

Franklin Military Academy 2021-2022

Weekly Agenda

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



"A Knight Forever"

David Hudson, Principal
May 23, 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!****



Happy Birthday

Nirva Vernet – May 7

Lindsay Goodrich Kromline – May 24

Tanya Francis June 4

Rafael Day June 8

Kathy Paschall - June 15

Meredith Bush – June 22

Bill Watson – July 2

Dominique Menefee – July 8

Crystal Corey. – July 10

Mary Simon - July 18

Natalie Diaz – July 21

Theodore Dubinsky – July 31



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!





Office of The Principal

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

5/10/2022

Dear Parent or Caregiver,

Richmond Public Schools will be administering the spring SOL Non-Writing End-of-Course (EOC) assessments to all middle school and high school students taking SOL courses from **May 31st-June 17th**. Specific test dates can be found below:

Dates	Grade	Assessment(s)	Students Testing
May 31	6-12	1st Block Testing	All students in grades 6-8 taking SOL math, English, history and/or science courses and middle school students taking high school courses. All students in grades 9-12 taking a required SOL math, English, history or science course semester 2 and term graduates in need of a verified credit. <ul style="list-style-type: none">• English 11 (EOC Reading)*• Algebra 1*• Algebra 2• Geometry• Biology*• Chemistry• Earth Science• US/VA History• World History 1• World History 2
June 1	6-12	2nd Block Testing	
June 2	6-11	3rd Block Testing	
June 3	6-11	4th Block Testing	
June 6	7	Make-Up Testing (History)	
June 7	8	Make-Up Testing (Science)	
June 8	7	Make-Up Testing (Math)	^Make-up testing will be held on a rolling basis throughout the testing window.
June 9	8	Make-Up Testing (Reading)	
June 10-17	6-8	Make-up Testing / Expedited Retakes*	*Students who earned 375-399 on their first attempt are eligible for expedited retakes.

The Virginia Department of Education (VDOE) created the Standards of Learning (SOL) assessments to measure the success of students in meeting the Virginia Board of Education's expectations for learning and achievement in reading, writing, mathematics, science and history/social sciences. The reading and math SOLs are also used to meet federal United States Department of Education (USED) accountability requirements. More information about VA SOLs can be found [here](#) or at www.doe.virginia.gov/testing/index.shtml.

To prepare for these assessments, students should:

- Get a good night's sleep
- Eat a healthy breakfast the morning of testing
- Arrive to school on time
- Attend tutoring sessions as recommended by their classroom teacher
- Refrain from bringing personal electronic devices into SOL testing rooms

Students wishing to practice using the SOL test application prior to their tests are encouraged to use the Virginia Department of Education SOL Practice Items found [here](#) or at <https://va8.testnav.com/client/index.html>.

Questions regarding this assessment should be directed to your school's testing coordinator, Michael Jamison at mjamiso2@rvaschools.net or Valenta Wade, Division Director of Testing, at vwade@rvaschools.net.

Sincerely,

David Hudson, Principal
Franklin Military Academy
(804) 780-8526

8th Grade

UPCOMING EVENTS

FRI JUNE 17

CLASS T-SHIRTS

Get your t-shirt and then wear it to Busch Gardens!

SAT JUNE 18

BUSCH GARDENS

Leave school at 8:45 AM and return at 9:00 PM

TUE JUNE 21

CLASS COOKOUT

Enjoy lunch together during the last block of the day!

WED JUNE 22

MOVING-ON CEREMONY

Students wear white/black formal attire! Starts at 11:00 AM

THU JUNE 23

SILENT DANCE PARTY

Reward ONLY IF we sell 150 Kickers game tickets! Rented headsets and a DJ will make this party unforgettable!

FRI JUNE 24

LAST DAY MARVEL MOVIE

Last day of school but we'll end it with a movie day!



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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 at 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



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Franklin Military Academy After School Activity Attendance

Teacher's Name _____ **Date** _____

Room/Location _____ (Do not leave blank)

Type of Activity: _____

[illegible]

DR. J. SMITH'S WEEKLY SCHEDULE 05/23/22

Monday	Administrative Meeting Master Schedule
Tuesday	Observations End of Year Evaluations
Wednesday	SAST Meeting 10:00
Thursday	Child Find Meeting 11:00 Work keys Writing Assessment Summer School Meeting 3:00
Friday	Master Schedule Observations End of Year Evaluations

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.



Custodian Work Schedule

Custodian	Time	Time Out	Duties
Mr. Day	7:00 a.m.	3:30 p.m.	<ul style="list-style-type: none"> Open the building for staff and cadets Check to see if the duties of custodians were completed. If the task is not done, Mr. Day will complete the task. Collect trash from all the classes as soon as breakfast is over. The task should start at 9:00 am. If any work tickets need to be placed into school duties, Mr. Day will perform the task. Mr. Day will check all the restrooms in the building. He will be checking for cleanliness, paper towels, toilet paper, soap, and sanitizer Assist with trash in the cafeteria Mr. Day will check the school grounds to make sure no paper or unwanted items are on the grounds. Mr. Day will wipe doorknobs and touchpoints. will make sure the grounds are secured. Assist teachers and other staff when needed
Mr. Day's Lunch	11:00 a.m.	12:00p.m.	
Mr. Patterson (2 nd Floor)	10:00 a.m.	6:30 pm.	<ul style="list-style-type: none"> Mr. Patterson will assist with lunch. He will make sure trash from lunch is thrown in the trash bend and the classrooms are cleaned. Mr. Patterson will check all the restrooms on the 2nd floor. He will be checking for cleanliness, paper towels, toilet paper, soap and sanitizer. Mr. Patterson will wipe doorknobs, rails, lockers, desks and touchpoints. Mr. Patterson will make sure all rooms on the 2nd floor are deep cleaned/sanitized daily. This including the auditorium and gym.. Mr. Patterson will assist teachers and other staff when needed.
Mr. Patterson's Lunch	1:00 pm.	2:00 pm.	
Mr. Belton	10:00 a.m.	6:30 pm.	<ul style="list-style-type: none"> Mr. Belton will assist with lunch. He will make sure trash from lunch is thrown in the trash bend and the classrooms are cleaned. Mr. Belton will check all the restrooms on the 3rd floor. He will check for cleanliness, paper towels, toilet paper, soap and sanitizer. Mr. Belton will wipe doorknobs, rails, lockers, and touchpoints. Mr. Belton will make sure all rooms on the 3rd floor are deep cleaned/sanitized daily. Mr. Belton will assist teachers and other staff when needed.
Mr. Belton's Lunch	2:00 pm.	3:00 pm.	
Mr. Martin	9:00 am.	5:30 pm.	<ul style="list-style-type: none"> Mr. Martin will assist with lunch. He will make sure trash from lunch is thrown in the trash bend and the classrooms are cleaned Mr. Martin will check all the restrooms pm the 1st floor. He will be checking for cleanliness, paper towels, toilet paper, soap and sanitizer Mr. Martin will wipe doorknobs, rails, lockers and touchpoints. Mr. Martin will make sure all rooms on the 1st floor are deep cleaned/sanitized daily. In addition to the classroom, he will clean the office and locker rooms Mr. Martin will assist teachers and other staff when needed
Mr. Martin's Lunch	12:00 pm.	1:00 pm.	

CLASS CAN CHALLENGE

FOOD DRIVE

For FEEDMORE
May 11- June 3

School Counselor Schedule

Week of 05/23-05/27

Monday	Admin. Meeting Master Schedule
Tuesday	HS Counselor Meeting Master Schedule
Wednesday	Attendance Meeting Master Schedule
Thursday	MS Counselor Meeting SOL TESTING
Friday	Data Entry

Week of 05/30-06/03

Monday	Schol Holiday
Tuesday	SOL TESTING Master Schedule
Wednesday	Attendance Meeting: 10:00a.m. SOL TETSING
Thursday	SOL TESTING Master Schedule Training
Friday	Data Entry

Week of 06/06-06/10

Monday	Admin. Meeting Awards Program
Tuesday	SOL TESTING
Wednesday	Attendance Meeting Master Schedule
Thursday	MS Counselor Meeting
Friday	Master Schedule

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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

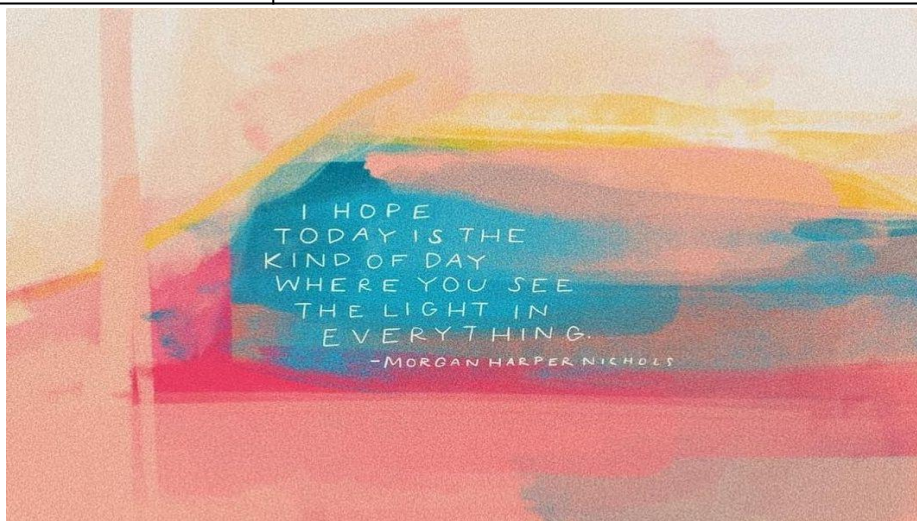
SECTION	Subject
BLOCK 1	Carter, Giffin, Elie, Bush
BLOCK 2	Hylton, Watson, Corey
BLOCK 3	Dubinsky, Carter, lunch
BLOCK 4	Watson/Elie

Community In Schools Schedule



Ms. Tyree's Schedule Week of May 23

Monday May 23	Out of Building - CIS of Richmond Event
Tuesday May 24	Attendance Monitoring Student Check Ins 12:00-1:00 Out of Building 2:30-3:15 CIS Monthly Principal Meeting 4:00-5:00 <i>Building Resiliency Together</i> Afterschool Group
Wednesday May 25	Attendance Monitoring 10:00-11:00 Attendance Team Meeting 11:00-12:00 Trio Meeting (Family Liaison, School Social Worker, CIS) Student Check Ins Data Entry
Thursday May 26	Attendance Monitoring Student Check In's Weekly Lunch w/ Student Data Entry
Friday May 27	Student Check Ins Data Entry Parent Contacts



Vocabulary in Action

Word ^{of} _{the} Week

Definition

paradox

Definition of *Paradox* refers to a statement that is seemingly contradictory or opposed to common sense and yet is perhaps true. It can also refer to something or someone having seemingly contradictory qualities or phases.

// The statement "less is more" is a common *paradox*.

// It is a *paradox* that computers need time-consuming updates so often since they are meant to save people time.





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From The Senior Class Desk:

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

Graduation

Date: June 15, 2022

Location: The Diamond

Time: 9:00am

Attire: Cap and Gown

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

Reminders

Dates may change

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



May 30
School Closed for Memorial Day

May 31 – June 17
SOL Testing

June 18
Bush Gardens Trip – 8th Grade
9:00 a.m. – 7:00 p.m.

June 15, 2022
Graduation

June 20 School closed For Juneteenth

June 22
Moving On Program – 8th Grade
11:00 am (2 tickets per student)

June 24
Last Day Of School
2 Hour Early Dismissal

JROTC – From Col. Day

Military Events and Activities that took place last month:

I want to thank the Franklin Military Academy Teachers for volunteering their time this weekend in support of JCLC Camp. They traveled to the District of Columbia Army National Guard and participated in a JCLC Teacher workshop. The camp is from 26-30 June 2022, please come out and see our teachers at work. They met new colleagues, had fun, and became excited about the lives they will change during the week. On behalf of the United States Army, Thank you so much for your support, assistance and selfless service to our Nation.



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May 26 - Memorial Day HUD, Washington DC - Honor Guard & Color Guard

June 6 - Awards Ceremony (2 PM)

June 10 - Graduation TBA

June 11 - Military Retirees Club (Post and Retire Colors - 7PM to 8 PM)

June 15 - FMA Graduation (9 AM)

August 4 - Delta Sigma Theta Regional Conference (7 PM)

August 6 - Delta Sigma Theta Regional Conference (12 PM)

* The Franklin Knighting Ceremony is to be now in June after SOL Testing. More to follow with the date on how we shall execute.

* The Military Awards Ceremony for all high school cadets will now take place on 6 June 2022 at 1400 in the auditorium. Proper uniform is required. 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**

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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 21 at the DC Armory.

- **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

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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. 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 Cyto recovery 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 Color Guard will support the graduation ceremony at ECPI on 10 June 2022 at 1330 hours.

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

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Staff, make sure we are working 8 hours a day. We must arrive no later than 8:30 am and leave at 4:30 pm. Students enter the building at 8:30 am and need to be supervised. If I cannot locate you during the 8:30 am – 4:30 pm, 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 pm.

Summer School

Middle School - June 29 – August 3 - 9:00 am – 3:30 pm (Monday – Thursday)

High School – June 27 – July 28 - Session B – 12:30 pm 3:30 pm (Monday – Thursday)

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:

Last Working Day For Staff

For 9.5-month teachers, it's June 28 -10 month teachers is June 30.

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

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- Staff, please do not allow students to visit your classroom
- Make sure you post your grades

Monday – May 23, 2022 - Grab & Go Lunch

- Administration Meeting 9:45 am.
- Formation 3:30 p.m.
- After School Activities & Detention – 4:10 p.m.
- Staff, make sure we make sure rooms are wiped down after each period, mask-wearing, and social distance. COVID-19 cases are picking up. Make sure you are maintaining the seating charts.
- Final Observation By Administration & Review of Goal
- **Post Interim Grades Online**
- [Hudson's Evaluation/Goal & Documentation Log](#)

Tuesday – May 24, 2022 - Lunch A

- Staff, make sure we make sure rooms are wiped down after each period, mask-wearing, and social distance. COVID-19 cases are picking up. Make sure you are maintaining the seating charts.
- After School Activities & Detention – 4:10 p.m.
- C.I.S.- Group After School Program
- Bi-Monthly High School Check-In
- Weekly Principal Meeting – 1:30 pm.
- Final Observation By Administration & Review of Goal
- **Post Interim Grades Online**
- [Hudson's Evaluation/Goal & Documentation Log](#)

Wednesday – May 25, 2022 – Lunch B

- Staff, make sure we make sure rooms are wiped down after each period, mask-wearing, and social distance. COVID-19 cases are picking up. Make sure you are maintaining the seating charts.
- P.P.E. Pick Up noon – Let me know before 11:00 am if you need anything to maintain safety in your classrooms.
- After School Activities & Detention – 4:10 p.m.
- Final Observation By Administration & Review of Goal
- **Post Interim Grades Online - Grades are due online by noon.**

Thursday – May 26, 2022 – Lunch C

- Staff, make sure we make sure rooms are wiped down after each period, mask-wearing, and social distance. COVID-19 cases are picking up. Make sure you are maintaining the seating charts.
- Middle School Grief Group 12:40 pm.
- Final Observation By Administration & Review of Goal
- Student Shadowing On Thursday - Phelps - Middle School
- [Hudson's Evaluation/Goal & Documentation Log](#)



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Friday- May 27, 2022 – Grab & Go Lunch

- **Formation.** High School will start at 3:00 pm – Middle School at 3:30 pm.
- **Grab & Go Lunch**
- **Staff, make sure we make sure rooms are wiped down after each period, mask-wearing, and social distance. COVID-19 cases are picking up. Make sure you are maintaining the seating charts.**
- **Final Observation By Administration & Review of Goal**
- **[Hudson's Evaluation/Goal & Documentation Log](#)**

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>Introduction to LET I JORTC Curriculum</u>
Gilliam	<u>Introduction to LET I JORTC Curriculum</u>
Jefferson	<u>Personal Growth and Behaviors, Drill & Ceremony, mock interviews, and Physical Fitness.</u>
Thornton	<u>Drill and Ceremony, Thinking and Learning Concepts, and First Aid</u>
Day	<u>Scholarship Closeout with Seniors, Financial Responsibility and You How does the size of the Internet affect attacks.</u>

Language Arts

Reading

6th Grade

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.

Writing

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

- Engage in writing as a recursive process.
- Choose audience and purpose.
- Use a variety of prewriting strategies to generate and organize ideas.
- Organize writing to fit mode or topic.
- Write narratives to include characters, plot, setting, and point of view.
- Establish a central idea incorporating evidence and maintaining an organized structure.

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- g) Compose a thesis statement for expository and persuasive writing.
- h) Write multiparagraph compositions with elaboration and unity.
- i) Use transition words and phrases.
- j) Select vocabulary and information to enhance the central idea, tone, and voice.
- k) Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.
- l) Revise writing for clarity of content including specific vocabulary and information.

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

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

Research

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

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

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conjunctions.

7th 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.

7.3 The student will examine the elements of media literacy.

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

Reading

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.

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- 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.

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.
- 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.

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- 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.

- 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.

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- 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.
- 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.

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- 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.
- 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.

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- 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

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.

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- d) Paraphrase and synthesize ideas within and between texts.
- e) Draw conclusions and make inferences on explicit and implied information using textual support.
- f) Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.
- g) Analyze false premises, claims, counterclaims, and other evidence in persuasive writing.
- h) Recognize and analyze use of ambiguity, contradiction, paradox, irony, sarcasm, overstatement, and understatement in text.
- i) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).

Writing

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

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

12th Grade Language Arts Writing

Reading

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

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

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12.4 The student will read, comprehend, and analyze the development of British literature and literature of other cultures.

- a) Compare and contrast the development of British literature in its historical context.
- b) Analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts.
- c) Compare/contrast details in literary and informational nonfiction texts.
- d) Interpret the social and cultural function of British literature.
- e) Interpret how the sound and imagery of poetry support the subject, mood, and theme, and appeal to the reader's senses.
- f) Compare and contrast traditional and contemporary poems from many cultures.
- g) Evaluate how dramatic conventions contribute to the theme and effect of plays from American, British, and other cultures.
- h) Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s).

12.5 The student will read, interpret, analyze, and evaluate a variety of nonfiction texts.

- a) Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s).
- b) Identify and synthesize resources to make decisions, complete tasks, and solve specific problems.
- c) Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.
- d) Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.
- e) Analyze false premises, claims, counterclaims, and other evidence in persuasive writing.

Writing

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

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

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- h) Write and revise to a standard acceptable both in the workplace and in postsecondary education.
- i) Write to clearly describe personal qualifications for potential occupational or educational opportunities.

Title I

Reading

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

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

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

- a) Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.
- b) Describe cause and effect relationships and their impact on plot.
- c) Explain how an author uses character development to drive conflict and resolution.
- d) Differentiate between first and third person point-of-view.
- e) Describe how word choice and imagery contribute to the meaning of a text.
- f) Draw conclusions and make inferences using the text for support.
- g) Identify the characteristics of a variety of genres.
- h) Identify and analyze the author's 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.

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- h) Differentiate between fact and opinion.
- i) Identify cause and effect relationships.
- j) Analyze ideas within and between selections providing textual evidence.
- k) Use reading strategies to monitor comprehension throughout the reading process.

Writing

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

Reading

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

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

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

- a) Identify the characteristics that distinguish literary forms.
- b) Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.
- c) Interpret how themes are connected across texts.
- d) Compare and contrast the use of rhyme, rhythm, sound, imagery, and other literary
- 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.

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- 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.

AP English

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.

AP Language

- 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, counter arguments, or alternative perspectives.

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Mathematics

6th Grade Mathematics

- 6.2 The student will
- a) represent and determine equivalencies among fractions, mixed numbers, decimals, and percents; and
 - b) compare and order positive rational numbers.

Probability and Statistics

- 6.10 The student, given a practical situation, will
- a) represent data in a circle graph;
 - b) make observations and inferences about data represented in a circle graph; and
 - c) compare circle graphs with the same data represented in bar graphs, pictographs, and line plots.
- 6.11 The student will
- a) represent the mean of a data set graphically as the balance point; and
 - b) determine the effect on measures of center when a single value of a data set is added, removed, or changed.

7th Grade Mathematics

Computation and Estimation

8. 4 The student will solve practical problems involving consumer applications.

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

SOL Review

Geometry

SOL Review

Algebra II

Functions

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.
- AII.10 The student will represent and solve problems, including practical problems, involving inverse variation, joint variation, and a combination of direct and inverse variations.
- AII.11 The student will
- a) identify and describe properties of a normal distribution;
 - b) interpret and compare z -scores for normally distributed data; and
 - c) apply properties of normal distributions to determine probabilities associated with areas under the standard normal curve.
- AII.12 The student will compute and distinguish between permutations and combinations.

Calculus – Riemann Sums, Integrals

Math Analysis

- MA.13 The student will determine the sum of finite and infinite convergent series.
- MA.14 The student will use mathematical induction to prove formulas and mathematical

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Science

6th Grade Science

- LS.3 The student will investigate and understand that there are levels of structural organization in living things. Key ideas include
- a) patterns of cellular organization support life processes;
 - b) unicellular and multicellular organisms have comparative structures; and
 - c) similar characteristics determine the classification of organisms.
- LS.6 The student will investigate and understand that populations in a biological community interact and are interdependent. Key ideas include
- a) relationships exist between predators and prey and these relationships are modeled in food webs;
 - b) the availability and use of resources may lead to competition and cooperation;
 - c) symbiotic relationships support the survival of different species; and
 - d) the niche of each organism supports survival.

7th Grade Science - Life Science

SOL Review

Earth Science

SOL Review

Biology

- BIO.6 The student will investigate and understand that modern classification systems can be used as organizational tools for scientists in the study of organisms. Key ideas include
- a) organisms have structural and biochemical similarities and differences;
 - b) fossil record interpretation can be used to classify organisms;
 - c) developmental stages in different organisms can be used to classify organisms;
 - d) Archaea, Bacteria, and Eukarya are domains based on characteristics of organisms;
 - e) the functions and processes of protists, fungi, plants, and animals allow for comparisons and differentiation within the Eukarya kingdoms; and
 - f) systems of classification are adaptable to new scientific discoveries.
- BIO.7 The student will investigate and understand that populations change through time. Key ideas include
- a) evidence is found in fossil records and through DNA analysis;
 - b) genetic variation, reproductive strategies, and environmental pressures affect the survival of populations;

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- c) natural selection is a mechanism that leads to adaptations and may lead to the emergence of new species; and
- d) biological evolution has scientific evidence and explanations.

Chemistry

CH.6 The student will investigate and understand that the phases of matter are explained by the kinetic molecular theory. Key ideas include

- a) pressure and temperature define the phase of a substance;
- b) properties of ideal gases are described by gas laws; and
- c) intermolecular forces affect physical properties.

A.P. Physics

Unit 6: Simple Harmonic Motion

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

Anatomy Physiology

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

A.P. Biology

Unit 8: Ecology

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

6th United States History to 1865

Expansion and Reform: 1801 to 1861

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

8th Government & Economics

SOL Review

9th Grade Geography

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;

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- 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;
 - 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
- describing the emergence of nation-states (England, France, Spain, and Russia) and distinctive political developments in each;
 - explaining conflicts among Eurasian powers, including the Crusades, the Mongol conquests, and the fall of Constantinople;
 - identifying patterns of crisis and recovery related to the Black Death (Bubonic plague);
 - 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
- identifying the economic foundations of the Italian Renaissance;
 - 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*;
 - citing artistic, literary, and philosophical creativity, as contrasted with the medieval period, including Leonardo da Vinci, Michelangelo, and Petrarch;
 - comparing the Italian and the Northern Renaissance, and citing the contributions of writers.

10th World History

- WHII.9 The student will demonstrate knowledge of the effects of the Industrial Revolution during the nineteenth century by
- citing scientific, technological, and industrial developments and explaining how they brought about urbanization and social and environmental changes;
 - explaining the emergence of capitalism as a dominant economic pattern, and the subsequent development of socialism and communism;
 - 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;
 - explaining the rise of industrial economies and their link to imperialism and nationalism;
 - 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

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- 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;

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- 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.

11th Virginia & United States History

- VUS.12 The student will demonstrate knowledge of the effects of World War II on the home front by
- a) explaining how the United States mobilized its economic, human, and military resources;
 - b) describing the contributions of women and minorities to the war effort;
 - c) explaining the internment of Japanese Americans during the war;
 - d) describing the role of media and communications in the war effort.



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12th Virginia and United States Government

VUS.12-14

SOL Review

AP History - Unit 5 & 6

AP US Government - Series of What Happens to the Native Americans Source Reference - Unit 1