

# Franklin Military Academy 2021-2022

## Weekly Agenda

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



**David Hudson, Principal**  
**June 6, 2022**



*Office of The Principal*

**Congratulations Class of 2022**

Artis, Kile  
Bolden -Jones, Devyn  
Booker, James  
Cheatham, Devon  
Clark, Tevion



Coleman, Xavier  
Cotman, Deandre  
Crenshaw, Sherrod  
Diggs, Lindsey  
Duguid, Alayah



Eubank, Anthony  
Francis, Milton  
Goodwyn, Deshawn  
Green, Colin  
Guishard, Carter



Harris, Michael  
Larriss-Mckenzie, D'andre  
Hstchell, Burney  
Hunt, Chance  
Johnson, Kelveonya



Jones, Koye  
Maday, Suado  
McClatchie, Caleb  
Muse, J'mell  
Porter, Kira



Robinson, Samarya  
Tyler, Bernard  
Tyler, Makhi  
Tyler, Makye  
Warren, Amonte



Waters, Lincoln  
Watson, Iyss  
Whiting, Omari  
Williams, Anthony  
Winston, Kimahri



Woolfolk, Nave  
Wyche, Shykeema  
Young, Brianna





FMA PRESENT

# FIELD DAY

2022



**THURSDAY, JUNE 16TH**

**9:30 AM - 3:30 PM**

**701 N 37TH ST,  
RICHMOND, VA 23223 |  
PHONE: (804) 780-8526**

## **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](mailto: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 37<sup>th</sup> Street  
Richmond, Virginia 23223  
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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"><li>• <b>English 11 (EOC Reading)*</b></li><li>• <b>Algebra 1*</b></li><li>• Algebra 2</li><li>• Geometry</li><li>• <b>Biology*</b></li><li>• Chemistry</li><li>• Earth Science</li><li>• US/VA History</li><li>• World History 1</li><li>• World History 2</li></ul>
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](http://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](mailto:mjamiso2@rvaschools.net) or Valenta Wade, Division Director of Testing, at [vwade@rvaschools.net](mailto: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](mailto:kpaschal@rvschools.net)

Made with PosterMyWall.com





Office of The Principal

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

**September 23, 2021**

**All staff at Franklin Military Academy**

**October 7, 2021**

**Leon Thornton**

**October 28, 2021**

**November 17**

**Coach Clarke & Coach Elie**

**January 13, 2022, 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 06/06/22**

<b>Monday</b>	Administrative Meeting Master Schedule SOL Testing – Make up Summer School Meeting
<b>Tuesday</b>	Master Schedule End of Year Evaluations SOL Testing – Make up
<b>Wednesday</b>	Graduation Meeting 9:00 SAST Meeting 10:00 Master Schedule End of Year Evaluations
<b>Thursday</b>	Child Find Meeting 11:00 Summer School Meeting 3:00
<b>Friday</b>	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.

The secret of being  
**Happy**  
is accepting where  
you are in life and  
making the most  
out of everyday.

## Custodian Work Schedule

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



**School Counselor Schedule**

**Week of 05/23-05/27**

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

**Week of 05/30-06/03**

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

**Week of 06/06-06/10**

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

*Office of The Principal*

**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 June 6

<b>Monday June 6</b>	Attendance Monitoring Student Check In's 10:30-12:00 Out of Building CIS Meeting Weekly Lunch w/ Student Data Entry
<b>Tuesday June 7</b>	Attendance Monitoring Student Check Ins 9:30-11:00 Out of Building 4:00-5:00 <i>Building Resiliency Together</i> Afterschool Group
<b>Wednesday June 8</b>	Attendance Monitoring 10:00-11:00 Attendance Team Meeting 11:00-12:00 Trio Meeting (Family Liaison, School Social Worker, CIS) 1:00 Out of Building CIS Meeting
<b>Thursday June 9</b>	Attendance Monitoring Student Check In's Weekly Lunch w/ Student Data Entry
<b>Friday June 10</b>	Student Check Ins Data Entry 1:00-4:00 Out of Building CIS Meeting

## LGBTQIA+ Influential Leaders:

**We'Wha, Bayard Rustin, Marsha P. Johnson, Sylvia Rivera, Laverne Cox**





# Vocabulary in Action

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

# Definition

## Perfunctory

Definition of *Perfunctory* is used to describe something that is done without energy or enthusiasm, as a duty or out of habit.

// Clearly exhausted after a long day on her feet, our server gave us only a *perfunctory* greeting before taking our drink orders.



## **From The Senior Class Desk:**

### **Graduation**

Date: June 15, 2022

Location: The Diamond

Time: 9:00 a.m.

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*



**June 3 – June 17  
SOL Testing**

**June 18  
Bush Gardens Trip – 8<sup>th</sup> 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 – 8<sup>th</sup> Grade  
11:00 am (2 tickets per student)**

**June 24  
Last Day Of School  
2 Hour Early Dismissal**



Office of The Principal

## JROTC – From Col. Day

### Military Events and Activities that took place last month:

Franklin's Color Guard Supported the U.S. Department of Housing and Urban Development Memorial Day Ceremony. Great Job Franklin!!!!



U.S. DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT

# Memorial Day 2022

Twenty-Six Day of May, Two Thousand Twenty Two

*Honoring Patriots, The Seed to Freedom's Flanders Field*

Whereas, our beloved comrade demonstrated a devotion to duty, courage, and patriotism, serving our country well during a time of war and in peace have also endeared our comrade to those who share the common bond of service under the Flag of the United States of America; now, therefore,

Be It Resolved, that the U.S. Department of Housing and Urban Development Veterans Affinity Group extends to his families and friends our deepest sympathy in his passing, offering them the consolation of knowing that their grief is shared by those who were privileged to serve with them in the Armed Forces.

Be It Further Resolved, this Twenty-Seventh day of May, Two Thousand Twenty-One, Honoring Our Fallen with this Certificate of Remembrance Presented to

Elizabeth Gebbie



*"When you go home,  
tell them of us and say  
For your tomorrow,  
we gave our today."*  
- John Maxwell Edmonds

*Marcia L. Fudge*  
Marcia L. Fudge  
Secretary  
U.S. Department of Housing  
and Urban Development

*Jerry L. Bennett*  
Jerry L. Bennett  
Chairman  
Veterans Affinity Group

Lieutenant Colonel Wilson Andrew  
United States Army



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*Office of The Principal*

## **Upcoming Events:**

June 6 - Awards Ceremony (2 PM)

June 10 - Graduation TBA

June 10 – ECPI Graduation with Color Guard

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 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.

### Timeline & Mandatory Work/Support Session








Date	Tasks	Audience/Owner
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 & 21st	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



**Classroom and hall bulletin boards must be cleaned and staples removed. All classrooms must be cleaned up best as possible. Make sure all RPS and personal items you want to stay at Franklin Military Academy are packed and stacked on tables in your classroom.**

**Make sure boxes are labeled and have your name in case of a room change.**

**Attention Secondary Schools:** The MP4 grade post window has been opened *for Seniors through 6/15/22 and for grade levels (6-11) through 6/23/22*, so that teachers may enter grades for the Fourth Marking Period. The **push pins** are **green** for these courses which means that the grade input window is open and grades can be Posted. **\*\*If the push pins are red and grade adjustments are made, please be sure to click POST GRADES again so that the changes are captured on the Transcript record.\*\***

Final Grade	MP4	Sem2	Exam2	MP4Com1	MP4Com2	MP4Com3	MP4Com4
							
<input type="button" value="Update"/>		<input type="button" value="Update"/>					

**\*\*The Sem2 and Final grades must be completed for Transcript purposes, and the MP4 and Exam2 (if applicable) grades should be completed for Report Card purposes. If there is no Final Grade listed for a course then the student will not receive Credit toward their GPA for completing the course. Please make sure that ALL necessary fields are completed.\*\***

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)**

**1<sup>st</sup> Wednesday - SPMT Meeting**

**2<sup>nd</sup> Thursday – Faculty & Professional Development**

**3<sup>rd</sup> Thursday Department Meetings**

*Office of The Principal*

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 2<sup>nd</sup> 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
- 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.**



Office of The Principal

Franklin Military Academy  
701 North 37<sup>th</sup> 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"><li>• <b>English 11 (EOC Reading)*</b></li><li>• <b>Algebra 1*</b></li><li>• Algebra 2</li><li>• Geometry</li><li>• <b>Biology*</b></li><li>• Chemistry</li><li>• Earth Science</li><li>• US/VA History</li><li>• World History 1</li><li>• World History 2</li></ul>
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](http://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](mailto:mjamiso2@rvaschools.net) or Valenta Wade, Division Director of Testing, at [vwade@rvaschools.net](mailto:vwade@rvaschools.net).

Sincerely,

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

### **Monday – June 6, 2022 - Grab & Go Lunch**

- Administration Meeting 9:45 a.m.
- After School Activities & Detention – 4:10 p.m.
- Meeting with parents - 11:00 a.m. – Hudson
- Senior Meeting – 9:30 a.m. Cafeteria
- Formation 3:30 p.m.
- Military Awards Program - 2:00 p.m.
- Graduates Meeting 4:15 p.m.
- Start Posting Seniors Grades
- Makeup History
- **Make sure remediation occurs for students who fail their S.O.L. and can retake it.**
- [Hudson's Evaluation/Goal & Documentation Log](#)

### **Tuesday – June 7, 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.
- C.I.S.- Group After School Program
- Meeting with parents - 11:30 a.m. – Hudson
- Weekly Principal's Meeting - Brown
- Learning Field Experience - Ms. Vandenesse
- Weekly Principal Meeting – 1:30 p.m.
- **Makeup S.O.L. Science**
- Start Posting Seniors Grades
- Final Observation By Administration & Review of Goal
- [Hudson's Evaluation/Goal & Documentation Log](#)

### **Wednesday – June 8, 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 a.m. if you need anything to maintain safety in your classrooms.
- Start Posting Seniors Grades
- Meeting with parents - 9:30 a.m. – Hudson
- After School Activities & Detention – 4:10 p.m.
- Final Observation By Administration & Review of Goal
- **Makeup S.O.L. Math**

### **Thursday – June 9, 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.



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- Middle School Grief Group 12:40 p.m.
- Final Observation By Administration & Review of Goal
- Graduation Participant practice 9:30 a.m.
- Start Posting Seniors Grades
- **Makeup S.O.L. Reading**
- NJHS Induction Thursday, June 9, 5:30 - 6:30 p.m.
- Faculty Meeting 4:5 p.m.
- [Hudson's Evaluation/Goal & Documentation Log](#)

### **Friday- June 10, 2022 – Grab & Go Lunch**

- **Formation.** High School will start at 3:00 p.m. – Middle School at 3:30 p.m.
- **Grab & Go Lunch**
- Start Posting Seniors Grades
- 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
- Last Day For Seniors
- **Makeup S.O.L.**
- [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 24<sup>th</sup> – 1<sup>st</sup> Day For Virtual Academy

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

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

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

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

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

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

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

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

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

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

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

\*January 28, 2022 – Professional Development Day – Student Early Dismissal

\*\* January 31, 2022 - School Closed For Students - Teacher Work Day

\*\* February 21, 2022 - School Closed President Day

Data Due - February 25 (Bring Data To Grade Level Meeting)

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

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

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

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

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

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

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

\*\* May 3, 2022 - School Closed For Students & Teachers – Eid al - Fitr

\*\* May 30, 2022 - School Closed For Students & Teachers – Memorial Day

\*\* June 20, 2022 - School Closed For Students & Teachers – Juneteenth

\*June 24, 2022 – Early Dismissal for Students



## 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

### 6<sup>th</sup> 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.
- Write multiparagraph compositions with elaboration and unity.

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- 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.

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

### **Communication and Multimodal Literacies**

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

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

7.3 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.

## 8<sup>th</sup> 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.

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

Communication and Multimodal Literacies

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

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

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.

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

### **Reading**

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

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

10.4 The student will read, comprehend, and analyze literary texts of different cultures and eras.

- a) Make inferences and draw conclusions using references from the text(s) for support.
- b) Analyze the similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.
- c) Interpret the cultural or social function of world and ethnic literature.
- d) Analyze universal themes prevalent in the literature of different cultures.
- e) Examine a literary selection from several critical perspectives.
- f) Critique how authors use key literary elements to contribute to meaning including, character development, theme, conflict, and archetypes.
- g) Interpret how themes are connected within and across texts.
- h) Explain the influence of historical context on the form, style, and point of view of a literary text(s).
- i) Evaluate how an author's specific word choices, syntax, tone, and voice shape the intended meaning of the text.



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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.

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

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

#### Reading

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

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

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

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

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

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

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.
- =
- 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**  
**6<sup>th</sup> Grade Mathematics**  
**Review/Remediation**

**7<sup>th</sup> Grade Mathematics**  
**Review/Remediation**

**8<sup>th</sup> Grade Mathematics**  
**Review/Remediation**

**Algebra**  
**Review/Remediation**

**Geometry**  
**Review/Remediation**

**Algebra II**  
**Review/Remediation**  
**Calculus – Riemann Sums, Integrals**

**Math Analysis**  
Final Project

## **Science**

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

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

SOL Review

### **Earth Science**

- ES.1 The student will demonstrate an understanding of scientific and engineering practices by
- a) asking questions and defining problems
    - ask questions that arise from careful observation of phenomena, examination of a model or theory, or unexpected results, and/or to seek additional information
    - determine which questions can be investigated within the scope of the school laboratory or field experience
    - generate hypotheses based on research and scientific principles
    - make hypotheses that specify what happens to a dependent variable when an independent variable is manipulated
    - define design problems that involve the development of a process or system with multiple components and criteria
  - b) planning and carrying out investigations
    - individually and collaboratively plan and conduct observational and experimental investigations



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- plan and conduct investigations to test design solutions in a safe and ethical manner including considerations of environmental, social and personal effects
- select and use appropriate tools and technology to collect, record, analyze, and evaluate data
- c) interpreting, analyzing, and evaluating data
  - construct and interpret data tables showing independent and dependent variables, repeated trials, and means
  - construct, analyze, and interpret graphical displays of data and consider limitations of data analysis
  - apply mathematical concepts and processes to scientific questions
  - use data in building and revising models, supporting explanations of phenomena, or testing solutions to problems
  - analyze data using tools, technologies, and/or models in order to make valid and reliable scientific claims or determine an optimal design solution
- d) constructing and critiquing conclusions and explanations
  - make quantitative and/or qualitative claims based on data
  - construct and revise explanations based on valid and reliable evidence obtained from a variety of sources, including students' own investigations, models, theories, simulations, and peer review
  - apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena or design solutions
  - construct arguments or counterarguments based on data and evidence
  - differentiate between a scientific hypothesis, theory, and law
- e) developing and using models
  - evaluate the merits and limitations of models
  - develop, revise, and/or use models based on evidence to illustrate or predict relationships
  - construct and interpret scales, diagrams, classification charts, graphs, tables, imagery, models, including geologic cross sections and topographic profiles
  - read and interpret topographic and basic geologic maps and globes, including location by latitude and longitude
- f) obtaining, evaluating, and communicating information
  - compare, integrate, and evaluate sources of information presented in different media or formats to address a scientific question or solve a problem
  - gather, read, and evaluate scientific and/or technical information from multiple sources, assessing the evidence and credibility of each source
  - communicate scientific and/or technical information about phenomena and/or a design process in multiple formats

## **Biology**

BIO.1 The student will demonstrate an understanding of scientific and engineering practices by

- a) asking questions and defining problems
  - ask questions that arise from careful observation of phenomena and/or organisms, from examining models and theories, and/or to seek additional information
  - determine which questions can be investigated within the scope of the school laboratory or field to determine relationships between independent and dependent variables
  - generate hypotheses based on research and scientific principles
  - make hypotheses that specify what happens to a dependent variable when an independent variable is manipulated
- b) planning and carrying out investigations
  - individually and collaboratively plan and conduct observational and experimental investigations
  - plan and conduct investigations or test design solutions in a safe and ethical manner including considerations of environmental, social, and personal effects
  - determine appropriate sample size and techniques
  - select and use appropriate tools and technology to collect, record, analyze, and evaluate data
- c) interpreting, analyzing, and evaluating data
  - construct and interpret data tables showing independent and dependent variables, repeated trials, and means
  - construct, analyze, and interpret graphical displays of data
  - use data in building and revising models, supporting an explanation for phenomena, or testing solutions to problems
  - analyze data using tools, technologies, and/or models to make valid and reliable scientific claims or determine an optimal design solution
- d) constructing and critiquing conclusions and explanations
  - make quantitative and/or qualitative claims regarding the relationship between dependent and independent variables
  - construct and revise explanations based on valid and reliable evidence obtained from a variety of sources including students' own investigations, models, theories, simulations, and peer review
  - apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena and design solutions
  - compare and evaluate competing arguments or design solutions in light of currently accepted explanations and new scientific evidence
  - construct arguments or counterarguments based on data and evidence
  - differentiate between a scientific hypothesis and theory
- e) developing and using models
  - evaluate the merits and limitations of models

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- develop, revise, and/or use models based on evidence to illustrate or predict relationships
- develop and/or use models to generate data to support explanations, predict phenomena, analyze systems, and/or solve problems
- f) obtaining, evaluating, and communicating information
  - compare, integrate, and evaluate sources of information presented in different media or formats to address a scientific question or solve a problem
  - gather, read, and evaluate scientific and/or technical information from multiple authoritative sources, assessing the evidence and credibility of each source
  - communicate scientific and/or technical information about phenomena in multiple formats

## **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>

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

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

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

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

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

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

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

Business Project

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



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- WHI.8 The student will demonstrate knowledge of Islamic civilization from about 600 to 1000 A.D. (C.E.) by
- a) describing the origin, beliefs, traditions, customs, and spread of Islam;
  - b) assessing the influence of geography on Islamic economic, social, and political development, including the impact of conquest and trade;
  - c) identifying historical turning points that affected the spread and influence of Islamic civilization, with emphasis on the Sunni-Shi'a division and the Battle of Tours;
  - d) citing cultural and scientific contributions and achievements of Islamic civilization.
- WHI.9 The student will demonstrate knowledge of Western Europe during the Middle Ages from about 500 to 1000 A.D. (C.E.) in terms of its impact on Western civilization by
- a) sequencing events related to the spread and influence of Christianity and the Catholic Church throughout Europe;
  - b) explaining the structure of feudal society and its economic, social, and political effects;
  - c) explaining the rise of Frankish kings, the Age of Charlemagne, and the revival of the idea of the Roman Empire;
  - 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.

## 10<sup>th</sup> World History

- 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.
- WHII.11 The student will demonstrate knowledge of political, economic, social, and cultural developments during the Interwar Period by
- describing the League of Nations and the mandate system;
  - citing causes and assessing the impact of worldwide depression in the 1930s;
  - 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
- explaining economic and political causes, describing major events, and identifying leaders of the war, with emphasis on Franklin D. Roosevelt, Harry

- Truman, Dwight D. Eisenhower, Douglas MacArthur, George C. Marshall, Winston Churchill, Joseph Stalin, Adolf Hitler, Hideki Tojo, and Hirohito;
- b) examining the Holocaust and other examples of genocide in the twentieth century;
  - c) explaining the terms of the peace, the war crimes trials, the division of Europe, plans to rebuild Germany and Japan, and the creation of international cooperative organizations and the Universal Declaration of Human Rights (1948).

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

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

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

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

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

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

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

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

- a) identifying contemporary political issues, with emphasis on migrations of refugees and others, ethnic/religious conflicts, and the impact of technology, including chemical and biological technologies;
- b) assessing the impact of economic development and global population growth on the environment and society, including an understanding of the links between economic and political freedom;



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- c) describing economic interdependence, including the rise of multinational corporations, international organizations, and trade agreements;
- d) analyzing the increasing impact of terrorism.

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

Project Presentations

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

Senior Events