

Congratulations Mr. Patterson Crew Chief Westover Hills Elementary School



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

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 18, 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 round birthday cake with white frosting and colorful sprinkles is shown on a glass cake stand. Six lit candles in various colors (blue, pink, yellow, purple) are on top. The background is a soft pink with blurred pink flowers. 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



OMEGA PSI PHI FRATERNITY, INC IS PLEASED TO ANNOUNCE ITS ANNUAL
INTERNATION HIGH SCHOOL ESSAY CONTEST

Richmond Virginia Area High Schools Only
Upsilon Nu Chapter

Create and save your essay in MS Word format, so you can save it in the application.

Deadline: October 20, 2023



\$ 400.00

1st Award



\$ 300.00

2nd Award



\$ 250.00

3rd Award

2023 Essay Title:

With Politics gaining the bulk of discussion, what can the younger generation do to ensure that elected leaders understand the impact of gaining their vote?

ELIGIBILITY & RULES

The Contest is open to all college-bound, high school seniors who submit an essay application through a Chapter of the Fraternity. The essay must be original and neither previously published nor secured by copyright. The essay must be between 700 and 750 words in length. The type-written, double-spaced essay must be submitted online via form in Microsoft Word format

SUBMISSION PROCESS

All submissions will be reviewed by your local Chapter (determined by your high school/home address). ***Submissions will not be accepted after October 20, 2023.*** Do not change or shorten the Essay Topic.

RATING CRITERIA

All local Chapters will assemble a review panel to assess submitted essays based on the following criteria. Essays may earn a maximum rating of 100 points:

1. Development of Topic/Thesis: (30 possible points)
2. Progression: (20 possible points)
3. Readability: (25 possible points)
4. Grammar: (15 possible points)
5. Spelling: (5 possible points)
6. Punctuation: (5 possible points)

Link to Application Form

<https://form.jotform.com/231774978578075>

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



FREE DAY OF DENTISTRY

OCTOBER 7, 2023
9am - 2pm

456 Charles Dimmock Rd.
Colonial Heights, VA 23438

Free dental services will be provided to the local community at no cost. No appointments necessary, first-come first-served basis; please arrive early to secure your opportunity.

**FOR MORE INFORMATION REGARDING THIS EVENT PLEASE
CONTACT US AT 804-520-4088**



Commonwealth
Dentistry

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

Evaluation

| First | Last | Evaluator |
|-----------|---------------|------------------------|
| Jonathan | Ashe | Hudson |
| John | Barclay | Hudson |
| Xavier | Blackman | Hudson |
| Christal | Corey | Hudson |
| David | Corey | Hudson |
| Dwayne | Dick | Hudson |
| Natalie | Diaz | Hudson |
| Kelvin | Gilliam | Hudson |
| Kimberly | Gray | Hudson |
| Sandra | Hayward-Jones | Hudson |
| Michael | Jamison | Hudson |
| Haeyun | Kim | Hudson |
| Kyle | Mendez | Hudson |
| Kathy | Paschall | Hudson |
| Corey | Robinson | Hudson |
| Mary | Simons | Hudson |
| Natia | Smith | Hudson |
| Naiia | Smith | Hudson |
| Brian | Taylor | Hudson |
| Leon | Thornton | Hudson |
| Rosemary | Tucker | Hudson |
| Nirva | Vernet | Hudson |
| Nikitria | Walker | Hudson |
| William | Watson | Hudson |
| Kylee | York | Hudson |
| John | Felton | Hudson/Smith |
| Tiffany | Frierson | Hudson/Smith |
| Ciara | Logan | Hudson/Smith |
| Ka'lulani | Foust | Hudson/Smith/Claiborne |
| Clara | Bannister | Smith |

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

| | | |
|----------|-----------|-------|
| Almitra | Bryant | Smith |
| Gilbert | Carter | Smith |
| Denise | Claiborne | Smith |
| Shanice | Clarke | Smith |
| John | Dereu | Smith |
| Theodore | Dubinsky | Smith |
| Daniel | Elie | Smith |
| Andrew | Giffin | Smith |
| Adrienne | Hairston | Smith |
| Zonita | James | Smith |
| Clinton | Jefferson | Smith |
| Special | Loney | Smith |
| John | Nunez | Smith |
| Bianca | Parker | Smith |
| Meredith | Portmess | Smith |
| Melody | Reives | Smith |
| Matthew | Wester | Smith |
| Danielle | White | Smith |
| Robin | Williams | Smith |

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

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 J. Felton 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 S. Loney - Committee Chairperson |
| Black History | M. Portmess K. Gray C. Logan R. Williams - Committee Chairperson |
| Chess | X. Blackman - Committee Chairperson |
| Culture & Climate | N. Diaz J. Ashe D. Corey C. Corey 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 J. Felton C. Clarke - Committee Chairperson |
| Foreign Language | N. Diaz N. Vernet - Committee Chairperson |
| Garden | M. Reives - Committee Chairperson N. Diaz B. Taylor B. Parker Gilbert Carter |

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

Office of The Principal

| | |
|--|---|
| History Fair | M. Portmess K. York - Committee Chairperson J. Felton |
| 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 T. Frierson |
| 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 Gilbert Carter |
| 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 |

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

Office of The Principal

| | |
|-----------------------|---|
| Safety and Security | C. Jefferson C. Jefferson L. Thornton C. Robinson - Committee Chairperson K. Gilliam D. Hudson |
| SAT/PSAT | M. Jamison T. Fierion - 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 G. Carter |
| Raiders | C. Jefferson L. Thornton - Committee Chairperson C. Robinson K. Gilliam |
| Spelling Bee | Kyle Mendez W. Watson H. Kim N. Smith (English) A. Giffin J.Nunez Blackman - Committee Chairperson |
| 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

FMA COMMUNITY DAY

**Oct.
5th
2023**

**By Franklin Military
Academy**



Games

Food

Vendors

Calling all Knights! Class is in session and you don't want to miss a thing! Attendance is key! Come out and join us for food, fun and community!

More Information :

804-357-5219



4 PM - 6 PM

**FRANKLIN MILITARY
ACADEMY**

701 N 37th Street
Richmond, Virginia 23223

Join in for the Community Walk!

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"



Office of The Principal

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

Field Trips

Henricus Historical Park

Mr. Dubinsky

September 21st

State Fair

Parents/caregivers will need to pick students up at 5:30 p.m.

(Franklin Military Academy)

Ms. Parker, Ms. Reives, Ms. Smith, Mr. Mendez, Mr. Taylor, Ms. Walker, SGT
Thornton, Ms. Claiborne & Mr. Elie

Students Must Have Their Own Transportation Home

Bus return To School At 6:00 p.m.

September 28th

Please make sure you email the names of the students attending asap

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



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

Evaluation

| First | Last | Evaluator |
|-----------|---------------|------------------------|
| Jonathan | Ashe | Hudson |
| John | Barclay | Hudson |
| Xavier | Blackman | Hudson |
| Christal | Corey | Hudson |
| David | Corey | Hudson |
| Dwayne | Dick | Hudson |
| Natalie | Diaz | Hudson |
| Kelvin | Gilliam | Hudson |
| Kimberly | Gray | Hudson |
| Sandra | Hayward-Jones | Hudson |
| Michael | Jamison | Hudson |
| Haeyun | Kim | Hudson |
| Kyle | Mendez | Hudson |
| Kathy | Paschall | Hudson |
| Corey | Robinson | Hudson |
| Mary | Simons | Hudson |
| Natia | Smith | Hudson |
| Naiia | Smith | Hudson |
| Brian | Taylor | Hudson |
| Leon | Thornton | Hudson |
| Rosemary | Tucker | Hudson |
| Nirva | Vernet | Hudson |
| Nikitria | Walker | Hudson |
| William | Watson | Hudson |
| Kylee | York | Hudson |
| John | Felton | Hudson/Smith |
| Tiffany | Frierson | Hudson/Smith |
| Ciara | Logan | Hudson/Smith |
| Ka'lulani | Foust | Hudson/Smith/Claiborne |
| Clara | Bannister | Smith |
| Almitra | Bryant | Smith |
| Gilbert | Carter | Smith |
| Denise | Claiborne | Smith |
| Shanice | Clarke | Smith |
| John | Dereu | Smith |
| Theodore | Dubinsky | Smith |
| Daniel | Elie | Smith |
| Andrew | Giffin | Smith |
| Adrianne | Hairston | Smith |
| Zonita | James | Smith |
| Clinton | Jefferson | Smith |
| Special | Loney | Smith |
| John | Nunez | Smith |
| Bianca | Parker | Smith |
| Meredith | Portmess | Smith |
| Melody | Reives | Smith |
| Matthew | Wester | Smith |
| Danielle | White | Smith |
| Robin | Williams | Smith |

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

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**.

- 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

2023/2024 Bell Schedule

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

**No School For Students
September 25**

**Fall Picture Day For All Students
September 27**

Students Will Wear Class A For Pictures

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

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



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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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 be 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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Interested In Purchasing A Home:



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

FALL GREEN TEAM



Groundwork RVA creates learning and hands-on skills-based opportunities to create a greener, more sustainable future. We empower youth and give them the tools to make positive, impactful changes in and around their communities.

Dates
September 27th- November 20th
Mondays and Wednesdays
+ one Saturday a month
4:30pm- 6:30pm

Location
Six Points Innovation Center:
3001 Meadowbridge Rd,
Richmond, VA 23222

Green Team is an after school youth development program that offers training and education in the environmental workforce. Participants work on building trails, removing invasive plant species, designing urban parks, rehabilitating green spaces, landscaping and more!



Requirements

- State ID
- Bank account
- Wiling to work outdoors/wilderness

APPLY HERE!



9/27/2023
Franklin Military Academy

Buy **online** to get personalization and/or a digital download for **free** in select packages. Compre en línea para personalización o un descarga digital en ciertos paquetes.



1

PICK YOUR PACKAGE(S) ELIGE SU(S) PAQUETE(S)

| | | | | | |
|---|-----------------------------------|--|-----------------------------------|--|-----------------------------------|
| A \$34 3 - 8x10s 2 - 5x7s 2 - 4x6s 4 - 3x5s 8 - 2x3s FRIENDSHIP PACK | A+ \$39 FRIENDSHIP PACK | B \$29 1 - 8x10 2 - 5x7s 2 - 4x6s 4 - 3x5s 8 - 2x3s FRIENDSHIP PACK | B+ \$34 FRIENDSHIP PACK | C \$24 2 - 5x7s 2 - 4x6s 4 - 3x5s 8 - 2x3s FRIENDSHIP PACK | C+ \$29 FRIENDSHIP PACK |
| D \$18 2 - 5x7s 4 - 3x5s 8 - 2x3s FRIENDSHIP PACK | D+ \$23 FRIENDSHIP PACK | E \$14 1 - 5x7 2 - 3x5s 8 - 2x3s FRIENDSHIP PACK | E+ \$19 FRIENDSHIP PACK | F \$9 2 - 3x5s 4 - 2x3s FRIENDSHIP PACK | F+ \$14 FRIENDSHIP PACK |

2

OPTIONS OPCIONES

| | | | | | |
|---------------|---------------|---|---|--|----------------------------|
| B5 | B6 | 1 \$7 Classic Border Borde Clasico | 2 \$10 Retouch Retoque Includes Blemishes, Braces Not Included. | 3 \$5 Year Año Applies to ALL Prints in Package. | L 1 - 8x10 \$10 |
| B7 | B8 | | | | M 2 - 5x7s \$10 |
| | | | | | N 4 - 3x5s \$10 |

GET MORE ONLINE! ¡Comprar en línea!
 Tenemos más excelentes opciones en línea.
 Want to **build your own package**? Add a **name** to your prints?
 Choose from more **background options**? Buy a **digital download** of your image?
 Purchase **additional prints** at discounted prices? Go online for more options!

FILL IN BUBBLES COMPLETELY
 Llene las burbujas completamente
 Example:

To pay online, go to www.strawbridge.net. Click Order Pictures and enter the following code:
 Para pagar en línea, vaya a www.strawbridge.net. Haga clic en ordenar fotos e ingrese el código siguiente:

FM434510

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

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

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

Dr. J. Smiths' Weekly Schedule 09/18/2023

| | |
|-----------|---|
| Monday | Morning Announcements ADMIN Meeting 9:45 Walk through |
| Tuesday | Morning Announcements Championship Habits Progress Monitoring |
| Wednesday | Morning Announcements Walk through Attendance Meeting 10:00 |
| Thursday | Morning Announcements IEP'S Eligibilities Interim grades due |
| 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

Coming together
is a beginning;
keeping together
is progress;
working together
is success.
Henry Ford

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

School Counselor Schedule

Week of 09/18-09/22

| | |
|------------------|---|
| Monday | Admin. Meeting |
| Tuesday | School Counselor Workshop- UVA |
| Wednesday | Attendance Meeting CB Test Coord. Meeting HS Counselors Meeting |
| Thursday | Eligibility Meeting School Counselor PD |
| Friday | Data Entry |

Week of 09/25-09/29

| | |
|------------------|---|
| Monday | Admin. Meeting Senior Class Visits |
| Tuesday | HS Lead Counselor Meeting Senior Class Visits |
| Wednesday | Attendance Meeting: 10:00a.m. CB Test Coord. Meeting |
| Thursday | State Fair Eligibility Meeting |
| Friday | Data Entry UVA Lunch Visit |

Week of 10/02-10/05

| | |
|------------------|---|
| Monday | Admin. Meeting Data Entry |
| Tuesday | Data Entry |
| Wednesday | Attendance Meeting |
| Thursday | MS Counselor Meeting School Counselor PD |
| Friday | Data Entry |

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

idiom

Synonyms of *idiom*

An expression in the usage of a language that is peculiar to itself either in having a meaning that cannot be derived from the conjoined meanings of its elements (such as *up in the air* for "undecided") or in its grammatically atypical use of words (such as *give way*)

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:

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

- 1). **20 SEP 23..** Assembly with BG Patricia R. Wallace from 80th Training Command (TASS)
- 2) **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.
- 3). **5 NOV 23** - Regional RAIDER Challenge Event at Fort Gregg-Adams
- 4) **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 have been identified: Cosmetology, Barber, Automotive, Entrepreneur, Nursing, Real Estate, Cyber Security, Graphic Design, IT, Disc Jockey, Digital Content, Lawyer and Gaming,

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Office of The Principal

UPCOMING EVENTS

20 SEP 23 - Assembly with BG Patricia R. Wallace from 80th Training Command (TASS)**05**

OCT 23 - Community Day

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

05 NOV 23 - Regional RAIDER Challenge Event at Fort Gregg-Adams

08 NOV 23 - FMA Veterans Career Day

UPCOMING COLOR GUARD ACTIVITY:

28 OCT 23 - Tentative Drill Competition in Hampton, VA

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

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

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

Monday – September 18th 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 October 13th – October 20th.
- Ensure students are not released from periods 1st – 4th the first fifteen minutes and the last fifteen minutes
- [Detention](#)
- **Staff, make sure grades are being posted by Thursday**

Tuesday – September 19th 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 October 13th – October 20th.
 - Ensure students are not released from periods 1st – 4th the first fifteen minutes and the last fifteen minutes
 - Graduation Kick Off – AV Norrell 9:30 a.m. -
 - Championship Habits Progress Monitoring Check 12:30 p.m. – Media Center
 - Links Voters Registration - High School Lunch
 - [Detention](#)
 - **Staff, make sure grades are being posted by Thursday**
 - **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

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

Wednesday – September 20th

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 October 13th – October 20th.
- Ensure students are not released from periods 1st – 4th the first fifteen minutes and the last fifteen minutes
- Attendance Meeting – 10:00 a.m.
- Walkthrough & Lesson Plans Check
- Leadership Assembly – Teachers That Have Classes Need To Be Present - 9:30 a.m.
- Green Works Assembly - For Students Interested In Working - 3:30 p.m. – Auditorium
- [Detention](#)
- Staff, make sure grades are being posted by Thursday
- **Make a positive call home to the parent**

Thursday – September 21st

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 October 13th – October 20th.
- Ensure students are not released from periods 1st – 4th the first fifteen minutes and the last fifteen minutes
- Team Meetings - Please have data discussions – 4:15 p.m.
- Principals Meeting
- **Interim Grades Should be online by 3:00 p.m.**

Friday – September 22nd

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 October 13th – October 20th.
- Ensure students are not released from periods 1st – 4th the first fifteen minutes and the last fifteen minutes
- Assistant Principals Meeting

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Military Instruction

MILITARY INSTRUCTOR LESSONS FOR WEEK 18 - 22 SEP 2023

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

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

LET II – Leadership Competencies, SwimRVA Boys & Girls Club, Physical Activity

LET I – Continue with Drill and Ceremony

MIDDLE SCHOOL – SFC Gilliam, CPT York and CPT Felton continue to work on Drill and Ceremony

Language Arts

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.

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.

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- 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.

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.

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- j) Use reading strategies to monitor comprehension throughout the reading process.
- 7.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.
- a) Skim materials using text features including type, headings, and graphics to predict and categorize information.
 - b) Identify an author's organizational pattern using textual clues, such as transitional words and phrases.
 - c) Make inferences and draw logical conclusions using explicit and implied textual evidence.
 - d) Differentiate between fact and opinion.
 - e) Identify the source, viewpoint, and purpose of texts.
 - f) Describe how word choice and language structure convey an author's viewpoint.
 - g) Identify the main idea.
 - h) Summarize text identifying supporting details.
 - i) Create an objective summary including main idea and supporting details.
 - j) Identify cause and effect relationships.
 - k) Organize and synthesize information for use in written and other formats.
 - l) Analyze ideas within and between selections providing textual evidence.
 - m) Use reading strategies to monitor comprehension throughout the reading process.

8th Grade Language Arts - SOL Test

Communication and Multimodal Literacies

- 8.1 The student will participate in, collaborate in, and report on small-group learning activities.
- a) Assume responsibility for specific group tasks and share responsibility for collaborative work within diverse teams.
 - b) Exhibit willingness to make necessary compromises to accomplish a goal.
 - c) Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.
 - d) Include all group members, and value individual contributions made by each group member.
 - e) Make statements to communicate agreement or tactful disagreement with others' ideas.
 - f) Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.
 - g) Use self-reflection to evaluate one's own role in preparation and participation in small-group activities.

Reading

- 8.5 The student will read and analyze a variety of fictional texts, literary nonfiction, poetry, and drama.
- a) Analyze how authors' development of characters, conflict, point of view, voice, and tone convey meaning.

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- b) Identify cause and effect relationships and their impact on plot.
- c) Explain the development of the theme(s).
- d) Explain the use of symbols and figurative language.
- e) Make inferences and draw conclusions based on explicit and implied information using references to the text for support.
- f) Identify and analyze characteristics within a variety of genres.
- g) Compare/contrast details in literary and informational nonfiction texts.
- h) Compare and contrast the authors' use of word choice, dialogue, form, rhyme, rhythm, and voice in different texts.
- i) Compare and contrast authors' styles.
- j) Use reading strategies to monitor comprehension throughout the reading process.

Writing

8.7 The student will write in a variety of forms to include narrative, expository, persuasive, and reflective with an emphasis on expository and persuasive writing.

- a) Engage in writing as a recursive process.
- b) Choose intended audience and purpose.
- c) Use prewriting strategies to generate and organize ideas.
- d) Organize writing structure to fit form or topic.
- e) Establish a central idea incorporating evidence, maintaining an organized structure and formal style.
- f) Compose a thesis statement for persuasive writing that advocates a position.
- g) Clearly state and defend a position with reasons and evidence, from credible sources.
- h) Identify a counterclaim and provide a counter - argument.
- i) Distinguish between fact and opinion to support a position.
- j) Organize information to provide elaboration and unity.
- k) Develop and modify the central idea, tone, and voice to fit the audience and purpose.
- l) Revise writing for clarity of content, word choice, sentence variety, and transitions among paragraphs.

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.

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Office of The Principal

- 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.

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.

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Office of The Principal

- 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.
 - 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.

11th Grade Language Arts – SOL Test

Communication and Multimodal Literacies

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

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

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.

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Office of The Principal

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

Writing

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

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

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

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

Research

11.8 The student will analyze, evaluate, synthesize, and organize information from a variety of credible resources to produce a research product.

- a) Critically evaluate quality, accuracy, and validity of information.
- b) Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.
- c) Synthesize relevant information from primary and secondary sources and present it in a logical sequence.

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Office of The Principal

- d) Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
- e) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.
- f) Demonstrate ethical use of the Internet.

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.
 - 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.

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Office of The Principal

- 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.

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.

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

Office of The Principal

- 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.

- 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.

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

Office of The Principal

- 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.

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 $a:b$.
- 6.8 The student will
- a) identify the components of the coordinate plane; and
 - b) identify the coordinates of a point and graph ordered pairs in a coordinate plane.

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.6 The student will
- a) determine the slope of a line when given an equation of the line, the graph of the line, or two points on the line;
 - b) write the equation of a line when given the graph of the line, two points on the line, or the slope and a point on the line; and
 - c) graph linear equations in two variables.

Geometry

- G.2 The student will use the relationships between angles formed by two lines intersected by a transversal to
- a) prove two or more lines are parallel; and

- b) solve problems, including practical problems, involving angles formed when parallel lines are intersected by a transversal.

Algebra II

Functions

- AII.5 The student will investigate and apply the properties of arithmetic and geometric sequences and series to solve practical problems, including writing the first n terms, determining the n^{th} term, and evaluating summation formulas. Notation will include Σ and a_n .

Trig. & Probability & Statistics

- PS.12[†] The student will determine probabilities (relative frequency and theoretical), including conditional probabilities for events that are either dependent or independent, by applying the Law of Large Numbers concept, the addition rule, and the multiplication rule.
- PS.13 The student will develop, interpret, and apply the binomial and geometric probability distributions for discrete random variables, including computing the mean and standard deviation for the binomial and geometric variables.

Math Analysis / Pre-Calculus

Not taught this semester

AP Statistic

Unit 1 - Exploring One-Variable Data

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.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.
- ES.5 The student will investigate and understand that igneous, metamorphic, and sedimentary rocks can transform. Key ideas include
- a) Earth materials are finite and are transformed over time;
 - b) the rock cycle models the transformation of rocks;
 - c) layers of Earth have rocks with specific chemical and physical properties; and
 - d) plate tectonic and surface processes transform Earth materials.

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.4 The student will investigate and understand that bacteria and viruses have an effect on living systems. Key ideas include
- a) viruses depend on a host for metabolic processes;
 - b) the modes of reproduction/replication can be compared;
 - c) the structures and functions can be compared;
 - d) bacteria and viruses have a role in other organisms and the environment; and
 - e) the germ theory of infectious disease is supported by evidence.
- BIO.6 The student will investigate and understand that modern classification systems can be used as organizational tools for scientists in the study of organisms. Key ideas include
- a) organisms have structural and biochemical similarities and differences;
 - b) fossil record interpretation can be used to classify organisms;
 - c) developmental stages in different organisms can be used to classify organisms;
 - d) Archaea, Bacteria, and Eukarya are domains based on characteristics of organisms;
 - e) the functions and processes of protists, fungi, plants, and animals allow for comparisons and differentiation within the Eukarya kingdoms; and
 - f) systems of classification are adaptable to new scientific discoveries.

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

Exploration to Revolution: Pre-Columbian Times to the 1770s

USI.3 The student will demonstrate knowledge of how early cultures developed in North America by

- a) describing how archaeologists have recovered material evidence of ancient settlements, including Cactus Hill in Virginia.
- b) locating where the American Indians lived, with emphasis on the Arctic (Inuit), Northwest (Kwakiutl), Plains (Lakota), Southwest (Pueblo), and Eastern Woodlands (Iroquois);
- c) describing how the American Indians used the resources in their environment.

7th United States History to Present

Geography

USII.2 The student will use maps, globes, photographs, pictures, or tables for

- a) explaining how physical features and climate influenced the movement of people westward;
- b) explaining relationships among natural resources, transportation, and industrial development after 1865;
- c) locating the 50 states and the cities most significant to the historical development of the United States.

Reshaping the Nation and the Emergence of Modern America: 1877 to the Early 1900s

USII.4 The student will demonstrate knowledge of how life changed after the Civil War by

- a) identifying the reasons for westward expansion, including its impact on American Indians;
- b) explaining the reasons for the increase in immigration, growth of cities, new inventions, and challenges arising from this expansion;
- c) describing racial segregation, the rise of “Jim Crow,” and other constraints faced by African Americans and other groups in the post-Reconstruction South;
- d) explaining the impact of new inventions, the rise of big business, the growth of industry, and life on American farms;
- e) describing the impact of the Progressive Movement on child labor, working conditions, the rise of organized labor, women’s suffrage, and the temperance movement.

Grade 8th Science Civics and Economics

- CE.5 The student will demonstrate knowledge of the political process at the local, state, and national levels of government by
- a) describing the functions of political parties;
 - b) comparing the similarities and differences of political parties;
 - c) analyzing campaigns for elective office, with emphasis on the role of the media;
 - d) examining the role of campaign contributions and costs;
 - e) describing voter registration and participation;
 - f) describing the role of the Electoral College in the election of the president and vice president;
 - g) participating in simulated local, state, and/or national elections.

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.
- 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

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

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 1.7

Real Richmond - RR.11

Public Speaking – 11.1

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.

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

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

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

- 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

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

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.

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

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

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