

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 31, 2022



Emergency Alerts

Lock & Hide

Crisis Condition

Return to class and secure door

Lock & Teach

Trouble in the local area

Secure your classroom /office

Continue teaching until future notice

Lock & Check

Bomb threat procedures

Evacuate

Exit building due to an emergency

Take Fire Exit Route

Make Preparations To Depart For Primary/Alternate

Shelter location

Restrictive Movement

Only essential personnel may move freely

Shelter In Place

Report to designated areas

Assume required position(s)

Reverse Evacuation

Return to your facility

Normal Operation

Return to business as usual

Attention, Attention this is not a drill

--- 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!

Below is the link to view the 8th Grade Auction Fundraiser! A flyer is also attached. The flyer has been posted on Franklin's Instagram and Facebook accounts. Please share with anyone and everyone! :)

<http://app.memberhub.gives/fma8thgradeauction>

You're only able to view items this week. Monday, June 6th at 8:00 AM will be when items can officially be bid on.

Thank you so much to everyone who donated from Franklin. The items donated were great additions that helped to increase the variety of the auction! The 8th grade team is incredibly appreciative of your support!

Paschall

Bidding Begins Monday, June 6 at 8:00 AM

ONLINE AUCTION VIEWING



View items through the QR code or the link below:
<http://app.memberhub.gives/fma8thgradeauction>



ITEMS TO BE AUCTIONED:
GIFT BASKETS, ARTWORK,
SPORTS TICKETS, NBA
JERSEY, GIFT CARDS, ETC.

Help us raise funds for our
8th grade class activities by
bidding on an item or making
a general donation!
Thank you for your support!

MORE INFO CONTACT:
MAJ Paschall
kpaschal@rvschools.net

Made with PosterMyWall.com



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 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 05/30/22

Monday	Memorial Day observance
Tuesday	Administrative Meeting CRCC Training 9:00 – 11:00 Master Schedule End of Year Evaluations
Wednesday	SOL Testing SAST Meeting 10:00 Master Schedule End of Year Evaluations
Thursday	SOL Testing Child Find Meeting 11:00 Summer School Meeting 3:00
Friday	SOL Testing Master Schedule 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

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 30

Monday May 30	No School - Happy Memorial Day
Tuesday May 31	Attendance Monitoring Student Check Ins 12:00-1:00 Out of Building 4:00-5:00 <i>Building Resiliency Together</i> Afterschool Group
Wednesday June 1	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 June 2	Attendance Monitoring Student Check In's Weekly Lunch w/ Student Data Entry
Friday June 3	Student Check Ins 10:00-12:00 Out Of Building - CIS Meeting Data Entry Parent Contacts

Happy Pride Month!!!!

LGBTQIA

**PRIDE MONTH
JUNE 2022**



Vocabulary in Action

Word ^{of} the Week

Definition

Memorial Day

Definition of *Memorial Day*: May 30 formerly observed as a legal holiday in most states of the U.S. in remembrance of war dead

2: the last Monday in May observed as a legal holiday in most states of the U.S.



From The Senior Class Desk:

Graduation

Date: June 15, 2022

Location: The Diamond

Time: 9:00am

Attire: Cap and Gown

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 31 – June 17
SOL Testing**

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

**June 15, 2022
Graduation
9:00 a.m.**

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:

Upcoming Events:

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.

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

Office of The Principal

Timeline & Mandatory Work/Support Session

Date	Tasks	Audience/Owner
June 1 st & 2 nd 1:30-4:00pm ITCS Lab @ Henderson	A mandatory master schedule work/support session(s) at the ITCS lab from 1:30 to 4:00. <i>Schools that are below 60% completion rate need to attend both days. Schools above 60% only need to attend on June 1st</i>	Every school leader will send at least one representative to engage in dedicated work time for the master schedule. Members from the Master Schedule Team will be onsite to support. Andrea Gardner will be onsite both days to provide support.
June 9 COB	Initial upload of master schedules: All schools will complete the initial upload of their master schedule with all errors resolved.	School Based Master Schedule Team
June 13-16 COB	School master schedule teams will receive feedback from the division team. Feedback will be provided on a rolling basis, so check your folder each day and make adjustments based on feedback given.	Members of Central Office Master Schedule Team
June 17 & 21 st	Schools will make updates to their master schedule based on feedback from the master schedule team.	School Based Master Schedule Team
No later June 22	Course Verification sheets to be distributed to scholars.	School Based Master Schedule Team
Before June 24	Share preliminary assignment/grade level places with returning teachers. Ensure they understand this is subject to change based on the school needs.	Principal/Assistant Principal
Week of June 27	Mail course verification forms for scholars who are absent during distribution with their report cards.	School Based Master Schedule Team
Early August 2022	Once all master schedules are finalized and locked, teachers will have access to their teaching assignment for the coming school year	School Based Master Schedule Team
Back to School Night and First Day of School	Secondly, scholars will receive final schedules the week prior to the opening of school and duplicate schedules will be provided during Back-to-School Night Programs and/or on the first day of school.	School Based Master Schedule Team

Office of The Principal

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.

Staff, if you leave the building for the day and do not alert me and posting your time, your time will be coded AWOL.

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

Office of The Principal

- **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**
- **Staff, please do not allow students to visit your classroom**
- **Make sure you post your grades**
- **Students should not leave the room once the period starts until 15 minutes in the period, and no one should leave 15 minutes before the period end. Teachers, make sure only one student is released to go to the restroom.**
- **If you leave the building for the day and do not alert me, your time will be coded docked. Please post your time when you leave work early. If you are unable to located me, please text or email me.**

5/10/2022

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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.

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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](http://www.doe.virginia.gov/testing/index.shtml) 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

Monday – May 30, 2022 - Grab & Go Lunch

- Memorial Day – No School
- [Hudson's Evaluation/Goal & Documentation Log](#)

Tuesday – May 31, 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.
- Administration Meeting 9:45 am.
- After School Activities & Detention – 4:10 p.m.
- C.I.S.- Group After School Program
- The last Day to submit supply orders
- Meeting with parents - 10:00 a.m.
- Learning Field Experience - Ms. Vandenesse
- Weekly Principal Meeting – 1:30 pm.
- **S.O.L. Testing Period 1 – Shh – No changing classes until testing is over**
- Final Observation By Administration & Review of Goal
- [Hudson's Evaluation/Goal & Documentation Log](#)

Wednesday – June 1, 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.
- **S.O.L. Testing Period 2 – Shh – No changing classes until testing is over**
- Final Observation By Administration & Review of Goal
- **Walk Through For Graduation 9:30 am.**

Thursday – June 2, 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.
- **S.O.L. Testing Period 3 – Shh – No changing classes until testing is over**
- Final Observation By Administration & Review of Goal
- [Hudson's Evaluation/Goal & Documentation Log](#)

Friday- June 3, 2022 – Grab & Go Lunch

- Formation. High School will start at 3:00 pm – Middle School at 3:30 pm.
- Grab & Go Lunch

Office of The Principal

- **S.O.L. Testing Period 4 – Shh – No changing classes until testing is over**
- **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>SOL Prep for English and Math</u>
Gilliam	<u>SOL Prep for English and Math</u>
Jefferson	<u>SOL testing, physical fitness, and classwork makeup.</u>
Thornton	<u>Drill and Ceremony, Thinking and Learning Concepts, and First Aid</u>
Day	<u>Scholarship Closeout with Seniors, SOL Testing 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.
- Compose a thesis statement for expository and persuasive writing.

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- 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

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).

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

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

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.

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- 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.

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- 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.
- 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.

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- 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

Review

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.

Calculus – Riemann Sums, Integrals

Math Analysis

Final Project

Science

6th Grade Science

- LS.6 The student will investigate and understand that populations in a biological community interact and are interdependent. Key ideas include
- a) relationships exist between predators and prey and these relationships are modeled in food webs;
 - b) the availability and use of resources may lead to competition and cooperation;
 - c) symbiotic relationships support the survival of different species; and
 - d) the niche of each organism supports survival.
- LS.7 The student will investigate and understand that adaptations support an organism's survival in an ecosystem. Key ideas include
- a) biotic and abiotic factors define land, marine, and freshwater ecosystems; and
 - b) physical and behavioral characteristics enable organisms to survive within a specific ecosystem.

7th Grade Science - Life Science

SOL Review

Earth Science

SOL Review

Biology

Review

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.



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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.

7th United States History to 1865

The United States since World War II

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

8th Government & Economics

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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
- explaining the establishment of Constantinople as the capital of the Eastern Roman Empire;
 - identifying Justinian and his contributions, including the codification of Roman law, and describing the expansion of the Byzantine Empire and economy;
 - characterizing Byzantine art and architecture and the preservation of Greek and Roman traditions;
 - explaining disputes that led to the split between the Roman Catholic Church and the Greek Orthodox Church;
 - mapping and assessing the impact of Byzantine influence and trade on Russia and Eastern Europe.

10th World History

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

11th Virginia & United States History

Review

12th Virginia and United States Government

- GOVT.12 The student will demonstrate knowledge of the role of the United States in a changing world by
- describing the responsibilities of the national government for foreign policy and national security;
 - assessing the role played by national interest in shaping foreign policy and promoting world peace;
 - examining the relationship of Virginia and the United States to the global economy;
 - examining recent foreign policy and international trade initiatives since 1980.



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AP History - Unit 5 & 6

AP US Government - Review

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