

# National Hispanic Heritage Month Franklin Military Academy





# 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 25, 2023**



## RPS 2023-24 School Year Calendar

### 2023-24 SCHOOL YEAR DATES

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

### COLOR LEGEND

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

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

July 2023						
S	M	T	W	T	F	S
						1
2	3	4*	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August 2023						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

|  | | | | | | |

September 2023						
S	M	T	W	T	F	S
					1*	2
3	4*	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25*	26	27	28	29	30

October 2023						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

|  | | | | | | |

November 2023						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13*	14	15	16	17	18
19	20	21	22*	23*	24*	25
26	27	28	29	30		

December 2023						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25*	26*	27	28	29	30

|  | | | | | | |

January 2024						
S	M	T	W	T	F	S
31	1*	2*	3	4	5	6
7	8	9	10	11	12	13
14	15*	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

February 2024						
S	M	T	W	T	F	S
					1	2
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



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

# HAPPY BIRTHDAY

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

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*





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>



## 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



# 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



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

*Office of The Principal*

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



Office of The Principal

## Assigned Committees 2023-2024

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

8 <sup>TH</sup> 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

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History Fair	M. Portmess K. York - Committee Chairperson J. Felton
Hospitality (SUNSHINE)	B. Taylor Dr. J. Smith C. Jefferson N. Smith (Social Worker) C. Banninster - 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

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Safety and Security	C. Jefferson C. Jefferson L. Thornton C. Robinson - Committee Chairperson K. Gilliam D. Hudson
SAT/PSAT	M. Jamison T. Fierson - Committee Chairperson
Senior Class	Dr. J. Smith D. White C. Logan N. Smith (English) M. Reives N. Walker - - Committee Chairperson L. Thornton
Social Media/Web Page	K. Paschall - Committee Chairperson D. Hudson
SOL Testing	B. Taylor M. Jamison - Committee Chairperson B. Parker 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



# FMA COMMUNITY DAY

**Oct.  
5th  
2023**

**By Franklin Military  
Academy**



**Games**

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**Food**

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**Vendors**

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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

1<sup>st</sup> Dance Of The School Year  
Foreign Language Department

Friday, September 29<sup>th</sup>

3:00 p.m.

School Cafeteria

Tickets \$5.00

Refreshments Will On Sale



*"A Knight Forever"*

## Field Trips

### Henricus Historical Park

Mr. Dubinsky

**September 21<sup>st</sup>**

### State Fair

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



*"A Knight Forever"*



## Influential Hispanic Americans Who Have Made History

For Hispanic Heritage Month, discover the accomplishments and lasting legacy of these politicians, entertainers, scientists, and activists.



There isn't an industry in which Hispanic Americans haven't made their mark in history, with some of the most iconic politicians, singers, actors, athletes, and celebrities coming from Hispanic descent.

With September 15 through October 15 marking Hispanic Heritage Month, we're celebrating 15 of the most notable Hispanic Americans whose influence has touched everything from pop culture to politics.

### Rita Moreno

**Rita Moreno won an Oscar for her performance in 1961's *West Side Story*.**

Getty Images

Rita Moreno, 91, has been a household name for decades, ever since she captivated audiences with her fierce portrayal of Anita in 1961's *West Side Story*. Moreno would go on to cement her name in history by winning the Best Supporting Actress Oscar for the role, becoming the first Hispanic American woman to win an Academy Award.



## 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/](http://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.



*"A Knight Forever"*





# Jabberwock 2024 Orientation Sessions

*The Jabberwock Scholarship Pageant  
is an annual scholarship & personal development program  
for young ladies in both elementary and  
high school (grades 11 and 12).*

*Throughout the program, participants will engage in  
cultural, educational, and social activities.*

*Proceeds will fund college scholarships to all participants.*



## JOIN US TO LEARN MORE!

### Orientation Dates:

**Sunday, September 17, 2023**

**Libbie Mill Library**

**2100 Libbie Lake E. Street**

**2 PM - 3 PM**



**Sunday, October 1, 2023**

**Fairfield Library**

**1401 N. Laburnum Avenue**

**2 PM - 3 PM**

For more information, please contact:

**Ms. Bernita Williams**

**(804) 240 - 8140**

**1stup.dstrichmond@gmail.com**

# Reminders

## **2023/2024 Bell Schedule**

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

**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)**



# FMA T-SHIRT SALE

Sizes:  
S-XXL

\$15

See MAJ Paschall to  
buy yours today!  
(cash only)



Funds raised will benefit the 8th grade  
class end-of-the-year activities!

**2023-2024**  
**8th Grade EVENTS**

<b>THURSDAY</b>	<b>26</b> OCT	<b>BINGO Night</b> 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!
<b>THURSDAY</b>	<b>8</b> FEB	<b>BINGO Night</b> 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!
<b>MONDAY</b>	<b>11</b> MAR	<b>Luray Caverns</b> *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.
<b>FRIDAY</b>	<b>22</b> MAR	<b>CLASS T-SHIRTS</b> Students will be treated to Kona Ice while they create their class t-shirts with Studio Two Three using screen printing!
<b>ALL WEEK</b>	<b>25-29</b> MAR	<b>MIDDLE SCHOOL SPIRIT WEEK</b> Our 8th grade class officers will help to create themed days that the entire middle school will follow for a week of fun!
<b>FRIDAY</b>	<b>29</b> MAR	<b>KINGS DOMINION</b> 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 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](http://WWW.COMPANY.COM)

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## FALL GREEN TEAM



**GROUNDWORK**  
**RVA**



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
- Willing 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)

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

2

OPTIONS OPCIONES

<b>B5</b> 	<b>B6</b> 	<b>1</b> \$7 Classic Border Borde Clasico 	<b>2</b> \$10 Retouch Retoque Includes Blemishes. Braces Not Included. 	<b>3</b> \$5 Year Año Applies to ALL Prints in Package. 	<b>L</b> 1 - 8x10 \$10 
<b>B7</b> 	<b>B8</b> 				<b>M</b> 2 - 5x7s \$10 
					<b>N</b> 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](http://www.strawbridge.net). Click Order Pictures and enter the following code:  
Para pagar en línea, vaya a [www.strawbridge.net](http://www.strawbridge.net). Haga clic en ordenar fotos e ingrese el código siguiente:

FM434510





*Office of The Principal*

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

## Days To Place On Your Calendar

*Subject To Change*

October 25 <sup>th</sup>	End of 1 <sup>st</sup> Quarter
November 7 <sup>th</sup>	Parents/Caregiver & Teacher Conferences School Closed For Students
November 13 <sup>th</sup>	Diwali (Richmond Public Schools Closed)
November 22 <sup>nd</sup> & 23 <sup>rd</sup>	Thanksgiving Holiday
December 25 <sup>th</sup> – January 5 <sup>th</sup>	Winter Holiday
January 15	Martin L. King Holiday (Richmond Public Schools Closed)
January 19	2 Hour Early Release - Teacher Planning Day - End of 1 Semester. – 2 <sup>nd</sup> Quarter
February 19 <sup>th</sup>	Presidents' Day (Richmond Public Schools Closed)
March 21	End of Third Quarter
March 22	2 Hour Early Release - Parents/Caregiver & Teacher Conferences
April 1 <sup>st</sup> – 5 <sup>th</sup>	Spring Break
April 10 <sup>th</sup>	Eid al-Fitr (Richmond Public Schools Closed)
May 27	Memorial Day (Richmond Public Schools Closed)
May 31	Last Day For Students
June 19 <sup>th</sup>	Juneteenth (Richmond Public Schools Closed)

### 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.



## BELL SCHEDULE

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



*"A Knight Forever"*

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

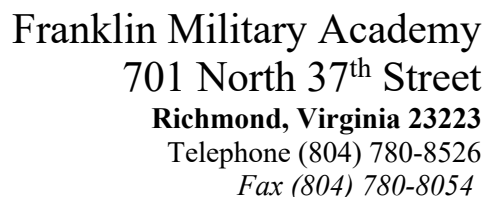
#### September 14, 2023– Sign Up For Committees

Please sign up for at least two committees.

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

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

Goal (s) Meetings Submission



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

*(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. )*

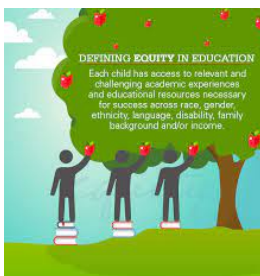
Type of Activity

[illegible]

*Dr. J. Smiths' Weekly Schedule 09/25/2023*

Monday	School Holiday No School
Tuesday	Morning Announcements Walk Throughs Eligibility Meeting 10:00
Wednesday	Morning Announcements Walk through Attendance Meeting 10:00
Thursday	Morning Announcements IEP'S Eligibilities
Friday	Morning Announcements Walk throughs

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





**School Counselor Schedule**

**Week of 09/18-09/22**

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

**Week of 09/25-09/29**

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

**Week of 10/02-10/05**

<b>Monday</b>	Admin. Meeting Data Entry
<b>Tuesday</b>	Data Entry
<b>Wednesday</b>	Attendance Meeting
<b>Thursday</b>	MS Counselor Meeting School Counselor PD
<b>Friday</b>	Data Entry

## CUSTODIAN SCHEDULE

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

# Vocabulary in Action

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

### Mesmerize

#### **What It Means**

*Mesmerize* means "to hold the attention of someone entirely; to interest or amaze someone so much that nothing else is seen or noticed." The word is often used in the phrase "be mesmerized."

**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/Hgw5tokMT0uL33lrRMPig>

**From LTC Robinson**

**1) 28 OCT 23.** All Seniors are highly encouraged to participate in the upcoming **CAREER and SCHOLARSHIP FAIR**. Location will be at the First Baptist Church of Highland Park at 6801 Sheriff Road, Landover, MD 20785. Flyer and additional requirements are forthcoming.

**2). 8 NOV 23.** Franklin Military Academy **Conducts Veterans Career Day on 8 November 2023** beginning at 9AM UTC. **CONCEPT OF THE OPERATION.** The students attending should be streamlined by grade and should filter through the gymnasium in an orderly fashion. Each Career Field will be stationed in a manner that allows an easy and steady flow of movement. The movement should follow a square box formation allowing movement to filter either left or right without causing a bottleneck. Each Career Field will have a minimum of 1 x full length table and 2 x chairs for subject matter experts. If Career Fields would like to provide a slide presentation, the auditorium will also be available. Below is a list of Career Fields that have been identified: Cosmetology, Barber, Automotive, Entrepreneur, Nursing, Real Estate, Cyber Security, Graphic Design, IT, Disc Jockey, Digital Content, Lawyer and Gaming. There will be more careers added.

**3). 11 NOV 23 -** Regional RAIDER Challenge Event at Fort Gregg-Adams

**4). 6 DEC 23. ASVAB Testing.** **SY 2023-2024** ASVAB testing will be conducted on 6 December **2023**. The test will begin at **9:30am** and be conducted via ICAT (Meaning with student computers) in the cafeteria. Students will be reminded the day prior to ensure all



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Chrome Notebooks are completely charged to 100%. As a reminder to students, the ASVAB is considered a CTE prerequisite (contingent on the student achieving a score of 24 or better).

**UPCOMING COLOR GUARD ACTIVITY:**

**28 OCT 23** - Tentative Drill Competition in Hampton, VA

**UPCOMING EVENTS**

**05 OCT 23** - Support to Community Day

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

**08 NOV 23** - FMA Veterans Career Day

**11 NOV 23** - Regional RAIDER Challenge Event at Fort Gregg-Adams

**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](mailto: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](#)

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- [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](#)
- Goal meetings are just around the corner. Make sure you are following the guidelines presented at the faculty meeting.
- If you know of student(s) that would like attend the dance and can not go, please let me know.

## **Monday – September 25<sup>th</sup>**

### **FORMATION SCHEDULE. – Teachers will bring students to formation**

- **No School - Yom Kippur**

## **Tuesday – September 26<sup>th</sup>**

### **REGULAR SCHEDULE**

- [Detention](#)
- 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 13<sup>th</sup>. The Goal meeting with the administration will start from October 13<sup>th</sup> – October 20<sup>th</sup>.
- Ensure students are not released from periods 1<sup>st</sup> – 4<sup>th</sup> the first fifteen minutes and the last fifteen minutes
- Students coming to your classes must have a note when they are late.
- Administration Meeting 2:45 p.m.
- Walkthroughs & Evaluations
- **ID Badges - Norrell - 2120 Fendall Ave - Richmond, VA 23222. – 8:30 a.m. – 3:00 p.m. - Phone: (804) 780-8550**
- Greenworks will be meeting with 11<sup>th</sup> & 12<sup>th</sup> grade students at 3:00 p.m. in the cafeteria
- Links 4:00 p.m.
- Stand at your doors
- Goal meetings are just around the corner. Make sure you are following the guidelines presented at the faculty meeting.
- HR meeting - Hudson 9:30 a.m.

## Wednesday – September 27<sup>th</sup> FORMATION SCHEDULE

- **Detention**
- 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 13<sup>th</sup>. The Goal meeting with the administration will start from October 13<sup>th</sup> – October 20<sup>th</sup>.
- Ensure students are not released from periods 1<sup>st</sup> – 4<sup>th</sup> the first fifteen minutes and the last fifteen minutes
- Students coming to your classes must have a note when they are late.
- Walkthroughs & Evaluations
- 11:30 a.m. Principal Graduation Meeting - SSWS Training – Principal & Counselor
- School Picture Day - All Day Until Completed – 9:30 a.m.
- Attendance Meeting - 10:00 a.m.
- Cheerleaders Meeting – 6:30 p.m. - Ms. Frances
- Stand at your doors

## Thursday – September 28<sup>th</sup> 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 13<sup>th</sup>. The Goal meeting with the administration will start from October 13<sup>th</sup> – October 20<sup>th</sup>.
- Ensure students are not released from periods 1<sup>st</sup> – 4<sup>th</sup> the first fifteen minutes and the last fifteen minutes
- Students coming to your classes must have a note when they are late.
- Better Together Webinar Series: Strengthening the Principal & Assistant Principal & Counselor Relationship Better Webinar Series: Strengthening the Principal-Counselor Relationship 4:00 p.m.
- Stand at your doors during the change of classes
- Walkthroughs & Evaluations

## Friday – September 29<sup>th</sup> FORMATION SCHEDULE

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- 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 13<sup>th</sup>. The Goal meeting with the administration will start from October 13<sup>th</sup> – October 20<sup>th</sup>.
- Ensure students are not released from periods 1<sup>st</sup> – 4<sup>th</sup> the first fifteen minutes and the last fifteen minutes
- Students coming to your classes must have a note when they are late.
- School Dance 3:00 p.m. – 4:00 p.m. – Cafeteria – Foreign Language Department (Formation Schedule)
- Stand at your doors during the change of classes
- Walkthroughs & Evaluations

## Military Instruction

### MILITARY INSTRUCTOR LESSONS FOR WEEK 25 - 29 SEP 2023

**LET IV** – Professional Development, SwimRVA Boys & Girls Club, Physical Activity, Test

**LET III** – Personal Planning and Management, SwimRVA Boys & Girls Club, Physical Activity, Test

**LET II** – Marksmanship, SwimRVA Boys & Girls Club, Physical Activity

**LET I** – Drill and Ceremony, Marksmanship, Boys & Girls Club

**MIDDLE SCHOOL** – SFC Gilliam, CPT York and CPT Felton continue to work on Drill and Ceremony, Presentations of All About Me Projects, Myths and Effects of smoking cigarettes.

## Language Arts

### Communication and Multimodal Literacies

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

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



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- i) Demonstrate the ability to collaborate with diverse teams.
- j) Work respectfully with others and show value for individual contributions.

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.

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

### **Reading**

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

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

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

- a) Skim materials using text features including type, headings, and graphics to predict and categorize information.
- b) Identify an author's organizational pattern using textual clues, such as transitional words and phrases.

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- c) Make inferences and draw logical conclusions using explicit and implied textual evidence.
- d) Differentiate between fact and opinion.
- e) Identify the source, viewpoint, and purpose of texts.
- f) Describe how word choice and language structure convey an author's viewpoint.
- g) Identify the main idea.
- h) Summarize text identifying supporting details.
- i) Create an objective summary including main idea and supporting details.
- j) Identify cause and effect relationships.
- k) Organize and synthesize information for use in written and other formats.
- l) Analyze ideas within and between selections providing textual evidence.
- m) Use reading strategies to monitor comprehension throughout the reading process.

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

### **Reading**

8.4 The student will apply knowledge of word origins, and figurative language to extend vocabulary development within authentic texts.

- a) Identify and analyze the construction and impact of an author's use of figurative language.
- b) Use context, structure, and connotations to determine meaning and differentiate among multiple meanings of words and phrases.
- c) Use roots, affixes, synonyms, and antonyms to determine the meaning(s) of unfamiliar words and technical vocabulary.
- d) Identify the meaning of common idioms.
- e) Use word-reference materials to determine meanings and etymology.
- f) Discriminate between connotative and denotative meanings and interpret the connotation.
- g) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

### **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.
- 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.

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- 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.

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

### Reading

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

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

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

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- 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.

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

### **Reading**

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

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

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

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



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- i) Evaluate how an author's specific word choices, syntax, tone, and voice shape the intended meaning of the text.
  - j) Compare/contrast details in literary and informational nonfiction texts.
  - k) Compare and contrast how literary devices convey a message and elicit a reader's emotions.
  - l) Compare and contrast character development in a play to characterization in other literary forms.
  - m) Use reading strategies to monitor comprehension throughout the reading process. Writing
- 10.5 The student will read, interpret, analyze, and evaluate nonfiction texts.
- a) Analyze text features and organizational patterns to evaluate the meaning of texts.
  - b) Recognize an author's intended audience and purpose for writing.
  - c) Skim materials to develop an overview and locate information.
  - d) Compare and contrast informational texts for intent and content.
  - e) Interpret and use data and information in maps, charts, graphs, timelines, tables, and diagrams.
  - f) Draw conclusions and make inferences on explicit and implied information using textual support as evidence.
  - g) Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.
  - h) Analyze ideas within and between selections providing textual evidence.
  - i) Summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.
  - j) Use reading strategies throughout the reading process to monitor comprehension.

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

### **Reading**

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

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

11.4 The student will read, comprehend, and analyze relationships among American literature, history, and culture.

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- a) Describe contributions of different cultures to the development of American literature.
- b) Compare and contrast the development of American literature in its historical context.
- c) Analyze American literature, as it reflects traditional and contemporary themes, motifs, universal characters, and genres.
- d) Interpret the social or cultural function of American literature.
- e) Analyze how context and language structures convey an author's intent and viewpoint.
- f) Critique how authors use key literary elements to contribute to meaning including character development, theme, conflict, and archetypes within and across texts .
- g) Interpret how the sound and imagery of poetry support the subject, mood, and theme, and appeal to the reader's senses.
- h) Evaluate how specific word choices, syntax, tone, and voice support the author's purpose.
- i) Analyze the use of dramatic conventions in American literature.
- j) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).
- k) Compare/contrast literary and informational nonfiction texts.

11.5 The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing.

- a) Apply information from texts to clarify understanding of concepts.
- b) Read and correctly interpret an application for employment, workplace documents, or an application for college admission.
- c) Analyze technical writing for clarity.
- d) Paraphrase and synthesize ideas within and between texts.
- e) Draw conclusions and make inferences on explicit and implied information using textual support.
- 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).

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### Writing

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

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

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

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

### 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.
- 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.

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

### **Reading**

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

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

12.5 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.
- 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.

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- 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.

- 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.



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

- a) Identify the characteristics that distinguish literary forms.
- b) Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.
- c) Interpret how themes are connected across texts.
- d) Compare and contrast the use of rhyme, rhythm, sound, imagery, and other literary devices to convey a message and elicit the reader's emotion.
- e) Analyze the cultural or social function of a literary text.
- f) Explain the relationship between the author's style and literary effect.
- g) Explain the influence of historical context on the form, style, and point of view of a written work.
- h) Compare and contrast authors' use of literary elements within a variety of genres.
- i) Analyze how the author's specific word choices and syntax impact the author's purpose.
- j) Make inferences and draw conclusions using references from the text(s) for support.
- k) Compare/contrast details in literary and informational nonfiction texts.
- l) Use reading strategies to monitor comprehension throughout the reading process.

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

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



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4.A Develop a paragraph that includes a claim and evidence supporting the claim.  
8.A Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument. Explain how an argument demonstrates understanding of an audience's beliefs, values, or needs. Demonstrate an understanding of an audience's beliefs, values, or needs. Recognize and explain the use of methods of development to accomplish a purpose.

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## **Math**

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

- 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.

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

#### **Computation and Estimation**

8. 4 The student will solve practical problems involving consumer applications.

### **Algebra I**

- A.3 The student will simplify
- a) square roots of whole numbers and monomial algebraic expressions;
  - b) cube roots of integers; and
  - c) numerical expressions containing square or cube roots.

### **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.

#### **Triangles**

- G.5 The student, given information concerning the lengths of sides and/or measures of angles in triangles, will solve problems, including practical problems. This will include
- a) ordering the sides by length, given angle measures;
  - b) ordering the angles by degree measure, given side lengths;
  - c) determining whether a triangle exists; and
  - d) determining the range in which the length of the third side must lie.

### **Algebra II**

#### **Statistics**

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

## **Trig. & Probability & Statistics**

### **Probability**

- PS.11<sup>†</sup> The student will identify and describe two or more events as complementary, dependent, independent, and/or mutually exclusive.
- PS.12<sup>†</sup> 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.14 The student will simulate probability distributions, including binomial and geometric.
- PS.15 The student will identify random variables as independent or dependent and determine the mean and standard deviations for random variables and sums and differences of independent random variables.

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

**Not taught this semester**

## **AP Statistic**

**Unit 1 Exploring One-Variable Data 1.10 Normal Distributions**

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## **Science**

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

- LS.2 The student will investigate and understand that all living things are composed of one or more cells that support life processes, as described by the cell theory. Key ideas include
- a) the development of the cell theory demonstrates the nature of science;
  - b) cell structure and organelles support life processes;
  - c) similarities and differences between plant and animal cells determine how they support life processes;
  - d) cell division is the mechanism for growth and reproduction; and
  - e) cellular transport (osmosis and diffusion) is important for life processes.
- LS.10 The student will investigate and understand that organisms reproduce and transmit genetic information to new generations. Key ideas include
- a) DNA has a role in making proteins that determine organism traits;
  - b) the role of meiosis is to transfer traits to the next generation; and
  - c) Punnett squares are mathematical models used to predict the probability of traits in offspring.

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

- PS.5 The student will investigate and understand that energy is conserved. Key ideas include
- a) energy can be stored in different ways;
  - b) energy is transferred and transformed; and
  - c) energy can be transformed to meet societal needs.



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## **Earth Science**

- 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.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.
- BIO.7 The student will investigate and understand that populations change through time. Key ideas include
- a) evidence is found in fossil records and through DNA analysis;
  - b) genetic variation, reproductive strategies, and environmental pressures affect the survival of populations;
  - c) natural selection is a mechanism that leads to adaptations and may lead to the emergence of new species; and
  - d) biological evolution has scientific evidence and explanations.

## **Astronomy**

## **Anatomy Physiology**

- AP.7 The students will understand that the anatomical features of the **muscle cell and muscular system** lead to multiple purposes in the human body.

[Content Guidelines](#)

## **6<sup>th</sup> 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.
- USI.4 The student will demonstrate knowledge of European exploration in North America and West Africa by
- a) describing the motivations for, obstacles to, and accomplishments of the Spanish, French, Portuguese, and English explorations;
  - b) describing cultural and economic interactions between Europeans and American Indians that led to cooperation and conflict, with emphasis on the American Indian concept of land;
  - c) identifying the location and describing the characteristics of West African societies (Ghana, Mali, and Songhai) and their interactions with traders.

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

### **Geography**

### **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.
  - c) identifying the location and describing the characteristics of West African societies (Ghana, Mali, and Songhai) and their interactions with traders.

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

## **9<sup>th</sup> 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.4 The student will demonstrate knowledge of the civilizations of Persia, India, and China in terms of chronology, geography, social structures, government, economy, religion, and contributions to later civilizations by
- a) describing Persia, including Zoroastrianism and the development of an imperial bureaucracy;
  - b) describing India, with emphasis on the Aryan migrations and the caste system;
  - c) describing the origins, beliefs, traditions, customs, and spread of Hinduism;
  - d) describing the origins, beliefs, traditions, customs, and spread of Buddhism;
  - e) describing China, with emphasis on the development of an empire and the construction of the Great Wall;
  - f) describing the impact of Confucianism, Taoism, and Buddhism.

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

Not Taught This Semester

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

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

### **AP Government**

Unit 1 1.7

**Real Richmond** - RR.11

**Public Speaking** – 11.1

## **Humanities Teaming Log**

Date: Sep 22, 2023

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

### **Standards of Learning**

#### **Parker**

##### **Exploratory II**

rate conflict-resolution skills.  
e the developmental characteristics of early adolescence.  
family  
be the function of the family.  
n ways an individual can strengthen the family unit.

##### **ent Living**

rate conflict-resolution skills.  
h career options within the family and consumer sciences (FCS) career clusters/pathways  
t- and long-term career goals related to career choice

#### **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.  
  
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.
- 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.**

**Motor Skill Development**

- a) Demonstrate and apply movement forms to a variety of cooperative and tactical activities that include dynamic and unpredictable situations with a focus on defensive strategies, including reducing space, transitioning from offense to defense quickly, and selecting appropriate tactics to gain a defensive advantage.
- b) Create a rhythmic movement or dance sequence to music as an individual or in a group.
- c) Demonstrate skill-related components of fitness (agility, balance, coordination, power, reaction time, and speed) specific to various 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**

- 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**

2-AP-10      Use flowcharts and/or pseudocode to address complex problems as algorithms.

2-AP-12      Design and iteratively develop programs that combine control structures, including nested loops and compound conditionals.

2-AP-13      Decompose problems and subproblems into parts to facilitate the design, implementation, and review of programs. Explain the purpose of a while loop

2-AP-11      Create clearly named variables that represent different data types and perform operations on their values.

PRG.7 The student will implement programs that accept input from a variety of sources and produce output based on that input.

PRG.9 The student will perform complex computations a) on numbers, including modular division and random number generation; and b) on strings, including substring manipulation and processing individual characters.

PRG.10      The student will demonstrate an understanding of different data types by using appropriate constructs to convert between them when appropriate.

## **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.

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- **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

**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)



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- **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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