

Franklin Military Academy

2023-2024

Weekly Agenda

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



(H) Col. David A. Hudson, Principal
September 11, 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
rvschools.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
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

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September 2023						
S	M	T	W	T	F	S
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3	4*	5	6	7	8	9
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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
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

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November 2023						
S	M	T	W	T	F	S
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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		

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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				

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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 round birthday cake with white frosting and colorful sprinkles sits on a glass cake stand. Seven lit candles in various colors (blue, white, pink, yellow) are on top. The background is a soft pink with blurred pink balloons. Confetti is scattered on the surface around the stand.

HAPPY BIRTHDAY

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

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

Office of The Principal

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

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

Office of The Principal

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

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

**FMA CLASS
OF 2024**

**ALL
DONATIONS
ACCEPTED!!**

CAR WASH

FRANKLIN MILITARY ACADEMY
701 N. 37TH STREET
PARKING LOT

FMA BACK TO SCHOOL NIGHT
SEPTEMBER 12, 2023

4:30PM-7:00PM

**HELP US RAISE
MONEY FOR OUR
SENIOR TRIP**





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.pts@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



OSP Parent Instructions



Thank you for using OSP by Edlio! This document contains the instructions on how to login, add a student profile, make a payment and how to review transaction history for purchases on the OSP School Store. Before you begin, we recommend that you use the most up to date version of Google Chrome.

Login

1. Navigate to the OSP School Store from any web browser using the custom web address for your school or district or navigate to www.osmsinc.com/find-my-school/ to find your specific OSP School Store.
2. Select the My Account Icon on the top right of the screen.
3. If you are a new user you may need to create an account in order to make a purchase. If you are a returning user, log in to your account.

How to add student(s) for products that require a student ID.

1. To add student(s) to your account, select **Student Profile** from the list on the left then **Add Student Profile**. Input the following information:
 - a. First Name
 - b. Middle Name - Optional
 - c. Last Name
 - d. Student ID
2. Click **Save** and repeat if necessary.

How to Make a Payment Online

1. After logging in, hover over one of the tabs and click on the school name from the drop down.
2. This brings you to the school store and shows all items currently available for purchase.
3. Click on the Name of an item and change the quantity if needed. *Note: If the item has a \$0.00 price, enter a Description(if required) and the Amount in the fields
4. Click **Add to Cart**.
 - a. Repeat above steps for adding additional items to the cart for the same school.
5. Once ready, click **Checkout** in the shopping cart.
6. Follow Steps 1 Through 4 of the checkout process.
 - a. Step 1 - Assign Student Profile, click **Next**.



Office of The Principal

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701 North 37th Street
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- b. Step 2 - Billing Address: Enter Billing Information then click **Next**.
- c. Step 3 - Order Review: Enter any notes, Agree to Payment Terms, and Click **Next**
- d. Step 4 - Payment, Enter in credit card information and click **Place Order**
- 7. The system will process the payment and generate a receipt for you

How to Review Transaction History

- 1. Select the My Account Icon on the top right of the screen.
- 2. This will bring you to your Order History and you can view details of any order that has been made.

Reminders

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

No School For Students
September 25

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



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!
MONDAY	11 MAR	Luray Caverns *Optional trip for 8th grade students* Students will visit Luray Caverns and choose between the ropes course or garden maze activities. Cost of this trip is NOT included in the 8th grade dues.
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 8th grade class officers will help to create themed days that the entire middle school will follow for a week of fun!
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!

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

2023-2024

8th Grade **EVENTS**

FRIDAY

3
MAY

8TH GRADE DANCE

The dance will take place after school from 6:00-8:30 PM.

THEME: SNEAKER BALL

TUESDAY

28
MAY

MOVING-ON CEREMONY PRACTICE

Please make sure your student is present for the Moving-On Ceremony practice! Students will have a yearbook signing party after practice is over.

WEDNESDAY

29
MAY

MOVING-ON CEREMONY

Students should be in black and white dress clothes. The ceremony will begin promptly at 11:00 AM and take place in the school auditorium.

THURSDAY

30
MAY

Morning Marvel Movie / Class Cookout

Students will spend one of their last days together as 8th graders watching a Marvel movie of their choice and enjoying a class cookout together for lunch!

FOR MORE INFO VISIT US AT WWW.COMPANY.COM

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

Interested In Purchasing A Home:



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



"A Knight Forever"

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
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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 _____

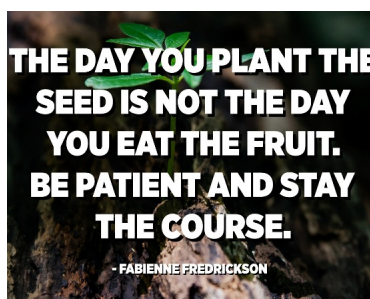
Students' Name	Parent's Telephone	Pickup Signature Make sure person picking student up is authorized. Check ID of person picking up student.

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

Dr. J. Smiths' Weekly Schedule 09/11/2023

Monday	Morning Announcements ADMIN Meeting 9:45 Walk through
Tuesday	Morning Announcements Attendance out of building Back to school night
Wednesday	Morning Announcements Walk through Attendance Meeting 10:00
Thursday	Morning Announcements Walk through IRR Meeting 12:00
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

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



FRANKLIN
MILITARY
ACADEMY

Hello,

The FMA Scholastic Book Fair will be hosted in the media center this week (September 11th-15th). Due to testing, note that on Tuesday and Thursday 2nd block classes will be held during 4th block time, so the times on this schedule have been adjusted accordingly. Please make sure to look at the times your class is invited to attend (2 different times) and plan accordingly.

BOOK FAIR HOURS:

Monday (September 11th): 9:30-12:00 AND 1:30-3:30

Tuesday (September 12th): 12:30-4:00 pm AND 6:00-7:30 (Back to School Night)

Wednesday (September 13th): 9:30-4:00 pm

Thursday (September 14th): 12:30-4:00 pm

Friday (September 15th): 9:30-4:00 pm

BRING YOUR CLASS TO THE BOOK FAIR!* To make sure everyone has time to come visit the book fair, please follow the class schedule below. Note that each 2nd block class will have a chance to visit TWICE, once at the beginning of the week and once toward the end of the week. If you have a class that is not listed, please email me (franklinma.ptsa@gmail.com).

Schedule (Second block classes only):

Monday (September 11th)

- Gilliam, White, and Ashe (10:45-11:05)
- Giffin, Corey (band), and York (11:05-11:25)
- Bryant, Dubinsky, and Blackman (11:25-11:45)

Tuesday (September 12th) *2nd block will be during 4th block time due to testing

- ***Smith, Elie, Carter, and Kim (2:40-3:00)**
- ***Dereu, Jefferson, and Walker (3:00-3:20)**
- ***James, Nunez, and Diaz (3:20-3:40)**

Wednesday (September 13th)

- **Paschall, Watson, and Tucker (10:45-11:05)**
- **Reives and Williams (11:05-11:25)**
- **Gilliam, White, and Ashe (11:25-11:45)**

Thursday (September 14th)*2nd block will be during 4th block time due to testing

- **Giffin, Corey (band), and Carter (2:40-3:00)**
- **Bryant, Dubinsky, and Blackman (3:00-3:20)**
- **Smith, Elie, York, and Kim (3:20-3:40)**

Friday (September 15th)

- **Dereu, Jefferson, Walker, and Tucker (10:45-11:05)**
- **James, Diaz, Reives, and Williams (11:05-11:25)**
- **Nunez, Paschall, and Watson (11:25-11:45)**

***If you do not have a second block, you are still free to come to the book fair anytime during the book fair hours. Students who wish to visit the book fair during class time *must* come with a pass from their teacher.**

*****Don't want to bring cash to the fair? Set up your "eWallet" today! Using an eWallet, you (and others) are able to upload a set amount of funds to be used at the book fair. Teachers can share their eWallet link to parents who want to donate to their teacher's classroom! Link to set up eWallet (scroll down):**
<https://bookfairs.scholastic.com/bf/franklinmilitaryacademy>

September 11 – 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 Kelvin Gilliam	
Breakfast (8:30 a.m. 9:00 a.m.) Grab & Go	
MS Lunch (12:53 p.m.-1:18 p.m.). – Giffin, Clariborne - Regular Schedule – Monday - Wednesday (12:40 p.m.-1:05 p.m.). – Giffin - Formation Schedule - Monday – Wednesday Thursday & Friday – Watson & D. Corey	
HS Lunch (12:23 p.m. 12:48 p.m.) –Jamison , Claiborne & Blackman - Monday – Wednesday (12:03 p.m. -12:27 p.m.). – Thursday & Friday – Kim & Nunez	
Bus Duty PM (3:55 P.M.)	
All Days	Military Staff and Administration

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>

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Vocabulary in Action

Word ^{of} the Week

redound

Definition

- : *Redound* is a formal word that when paired with *to* means “to have a particular result.” It is often used in one of two idioms: “It redounds to someone's credit/honor” is used to say that a person deserves credit/respect for having done something. “Redound to the advantage of” means “to benefit (someone or something).” *Redound* is also sometimes used as a synonym of accrue and reflect.

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/X6hIV92wwwXxXLrm827VTbCf49V2/Hgw5tokMT0uL33lrfRMPig>

From LTC Robinson

1) **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.

2) **8 NOV 23.** Franklin Military Academy conducts Veterans Career Day on 8 November 2023 beginning at 9AM UTC. **CONCEPT OF THE OPERATION.** The students attending should be streamlined by grade and should filter through the gymnasium in an orderly fashion. Each Career Field will be stationed in a manner that allows an easy and steady flow of movement. The movement should follow a square box formation allowing movement to filter either left or right without causing a bottleneck. Each Career Field will have a minimum of 1 x full length table and 2 x chairs for subject matter experts. If Career Fields would like to provide a slide presentation, the auditorium will also be available. Below is a list of Career Fields that

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have been identified: Cosmetology, Barber, Automotive, Entrepreneur, Nursing, Real Estate, Cyber Security, Graphic Design, IT, Disc Jockey, Digital Content, Lawyer and Gaming,

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:

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

08 NOV 23 - FMA Veterans Career Day

UPCOMING COLOR GUARD ACTIVITY:

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

Links

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- [Assessment Calendar](#)
- [Secondary Community Circle Prompts - September](#)
- [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](#)

Monday – September 11th FORMATION SCHEDULE. – Teachers will bring students to formation

- Administration Meeting - 9:45 a.m.
- All cell phone needs to be away after 9:00 a.m. – No exception
- 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
- Mr. Wester has visitors in his class today
- Walkthrough & Lesson Plans Check
- Detention
- REA Rep. Meeting - Hugento High School - 5:00 p.m.

Tuesday – September 12th REGULAR SCHEDULE

- All cell phone needs to be away after 9:00 a.m. – No exception
- 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
- Mr. Wester has visitors in his class today
- Bus Evacuation Drill
- Walkthrough & Lesson Plans Check



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

- **Back to School Night – 5:30 p.m.**

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 13th

FORMATION SCHEDULE

- **All cell phone needs to be away after 9:00 a.m. – No exception**
- **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**
- **Mr. Wester has visitors in his class today**
- **Attendance Meeting**
- **Walkthrough & Lesson Plans Check**

Thursday – September 14th

REGULAR SCHEDULE

- **All cell phone needs to be away after 9:00 a.m. – No exception**
- **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**
- **Mr. Wester has visitors in his class today**
- **IRR Walkthrough – Dr. Bell**
- **Faculty Meeting 4:15 p.m.**

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Friday – September 15th

FORMATION SCHEDULE

- All cell phone needs to be away after 9:00 a.m. – No exception
- 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
- Mr. Wester has visitors in his class today
- Speciality School Meeting - 2:30 p.m.

Saturday – September 2nd

Concerned Black Men of Richmond Orientation
Saturday School

Military Instruction

MILITARY INSTRUCTOR LESSONS FOR WEEK 11 - 15 SEP 2023

LET IV – Personal Growth and Behaviors, (Life After High School), SwimRVA Boys & Girls Club, Physical Activity

LET III – Personal Growth and Behaviors (Post-Secondary Action Plan), SwimRVA Boys & Girls Club, Physical Activity

LET II – Drill and Ceremony, SwimRVA Boys & Girls Club, Physical Activity

LET I – Drill and Ceremony, Army Values

MIDDLE SCHOOL – SFC Gilliam, CPT York and CPT Felton continue to work on Drill and Ceremony, Significance of 911 on History, Analyze the Effectiveness of leaders and their traits, FMLA Chain of Command.

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.

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- 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.

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.

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- j) Analyze ideas within and between selections providing textual evidence.
- k) Use reading strategies to monitor comprehension throughout the reading process.

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.

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

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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.

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.
- e) Analyze the author's qualifications, viewpoint, word choice, and impact.

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- 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.

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.
- 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.

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- 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.

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).

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- 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.
 - 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.

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.

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Biology

BIO.3 The student will investigate and understand that cells have structure and function. Key ideas include

- a) the cell theory is supported by evidence;
- b) structures in unicellular and multicellular organisms work interdependently to carry out life processes;
- c) cell structures and processes are involved in cell growth and division;
- d) the structure and function of the cell membrane support cell transport; and
- e) specialization leads to the development of different types of cells.

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

Anatomy Physiology

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](#)

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.

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 - 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;
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 - 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

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- 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.
- WHI.3 The student will demonstrate knowledge of ancient river valley civilizations, including those of Mesopotamia, Egypt, the Indus River Valley, and China and the civilizations of the Hebrews, Phoenicians, and Nubians, by
- a) locating these civilizations in time and place;
 - b) describing the development of social, political, and economic patterns, including slavery;
 - c) explaining the development of religious traditions;
 - d) describing the origins, beliefs, traditions, customs, and spread of Judaism;
 - e) explaining the development of language and writing.

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

Not Taught This Semester

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

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Real Richmond - RR.11
Public Speaking – 11.1

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

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Humanities Teaming Log

Date: Sep 8, 2023

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

Standards of Learning

Parker

FACS Exploratory II

4 - Demonstrate integrity

5 - Demonstrate work ethic

31 - Describe the developmental characteristics of early adolescence.

32 - Identify factors and conditions that influence individual and family development.

33 - Describe factors that influence the development of self-esteem, self-concept, and personality.

Independent Living

4 - Demonstrate integrity

5 - Demonstrate work ethic

49 - Identify aspects of mental illness that can affect healthy relationships.

50 - Distinguish between wants and needs

51 - Develop short- and long-term personal goals.

52 - Use the FCCLA planning process to achieve individual and group goals.

Clarke

- 7.1 The student will demonstrate competence and apply movement concepts in modified versions of various game/sport, rhythmic, dance, lifetime, and recreational activities.

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Motor Skill Development

b) Demonstrate offensive and defensive strategies and tactics, including creating open space, skilled movement, speed, accuracy, and selection of appropriate skills/tactics to gain an offensive or defensive advantage through modified games/sports.

d) Identify and demonstrate dance steps selected by the teacher or student in folk, social, multicultural, contemporary, and line dances.

7.4 The student will demonstrate and apply skills to work independently and with others in physical activity settings.

a) Apply safety procedures, rules, and appropriate etiquette in physical activity settings by self-officiating modified physical activities/games.

- 8.1 The student will apply and demonstrate movement concepts and skills in small-sided games/sports, rhythmic, dance, lifetime, and recreational activities.

Diaz (9/11-9/15)

- Spanish 1 - Unit: Preliminar, ¡HOLA! (Preliminary, Hello!)
 - WRITING - Write a message using saludos and despidos (greetings and farewells)
 - READING -
 - SPEAKING - formative assessments will be given in the form of speaking assessments. Students will be called on randomly to answer questions about themselves and people they know.
- Spanish 2 - Unit: Identidades (Identities)
 - a. WRITING - Describe self, family, friends, classmates, and others with unit vocabulary
 - b. READING - read about notable people from Spanish speaking countries
 - c. SPEAKING - formative assessments will be given in the form of speaking assessments. Students will be called on randomly to answer questions about themselves and people they know.
- 3. Spanish 3 - REMEMBER Spanish 1 and Spanish 2 grammar
 - After evaluating the students through formative assessments that included independent and group activities, I have concluded that my Spanish 3 students need to remember key grammar points from their previous Spanish classes to proceed with the Spanish 3 curriculum. We will review using online quizzes, writing, reading, and speaking activities.

Taylor

Computer Solutions

- Learn how Google Slides can be used
- Open a blank Google Slides file
- Open a template in Google Slides
- Learn about slide layouts

- Apply themes to a presentation
- Learn how to show your presentation
- Manage slides
- Use slide layouts
- Add text and images
- Format text
- Learn keyboard shortcuts
- Create bulleted lists
- Learn about and use themes
- Change paragraph alignment
- Update the presentation design size
- Learn about templates
- View different templates
- Insert, resize, and move text boxes
- Insert, resize, and move images
- Copy, cut, and paste information
- Duplicate slides
- Understand basic clipboard functionality
- Learn keyboard shortcuts to copy, cut, and paste
- Add shapes
- Use Word Art
- Move slides
- Understand what a spreadsheet can do
- Identify rows, columns, and cells in a spreadsheet
- Open Google Sheets
- Select cells, rows, and columns
- Move between cells
- Select multiple cells, rows, and columns
- Enter data and text into cells
- Select multiple cells, rows, and columns
- Apply font formats
- Understand cell alignments
- Adjust column widths
- Apply number formats, such as percentage and date
- Delete cell content
- Clear cell formatting
- Insert and delete rows and columns

Programming

- Explain the purpose of a while loop
- Create while loops to repeat code while a condition is true

- Utilize while loops to solve new types of problems
- Test their solutions on different Karel worlds
- Define a problem in their own words and plan out a solution to the problem
- Break a large problem down into smaller pieces and solve each of the pieces, then use these solutions as building blocks to solve the larger problem
- Utilize the proper control structures to create general solutions that solve multiple Karel worlds
- * Write clear and readable code using control structures, functions, decomposition, and comments

Mendez

Middle School Beginning/Intermediate Guitar:

- **MIB.2 The student will apply a creative process for music.**
 - a) Identify and apply steps of a creative process in a variety of contexts in music.
 - b) Collaboratively identify and examine inquiry-based questions related to music.
 - c) Monitor individual practice and progress toward goals.
- **MIB.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 through listening, performing, and studying.
 - b) Describe ways in which culture influences the development of instruments, instrumental music, and instrumental music styles.
- **MIB.7 The student will explore the functions of music, including the use of music as a form of expression, communication, ceremony, and entertainment.**
- **MIB.8 The student will examine and apply digital citizenship skills related to intellectual property as it relates to music.**
- **MIB.10 The student will identify ways in which culture and technology influence the development of music and musical styles, including the ways sound is manipulated.**
- **MIB.12 The student will demonstrate music literacy.**
 - a) Identify, define, and use basic standard and instrument specific notation for pitch, rhythm, meter, articulation, dynamics, and other elements of music.
 - d) Echo, read, count (using a counting system), and perform simple rhythms and rhythmic patterns, including whole notes, half notes, quarter notes, eighth notes, dotted half notes, dotted quarter notes, and corresponding rests.

- e) Identify, read, and perform music in simple meters (2 4 , 3 4 , 4 4 , C).
- g) Read and interpret standard music notation while performing music of varying styles and levels of difficulty.
- h) Sight-read music of varying styles and levels of difficulty.
- i) Guitar student— read and create chord diagrams; read and perform basic rhythm guitar using G, G7, C, D, D7, Dm, A, A7, Am, E, E7, Em, and FM7 chords in first position.
- **MIB.13** The student will identify and demonstrate half-step and whole-step patterns in order to read, notate, understand and perform scales, key signatures, and/or chords.
 - c) Guitar student—one-octave ascending and descending major, natural and harmonic minor scales up to three sharps/one flat; a chromatic scale; one-octave pentatonic scale; open position chords; power chords with roots on the sixth and fifth strings; a I-IV-V7 chord progression in the keys of C, G, D, and A major, and A and E minor; and 12-bar blues in a variety of keys.
- **MIB.14** The student will demonstrate preparatory instrumental basics and playing procedures.
 - a) Identify and select an appropriate instrument.
 - b) Identify parts of the instrument.
 - c) Identify procedures for care of the instrument.
 - d) Identify proper playing posture and instrument position.
 - e) Understand procedures for basic tuning of the instrument with a visual aid or electronic tuner.
- **MIB.15a,g**
 - a) Identify correct hand positions, finger/slide placement, fingerings/positions, and finger/slide patterns.
 - g) Guitar student—correct left hand position and finger placement, right hand position and techniques (finger style only)

Classroom materials/Lessons:

Essential Elements book: (using copies)

- Clapping rhythms
- Sight reading melodies
- Playing chords (simplified and full)
- Teacher-student play along

Jerry Snyder's Guitar School book: (using copies)

- Chord/rhythm guitar practice
- Expanding chord knowledge
- Teacher-student play along

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Guitar Basics Workouts book: (using copies)

- Reading standard notation
- Playing along to CD (using the record player)

Repertoire:

- Begin new repertoire for Hispanic Heritage assembly
 - Etude Op. 35, No. 22 (Fernando Sor)
 - Espanoleta (Gaspar Sanz)
 - Sicilienne (Matteo Carcassi)

Creative Journal (last 15 minutes of class)

- Daily actively listening exercise (using notebooks to respond to a prompt)
 - Prompts are decided during class time on the basis of how far the class has gotten. Prompts are premade by the teacher and are chosen selectively to compliment the lesson that is being learned that day

High School (Guitar 1):

Objective :

- HIB.16 The student will demonstrate musicianship and ensemble skills.
 - f) Maintain a steady beat at various tempos in the music literature being studied.
- HIB.3 The student will analyze, interpret, and evaluate music.
 - a) Propose a definition of music and support that definition.
 - b) Describe and interpret diverse works of music using inquiry skills and music terminology.
 - c) Describe accepted criteria used for evaluating works of music.
- HIB.12 The student will demonstrate music literacy.
 - c) Sing selected lines from music being studied.
 - f) Identify and perform music written in binary, ternary, and theme-and-variations forms.
 - g) Define and identify music terminology found in the music literature being studied.
- 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.

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Classroom materials/Lessons:

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- Sight reading melodies
- Playing chords (simplified and full)
- Teacher-student play along

Jerry Snyder's Guitar School book: (using copies)

- Chord/rhythm guitar practice
- Expanding chord knowledge
- Teacher-student play along

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○