

# Franklin Military Academy

## 2023-2024

### Weekly Agenda

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



*"A Knight Forever"*

**(H) Col. David A. Hudson, Principal**  
**August 21, 2023**

**MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH**



**RPS 2023-24  
School Year Calendar**

**2023-24 SCHOOL YEAR DATES**

<b>July 4</b> .....	Independence Day (RPS Closed)
<b>August 9-11</b> .....	Orientation for New-to-RPS Teachers
<b>August 14</b> .....	School-Based Professional Learning Day (1st Day for Staff)
<b>August 15</b> .....	Teacher Planning Day
<b>August 16</b> .....	Division-wide Professional Learning Day
<b>August 17</b> .....	Teacher Planning Day
<b>August 18</b> .....	School-Based Professional Learning & Teacher Planning Day
<b>August 21</b> .....	First Day of School
<b>September 1-4</b> .....	Labor Day (RPS Closed)
<b>September 25</b> .....	Yom Kippur (RPS Closed)
<b>October 25</b> .....	End of First Quarter
<b>November 7</b> .....	Caregiver/Teacher Conferences (Schools Closed for Students)
<b>November 13</b> .....	Diwali (RPS Closed)
<b>November 22-24</b> .....	Thanksgiving Break
<b>December 25 - January 5</b> .....	Winter Break (Schools closed, see * for 12-month staff holidays)
<b>January 15</b> .....	Martin Luther King, Jr. Day (RPS Closed)
<b>January 19</b> .....	2-Hour Early Release & Teacher Planning Day End of Second Quarter/First Semester
<b>February 19</b> .....	President's Day (RPS Closed)
<b>March 21</b> .....	End of Third Quarter
<b>March 22</b> .....	2-Hour Early Release & Caregiver/ Teacher Conferences
<b>April 1-5</b> .....	Spring Break (No Classes)
<b>April 10</b> .....	Eid al-Fitr (RPS Closed)
<b>May 27</b> .....	Memorial Day (RPS Closed)
<b>May 31</b> .....	Last Day of School
<b>June 19</b> .....	Juneteenth (RPS Closed)

**COLOR LEGEND**

REGULAR SCHOOL DAYS
QUARTER & SEMESTER BEGINNING AND END DATES
HOLIDAYS AND BREAKS
*12-MONTH EMPLOYEES OFF FOR HOLIDAYS & BREAKS
SUMMER FRIDAYS SCHEDULE FOR DESIGNATED STAFF
PROFESSIONAL LEARNING DAYS (SCHOOLS CLOSED FOR STUDENTS)
TEACHER PLANNING DAYS (SCHOOLS CLOSED FOR STUDENTS)
CAREGIVER/TEACHER CONFERENCE DAYS (SCHOOLS CLOSED FOR STUDENTS)

View meetings and other important updates on  
[rvaschools.net/news](https://rvaschools.net/news).

July 2023

S	M	T	W	T	F	S
						1
2	3	4*	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August 2023

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September 2023

S	M	T	W	T	F	S
					1*	2
3	4*	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25*	26	27	28	29	30

October 2023

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November 2023

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13*	14	15	16	17	18
19	20	21	22*	23*	24*	25
26	27	28	29	30		

December 2023

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25*	26*	27	28	29	30

January 2024

S	M	T	W	T	F	S
31	1*	2*	3	4	5	6
7	8	9	10	11	12	13
14	15*	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

February 2024

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19*	20	21	22	23	24
25	26	27	28	29		

March 2024

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

April 2024

S	M	T	W	T	F	S
31	1*	2	3	4	5*	6
7	8	9	10*	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 2024

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27*	28	29	30	31	

June 2024

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19*	20	21	22
23	24	25	26	27	28	29

MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH

## Welcome Back

"Seven words that can  
change a kid's life:  
**'I love having you  
in my class.'**"

—EDUCATOR  
BRIAN MENDLER



#T2T

A round birthday cake with white frosting and colorful sprinkles sits on a glass cake stand. Six lit candles in various colors (blue, purple, pink, yellow) are on top. The background is a soft pink with large, out-of-focus pink flowers. Confetti is scattered on the surface around the base of the stand.

# HAPPY BIRTHDAY

Kelvin Gilliam - August 23<sup>rd</sup>

Tiffany Fierson – September 10<sup>th</sup>

Haeyun Kim – September 24<sup>th</sup>

Andrew Giffin - September 22<sup>nd</sup>

*Office of The Principal*

First	Last	Email Address	Room	Phone Extensions	Subject
Jonathan	Ashe	jashe@rvaschools.net	105	129	ART
Clara	Bannister	cbannist@rvaschools.net	MEDIA	118	MEDIA SPECIALIST
John	Barclay	jbarclay@rvaschools.net	206B	206	SCIENCE
Nathaniel	Belton	nbelton@rvaschools.net	OFFICE	114	CUSTODIAN
Xavier	Blackman	xblackma@rvaschools.net	102 / GYM / B LCKR ROOM	252 / OFFICE 263	PHYSICAL EDUCATION/GYM
Almitra	Bryant	abryant5@rvaschools.net	205	205	ENGLISH
Kylee	Burrows	kburrows@rvaschools.net	106	256	MILITARY
Gilbert	Carter	gcarter3@rvaschools.net	308	308	MATHEMATICS
Denise	Claiborne	dclaibor@rvaschools.net	301A	123	EXCEPTIONAL EDUCATION
Shanice	Clarke	sclarke2@rvaschools.net	102 / GYM / G LCKR ROOM	252 / OFFICE 264	PHYSICAL EDUCATION
Christal	Corey	ccorey@rvaschools.net	109	259	SCIENCE – MIDDLE SCHOOL
David	Corey	dcorey@rvaschools.net	202 BAND ROOM	202 / OFFICE 128	MUSIC - BAND & ORCHESTRA
Dwayne	Dick	ddick@rvaschools.net	OFFICE	OFFICE	ITRT
Rafael	Day	rday@rvaschools.net	OFFICE	114	OFFICE
John	Dereu	jdereu@rvaschools.net	303B	312	ENGLISH
Natalie	Diaz	ndiaz@rvaschools.net	204B	204	SPANISH
Theodore	Dubinsky	tdubinsk@rvaschools.net	104	254	SOCIAL SCIENCE
Daniel	Elie	delie@rvaschools.net	103	253	ENGLISH
Randa	Elswick	relswick@rvaschools.net	CLINIC	116	NURSE
Ka'lulani	Foust	Kfoust007@gmail.com	301A	123	EXCEPTIONAL EDUCATION
Tiffany	Frierson	tfrierso@rvaschools.net	101A	121	SCHOOL COUNSELOR
Andrew	Giffin	agiffin@rvaschools.net	306	306	ENGLISH
Kelvin	Gilliam	kgilliam@rvaschools.net	106	256	MILITARY
Kimberly	Gray	kgray@rvaschools.net	OFFICE	112	FLEX SUB
Adrianne	Hairston	ahairsto@rvaschools.net	OFFICE	112	ADMIN OFFICE ASSOCIATE
Constance	Haskins	chaskins@rvaschools.net	OFFICE	115	CUSTODIAN
Sandra	Hayward-Jones	shayward@rvaschools.net	309A	309	SPACE
David	Hudson	dhudson2@rvaschools.net	OFFICE	113	PRINCIPAL
Zonita	James	zjames@rvaschools.net	203B	203	ENGLISH/READING
Michael	Jamison	mjamiso2@rvaschools.net	204A	204	TITLE 1 MATH
Clinton	Jefferson	cjeffer2@rvaschools.net	309B	314	MILITARY
Haeyun	Kim	hkim@rvaschools.net	305	305	MATHEMATICS
Ciara	Logan	clogan@rvaschools.net	OFFICE	110	REGISTRAR / SISOP (OAIH)
Special	Loney	sloney@rvaschools.net	301A	123	SPECIAL EDUCATION
Kyle	Mendez	kmendez2@rvaschools.net	203A	212	MUSIC - GUITAR
John	Nunez	jnunez@rvaschools.net	301	301	SCIENCE
Bianca	Parker	bparker2@rvaschools.net	206A	206	FAMILY CONSUMER SCIENCE
Kathy	Paschall	kpaschal@rvaschools.net	210	210	SCIENCE
James	Patterson	jpatters@rvaschools.net	OFFICE	114	CUSTODIAN
Meredith	Portmess	mbush@rvaschools.net	101	251	SOCIAL STUDIES
Melody	Reives	mreives2@rvaschools.net	302 / OFFICE	302 / OFFICE 255	BUSINESS
Corey	Robinson	crobins8@rvaschools.net	303C / OFFICE 207A	303 / 213	COMMANDANT/MILITARY
Mary	Simons	msimons@rvaschools.net	209	209	MATHEMATICS
Natia	Smith	nsmith7@rvaschools.net	201A	122	SOCIAL WORKER
Jennifer	Smith	jdavis5@rvaschools.net	109A	127	ASSISTANT PRINCIPAL
Naia	Smith	nsmith6@rvaschools.net	207	207	ENGLISH
Brian	Taylor	btaylor2@rvaschools.net	208	208	CTE
Leon	Thornton	lthornto2@rvaschools.net	108	258 / OFFICE 130 OR 260	MILITARY
Rosemary	Tucker	rtucker2@rvaschools.net	311	311	SCIENCE
Nirva	Vernet	nvnet@rvaschools.net	204A	204	FRENCH

**MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH**

Office of The Principal

Nikitria	Walker	nwalker@rvaschools.net	304	304	SOCIAL SCIENCE
William	Watson	wwatson@rvaschools.net	107	257	MATHEMATICS
Matthew	Wester	mwester@rvaschools.net	310	310	SCIENCE
Danielle	White	dwhite4@rvaschools.net	201 CHOIR ROOM	201	MUSIC - CHOIR
Robin	Williams	rwillia8@rvaschools.net	307	307	HISTORY
Stuart	Woolridge	swoolri2@rvaschools.net	CAFETERIA	119	CAFETERIA MANAGER
Kylee	York	kburrows@rvaschools.net	106	256	MILITARY LEADERSHIP




### Homeroom Listing 2023-2024

Grade	Alpha	Teacher	Room #
<b>6<sup>th</sup></b>	A - D	Portmess	101
	E - H	Clarke	102
	I - L	Elie	103
	M - R	Dubinsky	104
	S - Z	Ashe	105
<b>7<sup>th</sup></b>	A - F	York	106
	G - M	Watson	107
	N - Z	Thornton	108
<b>8<sup>th</sup></b>	A - G	Corey, C	109
	H - N	White	201
	O - Z	Bryant	205
<b>9<sup>th</sup></b>	A - D	Smith	207
	E - H	Taylor	208
	I - L	Simons	209
	M - R	Paschall	210
	S - Z	Nunez	301
<b>10<sup>th</sup></b>	A - D	Reives	302
	E - L	Kim	305
	M - Z	Giffin	306
<b>11<sup>th</sup></b>	A - K	Williams	307
	L - Z	Carter	308
<b>12<sup>th</sup></b>	A - L	Wester	310
	M - Z	Tucker	311



*Interested in teaching in an Alternative Program/setting?*  
*RPS teachers please apply! [Alternative Education Teacher Interest Form](#)*

Program	Details	Teacher Pay	Location and Hours
SOL Academy  <b>**Currently seeking content teachers and LIEP teacher support</b>	The SOL/W!SE Academy provides remediation for students who have passed an EOC test, but have not yet passed the SOL. Teachers are needed for Algebra 1, World History 1, Biology, English Writing, WISE, Geometry, VA/US History, Earth Science, English Reading, Workplace Readiness, World Geography <b>*Schedule will be posted soon - based on the testing schedule.</b>	\$30/hr	2023-2024 teachers will meet with students in the evenings over Google Meet the week before testing 6:00 - 8:00 p.m.
Secondary Success Center   Rebecca M. Fox <a href="mailto:rfox2@rvaschools.net">rfox2@rvaschools.net</a>	The Secondary Success Center gives students who have dropped out of Richmond Public Schools an opportunity to complete high school or earn a High School Equivalency Diploma outside of the traditional comprehensive high school setting.  Link to registration form for STUDENT to fill out: <a href="https://bit.ly/rpssuccessinterest">bit.ly/rpssuccessinterest</a>  <a href="#">SSC Manual</a>	\$30/hr  Number of hours based on number of students	Huguenot HS on Mondays 5:30 p.m. to 8:00 p.m. in person

**MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH**

Office of The Principal

<p>Con Ganas</p> <p><b>**Currently seeking content teachers and LIEP teachers</b></p>	<p>Con Ganas! is a year-round program designed for ELs in which traditional day classes do not meet educational needs due to: Work-related needs; Child-care needs; Over-age and under-credited circumstances; Other personal urgent circumstances.</p> <p>Students work M-TH with LIEP teachers as well as M &amp; W with content teachers in person at Huguenot HS</p> <p>Link to registration form for STUDENT to fill out: <a href="http://bit.ly/ConGanasRPS">bit.ly/ConGanasRPS</a></p>	<p>\$30/hr</p>	<p><b>Huguenot HS on Mondays and Wednesdays 5:30 p.m. to 8:00 p.m. in person for all content teachers and LIEP teachers</b></p>
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**Teachers needed for all HS subjects**

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



**MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH**

# **From Richmond Public Schools' Human Resource Department Critical Information for ALL RPS Staff**

1. All RPS staff are mandated reporters.
2. Any form of harassment/violence/discrimination must be reported to the Principal or designee.
  - Clarifying the designees
3. If it sex-based.  
harassment/violence/discrimination, the Principal or designee must report it to the Title IX Coordinator within 24 hours of receiving the report.
  - As much as possible, be specific about the allegation



MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH

*"A Knight Forever"*

# Reminders

## Allergy Meeting/Faculty Meeting

**August 24<sup>th</sup> – 4:15 p.m.**

Parents, if your child has a health issue that staff needs to be aware of, please plan on attending the meeting. The meeting will start at 4:15 p.m.

## No School For Staff & Students

**September 1<sup>st</sup> & September 4<sup>th</sup>**

**September 12, 2023 - 5:30 p.m.**

## BACK TO SCHOOL NIGHT

**2023/2024 Bell Schedule**

**STUDENTS CAN NOT ARRIVE BEFORE 8:30 a.m.**

If your child has an allergy or a medical condition you would like to share with the staff, please plan on attending the faculty meeting on August 24 at 4:15 p.m. in the school auditorium. This confidential meeting is designed to ensure all know what is needed so students are safe. Please let me know if you have any questions.

**Picture Day For Seniors  
September 13**

**Fall Picture Day For All Students  
September 27  
(All Students Need to Be In Class A)**

**Picture Day For Seniors (ABS)  
November 15**

**Picture Day For All Students  
November 15  
(All Students Need to Be In Class A)**

**MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH**



## Days To Place On Your Calendar

### *Subject To Change*

August 21	First Day For Students - Students are not allowed in the building until 8:30 a.m. (Red Carpet) – All staff in front of the building to welcome students at 8:30 a.m.
September 1 <sup>st</sup> & 4 <sup>th</sup>	Labor Day Holiday
September 25 <sup>th</sup>	Yom Kippur (Richmond Public Schools Closed)
October 25 <sup>th</sup>	End of 1 <sup>st</sup> Quarter
November 7 <sup>th</sup>	Parents/Caregiver & Teacher Conferences School Closed For Students
November 13 <sup>th</sup>	Diwali (Richmond Public Schools Closed)
November 22 <sup>nd</sup> & 23 <sup>rd</sup>	Thanksgiving Holiday
December 25 <sup>th</sup> – January 5 <sup>th</sup>	Winter Holiday
January 15	Martin L. King Holiday (Richmond Public Schools Closed)
January 19	2 Hour Early Release - Teacher Planning Day - End of 1 Semester. – 2 <sup>nd</sup> Quarter
February 19 <sup>th</sup>	Presidents' Day (Richmond Public Schools Closed)
March 21	End of Third Quarter
March 22	2 Hour Early Release - Parents/Caregiver & Teacher Conferences
April 1 <sup>st</sup> – 5 <sup>th</sup>	Spring Break
April 10 <sup>th</sup>	Eid al-Fitr (Richmond Public Schools Closed)
May 27	Memorial Day (Richmond Public Schools Closed)
May 31	Last Day For Students
June 19 <sup>th</sup>	Juneteenth (Richmond Public Schools Closed)

**MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH**

*Office of The Principal*

**IMPORTANT DATES**

September 15	Talent Office assigns evaluation processes in Perform.
September 18	SY 23-24 evaluation processes are available in Perform. Submit performance plans for approval by Principal Directors.
October 13	Submit goals in Perform for approval.
October 20	Finalize goals for SY 23-24.
October 27	Complete Formal Observation #1 for Probationary teachers.
December 22	Complete Formal Observation #2 for Probationary teachers.



**MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH**

## RPS High School

### 2023-2024 Regular Bell Schedule

<i>Period</i>	<i>Time</i>	<i>Minutes</i>
<b>Morning Arrival</b> <i>(Breakfast in the cafeteria or from kiosks to take to 1st period)</i>	<b>8:30 am-9:00am</b>	<b>30</b>
<b>1<sup>st</sup> Period</b>	<b>9:05am-10:39am</b>	<b>94</b>
<b>2<sup>nd</sup> Period</b>	<b>10:44am-12:18pm</b>	<b>94</b>
<b>3<sup>rd</sup> Period &amp; Lunch</b>	<b>12:23pm-2:21pm</b>	<b>118</b>
<b><u>Lunches</u></b>	<b>High School</b> <b>12:23 p.m.-12:48 p.m.</b>  <b>Middle School</b> <b>12:53 p.m. – 1:18 p.m.</b>	<b>25</b>  <b>25</b>
<b>4<sup>th</sup> Period</b>	<b>2:26pm-4:00pm</b>	<b>94</b>
<b>Dismissal</b>	<b>4:00pm</b>	<b>N/A</b>

MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH

## RPS High School 2023-2024

**\*Every Mon /Wed/ Fri unless otherwise announced\***

**Staff Must Escort Students To Formation**

<i>Period</i>	<i>Time</i>	<i>Minutes</i>
Arrival / Breakfast / Lockers	8:30 a.m. – 9:00 a.m.	30
Community Circles -Formation (after Nov)	9:00 a.m. 9:05 a.m.	5
1 <sup>st</sup> Period	9:05 a.m. – 10:29 a.m.	89
2 <sup>nd</sup> Period	10:34 a.m. – 12:01p.m.	89
3 <sup>rd</sup> Period and Lunches	12:03p.m. – 2:00 p.m. <i>1<sup>st</sup> Lunch 12:03 p.m. – 12:27 p.m.</i> <i>2<sup>nd</sup> Lunch 12:40 p.m. – 1:05 p. m.</i>	114 (89 instructional
4 <sup>th</sup> Period	2:000 p.m. – 3:30 p.m.	89
Formation	3:30pm – 4:00pm	30
Dismissal	4:00pm	

**MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH**

## RPS High School

### 2023-2024 Two-Hour Early Dismissal Bell Schedule

<i>Period</i>	<i>Time</i>	<i>Minutes</i>
<b>Morning Arrival</b> <i>(Breakfast in the cafeteria or from kiosks to take to 1st period)</i>	<b>8:30 a.m.-9:00 a.m.</b>	<b>30</b>
<b>1<sup>st</sup> Period</b>	<b>9:05am-10:10am</b>	<b>65</b>
<b>2<sup>nd</sup> Period</b>	<b>10:15am-11:20am</b>	<b>65</b>
<b>3<sup>rd</sup> Period &amp; Lunch</b>	<b>11:25am-12:55pm</b>	<b>90</b>
<b><u>Lunches</u></b> <b><u>(see provided schedule for specific time by class)</u></b>	<b>11:25am-12:00pm</b> <b>Grab &amp; Go</b>	
<b>4<sup>th</sup> Period</b>	<b>1:00pm-2:00pm</b>	<b>60</b>
<b>Dismissal</b>	<b>2:00pm</b>	<b>N/A</b>

**RPS High School**  
**2023-2024 - 2 Hour Late Arrival**

TIME	ACTIVITY
10:45 a.m. -11:00 a.m.	<b>Morning Arrival</b> <i>(Breakfast in the cafeteria or from kiosks to take to 1st period)</i>
1 <sup>st</sup> Period	11:05 a.m. - 12:10 a.m.
2 <sup>nd</sup> Period	12:15 pm – 1:55 p.m.
<b>Lunch Schedule</b> (see attached)	12:25 p.m. – 1:00 p.m.
3 <sup>rd</sup> Period	2:00 p.m. – 3:00 p.m.
4 <sup>th</sup> Period	3:00 p.m. -4 :00 p.m.
Dismissal	4:00 p.m.

**MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH**

## BELL SCHEDULE



	<b>Regular Bell</b>	<b>Formation Bell</b>	<b>2Hour Early Release</b>
1 <sup>st</sup> Period	9:05 a.m. – 10:39 a.m.	9:05 a.m. – 10:29a.m.	9:05 a.m. – 10:10 a.m.
2 <sup>nd</sup> Period	10:44 a.m.-12:18 p.m.	10:34 a.m. – 12:01 p.m.	10:15 a.m.-11:20 a.m.
3 <sup>rd</sup> Period	12:23 p.m. – 2:21 p.m.	12:03 p.m.-2:00 p.m.	11:25 a.m.–12:55 p.m.
Lunch High (Grab & Go)	12:23 p.m. – 12:48 p.m.	12:03 p.m. – 12:28 p.m.	11:25 a.m. – 12:01 p.m.
Lunch Middle (Grab & Go)	12:53 p.m. – 1:18 p.m.	12:40 p.m. – 1:05 p.m.	11:25 a.m. – 12:01 p.m.
4 <sup>th</sup> Period	2:26 p.m. – 4:00 p.m.	3:30 p.m. – 4:00 p.m.	1:00 p.m. – 2:00 p.m.

**MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH**

## Timeline – Subject

### Timeline – Subject To Change

#### FRANKLIN MILITARY SCHOOL – DAVID A. HUDSON

Type of Meeting	Day of the Week	Time
Leadership Team Meeting School Planning and Management Team	1 <sup>st</sup> THURSDAY	4:15 p.m.
Faculty Meeting	2 <sup>nd</sup> THURSDAY	4:15 p.m.
Graduation Meetings	THURSDAY	4:15 p.m.
Child Study Team	TUESDAY	ALL DAY
Grade Level Planning	2 <sup>ND</sup> THURSDAY	4:15 p.m.
Attendance Meeting	WEDNESDAY	10:00 a.m.
Department Meeting	3 <sup>rd</sup> WEDNESDAY	

#### September 14, 2023– Sign Up For Committees

Please sign up for at least two committees.

#### September 27, 2023– Classroom Vision (Posted)

Teachers, make sure the students in your class come up with a classroom vision. The classroom vision needs to be posted in your classroom. Students may come up with their individual vision, but you will be required to have one for the entire class.

Goal (s) Meetings Submission

**MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH**

# Franklin Military Academy Please Join Us

First PTSA Meeting of the Year

## BACK TO SCHOOL NIGHT

Tuesday, September 12, 2023 – 5:30 p.m.

Meet your cadet's teachers and hear about the upcoming school year.

Hear about Franklin Military Academy  
Title I Program

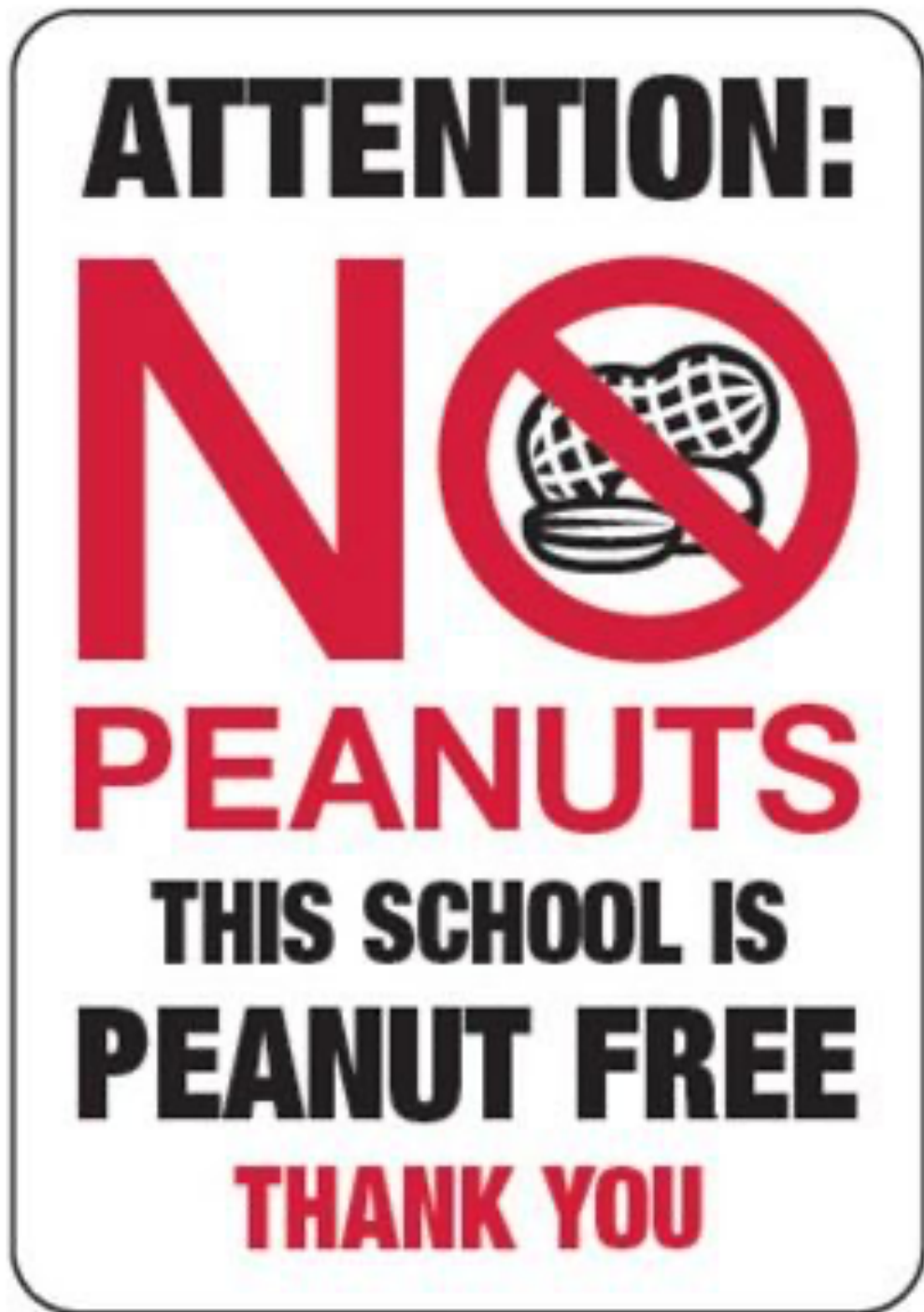
Learn How To Join the PTSA and Meet the PTSA Board Members

Hear about this year's PTSA fundraisers.

BACK  
TO  
SCHOOL



**MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH**



# We are a Food Allergy Aware Classroom!

Please do not bring **peanuts,**  
**tree-nuts, dairy, or**  
**egg** into the classroom!



## Please wash hands.

Clean hands help you stay healthy,  
and our friends safe.

## Thank You!

# Fire Drill

## Safety Rules

Follow Your Teacher To Area In  
Front of The School on 37<sup>th</sup> Street.

Face away from the building.

Make sure you are 3 or more feet  
away from classmates.

Remain with your class at all times.

In the event your class is not  
released by the administrator, wait  
for the signal code green or the  
school bell to sound before you go  
back into the building.

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Franklin Military Academy

Room Number \_\_\_\_\_

Fire Exit Door \_\_\_\_\_



## **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*

**MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH**



*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

### **Fire Drills**

#1 within First 10 days of School **August – September**

#2 within 20 days of School Due by **Oct 6, 2023**

**#3- #10 - conduct a monthly drill**

### **Lock-Down Drills**

Lock-down Drill #1 within the first 20 days of School, **Due By Oct 7, 2022**  
(pre-k & kindergarten exempt from lock-down drills within the first 60 days of school)

Lock-Down Drill #2 after 60 days of School (**December - June 2023**)

### **Tornado Drill**

At least one per year (**Should occur in the first semester**)  
(statewide drills occur in March)

### **Bus Evacuation Drills** (**Transportation will be sending a memo out with a drill schedule**)

1 within 30 days due by **October**

1 within the second semester

### **Earthquake Drill (recommended, not required)**

October 21, 2023

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# Share Google Classroom

**Dr. Jennifer Smith**

**Denise Claiborne**

**Special Loney**

**K Foust**

**Michael Jaimson**

**Dr. Clara Bannister**

**Tiffany Frierson**

**Kim Gray**

**John Felton**

**David Hudson**

**Dr. Willie Bell**





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**Make sure form is type with information if you have an afterschool activity.**

## **Franklin Military Academy Afterschool Activity Attendance**

*(Roll must be typed with students' names listed by afterschool instructor. Do not allow students to take attendance due to accuracy and legalities of supervision of students. Thanks for your cooperation in this safety matter. Turn form into office after extended day activity. )*

**Teacher Name** \_\_\_\_\_

**Date** \_\_\_\_\_ **Room/Location** \_\_\_\_\_

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

<b>Students' Name</b>	<b>Parent's Telephone</b>	<b>Pickup Signature</b> Make sure person picking student up is authorized. Check ID of person picking up student.

**MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH**

*Dr. J. Smiths' Weekly Schedule 08/21/2023*

Monday	First Day of School ADMIN MEETING Welcome Back!! Walk through – Positive views!!!
Tuesday	Walk through – Positive views!!! Addressing schedule changes
Wednesday	Walk through – Positive views!!! Addressing schedule changes
Thursday	Walk through – Positive views!!! Addressing schedule changes
Friday	Walk through – Positive views!!! Addressing schedule changes

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



**MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH**

## August 21<sup>st</sup> Lunch A Duty -

Please let administration know when you are not able to come to the cafeteria for duty.

Bus Duty	
Breakfast (8:30 a.m. 9:00 a.m.) Grab & Go	
MS Lunch (12:53 p.m.-1:18 p.m.). – Dr. Smith - Regular Schedule (12:40 p.m.-1:05 p.m.). – Dr. Smith - Formation Schedule	
Odd Days	TBA
Even Days	TBA
HS Lunch (12:23 p.m. 12:48 p.m.) – Hudson (12:03 p.m. -12:27 p.m.). –Hudson -Formation Schedule	
Odd Days	TBA
Even Days	TBA
Bus Duty PM (3:55 P.M.)	
All Days	Military Staff and Administration

MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH

## CUSTODIAN SCHEDULE

<p><b>R. Day (Building)</b></p> <ul style="list-style-type: none"> <li>• Open building</li> <li>• Grounds</li> <li>• Boys restroom</li> <li>• Boys locker room</li> <li>• Breakfast</li> <li>• Lunch/tables floor (cafeteria)</li> <li>• Admin. Duties</li> <li>• Library</li> <li>• Cage area</li> <li>• Stairs</li> <li>• All miscellaneous</li> <li>• Deliveries/contractor visits</li> </ul> <p>Lunch 10:30</p>	<p><b>N. Belton (3<sup>rd</sup>)</b></p> <ul style="list-style-type: none"> <li>• 301A</li> <li>• 301B</li> <li>• 302</li> <li>• 303A</li> <li>• 303B</li> <li>• 2 Adult restrooms</li> <li>• 303C</li> <li>• 304</li> <li>• 305</li> <li>• 306</li> <li>• 307</li> <li>• 308A</li> <li>• 308B</li> <li>• Boys restroom</li> <li>• Girls restroom</li> </ul>
<p><b>C. Haskins (1<sup>st</sup> and 2<sup>nd</sup>)</b></p> <ul style="list-style-type: none"> <li>• 101A</li> <li>• 101B</li> <li>• 102</li> <li>• 103</li> <li>• 104</li> <li>• Nurse office</li> <li>• Frierson's office</li> <li>• AP'S office</li> <li>• Main Office</li> <li>• Girls locker room</li> <li>• 105</li> <li>• 106</li> <li>• 107</li> <li>• 108</li> <li>• 109</li> <li>• Stairs</li> <li>• Cafeteria (lunch)</li> <li>• Girls restroom</li> <li>• Boys (after Day is gone for the day)</li> </ul> <p>Lunch 12:00-1:00pm</p>	<p><b>J. Patterson (4<sup>th</sup> and 5<sup>th</sup>)</b></p> <ul style="list-style-type: none"> <li>• 201A</li> <li>• 201B</li> <li>• 202</li> <li>• Boys Restroom</li> <li>• Girls Restroom</li> <li>• 203A</li> <li>• 203B</li> <li>• 204</li> <li>• 205</li> <li>• 206</li> <li>• Auditorium</li> <li>• Gym</li> <li>• Stairs</li> <li>• 207A</li> <li>• 207B</li> <li>• Staff bathroom</li> <li>• 208</li> <li>• 209</li> <li>• 210</li> </ul> <p>Lunch 1:00pm-2:00pm</p>

**MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH**

# Vocabulary in Action

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

### Mentor

**Definition of mentor – make sure we mentor our cadets at Franklin.**

**1capitalized** : a friend of Odysseus entrusted with the education of Odysseus' son Telemachus

**2a** : a trusted counselor or guide a *mentor* who, because he is detached and disinterested, can hold up a mirror to us

- The staff at Franklin Military Academy were great mentees to the new staff and cadets at Franklin Military Academy.

**b** : tutor, coach

- The student sought a *mentor* in chemistry.

**Please see the Community Building Circle Prompts for September below. Please share with Principals for them to share with their staff. Thank you!**

[August Community Building Circles - Secondary](#)

**School Day Starts 8:30 am – 4:30 pm.  
Certified Staff has to work 8hrs a Day  
Let me know if you are arriving or leaving early**

**Monday - August 21<sup>st</sup>**

**FORMATION SCHEDULE. – Teachers will bring students to the auditorium at 3:30 pm.**

- Red Carpet - 8:30 am – 8:45 am – Students will go to the cafeteria until 9:05 am.
- **Formation schedule – 3:30 pm – 4:00 pm.**
- All cell phone needs to be away after 9:00 am – No exception
- **Homeroom 9:05 am — Students will receive schedules and review daily school routine**
- **The bell will sound on a regular schedule. An announcement to release students from homeroom will be made.**
- To keep parents and students continuously updated on students' academic progress, all teachers are asked to post at least two graded assignments in ASPEN each week for at least 18 earned grades per student every nine-week marking period. To provide opportunities for practice and feedback, all teachers are expected to assign homework regularly, provide timely feedback on homework, and award homework grades based in part on effort and completion.
- Make sure you are maintaining the seating charts in your classes  
The administration will be doing walkthroughs
- Lesson plans should be in Google Docs on Thursday this week
- Make sure you are thinking of a goal for 2023-2024. The second week of October is the 13<sup>th</sup>. The Goal meeting with the administration will start from the 13<sup>th</sup> of October – October 20<sup>th</sup>.
- Admin Meeting - 10:00 am.
- **Field Trips for SY 22-23**
- **Make sure students are not released from periods 1<sup>st</sup> – 4<sup>th</sup> the first fifteen minutes and the last fifteen minutes.**
- **Ensure you start your first day like you want to end your year.**
- **Staff should be standing at their doors to welcome students every period when the bell sounds.**
- **Make sure students receive a syllabus, and the parents sign it so they will know expectations in your classes**
- **Teachers/staff, please be consistent and fair.**
- **If you are not feeling well, or have an emergency please make sure your time is placed in the system no less than 24 hours so we can secure a sub.**
- **Familiarize yourself with the emergency procedures**

**MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH**

*Office of The Principal*

- **Students are only allowed** to bring clear book bags in the classroom. Teachers/Staff, please look at each clear book bag as it enters your classroom.
- **Only one student is allowed to go to the restroom at a time.**
- The required compliance training courses are located in [Vector Solutions Safe Schools](#) to the right of the **Required Training** icon. All assigned required courses must be completed by **September 29, 2023**.
- [August Community Building Circles - Secondary](#)
  - October 3, 2023, to May 15, 2024 - 9:30 am to 2:00 pm. Field trips **MUST** be turned in ten days before the trip, or they will not be accepted

**Make a positive call home to parents**

## **Tuesday - August 22<sup>nd</sup>**

### **REGULAR SCHEDULE**

- **Homeroom 8:30 am – 9:10 am – Students will receive schedules and review daily school routine**
- **The bell will sound on a regular schedule. An announcement to release students from homeroom will be made.**
- **Students will receive lockers**
- The required compliance training courses are located in [Vector Solutions Safe Schools](#) to the right of the **Required Training** icon. All assigned required courses must be completed by **September 29, 2023**.
- **Grab & Go Breakfast – Students eating breakfast need to finish by 9:00 am.**
- **All cell phone needs to be away after 9:00 am – No exception**

**Make a positive call home to parents**

### **Field Trips for SY 22-23**

- October 3, 2022, to May 15, 2023 - 9:30 am to 2:00 pm. Field trips **MUST** be turned in ten days before the trip, or it will not be accepted

## **Wednesday - August 23<sup>rd</sup>**

### **FORMATION SCHEDULE**

- **Homeroom 8:30 am– 9:10 am – Students will receive lockers**
- **The bell will sound on a regular schedule. An announcement to release students from homeroom will be made.**

**MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH**

*Office of The Principal*

- **Students will receive lockers**
  - **Grab & Go Breakfast** – Students eating breakfast need to finish by 9:00 am.
  - **All cell phone needs to be away after 9:00 am – No exception**
  - **Attendance Meeting – 10:00 am.**
  - **Senior Luncheon (During Lunch)**
  - The required compliance training courses are located in Vector Solutions Safe Schools to the right of the **Required Training** icon. All assigned required courses must be completed by **September 29, 2023**.
  - **Formation schedule – 3:30 pm – 4:00 pm.**
  - **Field Trips for SY 22-23**
    - October 3, 2022, to May 15, 2023 - 9:30 am to 2:00 pm. Field trips **MUST** be turned in ten days before the trip or it will not be accepted
- Make a positive call home to parents**

## Thursday – August 24<sup>th</sup> REGULAR SCHEDULE

- **Homeroom 8:30 – 9:10 am – Students will receive lockers**
- **The bell will sound on a regular schedule. An announcement to release students from homeroom will be made.**
- **Grab & Go Breakfast** – Students eating breakfast need to finish by 9:00 am.
- **All cell phone needs to be away after 9:00 am – No exception**
- **Faculty Meeting – 4:15 pm – Auditorium**
- The required compliance training courses are in Vector Solutions Safe Schools to the right of the **Required Training** icon. All assigned required courses must be completed by **September 29, 2023**.
- **Teaming Log and Calendars of Events Are Due** – In the area of academic concerns, please indicate the students that are failing and not completing assignments.
- **Field Trips for SY 22-23**
  - October 3, 2022, to May 15, 2023 - 9:30 am to 2:00 pm. Field trips **MUST** be turned in ten days before the trip, or they will not be accepted

**MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH**

## **Friday – August 25<sup>th</sup> FORMATION SCHEDULE**

- **Homeroom 8:30 – 9:10 am – Students will receive lockers**
- **The bell will sound on a regular schedule. An announcement to release students from homeroom will be made.**
- **Grab & Go Breakfast – Students eating breakfast need to finish by 9:00 am.**
- **All cell phone needs to be away after 9:00 am – No exception**
- **CSIP is due**

## **First Day of School Attendance Procedures and No Show**

The purpose of this communication is to outline procedures for attendance on the first day of school and the “No Show” designation.

### **First Day of School Procedures**

High school and middle school teachers must record attendance on ASPEN for each period. Any student who fails to appear on the first day of school should be recorded as absent on ASPEN.

All school-based office staff responsible for the maintenance of our attendance database/records need to ensure that attendance information for the first day is updated on ASPEN by the end of the school day so that students will not be erroneously designated as inactive.

If students are absent but SISOPs/registrars know the student's whereabouts are outside of RPS and have the official documentation, then the appropriate withdrawal procedures should be used to make the student inactive and document the reason for withdrawal.

On the evening of the first day of school, ICTS will programmatically No Show all students who have been marked absent. This will make the students inactive and remove their schedule from ASPEN. Therefore, SISOPS/registrars should print schedules for high school and middle school students marked absent on the first day of school so they will not have to rebuild schedules from scratch.

### **No Show Students**

Beginning the second day of school, Attendance Officers and School Social Workers will collaborate with school staff, CIS, and other stakeholders to resolve the whereabouts of all students identified as No Show. SISOPs will need to work continuously to ensure student information is updated accurately and in a timely manner.

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# Military Instruction

## WEARING OF THE MILITARY UNIFORM

The term “**requirements**” and “**properly**” used herein, is defined as being in accordance with Department of the Army regulations, First ROTC Region and Franklin Military Academy policy.

In accordance with **Cadet Command Regulation 670-1: Uniform Wear and Appearance**

In accordance with **Cadet Command Regulation 145-2: Standardization and execution of the Junior Reserve Officers Training Corps (JROTC)**

### **Personal Appearance.**

As part of the Army’s commitment to improve the wellbeing of personnel and making everyone feel included, changes to grooming and uniform appearance standards have been implemented in Cadet Command Regulation 670-1. JROTC is a uniformed organization which is judged, in part, by how a cadet wears a prescribed uniform and maintains their personal appearance. Therefore, neat and groomed cadets are fundamental to the Franklin Military Academy JROTC program and contribute to building discipline, pride, and spirit, all of which are essential to an effective program.

**General.** This uniform wear policy applies to all uniform wear days and the maximum uniform wear grade is 100 points each week. **The wearing of hoody’s while in uniform is prohibited at all times. Cadets will wear their issued black jackets with liner during cold weather months.**

**1. HAIR.** Proper hairstyles for JROTC cadets do not include extreme fades. The SAI and AI will make final decisions on questionable hairstyles. The Army has repealed its ban on “multiple hairstyles” so females can combine cornrows, braids, twists, and locs, however, hair cannot be no greater than ½ inch width. Female cadets’ hair is styled or pinned so that it does not touch the top of the collar or obscure the cadet’s eyes. Male cadets’ hair is worn neatly trimmed. It may not touch the ears or collar, or obscure a cadet’s eyes. Sideburns may not extend no lower than the bottom of the ear opening with the base ending in a clean-shaven horizontal line. Facial hair is limited to mustaches. No portion of the mustache that extends beyond the corners of the mouth may fall below a line parallel to the bottom of the lower lip. Goatees, beards, rat tails, bunny tails, or other prominent protrusions of hair below the normal hairline are not authorized.

**2. PONYTAILS.** Medium-length ponytails must extend more than 1-inch from the scalp and cannot exceed the lower edge of the collar in all uniforms. Medium-length ponytails are only authorized for wear on the back of the scalp and cannot exceed the head’s width or interfere with the proper wear of the cadet’s headgear. Ponytails are authorized while wearing the ACU, however, longer ponytails must be tucked inside the ACU top so cadets can still conduct their mission.

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**HAIR HIGHLIGHTS, ROOT GROWTH.** Females can wear highlights if the colors blend together naturally and it presents a natural appearance versus “vast difference” and is NOT a prohibited color. Under current regulation, cadets are authorized to dye, tint, or bleach their hair. However, the color of their hair must be uniform and NOT detract from their professional appearance. Unnatural colors include but are not limited to, **PURPLE, BLUE, PINK, GREEN, ORANGE, BRIGHT RED, FLUORESCENT or NEON colors.**

**3. JEWELRY.** Female cadets may wear 1 earring in each ear with the Class A and Class B uniforms. No earrings are authorized with the Class C uniform (ACU). Earrings may not exceed ¼ inch in diameter. They may be of gold, silver, or white pearl; unadorned and spherical. No other facial jewelry is authorized, i.e., lip rings, nose rings, eyebrow piercings, etc. Male cadets may not wear earrings or facial jewelry of any kind, i.e., lip rings, nose rings, eyebrow piercings, etc. No jewelry may appear exposed on uniforms. Cadets may wear a wristwatch, a wrist identification bracelet, and not more than two rings.

**4. FINGERNAILS/LIPSTICK.** Although the Army approved the additional colors of lipstick, cadets must present a professional appearance at all times while in uniform. Extreme colors and nail shapes such as coffin, ballerina, and stiletto nails are prohibited while in uniform. **Unnatural colors include but are not limited to, PURPLE, BLUE, PINK, GREEN, ORANGE, BRIGHT RED, FLUORESCENT or NEON colors.** Fingernails will be kept short and clean. Male cadets may not wear fingernail polish.

**5. GROOMING.** As stated earlier, the maximum uniform grade is 100 points. Grooming requires the cadets to clean their hair, teeth, and bodies. It also includes taking care of their clothing – both civilian and uniform. Cadets are required to keep their uniforms clean and wrinkle free. Uniform shirts are worn tucked into trousers at all times. Cadets must wear a white crew-neck T-shirt with the Class A and Class B uniforms. Cadets must wear a tan crew-neck T-shirt with the Class C uniform (ACU). Cadets must wear dress black crew-length socks and are issued black shoes with the Class A and Class B uniforms. Cadets must wear issued boots with the Class C uniform. Cadets must wear all issued rank, awards, and decorations on the Class A and Class B uniforms. The Army Instructors (AI), will issue all required uniform items to the cadets EXCEPT for black dress shoes, socks, and white t-shirts to middle school cadets. High school cadets are issued complete uniforms to include black socks and white t-shirts. Cadets, parents, and or guardians are encouraged to coordinate with the Senior Army Instructor (SAI) prior to a uniform malfunction so that leadership can assist cadets ahead of time.

**6. TURN-IN.** At the end of the 2023-2024 school year, all seniors will be instructed to turn in All uniforms to the Army Instructors, date TBD. All uniforms must be sent to the cleaners and turned in to JROTC in the packaging from the cleaners. Failure to do so will result in a \$20 service fee.

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**Student's Signature**

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**Parent's/Guardian Signature**

**MILITARY INSTRUCTOR LESSONS FOR WEEK 1 (21 - 25 AUG 2023):**

**LET IV** – Discuss Uniform Policy, Course Syllabus, Google Classroom (Posting Assignments), Cadet Portfolio, Class Rules, Grading Scale

**LET III** – Discuss Uniform Policy, Course Syllabus, Google Classroom (Posting Assignments), Cadet Portfolio, Class Rules, Grading Scale

**LET II** - Introductions, Issue Uniforms, SCORE Meeting

**LET I** - Introduction to JROTC, Uniform Fitting

**MIDDLE SCHOOL** - CPT (H) York and SFC Gilliam will be teaching Introduction to Franklin Military Academy

**UPCOMING COLOR GUARD EVENTS:**

TBD

## Language Arts

### Reading

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

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

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

- a) Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.
- b) Describe cause and effect relationships and their impact on plot.

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

## **7<sup>th</sup> Grade Language Arts - SOL Test**

- 7.5 The student will read and demonstrate comprehension of a variety of fictional texts, literary nonfiction, poetry, and drama.
- a) Describe the elements of narrative structure including setting, character development, plot, theme, and conflict and how they influence each other.
  - b) Identify and explain the theme(s).
  - c) Identify cause and effect relationships and their impact on plot.
  - d) Differentiate between first and third person point-of-view.
  - e) Identify elements and characteristics of a variety of genres.
  - f) Compare and contrast various forms and genres of fictional text.
  - g) Describe the impact of word choice, imagery, and literary devices including figurative language in an author's style.
  - h) Compare/contrast details in literary and informational nonfiction texts.
  - i) Make inferences and draw conclusions based on the text.
  - j) Use reading strategies to monitor comprehension throughout the reading process.

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## **8<sup>th</sup> Grade Language Arts - SOL Test**

### **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.
- 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.

8.6 The student will read, comprehend, and analyze a variety of nonfiction texts.

- a) Identify an author's organizational pattern using textual clues, such as transitional words and phrases.
- b) Apply knowledge of text features and organizational patterns to analyze selections.
- c) Skim materials to develop an overview or locate information.
- d) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.

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- e) Analyze the author's qualifications, viewpoint, word choice, and impact.
- f) Analyze details for relevance and accuracy.
- g) Differentiate between fact and opinion.
- h) Identify the main idea.
- i) Summarize the text identifying supporting details.
- j) Identify cause and effect relationships.
- k) Evaluate, organize, and synthesize information for use in written and other formats.
- l) Analyze ideas within and between selections providing textual evidence.

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

### **Communication and Multimodal Literacies**

9.1 The student will participate in, collaborate in, and make multimodal presentations both independently and in small groups.

- a) Make strategic use of multimodal tools.
- b) Credit information sources.
- c) Use vocabulary appropriate to the topic, audience, and purpose.
- d) Assist with setting rules for group work including informal consensus, taking votes on key issues, presentation of alternate views and goal setting.
- e) Assume responsibility for specific group tasks.
- f) Share responsibility for collaborative work.
- g) Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.
- h) Include all group members, acknowledge new information expressed by others, and value individual contributions made by each group member.
- i) Respond thoughtfully and tactfully to diverse perspectives, summarizing points of agreement and disagreement.
- j) Evaluate impact, purpose, point of view, reasoning, and use of evidence and rhetoric of presentation(s).
- k) Use self-reflection to evaluate one's own role in preparation and participation in small-group activities.

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 devices to convey a message and elicit the reader's emotion.
- e) Analyze the cultural or social function of a literary text.
- f) Explain the relationship between the author's style and literary effect.

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- g) Explain the influence of historical context on the form, style, and point of view of a written work.
- h) Compare and contrast authors' use of literary elements within a variety of genres.
- i) Analyze how the author's specific word choices and syntax impact the author's purpose.
- j) Make inferences and draw conclusions using references from the text(s) for support.
- k) Compare/contrast details in literary and informational nonfiction texts.
- l) Use reading strategies to monitor comprehension throughout the reading process.

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

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

- a) Make inferences and draw conclusions using references from the text(s) for support.
- b) Analyze the similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.
- c) Interpret the cultural or social function of world and ethnic literature.
- d) Analyze universal themes prevalent in the literature of different cultures.
- e) Examine a literary selection from several critical perspectives.
- f) Critique how authors use key literary elements to contribute to meaning including, character development, theme, conflict, and archetypes.
- g) Interpret how themes are connected within and across texts.
- h) Explain the influence of historical context on the form, style, and point of view of a literary text(s).
- i) Evaluate how an author's specific word choices, syntax, tone, and voice shape the intended meaning of the text.
- j) Compare/contrast details in literary and informational nonfiction texts.
- k) Compare and contrast how literary devices convey a message and elicit a reader's emotions.
- l) Compare and contrast character development in a play to characterization in other literary forms.
- m) Use reading strategies to monitor comprehension throughout the reading process.

10.5 The student will read, interpret, analyze, and evaluate nonfiction texts.

- a) Analyze text features and organizational patterns to evaluate the meaning of texts.
- b) Recognize an author's intended audience and purpose for writing.
- 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.

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- g) Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.
- h) Analyze ideas within and between selections providing textual evidence.
- i) Summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.
- j) Use reading strategies throughout the reading process to monitor comprehension.

**Writing**

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

- a) Engage in writing as a recursive process.
- b) Plan and organize writing to address a specific audience and purpose.
- c) Adjust writing content, technique, and voice for a variety of audiences and purposes.
- d) Communicate clearly the purpose of the writing using a thesis statement.
- e) Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style.
- f) Compose a thesis statement for persuasive writing that advocates a position.
- g) Clearly state and defend a position using reasons and sufficient evidence from credible sources as support.
- h) Identify counterclaims and provide counter - arguments.
- i) Show relationships among claims, reasons, and evidence and include a conclusion that follows logically from the information presented.
- j) Blend multiple forms of writing including embedding a narrative to produce effective essays.
- k) Elaborate ideas clearly through word choice.
- l) Use textual evidence to compare and contrast multiple texts.
- m) Revise writing for clarity of content, accuracy, and depth of information.
- n) Write and revise to a standard acceptable both in the workplace and in postsecondary education.

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

- a) Use parallel structure across sentences and paragraphs.
- b) Use complex sentence structure to infuse sentence variety in writing.
- c) Distinguish between active and passive voice.
- d) Use colons correctly.
- e) Analyze the writing of others and suggest how writing might be improved.

## **11<sup>th</sup> Grade Language Arts – SOL Test**

11.1 The student will make planned informative and persuasive multimodal, interactive presentations collaboratively and individually.

- a) Select and effectively use multimodal tools to design and develop presentation content.

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- b) Credit information sources.
- c) Demonstrate the ability to work collaboratively with diverse teams.
- d) Respond thoughtfully and tactfully to diverse perspectives, summarizing points of agreement and disagreement.
- e) Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.
- f) Anticipate and address alternative or opposing perspectives and counterclaims.
- g) Evaluate the various techniques used to construct arguments in multimodal presentations.
- h) Use vocabulary appropriate to the topic, audience, and purpose.
- i) Evaluate effectiveness of multimodal presentations.

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.

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### Writing

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

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

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

- a) Use complex sentence structure to infuse sentence variety in writing.
- b) Use verbals and verbal phrases correctly to achieve sentence conciseness and variety.
- c) Distinguish between active and passive voice.

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

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

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

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

12.7 The student will self- and peer-edit writing for Standard English.

- a) Use complex sentence structure to infuse sentence variety in writing.
- b) Edit, proofread, and prepare writing for intended audience and purpose.
- c) Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations.

qualifications for potential occupational or educational opportunities.

## **Title I**

### **Reading**

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

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

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

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

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

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- a) Skim materials using text features such as type, headings, and graphics to predict and categorize information.
- b) Identify main idea.
- c) Summarize supporting details.
- d) Create an objective summary including main idea and supporting details.
- e) Draw conclusions and make inferences based on explicit and implied information.
- f) Identify the author's organizational pattern(s).
- g) Identify transitional words and phrases that signal an author's organizational pattern.
- h) Differentiate between fact and opinion.
- i) Identify cause and effect relationships.
- j) Analyze ideas within and between selections providing textual evidence.
- k) Use reading strategies to monitor comprehension throughout the reading process.

### Writing

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

### Reading

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

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

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

- a) Identify the characteristics that distinguish literary forms.
- b) Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.
- c) Interpret how themes are connected across texts.
- d) Compare and contrast the use of rhyme, rhythm, sound, imagery, and other literary devices to convey a message and elicit the reader's emotion.
- e) Analyze the cultural or social function of a literary text.
- f) Explain the relationship between the author's style and literary effect.
- g) Explain the influence of historical context on the form, style, and point of view of a written work.
- h) Compare and contrast authors' use of literary elements within a variety of genres.

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- i) Analyze how the author's specific word choices and syntax impact the author's purpose.
- j) Make inferences and draw conclusions using references from the text(s) for support.
- k) Compare/contrast details in literary and informational nonfiction texts.
- l) Use reading strategies to monitor comprehension throughout the reading process.

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

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

## **AP Literature**

3.A Identify and explain claims and evidence within an argument.

4.B Write a thesis statement that requires proof or defense and that may preview the structure of the argument.

4.A Develop a paragraph that includes a claim and evidence supporting the claim. 8.A Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument. Explain how an argument demonstrates understanding



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## **Math**

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

Introduction Week - Relationship Building and Classroom Expectations

## **Algebra I**

Introduction Week - Relationship Building and Classroom Expectations

## **Geometry**

Introduction Week - Relationship Building and Classroom Expectations

## **Algebra II**

Introduction Week - Relationship Building and Classroom Expectations

## **Probability & Statistics**

Introduction Week - Relationship Building and Classroom Expectations

## **Math Analysis / Pre-Calculus**

Introduction Week - Relationship Building and Classroom Expectations

## **AP Calculus Introduction Week**

Relationship Building and Classroom Expectations

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## **Science**

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

- LS.2 The student will investigate and understand that all living things are composed of one or more cells that support life processes, as described by the cell theory. Key ideas include
- a) the development of the cell theory demonstrates the nature of science;
  - b) cell structure and organelles support life processes;
  - c) similarities and differences between plant and animal cells determine how they support life processes;
  - d) cell division is the mechanism for growth and reproduction; and
  - e) cellular transport (osmosis and diffusion) is important for life processes.

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

#### **Physical Science**

- PS.1 The student will demonstrate an understanding of scientific and engineering practices by
- a) asking questions and defining problems
    - ask questions that require empirical evidence to answer
    - develop hypotheses indicating relationships between independent and dependent variables
    - offer simple solutions to design problems
  - b) planning and carrying out investigations
    - independently and collaboratively plan and conduct observational and experimental investigations; identify variables, constants, and controls where appropriate and include the safe use of chemicals and equipment
    - evaluate the accuracy of various methods for collecting data
    - take metric measurements using appropriate tools and technologies
    - apply scientific ideas or principles to design, construct, and/or test a design of an object, tool, process or system
  - 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 to evaluate and refine design solutions to best meet criteria
  - d) constructing and critiquing conclusions and explanations
    - construct scientific explanations based on valid and reliable evidence obtained from sources (including the students' own investigations)

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- construct arguments supported by empirical evidence and scientific reasoning
- generate and compare multiple solutions to problems based on how well they meet the criteria and constraints
- differentiate between a scientific hypothesis, theory, and law
- e) developing and using models
  - construct, develop, and use models and simulations to illustrate and/or explain observable and unobservable phenomena
  - evaluate limitations of models
- f) obtaining, evaluating, and communicating information
  - read scientific texts, including those adapted for classroom use, to determine the central idea and/or obtain scientific and/or technical information
  - gather, read, and synthesize information from multiple appropriate sources and assess the credibility, accuracy, and possible bias of each publication
  - construct, use, and/or present an oral and written argument supported by empirical evidence and scientific reasoning

## 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
  - 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

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- 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.8 The student will investigate and understand that there are dynamic equilibria within populations, communities, and ecosystems. Key ideas include

- a) interactions within and among populations include carrying capacities, limiting factors, and growth curves;
- b) nutrients cycle with energy flow through ecosystems;
- c) ecosystems have succession patterns; and
- d) natural events and human activities influence local and global ecosystems and may affect the flora and fauna of Virginia.
- e) conclusions are formed based on recorded quantitative and qualitative data;
- f) sources of error inherent in experimental design are identified and discussed;

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- g) validity of data is determined;
- h) chemicals and equipment are used in a safe manner;
- i) appropriate technology including computers, graphing calculators, and probeware, is used for gathering and analyzing data, communicating results, modeling concepts, and simulating experimental conditions;
- j) research utilizes scientific literature;
- k) differentiation is made between a scientific hypothesis, theory, and law;
- l) alternative scientific explanations and models are recognized and analyzed; and
- m) current applications of biological concepts are used.

## **Astronomy**

A.1 The student will demonstrate an understanding of scientific skills and processes

[Content Guidelines](#)

## **Anatomy Physiology**

AP.2 The student will investigate and understand that there is an organization of the human body.

[Content Guidelines](#)

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

### **Geography**

- USI.1 The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to
- identify and interpret primary and secondary source documents to increase understanding of events and life in United States history to 1865;
  - make connections between the past and the present;
  - sequence events in United States history from pre-Columbian times to 1865;
  - interpret ideas and events from different historical perspectives;
  - evaluate and discuss issues orally and in writing;
  - analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events;
  - distinguish between parallels of latitude and meridians of longitude;
  - interpret patriotic slogans and excerpts from notable speeches and documents;
  - identify the costs and benefits of specific choices made, including the consequences, both intended and unintended, of the decisions and how people and nations responded to positive and negative incentives.

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

- USII.1 The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to
- analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history from 1865 to the present;
  - make connections between the past and the present;
  - sequence events in United States history from 1865 to the present;
  - interpret ideas and events from different historical perspectives;
  - evaluate and debate issues orally and in writing;
  - analyze and interpret maps that include major physical features;
  - use parallels of latitude and meridians of longitude to describe hemispheric location;
  - interpret patriotic slogans and excerpts from notable speeches and documents;
  - identify the costs and benefits of specific choices made, including the consequences, both intended and unintended, of the decisions and how people and nations responded to positive and negative incentives.

## **Grade Science Civics and Economics**

- CE.2 The student will demonstrate knowledge of the foundations of American constitutional government by
- a) explaining the fundamental principles of consent of the governed, limited government, rule of law, democracy, and representative government;
  - b) explaining the significance of the charters of the Virginia Company of London, the Virginia Declaration of Rights, the Declaration of Independence, the Articles of Confederation, the Virginia Statute for Religious Freedom, and the Constitution of the United States, including the Bill of Rights;
  - c) identifying the purposes for the Constitution of the United States as stated in its Preamble;
  - d) identifying the procedures for amending the Constitution of Virginia and the Constitution of the United States.

## **9<sup>th</sup> Grade Geography**

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

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

- VUS.1 The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to
- a) identify, analyze, and interpret primary and secondary source documents, records, and data, including artifacts, diaries, letters, photographs, journals, newspapers, historical accounts, and art, to increase understanding of events and life in the United States;
  - b) evaluate the authenticity, authority, and credibility of sources;

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- c) formulate historical questions and defend findings, based on inquiry and interpretation;
- d) develop perspectives of time and place, including the construction of maps and various timelines of events, periods, and personalities in American history;
- e) communicate findings orally and in analytical essays or comprehensive papers;
- f) develop skills in discussion, debate, and persuasive writing with respect to enduring issues and determine how divergent viewpoints have been addressed and reconciled;
- g) apply geographic skills and reference sources to understand how relationships between humans and their environment have changed over time;
- h) interpret the significance of excerpts from famous speeches and other documents;
- i) identify the costs and benefits of specific choices made, including the consequences, both intended and unintended, of the decisions and how people and nations responded to positive and negative incentives.

### Early America: Early Claims, Early Conflicts

VUS.2 The student will describe how early European exploration and colonization resulted in cultural interactions among Europeans, Africans, and American Indians.

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

### Reshaping the Nation and the Emergence of Modern America: 1877 to 1930s

GOVT.1 The student will demonstrate mastery of the social studies skills responsible citizenship requires, including the ability to

- a) analyze primary and secondary source documents;
- b) create and interpret maps, diagrams, tables, charts, graphs, and spreadsheets;
- c) analyze political cartoons, political advertisements, pictures, and other graphic media;
- d) distinguish between relevant and irrelevant information;
- e) evaluate the information for accuracy, separating fact from opinion;
- f) identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model;
- g) select and defend positions in writing, discussion, and debate.

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## **AP Government**

Unit 1 Foundations of American Government

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## Humanities Teaming Log

Date: Aug 18, 2023

What SOLs will be covered next week? How will the Standards of Learning be assessed?

### **Standards of Learning**

#### **Parker**

#### **FACS Exploratory II**

- 1 - Demonstrate creativity and innovation.
- 2 - Demonstrate critical thinking and problem-solving.
- 34 - Demonstrate examples of caring, respectful, and responsible behaviors.
- 35 - Demonstrate characteristics of positive relationships.
- 36 - Create strategies for handling peer pressure.
- 37 - Use communication skills that express feelings, needs, and ideas.
- 38 - Explain the consequences of positive and negative behaviors in communication.
- 39 - Set goals for individuals and families.
- 40 - Demonstrate social etiquette.

#### **Independent Living**

- 1 - Demonstrate creativity and innovation.
- 39 - Identify the meaning of work and the meaning of family.
- 40 - Identify strategies for balancing work and family roles.
- 41 - Describe the interplay between work life and family life.
- 42 - Explain how social, economic, and technological changes and trends affect work and family dynamics.
- 43 - Apply problem-solving processes to identify solutions to work or family situations.

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44 - Evaluate how one's values influence his/her decision making.

## **Taylor**

### **Computer Solutions**

- Identify five ways in which the brain learns
- Determine strong study habits to use for this and future classes
- Own responsibility for acing this and other classes

### **Programming**

- 1.3.7 Use built-in functions and cast variables.
- 2.1.1 Demonstrate common steps for debugging JavaScript code, including reviewing code and testing code in different browsers and various devices.

## **Mendez**

### **Guitar 1:**

- **HIB.15a,g**  
The student will demonstrate proper instrumental techniques.
  - a) Identify correct hand positions, finger/slide placement, fingerings/positions, and finger/slide patterns.
  - g) Guitar student—right-hand techniques (finger style, pick style, arpeggio patterns with varying combinations of pulgar, indicio, medio, anular [pima]); and left hand techniques (first position, finger technique).
- **HIB.6a,b**  
The student will explore historical and cultural influences of music.
  - a) Identify the cultural influences, musical styles, composers, and historical periods associated with the music literature being studied.
  - b) Describe the importance of composers' use of style, cultural influences, and historical

**context for the interpretation of works of music.**

**Beginning/Intermediate Guitar:**

**MIB.2c**

- **Monitor individual practice and progress toward goals.**

**MIB.14a-e**

- **Identify and select an appropriate instrument.**
- **Identify parts of the instrument.**
- **Identify procedures for care of the instrument.**
- **Identify proper playing posture and instrument position.**
- **Understand procedures for basic tuning of the instrument with a visual aid or electronic tuner.**
- **Guitar class introduction:**
  - **Spotify**
  - **Soundtrap (music making DAW)**
  - **Creative journal/listening activity**

**Beginning Orchestra:**

**MIB.2c**

- **Monitor individual practice and progress toward goals.**

**MIB.14a-e**

- **Identify and select an appropriate instrument.**
- **Identify parts of the instrument.**
- **Identify procedures for care of the instrument.**
- **Identify proper playing posture and instrument position.**
- **Understand procedures for basic tuning of the instrument with a visual aid or electronic tuner.**
- **Orchestra class introduction:**
  - **Spotify**
  - **Musical games**
  - **Creative journal/listening activity**

**Concerns:**

1.

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**Suggestions:**

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