaoping.

**WHII.14** The student will demonstrate knowledge of political, economic, social, and cultural aspects of independence movements and development efforts by

- a) describing the struggles for self-rule, including Gandhi's leadership in India and the development of India's democracy;
- b) describing Africa's achievement of independence, including Jomo Kenyatta's leadership of Kenya and Nelson Mandela's role in South Africa;
- c) describing the end of the mandate system and the creation of states in the Middle East, including the roles of Golda Meir and Gamal Abdul Nasser.

**WHII.15** The student will demonstrate knowledge of the influence of Judaism, Christianity, Islam, Buddhism, and Hinduism in the contemporary world by

- a) describing their beliefs, sacred writings, traditions, and customs;
- b) locating the geographic distribution of religions in the contemporary world.

**WHII.16** The student will demonstrate knowledge of cultural, economic, and social conditions in developed and developing nations of the contemporary world by

- a) identifying contemporary political issues, with emphasis on migrations of refugees and others, ethnic/religious conflicts, and the impact of technology, including chemical and biological technologies;
- b) assessing the impact of economic development and global population growth on the environment and society, including an understanding of the links between economic and political freedom;
- c) describing economic interdependence, including the rise of multinational corporations, international organizations, and trade agreements;
- d) analyzing the increasing impact of terrorism.

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

### **Era VI: Age of Revolutions, 1650 to 19 4 A.D. (C.E.)**

#### **Civil War and Reconstruction: 1860 to 1877**

- VUS.7 The student will demonstrate knowledge of the Civil War and Reconstruction Era and their importance as major turning points in American history by
- a) evaluating the multiple causes of the Civil War, including the role of the institution of slavery as a principal cause of the conflict;
  - b) identifying the major events and the roles of key leaders of the Civil War Era, with emphasis on Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Frederick Douglass;
  - c) analyzing the significance of the Emancipation Proclamation and the principles outlined in Lincoln's Gettysburg Address;
  - d) examining the political and economic impact of the war and Reconstruction, including the adoption of the 13th, 14th, and 15th Amendments to the Constitution of the United States;
  - e) examining the social impact of the war on African Americans, the common soldier, and the home front, with emphasis on Virginia;
  - f) explaining postwar contributions of key leaders of the Civil War.

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

### **Unit 3**