

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
September 5, 2023

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



**RPS 2023-24
School Year Calendar**

2023-24 SCHOOL YEAR DATES

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

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

A birthday cake with white frosting, colorful sprinkles, and lit candles. The cake is on a glass stand. The background is pink with large pink flowers.

HAPPY BIRTHDAY

Kelvin Gilliam - August 23rd

Tiffany Fierson – September 10th

Haeyun Kim – September 24th

Andrew Giffin - September 22nd

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

Assigned Committees 2023-2024

Please check to make sure you are in the correct committee. If corrections are needed, please let me know asap. Next week agenda will have leads for each committee.

8 TH Grade Committee	M. Portmess J. Ashe A. Bryant D. Hudson C. Corey K. Paschall
Anime	D. Elie T. Dubinski J. Nunez
Application Evaluation Team	W. Watson G. Carter K. Gray D. Hudson
Art Club	J. Ashe H. Kim
ASVAB	C. Jefferson C. Robinson
Awards	D. Claiborne G. Carter H. Kim J. Nunez S. Loney D. Hudson
Beautification	G. Carter Dr. J. Smith C. Logan S. Loney
Black History	M. Portmess K. Gray C. Logan R. Williams
Chess	X. Blackman
Culture & Climate	N. Diaz J. Ashe Dr. J. Smith D. White
Crisis	N. Smith (Social Worker)
Dungeons & Dragons	A. Giffin
FBLA	M. Reives
Field Day	K. Mendez D. Elie X. Blackman D. White C. Clarke
Foreign Language	N. Diaz N. Vernet

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

Office of The Principal

Garden	M. Reives N. Diaz B. Taylor B. Parker
History Fair	M. Portmess K. York J. Felton
Hospitality (SUNSHINE)	B. Taylor Dr. J. Smith C. Jefferson N. Smith (Social Worker)
LINKS	N. Smith (English)
Graduation Committee	Dr. J. Smith N. Smith (English) C. Corey N. Walker D. Hudson
Knight Riders (Bike Club)	W. Watson G. Carter K. Gray J. Barclay J. Ashe
Master Schedule	M. Simons Dr. J. Smith T. Frierson
National Honors Society	M. Simons M. Wester D. Hudson
National Junior Honors Society	K. York D. Elie R. Williams D. Hudson
Oratorical	K. York D. Elie A. Bryant D. Hudson M. Reives
Photography	K. Paschall A. Bryant
Rubrics & Legos	G. Carter
Professional Development (Lead Teachers)	M. Simons M. Wester
PTSA Representatives	K. Mendez D. Hudson
REA/VEA	Dr. J. Smith T. Dubinski Dr. C. Bannister
Recruitment Committee - Evaluate Incoming Students:	J. Barclay J. Felton M. Wester
RTI - (Response To Intervention & SBIT - School Base Intervention Team)	M. Jamison Z. James
Safety and Security	C. Jefferson C. Jefferson L. Thornton C. Robinson

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

Office of The Principal

	K. Gilliam D. Hudson
SAT/PSAT	M. Jamison
Senior Class	Dr. J. Smith D. White C. Logan N. Smith (English) M. Reives N. Walker
Social Media/Web Page	K. Paschall D. Hudson
SOL Testing	B. Taylor M. Jamison B. Parker
Raiders	C. Jefferson L. Thornton C. Robinson K. Gilliam
Spelling Bee	Kyle Mendez W. Watson H. Kim N. Smith (English)
Sports Booster	J. Barclay X. Blackman C. Clarke
STEM / Science Fair	G. Carter R. Tucker
Talent Show	K. Mendez J. Barclay B. Parker
Technology	D. Elie Dr. C. Bannister
Veterans Day	K. Gilliam D. Hudson
Wellness	Dr. J. Smith X. Blackman C. Clarke
Yearbook	J. Ashe N. Smith (English) C. Corey K. Paschall

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

Franklin Military Academy

1st Dance Of The School Year
Foreign Language Department

Friday, September 29th

3:00 p.m.

School Cafeteria

Tickets \$5.00

Refreshments Will On Sale



"A Knight Forever"



SOL ACADEMY

The SOL Academy is an SOL remediation opportunity for students to meet online with a teacher and review for an SOL test. Students should meet with their school counselor to review what remediation and testing is needed, and then use the link at the bottom to sign up for online remediation with a teacher. This is open to any RPS student needing extra support to pass an SOL test. All testing takes place at the home school.

Remediation on Google Meet with teachers - testing on site at your school

*extra remediation for students in a course AND remediation for students not enrolled in a course

Academy Subjects	Remediation dates and times	Location
EOC Writing Term Grads Testing week of October 17-20, 2023	October 9-12, 2023 M-TH 6:00 - 8:00 p.m.	Google Meet - links will be shared with students by teacher
EOC Writing English students Testing week of October 23-27	October 16-19, 2023 M-TH 6:00 - 8:00 p.m.	Google Meet - links will be shared with students by teacher
EOC Writing English students Testing week of October 30-November 2	October 23-26, 2023 M-TH 6:00 - 8:00 p.m.	Google Meet - links will be shared with students by teacher
EOC Writing Term Grads 2nd attempt Testing week of November 14-17, 2023	November 6-9, 2023 M-TH 6:00 - 8:00 p.m.	Google Meet - links will be shared with students by teacher
Sci/SS/Math/Reading (Non-Writing SOLs) Retesters and TG Testing week of December 4-8, 2023	November 27-30, 2023 M-TH 6:00 - 8:00 p.m.	Google Meet - links will be shared with students by teacher
Sci/SS/Math/Reading (Non-Writing SOLs) Testing week of December 11-15, 2023	December 4-7, 2023 M-TH 6:00 - 8:00 p.m.	Google Meet - links will be shared with students by teacher
Workkeys Writing & Reading Testing week of December 18-22, 2023	December 11-14, 2023 M-TH 6:00 - 8:00 p.m.	Google Meet - links will be shared with students by teacher
Sci/SS/Math/Reading Non-Writing retakes and workkeys retakes R&W Testing week of January 16-18, 2024	January 8-11, 2024 M-TH 6:00 - 8:00 p.m.	Google Meet - links will be shared with students by teacher
EOC Writing English students and retesters Testing week of March 11-15, 2024	March 4-7, 2024 M-TH 6:00 - 8:00 p.m.	Google Meet - links will be shared with students by teacher
Sci/SS/Math/Reading (Non-Writing retesters and Term Grads) Testing week of April 29-May 3, 2024	April 22-25, 2024 M-TH 6:00 - 8:00 p.m.	Google Meet - links will be shared with students by teacher
Sci/SS/Math/Reading (Non-Writing SOLs) Testing week of May 7-10, 2024	April 29-May 2, 2024 M-TH 6:00 - 8:00 p.m.	Google Meet - links will be shared with students by teacher
Workkeys Writing & Reading Testing week of May 13-24, 2024	May 6-9, 2024 M-TH 6:00 - 8:00 p.m.	Google Meet - links will be shared with students by teacher

****REGISTRATION FOR THE SOL ACADEMY MUST BE COMPLETED BY THE STUDENT AFTER MEETING WITH SCHOOL COUNSELOR TO VERIFY NEEDED TESTS. [SOL Academy student sign up link](https://shorturl.at/bdN01) - (shorturl.at/bdN01) STUDENTS SHOULD SIGN THEMSELVES UP using this link.**

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

You are cordially invited to
**Senior Parent
Information Session**

**FRANKLIN MILITARY
ACADEMY**

SATURDAY, SEPTEMBER 9, 2023

9:30AM

SENIORS AND 2 GUESTS

Guest Speakers:

Paula Buckley - GRASP

Leon Thornton - Senior Trip/Graduation

Nikitria Walker - Fundraising

BREAKFAST WILL BE SERVED





You Are Cordially Invited To

FRANKLIN MILITARY ACADEMY

**2024**

Senior Installation Ceremony



Friday, September 8th
10:00am

FMA Auditorium
701 North 37th Street
Richmond, VA 23223

**Please join us as we induct senior
class officers and celebrate
the Class of 2024!!!**





Office of The Principal

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

PTSA

Greetings!

Thank you to all who attended our first PTSA meeting! We appreciate everyone's support and are looking forward to a wonderful year supporting our school, staff, and students. Please read this entire email for info about upcoming events, officer needs, and volunteer opportunities throughout the month of September.

We need you! Become an Officer

The PTSA is looking to fill the following positions: Co-Treasurer, Vice President/President Elect, VP/Chair of Fundraising, VP/Chair of Social Media, VP/Chair of Hospitality, VP/Chair of Sponsorships/Community Relations. **Please contact us at franklinma.ptsa@gmail.com with any interest.**

Back to School Night & Scholastic Book Fair

Back to School Night will be Tuesday, Sept 12 at 5:30pm. There will be an Early Access opportunity at 5:00pm for those wanting to participate early in the Breakfast and Book Fair. PTSA will be hosting a Pancake Dinner fundraiser with the help of our Family Consumer Science instructor, Ms. Parker, and some of her NHS/NJHS students. The Scholastic Book Fair will be available and open during that night as well, and be open during the entire week (Sept 11-15) during the school day for students. Funds that are raised through the Book Fair will directly benefit classrooms. We are looking for volunteers to help us in various positions throughout that week and specifically on Back to School Night. **Please sign up for volunteer opportunities here: <https://www.signupgenius.com/go/20F0F4EAFAD2FA7F58-franklin#/>** Please reply with any questions you may have. If you would like to set up a Scholastic eWallet for your child(ren) to have the opportunity to purchase books during the school week, you can do that here: <https://bookfairs.scholastic.com/bf/franklinmilitaryacademy>

Fundraising Opportunities

We discussed various fundraising ideas during our last meeting. Please fill out the survey to help us determine where we should put our efforts toward next: <https://forms.gle/pfB2yeabK9B9TRFX9>
Next Meeting: Tuesday, October 10th @ 6pm (Virtual)

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



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
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
John	Felton	jfelton@rvaschools.net	106	256	MILITARY/IA
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 I 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	215	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
Naiia	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	nvernet@rvaschools.net	204A	214	FRENCH
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	burrows@rvaschools.net	106	256	MILITARY LEADERSHIP

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

Reminders

Senior Installation
10:00 a.m.
September 8, 2023

Senior Breakfast
9:30 a.m.
September 9, 2023

BACK TO SCHOOL NIGHT
September 12, 2023 - 5:30 p.m.

2023/2024 Bell Schedule
STUDENTS CAN NOT ARRIVE BEFORE 8:30 a.m.

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



Office of The Principal

Days To Place On Your Calendar

Subject To Change

September 25 th	Yom Kippur (Richmond Public Schools Closed)
October 25 th	End of 1 st Quarter
November 7 th	Parents/Caregiver & Teacher Conferences School Closed For Students
November 13 th	Diwali (Richmond Public Schools Closed)
November 22 nd & 23 rd	Thanksgiving Holiday
December 25 th – January 5 th	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 nd Quarter
February 19 th	Presidents' Day (Richmond Public Schools Closed)
March 21	End of Third Quarter
March 22	2 Hour Early Release - Parents/Caregiver & Teacher Conferences
April 1 st – 5 th	Spring Break
April 10 th	Eid al-Fitr (Richmond Public Schools Closed)
May 27	Memorial Day (Richmond Public Schools Closed)
May 31	Last Day For Students
June 19 th	Juneteenth (Richmond Public Schools Closed)

IMPORTANT DATES (EVALUATION)

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

BELL SCHEDULE

	Regular Bell	Formation Bell	2-Hour Early Release
First Period	9:05-10:39	9:05-10:29	9:05-10:10
Second Period	10:44-12:18	10:34-12:01	10:15-11:20
Third Period	12:23-2:21	12:03-2:00	11:25-12:55
Lunch High	12:23-12:48	12:03-12:28	11:25-12:01
Lunch Middle	12:53-1:18	12:40-1:05	11:25-12:01



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

2023-2024

8th Grade **EVENTS**

THURSDAY	26 OCT	BINGO Night Join us from 6:00-8:00 PM as we play TEN games of BINGO to raise money for the 8th grade trip to Luray Caverns!
THURSDAY	8 FEB	BINGO Night Join us again from 6:00-8:00 PM as we play TEN games of BINGO to raise money for 8th grade end-of-the-year activities!
FRIDAY	22 MAR	CLASS T-SHIRTS Students will be treated to Kona Ice while they create their class t-shirts with Studio Two Three using screen printing!
ALL WEEK	25-29 MAR	MIDDLE SCHOOL SPIRIT WEEK Our future 8th grade class officers will help to create themed days that the entire middle school will follow.
FRIDAY	29 MAR	KINGS DOMINION Roller coasters, carnival games, road trip, oh my! We'll spend the entire school day having fun at Kings Dominion. Students will wear their class t-shirts on this trip!
FRIDAY	26 APR	LURAY CAVERNS (Tentative Date) *Optional trip for 8th grade students* Students will visit Luray Caverns and choose between the ropes course or garden maze. Cost of this trip is NOT included in the 8th grade dues.

FOR MORE INFO VISIT US AT WWW.COMPANY.COM

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

Office of The Principal

Meetings – 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 st THURSDAY	4:15 p.m.
Faculty Meeting	2 nd THURSDAY	4:15 p.m.
Graduation Meetings	THURSDAY	4:15 p.m.
Child Study Team	TUESDAY	ALL DAY
Grade Level Planning	2 ND THURSDAY	4:15 p.m.
Attendance Meeting	WEDNESDAY	10:00 a.m.
Department Meeting	3 rd 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



Office of The Principal

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

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 _____

Students' Name	Parent's Telephone	Pickup Signature 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

School Counselor Schedule

Week of 08/28-09/01

Monday	Admin. Meeting
Tuesday	Data Entry
Wednesday	Attendance Meeting
Thursday	Data Entry
Friday	SCHOOL CLOSED

Week of 09/04-09/08

Monday	Admin. Meeting
Tuesday	HS Lead Counselor Meeting
Wednesday	Attendance Meeting: 10:00a.m.
Thursday	Data Entry
Friday	MS Counselor Meeting

Week of 09/11-09/15

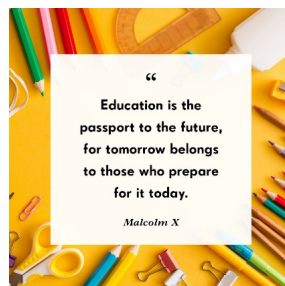
Monday	Admin. Meeting Data Entry
Tuesday	Data Entry
Wednesday	Attendance Meeting
Thursday	MS Lead Counselor Meeting
Friday	OUT OF OFFICE- College Board Workshop

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

Dr. J. Smiths' Weekly Schedule 09/04/2023

Monday	School is Closed Labor Day Holiday!!!
Tuesday	Morning Announcements Walk through
Wednesday	Morning Announcements Walk through Attendance Meeting 10:00
Thursday	Morning Announcements Walk through SBIT
Friday	Morning Announcements Walk through

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

Office of The Principal

September 5 – Lunch Duty Assignments Will Start On 9/11

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

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

Vocabulary in Action

Word ^{of} _{the} Week

embargo

Definition

- : *embargo* refers to a government order that limits trade in some way. In broader usage, *embargo* can function as a synonym of [*prohibition*](#).

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

[Secondary Community Circle Prompts - September](#)

**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

Guests In Mr. Wester's Class the following personnel will come to teach as follows:

- 11 Sept - Andrea Sanjurjo-Rivera, Tal Simmons
- 12 Sept - Felix Arsenault, Tal Simmons
- 13 Sept - Filipa Simao, Andrea Sanjurjo-Rivera , Tal Simmons
- 14 Sept - Filipa Simao, Andrea Sanjurjo-Rivera, Tal Simmons
- 15 Sept - Martin MacStudy, Christopher Twene, Tal Simmons

From: Dr. Bannister:

Good morning! Attached are the Discovery Education Students Accounts I created as well as Open eBooks Access Codes and Pins for Cadets. When cadets log into Discovery Education Accounts for the first time, please follow the instructions within my Library Orientation eBook in my Google Classroom. Parker Allton and Alex Ableson do not have to sign in for the first time because I already signed in for them as tests. They will just use the username and password on the spreadsheet. Please do not hesitate to contact me if you have any questions or concerns. If you need me to come to your classes to help with this, please let me know.

Dr. Bannister's Google Classroom

<https://classroom.google.com/c/MTUzNDI4NzI1OTEx?cjc=ofqpk2>

Dr. Bannister's Library Orientation eBook

<https://read.bookcreator.com/X6hIV92wwxXxXLrm827VTbCf49V2/Hgw5tokMT0uL33lrfRMPig>

From LTC Robinson

28 OCT 23 - All Seniors are highly encouraged to participate in the upcoming **CAREER and SCHOLARSHIP FAIR**. Location will be at the First Baptist Church of Highland Park at 6801 Sheriff Road, Landover, MD 20785. Flyer and additional requirements are forthcoming.

UPCOMING EVENTS

20 SEP 23 - Assembly with BG Patricia R. Wallace from 80th Training Command (TASS)

28 OCT 23 - Career and Scholarship Fair in Landover, MD

UPCOMING COLOR GUARD ACTIVITY:

08 SEP 23 - Installation Ceremony

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

Wanting Items Printed In Color

For all color printing and laminating projects (please share this with your teams):

* Jobs are to be emailed to ricohsupport@rvaschools.net. We complete the job and email them when it's ready to be picked up.

Info Needed in the email:

* **How many prints**

* **Do they want Black and white or color**

* **Do they want staples or hole punches**

* **School Location**

* Hours are 8 a.m. - 3 p.m. We strive to have jobs completed within 72 hours.

* We do not supply specialty paper that would need to be delivered by the requester.

Please adhere to the following when instructing your classes:

IRR = Inter-rater Reliability Walks (Look fors & Listen fors in classrooms)

1. Transitions (7-11 minutes) with Checks for Understanding
2. Cooperative learning strategies & Co-teaching models
3. Instruction & Lesson Plan alignment in content & cognition
4. DASHE - Date, Agenda, SLO, SOL, Homework, Essential Question
5. Exit & Entrance Tickets

Monday – September 4th

FORMATION SCHEDULE. – Teachers will bring students to formation

Labor Day - No School

Tuesday – September 5th

REGULAR SCHEDULE

- **Administration Meeting - 9:45 a.m.**
- **All cell phone needs to be away after 9:00 a.m. – No exception**
- **NO HOMEROOM – Students will report to 1st period.**
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 13th. The Goal meeting with the administration will start from the 13th of October – October 20th.**
- **Ensure students are not released from periods 1st – 4th the first fifteen minutes and the last fifteen minutes.**
- **VGA Assessment - English - September 14th - 20th & VGA Assessment - Math- September 21st – 27th**

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

Office of The Principal

- 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**.
- **LTC Erin Meeting 12:30 p.m. Victory Edge Program**
- **Extended Day Starts**
- **Administrators Walkthrough and Check Lesson Plans**

Links

- [Assessment Calendar](#)
- [August Community Building Circles - Secondary](#)
- [Auditorium Availability Sheet \(Fall '23\)](#)
- [Collective Bargain Update](#)
- [FMA Google Classroom With Links](#)
- [FMA Detention Link](#)
- [FMA Lesson Plans & Assessments Link](#)
- [Goal Writing](#)
- [Vector Solutions Safe Schools](#)

- October 3, 2023, to May 15, 2024 - 9:30 a.m. to 2:00 p.m. Field trips **MUST** be turned in ten days before the trip, or they will not be accepted

Make a positive call home to parents

- **ID Badges - Norrell - 2120 Fendall Ave - Richmond, VA 23222. – 8:30 a.m. – 3:00 p.m. - Phone: (804) 780-8550**
- **Thanks to the teachers who are making the positive calls. If you have not done so, please make contact.**

Make a positive call home to parents

Wednesday – September 6th FORMATION SCHEDULE

- **All cell phone needs to be away after 9:00 a.m. – No exception**
- **NO HOMEROOM – Students will report to 1st period.**
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 13th. The Goal meeting with the administration will start from the 13th of October – October 20th.**
- **Ensure students are not released from periods 1st – 4th the first fifteen minutes and the last fifteen minutes.**

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

Office of The Principal

- **VGA Assessment - English - September 14th - 20th & VGA Assessment - Math- September 21st – 27th**
- **Hygiene Meeting – Girls 3:30 p.m.**
- **Transportation Meeting – Hudson 9:00 a.m.**

Links

- [Assessment Calendar](#)
- [August Community Building Circles - Secondary](#)
- [Auditorium Availability Sheet \(Fall '23\)](#)
- [Collective Bargain Update](#)
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- [FMA Detention Link](#)
- [FMA Lesson Plans & Assessments Link](#)
- [Goal Writing](#)
- [Vector Solutions Safe Schools](#)

Make a positive call home to parents

- **ID Badges - Norrell - 2120 Fendall Ave - Richmond, VA 23222. – 8:30 a.m. – 3:00 p.m. - Phone: (804) 780-8550**
- **Thanks to the teachers who are making the positive calls. If you have not done so, please make contact.**

Thursday – September 7th

REGULAR SCHEDULE

- 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 – Regarding academic concerns, please indicate the students who are failing and not completing assignments.**

Senior Pictures Day

Specialty Meeting - 11:00 a.m.

Links

- [Assessment Calendar](#)
- [August Community Building Circles - Secondary](#)
- [Auditorium Availability Sheet \(Fall '23\)](#)

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

Office of The Principal

- [Collective Bargain Update](#)
- [FMA Google Classroom With Links](#)
- [FMA Detention Link](#)
- [FMA Lesson Plans & Assessments Link](#)
- [Goal Writing](#)
- [Vector Solutions Safe Schools](#)

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

Friday – September 1st FORMATION SCHEDULE

Senior Installation - Auditorium – 9:00 a.m. (Seniors Only)

Links

- [Assessment Calendar](#)
- [August Community Building Circles - Secondary](#)
- [Auditorium Availability Sheet \(Fall '23\)](#)
- [Collective Bargain Update](#)
- [FMA Google Classroom With Links](#)
- [FMA Detention Link](#)
- [FMA Lesson Plans & Assessments Link](#)
- [Goal Writing](#)
- [Vector Solutions Safe Schools](#)

Saturday – September 2nd Senior Breakfast 9:00 a.m.,

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

Military Instruction

MILITARY INSTRUCTOR LESSONS FOR WEEK 5 - 8 SEP 2023

LET IV – Continue Constructing Portfolios and Executing Interviews, Physical Activities, Test

LET III – Continue Constructing Portfolios and Executing Interviews Physical Activities, Test

LET II – Leadership Attributes and Physical Activities

LET I – Drill and Ceremony

MIDDLE SCHOOL – SFC Gilliam, CPT York and CPT Felton continue to work on Drill and Ceremony, Stationary Movements, Life Skills - Esteem and Decision Making

Language Arts

Communication and Multimodal Literacies

6.1 The student will use effective oral communication skills in a variety of settings.

- a) Listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.
- b) Participate as a facilitator and a contributor in a group.
- c) Participate in collaborative discussions with partners building on others' ideas.
- d) Ask questions to clarify the speaker's purpose and perspective.
- e) Summarize the main points a speaker makes.
- f) Summarize and evaluate group activities.
- g) Analyze the effectiveness of participant interactions.
- h) Evaluate own contributions to discussions.
- i) Demonstrate the ability to collaborate with diverse teams.
- j) Work respectfully with others and show value for individual contributions.

- 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.

6.2. The student will create multimodal presentations that effectively communicate ideas.

- a) Use effective verbal and nonverbal communication skills to deliver multimodal presentations.
- b) Use language and vocabulary appropriate to audience, topic, and purpose.
- c) Give collaborative and individual formal and informal interactive presentations.
- d) Paraphrase and summarize key ideas of a presentation.

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

Office of The Principal

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.

- 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.

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

7th Grade Language Arts - SOL Test

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.
- 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.

Office of The Principal

8th 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.

9th Grade Language Arts

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.

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

Office of The Principal

- 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.
- 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.

Office of The Principal

10th Grade Language Arts

Reading

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

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

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

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

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.

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- 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.

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

Office of The Principal

11th Grade Language Arts – SOL 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.
- d) Paraphrase and synthesize ideas within and between texts.
- e) Draw conclusions and make inferences on explicit and implied information using textual support.

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- f) Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.
- g) Analyze false premises, claims, counterclaims, and other evidence in persuasive writing.
- h) Recognize and analyze use of ambiguity, contradiction, paradox, irony, sarcasm, overstatement, and understatement in text.
- i) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).

Writing

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

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

12th Grade Language Arts Writing

Reading

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

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

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.

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- 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. 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.

- 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.

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- 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.
- 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.

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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 of an audience's beliefs, values, or needs. Demonstrate an understanding of an audience's beliefs, values, or needs.

Recognize and explain the use of methods of development to accomplish a purpose.

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Math

6th Grade Mathematics

Number and Number Sense

- 6.1 The student will represent relationships between quantities using ratios, and will use appropriate notations, such as $\frac{a}{b}$, a to b , and $a:b$.

8th Grade Mathematics

- 8.3 The student will
- a) estimate and determine the two consecutive integers between which a square root lies; and
 - b) determine both the positive and negative square roots of a given perfect square.

Algebra I

- A.2 The student will perform operations on polynomials, including
- a) applying the laws of exponents to perform operations on expressions;
 - b) adding, subtracting, multiplying, and dividing polynomials; and
 - c) factoring completely first- and second-degree binomials and trinomials in one variable.
- A.9 The student will collect and analyze data, determine the equation of the curve of best fit in order to make predictions, and solve practical problems, using mathematical models of linear and quadratic functions.

Geometry

- G.3 The student will solve problems involving symmetry and transformation. This will include
- a) investigating and using formulas for determining distance, midpoint, and slope;
 - b) applying slope to verify and determine whether lines are parallel or perpendicular;
 - c) investigating symmetry and determining whether a figure is symmetric with respect to a line or a point; and
 - d) determining whether a figure has been translated, reflected, rotated, or dilated, using coordinate methods.

Algebra II

Statistics

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

Trig. & Probability & Statistics

Triangular and Circular Trigonometric Functions

- T.1 The student, given a point on the terminal side of an angle in standard position, or the value of the trigonometric function of the angle, will determine the sine, cosine, tangent, cotangent, secant, and cosecant of the angle.

Math Analysis / Pre-Calculus

Not taught this semester

AP Statistic

Unit 1 - Exploring One-Variable Data

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Science

6th 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.

7th Grade Science - Life Science

Physical Science

- PS.8 The student will investigate and understand that work, force, and motion are related. Key ideas include
- a) motion can be described using position and time; and
 - b) motion is described by Newton's laws.

Earth Science

- ES.2 The student will demonstrate an understanding that there are scientific concepts related to the origin and evolution of the universe. Key ideas include
- a) the big bang theory explains the origin of universe;
 - b) stars, star systems, and galaxies change over long periods of time;
 - c) characteristics of the sun, planets and their moons, comets, meteors, asteroids, and dwarf planets are determined by materials found in each body; and
 - d) evidence from space exploration has increased our understanding of the structure and nature of our universe.
- ES.3 The student will investigate and understand that Earth is unique in our solar system. Key ideas include
- a) Earth supports life because of its relative proximity to the sun and other factors; and
 - b) the dynamics of the sun-Earth-moon system cause seasons, tides, and eclipses.

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;
- 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

AP.6 The students will understand that the anatomical features of the **skeletal system** lead it to have multiple purposes in the human body.

[Content Guidelines](#)

Anatomy Physiology

AP.5 The students will understand that the anatomical features of the **integumentary systems** allow for multiple purposes in the human body.

[Content Guidelines](#)

6th United States History to 1865

Geography

- USI.2 The student will use maps, globes, photographs, pictures, or tables to
- locate the seven continents and five oceans;
 - locate and describe the location of the geographic regions of North America: Coastal Plain, Appalachian Mountains, Canadian Shield, Interior Lowlands, Great Plains, Rocky Mountains, Basin and Range, and Coastal Range;
 - locate and identify the water features important to the early history of the United States: Great Lakes, Mississippi River, Missouri River, Ohio River, Columbia River, Colorado River, Rio Grande, St. Lawrence River, Atlantic Ocean, Pacific Ocean, and Gulf of Mexico;
 - recognize key geographic features on maps, diagrams, and/or photographs.

7th United States History to Present

Geography

- USII.2 The student will use maps, globes, photographs, pictures, or tables for
- explaining how physical features and climate influenced the movement of people westward;
 - explaining relationships among natural resources, transportation, and industrial development after 1865;
 - locating the 50 states and the cities most significant to the historical development of the United States.

Reconstruction: 1865 to 1877

- USII.3 The student will demonstrate knowledge of the effects of Reconstruction on American life by
- analyzing the impact of the 13th, 14th, and 15th Amendments to the Constitution of the United States;
 - describing the impact of Reconstruction policies on the South and North;
 - describing the legacies of Abraham Lincoln, Robert E. Lee, and Frederick Douglass.

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Grade 8th Science Civics and Economics

- CE.3 The student will demonstrate knowledge of citizenship and the rights, duties, and responsibilities of citizens by
- a) describing the processes by which an individual becomes a citizen of the United States;
 - b) describing the First Amendment freedoms of religion, speech, press, assembly, and petition, and the rights guaranteed by due process and equal protection of the laws;
 - c) describing the duties of citizenship, including obeying the laws, paying taxes, defending the nation, and serving in court;
 - d) examining the responsibilities of citizenship, including registering and voting, communicating with government officials, participating in political campaigns, keeping informed about current issues, and respecting differing opinions in a diverse society;
 - e) evaluating how civic and social duties address community needs and serve the public good.

9th Grade Geography

Era I: Human Origins and Early Civilizations, Prehistory to 1000 B.C.
(B.C.E.)

- WHI.2 The student will demonstrate knowledge of early development of humankind from the Paleolithic Era to the agricultural revolution by
- a) explaining the impact of geographic environment on hunter-gatherer societies;
 - b) listing characteristics of hunter-gatherer societies, including their use of tools and fire;
 - c) describing technological and social advancements that gave rise to stable communities;
 - d) explaining how archaeological discoveries are changing present-day knowledge of early peoples.

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

Not Taught This Semester

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11th Grade Virginia & United States History

Revolution and the New Nation

VUS.4 The student will demonstrate knowledge of events and issues of the Revolutionary Period by

- a) analyzing how the political ideas of John Locke and those expressed in *Common Sense* helped shape the Declaration of Independence;
- b) evaluating how key principles in the Declaration of Independence grew in importance to become unifying ideas of American democracy;
- c) describing the political differences among the colonists concerning separation from Great Britain;
- d) analyzing reasons for colonial victory in the Revolutionary War.

12th Virginia and United States Government

AP Government

Unit 1 1.4, 1.5, 1.6 and 1.7

Real Richmond - RR.12

Public Speaking – 11.2

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

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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:

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

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