

Franklin Military Academy 2022

Weekly Agenda

Earth Day Is Every Day – But It's Recognized On April 22nd

**David Hudson, Principal
April 19, 2022**

--- HELP US RAISE MONEY FOR FRANKLIN'S 8TH GRADE CLASS ---



Franklin will be partnering with the Richmond Kickers to sell tickets for their Military Appreciation home game in June!

For each ticket sold, we'll earn a portion back. By selling 100 tickets, a Franklin student will get to make the first kick of the game!

Game Date & Time: Saturday, June 11th @ 6:30

Use this link (or the QR code!) to purchase tickets:

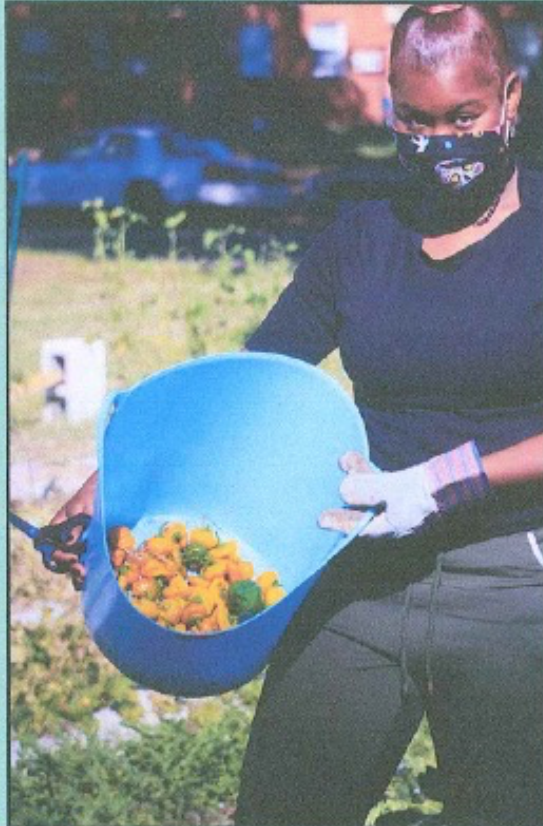
<https://fevo.me/franklinmilitaryacademy>

****Only tickets purchased through this link will be counted towards our fundraiser so please use this link when purchasing tickets!****





Join Green Team!



WANT TO:

EXPLORE THE GREAT OUTDOORS?
LEARN ABOUT ENVIRONMENTAL JUSTICE, GARDENING, GREEN
JOBS AND HELP YOUR COMMUNITY?

March 21st-June 2nd

- Mon. & Wed. 4:30-6:30pm and some Saturdays required
- 14-18 years old , or still currently enrolled in High School
- Stipend (based on participation): April:\$200 June: \$325

Apply online:

<https://forms.gle/tFbFAhZD2HGvTmx8>

WWW.GROUNDWORKRVA.ORG



MIDDLE SCHOOL
SPIRIT WEEK



**8th Grade
Students
vs.
Teachers
basketball
game set for
Wednesday!**

April 25-29

Spirit Week: \$5 Watch (or play) in Basketball Game: \$2

**April 25
MONDAY**



Meme Day

Replicate your favorite meme!

**April 26
TUESDAY**



Heroes vs. Villains

Will you be a super hero or a super villain??

**April 27
WEDNESDAY**



Sports Day

Wear your favorite sports apparel!

**April 28
THURSDAY**



Anything but a Backpack

Where will your books go??

It's your choice - just no backpacks!

**April 29
FRIDAY**



Jeans Day

Just how many articles of clothing can
you wear that are jeans material??

Pay MAJ Paschall (room 210) by Friday, April 22nd



You are invited to a Mardi Gras on April 23, 2022 at the Robinson Theatre (2903 Q Street)

9th Grade Class Only & their guest

Cost: \$25

Payments: Cash, Cash App \$BadVibes2021

No other form of payment will be accepted

Food will be provided

No Transportation will be provided

Money due: As soon as possible—last collection day is Wednesday, April 20th

Mardi
Gras
2022

Sponsored by Ms. T. Francis

For additional information you can contact me at 804-309-1118 (text is preferred)



**APRIL 23, 2022
9:30AM-4:00PM**

*Paddle in
your Park!*

with RVA Paddlesports in
**FOREST HILL
LAKE**



Use this QR code
to reserve a
watercraft and
complimentary
tacos from La
Milpa!

\$5 PREREGISTRATION



Proceeds go to
Boys to Men
RVA Youth
Mentoring

**ONE OF THREE FAMILY
FRIENDLY EARTH DAY EVENTS
IN FOREST HILL PARK!**



2022 RPS Summer Programs

[Click to
Complete
Summer
School Staff
Interest
Form](#)

Summer School Pay Rate
Certified Teachers: \$40/hour
EIAs/IAs: Hourly Rate + 1/2

Questions?
Email summerschool@rvaschools.net

Summer Overview and Staffing Needs

High School: June 27-July 28, Mon -Thurs

Staff Hours: 8:00 a.m. - 4:00 p.m.

Staff Hours for online HPE 9 & 10 and SOL Academy: 4 hours per day

Positions Needed: Core Content Teachers, Health & PE, Driver's Ed Theory, Behind the Wheel, SOL Academy Remediation Teachers, Exceptional Ed. Teachers, LIEP Teachers

Middle School: June 29-August 3, Mon -Thurs

Staff Hours: 8:45 am - 3:45 pm

Positions Needed: 6-8 Math and ELA Teachers, Fine Arts (Music, Dance, Visual Arts, Theatre) Teachers, Health & PE Teachers, CTE Teachers

Elementary: June 29-August 3, Mon -Thurs

Staff Hours: 7:45 am - 2:45 pm

Positions Needed: K-5 Teachers, Librarians, Fine Arts (Music, Dance, Visual Arts, Theatre) Teachers, Health & PE Teachers, Spanish Teachers, K-5 Early Intervention Assistants (EIAs) & Instructional Assistants

Preschool: June 29-August 3, Mon -Thurs

Staff Hours: 7:45am - 2:45pm

Positions Needed: PK Certified Teachers, Instructional Assistants

K-12
Exceptional Ed
and LIEP
Teachers
Needed

Seeds for Success!

Please Keep The Students, Staff & Community In Your Thoughts

DONATE

RICHMOND 
PUBLIC SCHOOLS
EDUCATION
FOUNDATION

Support William Fox Elementary
School by donating to the

“Fox Elementary Fire Response”

at

www.rpseducationfoundation.org

Support Richmond Public School



Happy Birthday

Danielle White - April 11th



Flag Football Schedule Updated 3/17/2022



March

Date

Location

Opponents

April

April 20, 2022

TBA

Flag Football Tournament

April 21, 2022

TBA

Flag Football Championship

League Commissioners

Dr. Stefanie Ramsey - sramsey@rvaschools.net

Travis Amos - tamos@rvaschools.net

Please report all scores to tamos@rvaschools.net

Softball Schedule

Pick up time for all games is 2:00 p.m.

April

Date

Time

Location

Opponents

April 21, 2022

4:00p

River City

Albert Hill vs River City

Brown

Franklin vs Brown

3:30p

Boushall

Henderson vs Boushall

3:30p

MLK

Binford vs MLK

4:00p

April 25, 2022

3:30p

Albert Hill

Franklin vs Albert Hill

Henderson

River City vs Henderson

3:30p

MLK

Brown vs MLK

3:30p

Boushall

Binford vs Boushall

3:30p

April 28, 2022

3:30p

Henderson

Albert Hill vs Henderson

Franklin

MLK vs Franklin

4:00p

River City

Binford vs River City

4:00p

Brown

Boushall vs Brown

3:30p

May

May 2, 2022

3:30p

Albert Hill

MLK vs Albert Hill

Henderson

Binford vs Henderson

3:30p



Office of The Principal

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

3:30p	Boushall	Franklin vs Boushall
3:30p	Brown	River City vs Brown

League Commissioners


Dr. Stefanie Ramsey - sramsey@rvaschools.net

Travis Amos - tamos@rvaschools.net

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



Interested in teaching in an Alternative Program/setting?

Program	Details	TeacherPay	Location and Hours
SOL Academy	The SOL/WISE Academy provides remediation for students who have passed an EOC test, but have not yet passed the SOL. Teachers are needed for Algebra 1, World History 1, Biology, English Writing, WISE, Geometry, VA/US History, Earth Science, English Reading, Workplace Readiness, World Geography <u>Schedule</u>	\$30/hr	2021-2022 teachers will meet with students in the evenings over Google Meet the week before testing 6:00 - 8:00 p.m.
 Rebecca M. Fox rfox2@rvaschools.net	The Secondary Success Center gives students who have dropped out of Richmond Public Schools an opportunity to complete high school or earn a High School Equivalency Diploma outside of the traditional comprehensive high school setting. Link to registration form for STUDENT to fill out: bit.ly/rpssuccessinterest <u>SSC Manual</u>	\$30/hr Number of hours based on number of students	Huguenot HS on Mondays and Wednesdays 6:00 p.m. to 8:00 p.m. in person
Con Ganas Lily Mirjahangiri lmirjaha@rvaschools.net **Currently seeking content teachers	¡Con Ganas! is a year-round program designed for ELs in which traditional day classes do not meet educational needs due to: Work-related needs; Child-care needs; Over-age and under-credited circumstances; Other personal urgent circumstances. Students work M-TH with LIEP teachers as well as M & W with content teachers in person at Huguenot HS Link to registration form for STUDENT to fill out: bit.ly/ConGanasRPS	\$30/hr	Huguenot HS on Mondays and Wednesdays 6:00 p.m. to 8:00 p.m. in person; Tuesdays and Thursdays online with LIEP teachers

RPS teachers please apply!

Teachers needed for all HS subjects

Alternative Education Teacher Interest Form - fill out this form if you are interested in supporting students in Alternative programs. All hiring based on enrollment. You will need to have a supervisor send a recommendation to rfox2@rvaschools.net. *Must be a licensed teacher. Hiring will be done for one marking period at a time, and reviews will take place to determine if a teacher continues. Detailed logs must be kept for each student.



Office of The Principal

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

Regular Middle School Lunch Schedule 12:42-1:07

Group A Tuesday Bush 17 C. Corey 15 Dubinsky 22 Hayward Jones 4	Group B Wednesday Gilliam 20 Guishard 24 Watson 17 Paschall 12	Group C Thursday Barclay 7 Carter 12 Ashe 14 Jamison 7 James 4
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High School Lunch 1:19-1:44

Group A Tuesday Simons 25 Giffin 19	Group B Wednesday Kim 10 Lindley 20 Williams 13	Group C Thursday Thornton 8 Reives 7 Taylor 11 Vernet 10
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Monday and Fridays are grab and go for the entire school.

The above schedule is when your class stays in the cafeteria. Please walk your students to and from lunch.

Lunch Schedule for grab and Go!

Please ensure that you go to lunch on time so that we stay on schedule. The times listed are the time you are to arrive in the cafeteria. Please place garbage cans outside of rooms by the end of lunch.

Middle School Lunch 12:42 – 1:07

Corey 109	12:42
Watson 107	12:45
Guishard	12:47
Gilliam 106	12:50
Dubinsky 104	12:53
Ashe 105	12:55
Bush 101	12:57
Hayward Jones	1:00
Paschall 210	1:03
Barclay 206	1:05
Carter 308	1:06
James 203B	1:08

High School Lunch 1:19 – 1:44

Reives 302	1:19
Lindley 311	1:21
Kim 305	1:23
Vernet 204A	1:25
Simons 209	1:28
Giffin 306	1:31
Taylor 208	1:33
Williams 307	1:35
Thornton 108	1:37

Crystal Apple Award

September 8, 2021

**SGT 1st 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 Jamison

February 15, 2022

Climate & Culture Committee

April 11, 2022

Ms. Hairston

Dr. Bannister




Franklin Military Academy After School Activity Attendance

Type of Activity: _____

[illegible]

DR. J. SMITH'S WEEKLY SCHEDULE 04/18/22

Monday	
Tuesday	SAST Meeting 10:00 Child Find Meeting 1:00
Wednesday	SAT testing Graduation Meeting 2:00
Thursday	Master Schedule Summer School Meeting
Friday	Observations Master Schedule

Classes will continually be monitored as a support. Please ensure that your google classrooms are set up so that students may enter remotely. Be sure to send your links to all persons coming into your classroom.



School Counselor' Schedule

School Counselor Schedule

Week of 04/11 - 04/15

Monday	Admin. Meeting
Tuesday	HS Counselor Meeting Course Selection Planning
Wednesday	Attendace Meeting Master Schedule Development
Thursday	Master Schedule Development MS Counselor Meeting
Friday	Data Entry

Week of 04/18 - 04/22

Monday	SCHOOL CLOSED
Tuesday	Admin. Meeting Master Schedule Development
Wednesday	Attendance Meeting: 10:00a.m.
Thursday	Master Schedule Development
Friday	Data Entry

Week of 04/26 - 04/29

Monday	Admin. Meeting
Tuesday	HS Counselors Meeting
Wednesday	Attendance Meeting Master Schedule Development
Thursday	MS Counselors Meeting Master Schedule Development
Friday	Data Entry

Franklin Military Academy

EXCEPTIONAL EDUCATION DEPARTMENT | SEMESTER 2 SCHEDULES



Maj. Claiborne Schedule

SECTION	Subject
BLOCK 1	Consultations/ meetings, Smith even
BLOCK 2	Walker (even days) Smith (odd days), meetings
BLOCK 3	Consultations, Lunch
BLOCK 4	Smith even

Cpt. Loney Schedule

SECTION	Subject,
BLOCK 1	Kim
BLOCK 2	Kim, Wester
BLOCK 3	Paschall
BLOCK 4	Simons, Wester

Cpt. Scott Schedule

SECTION	Subject
BLOCK 1	Carter, Giffin, Elie, Bush
BLOCK 2	Hylton, Watson, Corey
BLOCK 3	Dubinsky, Carter, lunch
BLOCK 4	Watson/Elie

Community In Schools Schedule



Ms. Tyree's Schedule Week of April 18

Monday April 18	No School
Tuesday April 19	Attendance Monitoring 10:00-12:00 Out of Building Student Check In's 4:00-5:00 <i>Building Resiliency Together</i> Afterschool Group
Wednesday April 20	Attendance Monitoring 10:00-11:00 Attendance Team Meeting 11:00-12:00 Trio Meeting (Family Liaison, School Social Worker, CIS) Student Check Ins
Thursday April 21	Attendance Monitoring 12:40-1:15 FINAL Middle School Grief Group Student Check In's Data Entry
Friday April 22	9:00-11:00 Out of Building CIS Training Data Entry Student Check In's



Vocabulary in Action

Word ^{of} _{the} Week

Definition

treacly

Definition of *treacly*
What It Means

Definition of *treacly*

: resembling treacle (as in quality or appearance)

Used In a Sentence:

Don't believe the sweet, *treacly* greetings exchanged between Wind Gap residents for a second — these niceties mask the real dynamics at work.—





Office of The Principal

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From The Senior Class Desk:

Prom will be May 13, 2022 at the Delta Hotel @ 7pm

Graduation

Date: June 15, 2022

Location: The Diamond

Time: 9:00am

Attire: Cap and Gown

Senior Pictures

Maj. Paschall will take individual pictures in Class A every Monday beginning next week during the 2nd period.

Prom

(New) Date: Friday, May 13, 2022

Location: Delta Hotel, 555 EAST CANAL STREET, RICHMOND, USA, VIRGINIA 23219

Time: 7:00 p.m.

College Acceptances/Scholarships

Please turn in all information to COL Day

Attendance

Each senior must have 140 seat hours per class. Make sure you are attending school and all classes daily.

Dues Break Down

\$55.00 Cap & Gown

\$40.00 T-Shirt

\$30.00 Pictures

\$40.00 Social Event

\$100.00 Prom Preparation

Franklin Military Academy

2022 Shadow Day

In-Person

Students are not required to stay the entire day
unless students would like to do so. If the date does not
fit your schedule, and please let me know.

April 27th - Middle School
April 28th – High School
9:15 a.m. – 3:45 p.m.



Reminders

Dates may change

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

April 27th – April 28th

9:30 a.m. -

Shadow Day – Middle (4/27)

Shadow Day – High (4/28)

April 28th

National Honor Society - 5:30 p.m.

May 3rd

**School Closed for Eid al-Fitr
Students & Staff**

May 30

School Closed for Memorial Day

June 15, 2022

Graduation

June 20th School closed For Juneteenth

June 24th

**Last Day Of School
2 Hour Early Dismissal**



From Ms. Simon:

Hi everyone and Happy Friday!

My classes are getting ready to do some project based learning and we are in need of supplies that you may have laying around at home. I've asked the kids to bring stuff in, but I would really like to have as much as possible so they can make more than one design to test.

Specifically, we need:

- empty / clean 2 liter bottles,
- empty cereal boxes,
- thicker plastic shopping bags (think Old Navy or Foot Locker rather than Walmart or Kroger)
- larger sized flat pieces of corrugated cardboard and/or boxes that the kids can store their work in,
- duct tape
- used/dead AA batteries

Let me know if you have any questions and thank you thank you thank you in advance!

Simons

JROTC Upcoming Events

Upcoming Events:

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

* The Military Awards Ceremony will take place on 20 May 2022. More to follow as we continue to monitor current COVID Protocols.

* JCLC will be held this year at Virginia Polytechnic Institute and State University, (VA Tech), from 26 – 30 June 2022. The objectives of the 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.

*** TEACHER VOLUNTEERS WANTED for our JCLC Camp coming up in June. The Dates are 26-30 June. The Army will pay room and board and you will receive a stipend of \$750.00 for that week. You will be co-teaching subjects to over 386 cadets from across several states. It is a lot of fun and excitement just ask MAJ Paschall, MAJ Taylor, and CPT Nunez. Attached is the link to a video created at camp. If you have further questions, please do not hesitate to reach out to those individuals or me. Come join the EXCITEMENT!!!**

Link: <https://mail.google.com/mail/u/0/#search/video+/QgrcJHshZXxmKzkvBKlztGCkQxhTvCvhmQ?projector=1>

Below is further information about the program. We need you!!! MAJ Paschall is our lead teacher, thank you MAJ Paschall for being our lead and supporting JCLC!!

JROTC STEM Leadership Academy Teacher Professional Development Opportunity

The JROTC STEM Leadership Academy is a weeklong residential camp for high school students who have previously participated in the Army 4th Brigade JROTC program in their high school. The main purpose and goal of this program are to introduce students to the various fields of science, technology, and engineering and experience a modified military environment so that they can become involved in STEM, ROTC and the Corps of Cadets as collegiate undergrads whether at Virginia Tech or otherwise, leading to careers in STEM. Participants spend half of their day in STEM-related activities including hands-on sessions, lab tours and they complete a design project, culminating in a showcase on the last day. The other half of the day is spent in military-related activities including high ropes challenge course, rappel tower, and archery. Military presentations led by the Corps of Cadets, ROTC, and the Army National Guard are also included in the programming.

Two of the STEM design projects will be led by K-12 teachers following training on May 14 - 15.

- **Adventures with Arduinos** (Technology/Engineering Project): We will be teaming as engineers to design, build, test, and improve objects controlled by Arduinos. These microcontrollers function via instructions created using the Arduino programming language (a subset of C/C++ programming languages). Teams will be working to design small-scale prototypes of an original idea, replicating or building a working model of a currently produced, or enhancing the design and/or functionality of a pre-existing application. Items will be made of simple and easy to work with materials for display purposes. Computer code will be written to control these items. Possibilities are endless! On Day 1, students will learn the components of working with Arduinos. The second day will be spent in a guided project, and on the final day they will create their own project. Participants will work in teams of two on days 1 & 2, and then be combined into groups of four for the final project. The curriculum was developed, and instruction will be led by Frank Leighton, Technology teacher with Radford City Schools, Danny Mathiesen, Virginia Tech Computer Science graduate student and Christina Martin, STEM specialist with Giles County Public Schools. All three have worked with CEED for many years on engineering projects for CEED's summer programs.
- **Biotech-in-Box Disease Spread** (Science/Technology Project): Students will be investigating how diseases spread and what methods can be used for diagnosis of disease.

Office of The Principal

Now how can you relate this to real diseases? In groups, participants will be researching, relating information back to, and presenting on a disease. They should be thinking about several aspects of the disease while researching and presenting. How is it spread? How is it diagnosed? How is it detected/tested for? How is it treated? Are there any alternative STEM technologies associated with your disease? Additionally, they should include a demonstration related to the disease to help them better understand the disease. Days 1 & 2 will be spent learning and practicing the technologies, including protein electrophoresis, that allow scientists to diagnose and detect diseases. On the third day, in groups, they will research and prepare a presentation on a particular disease. The curriculum for this project is an extension of the Virginia Tech Fralin Life Center's [Biotech-in-a-Box program](#), designed by Dr. Alexandra Hyler, the lead research scientist at Cytorecovery and a Virginia Tech grad. This program has made available complete kits for bringing biotechnology to high school and community college classrooms. Instruction will be led by Dr. Hyler and Shajaesza, a Biochemistry graduate student at Virginia. As with the previous project, both have been associated with CEED's summer programs for several years.

* 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.

* Franklin will support the Memorial Day Ceremony in Washington D.C on 26 May 2022.

Office of The Principal

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 to leave before 4:30 p.m.

Professional Meetings (Subject to change)

1st Wednesday - SPMT Meeting

2nd Thursday – Faculty & Professional Development

3rd Thursday Department Meetings

The dial-out code for phones has changed. To make calls outside the building from your phone, please use the following:

Classroom Phone

Pickup handset

Dial 99, then area code and seven-digit number

You will see Enter Account Code on the phone display.

Enter *1958*



Staff:

- The daily announcements will be at the start of the 2nd period and the last five minutes of the fourth period. An announcement sheet must be done before an announcement can be announced. I need to approve announcements made during off times.
- Make sure students are not using the staff restroom.
- Students should not be released from class 15 minutes when the class starts and 15 minutes before the end of class.
- Please walk and pick students up from lunch.
- Please walk students to formation.
- Please be at your doors during the change of classes.
- Notified parents once students' grades drop below a D or an F.
- At least eight grades should be in the grade book before the end of the nine weeks
- Make sure desks and door handles are wiped at the end of each period
- Students must have a pass if they are released from class
- When showing a non-educational movie, I need to sign off, and parents need to know before students see a non-educational movie

Office of The Principal

Monday – April 18, 2022

- **Holiday No School**

Tuesday – April 19, 2022 - Lunch A

- **Make sure you are maintaining the seating charts. Students and staff should have a mask on at all times. Students on Google Docs for not wearing masks need to be treated as if they have a mask on. Please do not exclude them or single them out. No cell phones should be used in the classroom by staff or students unless it used for educational purposes. Makes Please make sure desks and door handles are wiped down at the end of each period.**
- **Administration Meeting 9:45 a.m.**
- **Guidance - Stop/Drop/RTC**
- **After School Activities & Detention – 4:10 p.m.**
- **Graduation Meeting 12:00 p.m.**
- **Weekly Principal Call With Superintendent - 1:30 p.m.**
- **Place grades online - Window Open – Please have grades online by April 19**

Wednesday – April 20, 2022 – Lunch B

- **P.P.E. Pick Up noon – Let me know before 11:00 a.m. if you need anything to maintain safety in your classrooms.**
- **Make sure you are maintaining the seating charts**
- **After School Activities & Detention – 4:10 p.m.**
- **Interviews 9:30 a.m. – 3:30 p.m.**

Thursday – April 21, 2022 – Lunch C

- **Make sure you are maintaining the seating charts**
- **After School Activities & Detention – 4:10 p.m.**
- **Weekly Principal Call 12:30 – 2:30 p.m.**
- **Middle School Grief Group 12:40 p.m.**
- **Principal's Cluster Meeting 9:30 a.m. – 12:30 p.m.**
- **Department Leader Meetings With Team**
- **SCORE Meetings - Classes will be called to the auditorium.**

Friday- April 22,2022

- **Formation - 3:30 p.m.**
- **Grab & Go Lunch**
- **SCORE Meetings - Classes will be called to the auditorium.**
- **Report Cards will go home today - Students will report back to homeroom at 3:20 p.m.**
- **Happy Earth Day**



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

August 24th – 1st Day For Virtual Academy

Data Due - September 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 2nd & 4th – School Closed For Staff & Students

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

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

** School Closed For Thanksgiving November 24th – 26th

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

** School Closed For Winter Holiday December 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

12th 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



Military Instruction

Guishard	<u>Drill and Ceremony and Marching Techniques</u>
Gilliam	<u>Drill and Ceremony and Marching Techniques</u>
Jefferson	<u>Personal Growth and Behaviors, Quiz, Drill & Ceremony, and Physical Fitness.</u>
Thornton	<u>Drill and Ceremony, Thinking and Learning Concepts and Insignia (AR 670-1)</u>
Day	<u>Introduction to Cyber Security Quiz, How Does the Size of the Internet Effect Attacks?</u>

Language Arts

Reading

6th Grade

Reading

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

- Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.
- Describe cause and effect relationships and their impact on plot.
- Explain how an author uses character development to drive conflict and resolution.
- Differentiate between first and third person point-of-view.
- Describe how word choice and imagery contribute to the meaning of a text.
- Draw conclusions and make inferences using the text for support.
- Identify the characteristics of a variety of genres.
- Identify and analyze the author's use of figurative language.
- Compare/contrast details in literary and informational nonfiction texts.
- Identify transitional words and phrases that signal an author's organizational pattern.
- Use reading strategies to monitor comprehension throughout the reading process.

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

- Use subject-verb agreement with intervening phrases and clauses.
- Use pronoun-antecedent agreement to include indefinite pronouns.
- Maintain consistent verb tense across paragraphs.
- Eliminate double negatives.
- Use quotation marks with dialogue.
- Choose adverbs to describe verbs, adjectives, and other adverbs.

Office of The Principal

- g) Use correct spelling for frequently used words.
- h) Use subordinating and coordinating conjunctions.

7th Grade Language Arts

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.

8th Grade Reading

R Reading

8.4 The student will apply knowledge of word origins, and figurative language to extend vocabulary development within authentic texts.

- a) Identify and analyze the construction and impact of an author's use of figurative language.
- b) Use context, structure, and connotations to determine meaning and differentiate among multiple meanings of words and phrases.
- c) Use roots, affixes, synonyms, and antonyms to determine the meaning(s) of unfamiliar words and technical vocabulary.
- d) Identify the meaning of common idioms.
- e) Use word-reference materials to determine meanings and etymology.
- f) Discriminate between connotative and denotative meanings and interpret the connotation.

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- g) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

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

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

9th Grade Language Arts

Communication and Multimodal Literacies

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

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

Writing

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

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- a) Engage in writing as a recursive process.
- b) Plan, organize, and write for a variety of audiences and purposes.
- c) Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style.
- d) Blend multiple forms of writing including embedding a narrative to produce effective essays.
- e) Communicate clearly the purpose of the writing using a thesis statement.
- f) Compose a thesis for persuasive writing that advocates a position.
- g) Clearly state and defend a position using reasons and evidence from credible sources as support.
- h) Identify counterclaims and provide counter - arguments.
- i) Determine the best kind of evidence to use for a claim, and effectively use fact and opinion to support a position.
- j) Use textual evidence to compare and contrast multiple texts.
- k) Arrange paragraphs in a logical progression, using transitions between paragraphs and ideas.
- l) Revise writing for clarity of content, accuracy, and depth of information.

10th Grade Language Arts

Reading

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

- a) Use structural analysis of roots, affixes, synonyms, and antonyms, to understand complex words.
- b) Use context, structure, and connotations to determine meanings of words and phrases.
- c) Discriminate between connotative and denotative meanings and interpret the connotation.
- d) Explain the meaning of common idioms.
- e) Explain the meaning of literary and classical allusions and figurative language in text.
- f) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

10.4 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.

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- 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 responses.
- 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.

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.

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- 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.

11th Grade Language Arts – S.O.L. Test

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Reading

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

- a) Use structural analysis of roots, affixes, synonyms, and antonyms to understand complex words.
- b) Use context, structure, and connotations to determine meanings of words and phrases.
- c) Discriminate between connotative and denotative meanings and interpret the connotation.
- d) Explain the meaning of common idioms.
- e) Explain the meaning of literary and classical allusions and figurative language in text.
- f) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

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

- a) Describe contributions of different cultures to the development of American literature.
- b) Compare and contrast the development of American literature in its historical context.
- c) Analyze American literature, as it reflects traditional and contemporary themes, motifs, universal characters, and genres.
- d) Interpret the social or cultural function of American literature.
- e) Analyze how context and language structures convey an author's intent and viewpoint.
- f) Critique how authors use key literary elements to contribute to meaning including character development, theme, conflict, and archetypes within and across texts .
- g) Interpret how the sound and imagery of poetry support the subject, mood, and theme, and appeal to the reader's senses.
- 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.

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- 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).

12th Grade Language Arts Writing

Reading

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

- a) Use structural analysis of roots, affixes, synonyms, and antonyms, to understand complex words.
- b) Use context, structure, and connotations to determine meanings of words and phrases.
- c) Discriminate between connotative and denotative meanings and interpret the connotation.
- d) Explain the meaning of common idioms, and literary and classical allusions in text.
- e) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

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.

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 of figurative language.
 - i) Compare/contrast details in literary and informational nonfiction texts.
 - 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.
 - =
 - h) Differentiate between fact and opinion.
 - i) Identify cause and effect relationships.
 - j) Analyze ideas within and between selections providing textual evidence.
 - k) Use reading strategies to monitor comprehension throughout the reading process.

Writing

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

Reading

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

- a) Use structural analysis of roots, affixes, synonyms, and antonyms to understand complex words.
- b) Use context, structure, and connotations to determine meanings of words and phrases.
- c) Discriminate between connotative and denotative meanings and interpret the connotation.
- d) Identify the meaning of common idioms.
- e) Explain the meaning of literary and classical allusions and figurative language in text.
- f) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

9.4 The student will read, comprehend, and analyze a variety of fictional texts including narratives, literary nonfiction, poetry, and drama.

- a) Identify the characteristics that distinguish literary forms.
- b) Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.

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- c) Interpret how themes are connected across texts.
- d) Compare and contrast the use of rhyme, rhythm, sound, imagery, and other literary
- e) Analyze the cultural or social function of a literary text.
- g) Explain the influence of historical context on the form, style, and point of view of a written work.
- 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.
- 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.

Research

11.8 The student will analyze, evaluate, synthesize, and organize information from a variety of credible resources to produce a research product.

- a) Critically evaluate quality, accuracy, and validity of information.
- b) Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.
- c) Synthesize relevant information from primary and secondary sources and present it in a logical sequence.
- d) Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
- e) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.
- f) Demonstrate ethical use of the Internet.

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Poetry

- 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.B Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas.
- 8.B Write sentences that clearly convey ideas and arguments.
- 4.C Qualify a claim using modifiers, counterarguments, or alternative perspectives.

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Mathematics

6th Grade Mathematics

Measurement and Geometry

- 6.7 The student will
- derive π (pi);
 - solve problems, including practical problems, involving circumference and area of a circle; and
 - solve problems, including practical problems, involving area and perimeter of triangles and rectangles.

7th Grade Mathematics

- 8.16 The student will
- recognize and describe the graph of a linear function with a slope that is positive, negative, or zero;
 - identify the slope and y-intercept of a linear function, given a table of values, a graph, or an equation in $y = mx + b$ form;
 - determine the independent and dependent variable, given a practical situation modeled by a linear function;
 - graph a linear function given the equation in $y = mx + b$ form; and
 - make connections between and among representations of a linear function using verbal descriptions, tables, equations, and graphs.

8th Grade Mathematics

- 8.18 The student will solve multistep linear inequalities in one variable with the variable on one or both sides of the inequality symbol, including practical problems, and graph the solution on a number line.

Algebra

- A.2 The student will perform operations on polynomials, including
- applying the laws of exponents to perform operations on expressions;
 - adding, subtracting, multiplying, and dividing polynomials; and
 - factoring completely first- and second-degree binomials and trinomials in one variable.

Geometry

- G.7 The student, given information in the form of a figure or statement, will prove two triangles are similar.

Algebra II

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.4 The student will solve systems of linear-quadratic and quadratic-quadratic equations, algebraically and graphically.

Functions

AII.5 The student will investigate and apply the properties of arithmetic and geometric sequences and series to solve practical problems, including writing the first n terms, determining the n^{th} term, and evaluating summation formulas. Notation will include Σ and a_n .

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- AII.6 For absolute value, square root, cube root, rational, polynomial, exponential, and logarithmic functions, the student will
- recognize the general shape of function families; and
 - use knowledge of transformations to convert between equations and the corresponding graphs of functions.
- AII.7 The student will investigate and analyze linear, quadratic, absolute value, square root, cube root, rational, polynomial, exponential, and logarithmic function families algebraically and graphically. Key concepts include
- domain, range, and continuity;
 - intervals in which a function is increasing or decreasing;
 - extrema;
 - zeros;
 - intercepts;
 - values of a function for elements in its domain;
 - connections between and among multiple representations of functions using verbal descriptions, tables, equations, and graphs;
 - end behavior;
 - vertical and horizontal asymptotes;
 - inverse of a function; and
 - composition of functions algebraically and graphically.
- AII.8 The student will investigate and describe the relationships among solutions of an equation, zeros of a function, x -intercepts of a graph, and factors of a polynomial expression.

Statistics

- AII.9 The student will collect and analyze data, determine the equation of the curve of best fit in order to make predictions, and solve practical problems, using mathematical models of quadratic and exponential functions.

Calculus – Derivatives

Science

6th Grade Science

- LS.4 The student will investigate and understand that there are chemical processes of energy transfer which are important for life. Key ideas include
- a) photosynthesis is the foundation of virtually all food webs; and
 - b) photosynthesis and cellular respiration support life processes.
- LS.5 The student will investigate and understand that biotic and abiotic factors affect an ecosystem. Key ideas include
- a) matter moves through ecosystems via the carbon, water, and nitrogen cycles;
 - b) energy flow is represented by food webs and energy pyramids; and
 - c) relationships exist among producers, consumers, and decomposers.

7th Grade Science - Life Science

- PS.2 The student will investigate and understand that matter is composed of atoms. Key ideas include
- a) our understanding of atoms has developed over time;
 - b) the periodic table can be used to predict the chemical and physical properties of matter; and
 - c) the kinetic molecular theory is used to predict and explain matter interactions.

Earth Science

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

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Biology

BIO.3 The student will investigate and understand that cells have structure and function. Key ideas include

- a) the cell theory is supported by evidence;
- b) structures in unicellular and multicellular organisms work interdependently to carry out life processes;
- c) cell structures and processes are involved in cell growth and division;
- d) the structure and function of the cell membrane support cell transport; and
- e) specialization leads to the development of different types of cells.

Chemistry

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

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

A.P. Physics

Unit 7: Torque and Rotational Motion

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

Anatomy Physiology

The students will understand the purpose and anatomical features of the **lymphatic (immune) system**.

A.P. Biology

Unit 3: Cellular Energetics

<https://apstudents.collegeboard.org/courses/ap-biology>

6th United States History to 1865

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

7th United States History to Cold War

Reshaping the Nation and the Emergence of Modern America: 1877 to the Early 1900s

- USII.4 The student will demonstrate knowledge of how life changed after the Civil War by
- identifying the reasons for westward expansion, including its impact on American Indians;
 - explaining the reasons for the increase in immigration, growth of cities, new inventions, and challenges arising from this expansion;
 - describing racial segregation, the rise of “Jim Crow,” and other constraints faced by African Americans and other groups in the post-Reconstruction South;
 - explaining the impact of new inventions, the rise of big business, the growth of industry, and life on American farms;
 - describing the impact of the Progressive Movement on child labor, working conditions, the rise of organized labor, women’s suffrage, and the temperance movement.

8th Government & Economics

- CE.7 The student will demonstrate knowledge of the American constitutional government at the state level by
- describing the structure and powers of the state government;
 - explaining the relationship of state governments to the national government in the federal system;

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- c) explaining and/or simulating the lawmaking process;
- d) describing the roles and powers of the executive branch and regulatory boards.

9th Grade Geography

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*

10th World History and Geography: 15 0 A.D. (C.E.) to the Present

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

WHII.6 The student will demonstrate knowledge of scientific, political, economic, and religious changes during the sixteenth, seventeenth, and eighteenth centuries by

- a) describing the Scientific Revolution and its effects;
- b) describing the Age of Absolutism, including the monarchies of Louis XIV and Peter the Great;
- c) assessing the impacts of the English Civil War and the Glorious Revolution on democracy;
- d) explaining the political, religious, and social ideas of the Enlightenment and the ways in which they influenced the founders of the United States;
- e) describing the French Revolution;
- f) describing the expansion of the arts, philosophy, literature, and new technology.

11th Virginia & United States History

VUS.10 The student will demonstrate knowledge of key domestic events of the 1920s and 1930s by

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- a) analyzing how radio, movies, newspapers, and magazines created popular culture and challenged traditional values;
- b) assessing the causes and consequences of the stock market crash of 1929;
- c) explaining the causes of the Great Depression and its impact on the American people;
- d) describing how Franklin D. Roosevelt's New Deal relief, recovery, and reform measures addressed the Great Depression and expanded the government's role in the economy.

12th Virginia and United States Government

GOVT.10 The student will demonstrate knowledge of the operation of the federal judiciary by

- a) describing the organization, jurisdiction, and proceedings of federal courts;
- b) examining how John Marshall established the Supreme Court as an independent, co-equal branch of government through his opinion in *Marbury v. Madison*;
- c) describing how the Supreme Court decides cases;
- d) comparing the philosophies of judicial activism and judicial restraint;
- e) evaluating how the judiciary influences public policy by delineating the power of government and safeguarding the rights of the individual.

AP Gov Unit 3.2 Review

APUSH Unit 4