

National Custodian Week 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*

Custodian Week



(H) Col. David A. Hudson, Principal
October 2, 2023

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

HAPPY BIRTHDAY

Sandra Hayward-Jones - October 9th

Shanice Clarke - October 10th

Jonathan Ashe - October 20th

Naiia Smith - October 28th

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

Alpha Kappa Alpha Sorority, Incorporated®
Upsilon Omega Chapter



Youth
**LEADERSHIP
INSTITUTE**

The Alpha Kappa Alpha Sorority, Incorporated® Youth Leadership Institute (YLI) is a youth-led and highly interactive leadership development program designed to empower and engage youth, 11-13 years of age. Youth and parents/guardians are invited to attend the informational session to learn more.

Foundations of
Leadership Success

Civic & Social
Awareness

College & Career
Readiness
...and more

Mandatory Orientation Session:
Monday, October 9, 2023
6:00pm (virtually)

<http://forms.gle/ByFlx8ApWymbpk2y9>



Scan to register!

Register **NOW** to learn more information!





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
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



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

Office of The Principal

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 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

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. 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

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. 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

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!

Field Trips

Staff, make sure all trips are educational and relaxed to the curriculum. The trip must be in the hours from 10:00 a.m. – 2:00 p.m. If a trip is scheduled after 2:00 p.m., the earliest a bus can reach you is 5:00 p.m.

Science Museum

Ms. Tucker

October 12th

Tredegar

Ms. Walker (Seniors)

October 12th

Dominion Energy

Mr. Mendez

October 20th

10:00 a.m. – 1:00 p.m.



TEACHER OF THE YEAR

It is that time of year to recognize the best of Richmond Public Schools. Please submit the name of your school's selection for "Teacher of the Year" to the Teacher Pathways Office on or before 3:00 p.m. Friday November 3rd using this google form.

Review of Criteria

The individual must possess a current Virginia teaching license, with three years in Richmond Public Schools. Teachers holding provisional licenses are not eligible to participate in the program.

The candidate should be a dedicated, knowledgeable, skilled teacher in pre-kindergarten through grade twelve, and should be planning to continue in an active teaching status. No teaching areas are excluded from participating. The program is open to library-media specialists, technology specialists, guidance counselors, and reading specialists. Principals should have an open nomination process, followed by a vote for nominees by contracted building staff.

Numerous criteria are used to evaluate the nominees, but the most important is the ability to inspire the love of learning in students of all backgrounds and abilities. Other considerations include the following (developed by the Council of Chief State School Officers):

- Ability and willingness to work cooperatively with fellow professionals
- Have the respect and admiration of students, parents and colleagues
- Willingness to devote time to activities that result in improved instruction
- Ability to work effectively with the community
- Desire to remain up-to-date on current educational theories and practices
- Ability and willingness to make contributions to the field of education
- Ability to initiate and demonstrate innovative practices

Please inform your nominee of the following mandatory dates

- November 8th 5pm-6pm Mandatory Information Session
- Headshots for nominees, TBA
- RPS TOY Nominee Packet due by 11pm on December 6th
- RPS TOP 5 announcement December 15th.
- TOP 5 Classroom Visits January 4th.
- TOP 5 Interviews January 10th.
- RPS 2023 TOY announcement January 12th.
- Application for VA Teacher of the Year is due January 23, 2023.

Bully Prevention Month

Eight Grade English/Reading Teachers

The Panorama Survey window opens next week for grades K-8. The survey takes about 30 minutes for 3rd-8th grade students to complete and serves an important data collection to look at our implementation of SEL work and to measure our students' perception of their SEL skills.

The survey window will be from Oct 2nd through Oct 13th. Please plan to intentionally schedule time for students to complete the survey. This can be done during Second Step time, an intentional Stop, Drop and Panorama period or any other creatively scheduled time. Our goal is a 95% completion rate and we will be monitoring completion rates throughout the 2 week window.

Please review the information and resources below as they may be helpful for survey administration purposes:

- **Survey Dates:** **October 2nd to 13th**
- **Survey Distribution:**
 - **3rd - 12th Grade Students** can take their surveys by going to surveys.panoramaed.com/richmondcity and using their **Student ID** as Access Codes.
 - **K-2nd Grade Teachers** - will receive an email with directions regarding survey completion.
- **Ongoing Support:** Please use the link below for any questions regarding student / teacher access to the survey

support+richmondcity@panoramaed.com if your staff/team have any questions during the survey-talking.
- **LIVE Survey Administration training options** are available [HERE](#) or a [RECORDING](#) if survey coordinators need further support administering the surveys.
- **Additional Resources**
 - [PPT](#) that can be used in the classroom, homerooms, advisory or for "morning news" during the student survey.
 - You'll be able to view [response rates here](#) as they come in.
 - [Survey-Taking Resources](#) for students
 - [Accessibility](#) resources for students (please review for language support and accommodations)
 - [General Survey Coordinator Trainings](#)

Influential Hispanic Americans Who Have Made History

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

Cesar Chavez attends a National Farm Workers Association rally in 1966.
Getty Images

Born in Arizona to a Mexican American family, Cesar Chavez grew up around the people he later helped through his activism. The defining moment in Chavez's life came when his family moved to California during the Great Depression to become farm workers, inspiring his fight for farmers rights.



After receiving an honorable discharge from the Navy, Chavez worked as a lumber handler in San Jose, where he helped set up a chapter of the Community Service Organization, a pivotal civil rights organization for Latinos in California. Chavez made the CSO his full-time job after he was laid off, meeting fellow activist Dolores Huerta while traveling to

chapters around the state of California. The two went on to found the National Farm Workers Association, later the United Farm Workers labor union, becoming primary figures for Latin American civil rights.

- Although Chavez later received criticism from within for his singular control of the union, including times in which he fired those who opposed him, the activist is still regarded as an important civil rights leader and posthumously received the Presidential Medal of Freedom the year after his death, in 1993, at age 66.
-

Selena Quintanilla



Selena performs with a band at the opening of the Hard Rock Cafe in San Antonio in January 1995.

Getty Images

Selena Quintanilla was a Mexican American singer born in Texas on April 16, 1971. Known simply as Selena, the Queen of Tejano Music released several hits including “I Could Fall in Love,” “Bidi Bidi Bom Bom,” “Dreaming of You,” “Amor Prohibido,” and “Como La Flor.” Selena won a Grammy award for Best Mexican American Album in 1994, making her the first Tejano to win in this category.

Tragically, Selena’s life was cut short when she was shot by one of her employees and fan club manager, Yolanda Saldívar, on March 31, 1995. Drove of fans were left bereaved as they mourned the loss of the beloved singer who passed days before her 24th birthday.

Selena’s superstardom inspired movies, shows, and product launches that include 1997’s *Selena*, starring Jennifer Lopez in the titular role as well as Netflix’s *Selena: The Series*, which released in 2020. That same year, MAC Cosmetics released its second Selena-inspired makeup line after its first Selena-themed collection immediately sold out online and in-stores in 2016.

Office of The Principal

Selena's legacy continues to live on through the profound impact she had on Latin American music and culture. In 2021, she won a posthumous Lifetime Achievement Grammy.

Alexandria Ocasio-Cortez



Alexandria Ocasio-Cortez was elected to the U.S. House of Representatives in 2018.
Getty Images

In just a few short years, Representative Alexandria Ocasio-Cortez of New York has become one of the major leading voices for Hispanic Americans in politics. Also known by her initials AOC, the 33-year-old was born in 1989 in the Bronx, one of New York City's boroughs, to a Puerto Rican mother and a Bronx-born father of Puerto Rican descent. She excelled through high school after her family moved to the suburbs and was in her second year at Boston College when her dad tragically died of lung cancer in 2008.

After graduating college in 2011, Ocasio-Cortez returned to the Bronx and later campaigned for Senator Bernie Sanders in the 2016 Democratic presidential primary. She visited Flint, Michigan, and the Standing Rock Indian Reservation in North Dakota after the general election, where she attended the Dakota Access Pipeline protests and decided to run for a seat in the U.S. House of Representatives.

Ocasio-Cortez eventually challenged Democratic incumbent Joe Crowley, the first to do so since 2004, and pulled off a surprise primary win in June 2018. Through a grassroots campaign, she became the youngest person elected into the House during the midterm elections that year. Since her arrival in Congress, Ocasio-Cortez's vocal support of left-leaning ideas, including co-sponsoring the Green New Deal to combat climate change, has made her a popular figure in progressive politics. She was reelected to serve New York's 14th congressional district in 2020 and 2022—running unopposed in the latter.

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.



"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



HORUS ACADEMY
BEYOND THE BOUNDARIES

HORUS
Scholars

HORUS

100th where FAITH ALIVE
HIGHLAND PARK

SCIC
Southern Christian Leadership Conference

TO REGISTER SCAN QR CODE OR VISIT
www.horusscholars.org/register-here

FULL SCHEDULE: WWW.HORUSSCHOLARS.ORG

**COLLEGE,
TRADES, AND
SCHOLARSHIP
EXPO**

**DMV- D.C., MARYLAND, VIRGINIA
SATURDAY, OCTOBER 28, 2023
TIME: 9:00 AM - 2:00 PM
First Baptist Church of Highland Park
6801 Sheriff Road, Landover, MD 20785
Dr. Henry P. Davis III, Pastor**

**Over
\$15+ MILLION
Scholarships awarded
in the last
years**

WHAT TO BRING

- Multiple copies of your SAT/ACT scores and Resumes
- Unofficial Transcripts
- Letters of Recommendation
- Personal Essay Statement: "Why I want to attend College"

WHAT TO EXPECT

30+ Colleges and Universities represented.
15+ Career Ready Partners.
Some Colleges accepting students and awarding scholarships on the spot.

**ATTENTION
HIGH SCHOOL
STUDENTS**

FREE **DON'T MISS OUT**
EVENT

EMAIL FOR MORE INFORMATION:
HORUSSCHOLARS@HORUSACADEMY.ORG





Office of The Principal

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

FROM: Mendez, Kyle

Good afternoon,

The FMA Scholastic Book Fair successfully raised over **\$600** in Scholastic funds to be used for our school. Please take a minute to browse the Scholastic Catalog (<https://bookfairrewards.scholastic.com/invite/2425110134/>) and fill out the Google Form (attached below) if you are interested in any of these funds being used to benefit your classroom. To be considered, please have all submissions turned in by **Wednesday, October 4th**. Once the submissions are turned in, the PTSA will vote on the expenditures at our next meeting (October 10th). Happy teaching!

Link to Google

Form: https://docs.google.com/forms/d/e/1FAIpQLSf35gEn4NbbZHliu_ybx64VrdRgl3TXnE-p7M9iRh3lt-X7sA/viewform?usp=sf_link



Reminders

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

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

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!

Made with PosterMyWall.com

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

Made with PosterMyWall.com

Office of The Principal

Days To Place On Your Calendar

Subject To Change

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.

BELL SCHEDULE

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



"A Knight Forever"

Office of The Principal

Meetings – Subject To Change

FRANKLIN MILITARY SCHOOL – DAVID A. HUDSON

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

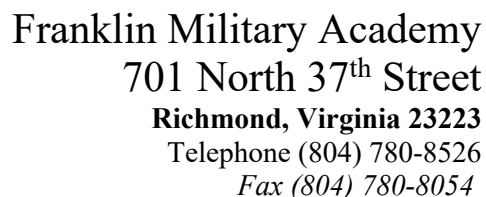
September 14, 2023– Sign Up For Committees

Please sign up for at least two committees.

September 27, 2023– Classroom Vision (Posted)

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

Goal (s) Meetings Submission



Make 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.)

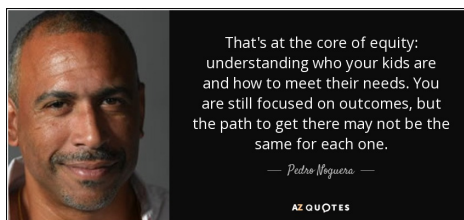
Teacher Name _____
Date _____ **Room/Location** _____
Type of Activity _____

[illegible]

Dr. J. Smiths' Weekly Schedule 10/02/2023

Monday	Morning Announcements Walk-throughs Observations Climate Walks
Tuesday	Morning Announcements Walk-throughs Observations Climate Walks
Wednesday	Morning Announcements Walk-throughs Attendance Meeting 10:00 Climate Walks
Thursday	Morning Announcements IEP'S Eligibilities Climate Walks Community Day 4:00
Friday	Morning Announcements Walk-throughs Climate Walks

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 observation



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

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>(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>(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>

Vocabulary in Action

Word ^{of} _{the} Week

Palmy

What It Means

Palmy describes something that is [flourishing](#) or marked by prosperity, or something that is abounding in or bearing [palms](#).

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. COLLEGE, TRADE, SCHOLARSHIP EXPO. Last year Franklin Military Academy participated in the Career and Scholarship Fair at First Baptist Church in Landover, MD. This year, the name of the fair has changed. It is now called "College, Trade, and Scholarship Expo (See Attached Flyer Below). The date of the Expo is 28 October 2023. The address for the Expo is **6801 Sheriff Road Landover, Maryland, 20785. Travel time to the Expo is about 2.5 hours. All seniors are encouraged to attend.** Uniforms for the Expo will be Class "A". Cadets are encouraged to bring money with them for lunch. Permission slips are forthcoming. More information to follow as we get closer to the event.

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). 18 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 Chrome Notebooks are completely

Office of The Principal

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 EVENTS

05 OCT 23 - Support to Community Day

28 OCT 23 - Seniors Participating in College, Trade, and Scholarship Expo in Landover, MD

08 NOV 23 - FMA Veterans Career Day

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

02 DEC 23 - 40th Annual Dominion Energy Christmas Day Parade

06 DEC 23 - ASVAB Testing

UPCOMING COLOR GUARD ACTIVITY:

28 OCT 23 - Tentative Drill Competition in Hampton, VA

02 DEC 23 - Christmas Day Parade

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](#)
- 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 – October 2nd

FORMATION SCHEDULE. – Teachers will bring students to formation

Custodian Week



- **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 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
- Students coming to your classes must have a note when they are late.
- Administration Meeting 9:45 p.m.

- Lincoln Financial Representative will meet with staff on October 12th
- Detention

Tuesday – October 3rd 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 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
- 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**
- Goal meetings are just around the corner. Make sure you are following the guidelines presented at the faculty meeting.

Wednesday – October 4th 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 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
- Students coming to your classes must have a note when they are late.
- Walkthroughs & Evaluations
- Cigna Meeting 11:00 a.m.
- Principal/Counselor SSWS Meet – 11:30 a.m. – 1:00 p.m.
- Tour/ 2:30 pm.

Thursday – October 6th 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
- SPMT Meeting – 4:15 p.m.
- Students coming to your classes must have a note when they are late.
- Community Event – 4:15 p.m. – Dr. Smith
- Stand at your doors during the change of classes
- Walkthroughs & Evaluations



**FMA
COMMUNITY
DAY**
By Franklin Military
Academy

**Oct.
5th
2023**

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!

Friday – October 7th 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.

Office of The Principal

- Ensure students are not released from periods 1st – 4th 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

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.

Office of The Principal

- 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.
- j) Use reading strategies to monitor comprehension throughout the reading process.

Office of The Principal

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

8.5 The student will read and analyze a variety of fictional texts, literary nonfiction, poetry, and drama.

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

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.

Office of The Principal

- 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.
- 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.

Office of The Principal

- 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.

Writing

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

- a) Engage in writing as a recursive process.
- b) Plan, organize, and write for a variety of audiences and purposes.
- c) Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style.
- d) Blend multiple forms of writing including embedding a narrative to produce effective essays.
- e) Communicate clearly the purpose of the writing using a thesis statement.
- f) Compose a thesis for persuasive writing that advocates a position.
- g) Clearly state and defend a position using reasons and evidence from credible sources as support.
- h) Identify counterclaims and provide counter - arguments.
- i) Determine the best kind of evidence to use for a claim, and effectively use fact and opinion to support a position.
- j) Use textual evidence to compare and contrast multiple texts.
- k) Arrange paragraphs in a logical progression, using transitions between paragraphs and ideas.
- l) Revise writing for clarity of content, accuracy, and depth of information.

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.

Office of The Principal

- b) Analyze the similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.
 - c) Interpret the cultural or social function of world and ethnic literature.
 - d) Analyze universal themes prevalent in the literature of different cultures.
 - e) Examine a literary selection from several critical perspectives.
 - f) Critique how authors use key literary elements to contribute to meaning including, character development, theme, conflict, and archetypes.
 - g) Interpret how themes are connected within and across texts.
 - h) Explain the influence of historical context on the form, style, and point of view of a literary text(s).
 - i) Evaluate how an author's specific word choices, syntax, tone, and voice shape the intended meaning of the text.
 - j) Compare/contrast details in literary and informational nonfiction texts.
 - k) Compare and contrast how literary devices convey a message and elicit a reader's emotions.
 - l) Compare and contrast character development in a play to characterization in other literary forms.
 - m) Use reading strategies to monitor comprehension throughout the reading process. Writing
- 10.5 The student will read, interpret, analyze, and evaluate nonfiction texts.
- a) Analyze text features and organizational patterns to evaluate the meaning of texts.
 - b) Recognize an author's intended audience and purpose for writing.
 - c) Skim materials to develop an overview and locate information.
 - d) Compare and contrast informational texts for intent and content.
 - e) Interpret and use data and information in maps, charts, graphs, timelines, tables, and diagrams.
 - 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

Reading

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

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) Explain the meaning of common idioms.
- e) Explain the meaning of literary and classical allusions and figurative language in text.
- f) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

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

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

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

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

Office of The Principal

- 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.
- 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

Communication and Multimodal Literacies

12.1 The student will make planned persuasive/argumentative, 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) Anticipate and address alternative or opposing perspectives and counterclaims.
- e) Evaluate the various techniques used to construct arguments in multimodal presentations.
- f) Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.
- g) Critique effectiveness of multimodal presentations.

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.

12.4 The student will read, comprehend, and analyze the development of British literature and literature of other cultures.

- a) Compare and contrast the development of British literature in its historical context.
- b) Analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts.
- c) Compare/contrast details in literary and informational nonfiction texts.
- d) Interpret the social and cultural function of British literature.
- e) Interpret how the sound and imagery of poetry support the subject, mood, and theme, and appeal to the reader's senses.
- f) Compare and contrast traditional and contemporary poems from many cultures.
- g) Evaluate how dramatic conventions contribute to the theme and effect of plays from American, British, and other cultures.
- h) Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s).

Office of The Principal

Title I

Reading

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

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

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

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

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

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

Writing

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

Reading

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

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

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

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

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.

Office of The Principal

- e) Summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.
- f) Identify characteristics of expository, technical, and persuasive texts.
- g) Identify a position/argument to be confirmed, disproved, or modified.
- h) Evaluate clarity and accuracy of information.
- i) Analyze, organize, and synthesize information in order to solve problems, answer questions, complete a task, or create a product.
- j) Differentiate between fact and opinion and evaluate their impact.
- k) Analyze ideas within and between selections providing textual evidence.
- l) Use the reading strategies to monitor comprehension throughout the reading process.

AP Literature

- 3.A Identify and explain claims and evidence within an argument.
- 4.B Write a thesis statement that requires proof or defense and that may preview the structure of the argument.
- 4.A Develop a paragraph that includes a claim and evidence supporting the claim.
- 8.A Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument. Explain how an argument demonstrates understanding of an audience's beliefs, values, or needs. Demonstrate an understanding of an audience's beliefs, values, or needs. Recognize and explain the use of methods of development to accomplish a purpose.

Office of The Principal

Math

6th 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.

8th Grade Mathematics

- 8.2 The student will describe the relationships between the subsets of the real number system.

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[†] The student will identify and describe two or more events as complementary, dependent, independent, and/or mutually exclusive.
- 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.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

Office of The Principal

Science

6th Grade Science

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.

7th 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.

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.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

Office of The Principal

Anatomy Physiology

AP.13 The students will understand the respiratory system allows for gas exchange with the environment.

[Content Guidelines](#)

6th United States History to 1865

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

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.

7th 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 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 II: Classical Civilizations and Rise of Religious Traditions, 1000

B.C. (B.C.E.) to 500 A.D. (C.E.)

- 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.
- WHI.5 The student will demonstrate knowledge of ancient Greece in terms of its impact on Western civilization by
- a) assessing the influence of geography on Greek economic, social, and political development, including the impact of Greek commerce and colonies;
 - b) describing Greek mythology and religion;
 - c) identifying the social structure and role of slavery, explaining the significance of citizenship and the development of democracy, and comparing the city-states of Athens and Sparta;
 - d) evaluating the significance of the Persian and Peloponnesian wars;
 - e) characterizing life in Athens during the Golden Age of Pericles;
 - f) citing contributions in drama, poetry, history, sculpture, architecture, science, mathematics, and philosophy, with emphasis on Socrates, Plato, and Aristotle;

Office of The Principal

- g) explaining the conquest of Greece by Macedonia and the formation and spread of Hellenistic culture by Alexander the Great.

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

Not Taught This Semester

11th Grade Virginia & United States History

Revolution and the New Nation

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

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

12th Virginia and United States Government

AP Government

Unit 1 1.7

Real Richmond - RR.10

Public Speaking – 11.1

Humanities Teaming Log

Date: Sep 29, 2023

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

Standards of Learning

Parker

Exploratory II

trate listening and speaking skills.

family

be the function of the family.

n ways an individual can strengthen the family unit.

Consumer Living

trate listening and speaking skills.

te sources of consumer information

y strategies for a planned buying process

be consumer rights and responsibilities

Clarke

- 7.13 The student will identify the issues associated with friendships.
- 7.14 The student will realize the role of peers and the peer group during adolescence and the nature and purpose of dating.
- 7.15 The student will recognize the contributions of various racial and ethnic groups to family life and society.
- 7.16 The student will increase his or her ability to listen to different points of view and to accept the rights of others from a different point of view.
- 8.3 The student will become aware of the need to think through decisions, to know how decisions impact their lives as well as the lives of others, and to take responsibility for the decisions they make.
- 8.4 The student will identify the issues associated with friendships.
- 8.8 The student will develop the coping skills needed to deal with stress.
- 8.9 The student will identify the stresses related to changing relationships in the home, school, and community.
- 8.12 The student will describe the effects of alcohol and drug use and abuse on families and peer relationships.

8.14 The student will recall the ways in which the HIV virus is transmitted and prevented.

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.

Ashe

Art 6

- 6.12 The student will use elements of art and principles of design to express meaning in works of art.
 - a) Color—relationships.
 - b) Line—variation, implied.
 - c) Texture—visual, tactile.
 - d) Value—gradation.
 - e) Proportion—realistic, distorted.
- 6.6 The student will explore and understand historical and cultural influences of art.
 - a) Explore how the ethnic heritage, culture, and personal identities of artists influence their work
- b) Examine the roles of crafts in communities.

Art I Foundations

- AI.2 The student will identify and apply steps of a creative process to develop ideas and artwork.
 - a) Develop personal questions for inquiry.
 - b) Research.
 - c) Brainstorm.
 - d) Develop preliminary sketches.
 - e) Plan.

Office of The Principal

- f) Refine.
- g) Reflect.
- h) Maintain and use a process art portfolio (e.g., sketchbook/journal and digital or traditional working portfolio) for planning and as a resource in the artmaking process.
- i) Recognize the role of exhibition as part of the creative process.
- AI.12 The student will select and apply elements of art and principles of design to communicate meaning in works of art.

Art II Intermediate

- All.1 The student will apply creative thinking to original artistic works.
- a) Select materials, media, and processes of personal interest to communicate ideas in artworks.
- b) Communicate a personal style and point of view in artwork.
- All.2 The student will apply a creative process to develop ideas and artwork.
- a) Refine and edit original works of art.
- b) Expand the use of a digital or traditional process art portfolio to include research, inquiry, preliminary sketches, completed works, critical writings, and reflections.
- All.12 The student will employ elements of art and principles of design to effectively communicate the intended meaning in works of art and design.

Art III Advanced Intermediate

- AIII.1 The student will develop essential questions to guide a sustained investigation which includes synthesis of ideas, materials, and processes over time.
- AIII.2 The student will apply a creative process to develop ideas and artwork.
- a) Develop essential questions to guide a related series of works which includes a synthesis of ideas, materials, and processes over time
- b) Use the creative process to develop and inform an original artistic vision/voice.
- c) Maintain a digital or traditional process art portfolio that demonstrates inquiry research, fluency of ideas, flexibility of thought, connections, concepts, media exploration, and processes.
- AIII.4 The student will analyze how the attributes of works of art and design may evoke viewer response.
- AIII.15 The student will demonstrate technical skill and independent thinking in the use of media, techniques, and processes to achieve desired intentions in works of art and design.
- AIII.16 The student will investigate, evaluate, and select artmaking media and techniques to create a series or sequence of personal works of art.
- AIII.17 The student will refine personal stylistic choices for subject matter of artwork.

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.

White (10/1 - 10/31)

MCB 1. The student will create music as a means of individual expression.

- a) Compose a four-measure rhythmic-melodic variation.
- b) Improvise simple rhythmic and melodic examples in call-and-response styles.
- c) Play and write rhythmic variations of four-measure selections taken from songs, exercises, or etudes.

HCB 1. The student will use music composition as a means of creative expression.

- a) Compose a four-measure rhythmic-melodic variation.
- c) Create, write and perform rhythmic and melodic variations of four-measure selections taken from but not limited to songs, exercises, or etudes.

Office of The Principal

MCB.2 The student will apply a creative process for music.

- b) Refine choral music ideas and skills collaboratively with teacher feedback

MCB.3 The student will analyze, interpret, and evaluate choral music

- a) Describe works of music using inquiry skills and music terminology
- c) Describe performances of music using music terminology.
- d) Examine accepted criteria used for critiquing musical performances.

HCB 3. The student will analyze, interpret, and evaluate choral music.

- a) Describe the social cultural and historical context of music.
- b) Describe works of music using inquiry skills and music terminology.
- d) Describe performances of music using music terminology

MCB 4. The student will formulate and justify personal responses to music.

- a) Identify reasons for preferences among works of music using music terminology.

HCB 4. The student will formulate and justify personal responses to music.

- a) Describe personal criteria used for determining the quality of a work of music or importance of a musical style.
- b) Explain preferences for different works of music using music terminology.
- c) Identify ways in which music evokes sensory, emotional, and intellectual responses, including ways in which music can be persuasive

MCB 5. The student will identify and apply collaboration and communication skills for music rehearsal and performance.

- a) Identify concert etiquette.
- b) Identify skills needed for cooperating and collaborating as a singer during rehearsal.
- c) Identify active listening for rehearsal, performance, and as an audience member.

HCB 5. The student will identify and demonstrate collaboration skills and concert etiquette as a performer.

- a) Participate in a variety of performances [(from HCI 5.) and other music activities].
- b) Cooperate and collaborate as a singer in a rehearsal.
- c) Demonstrate active listening in rehearsal, performance, and as an audience member

MCB 6. The student will explore historical and cultural influences of music

- a) Identify the cultural influences, musical styles, composers, and historical periods associated with the music literature being studied.
- b) Identify ways in which culture and history influence the development of choral music and vocal music styles.

HCB 6. The student will explore historical and cultural influences of music.

- a) Identify the cultural influences, musical styles, composers, and historical periods associated with the music literature being studied.
- b) Identify ways in which culture influences the development of choral music and vocal styles

MCB 7. The student will explore the functions of music, including the use of music as a form of expression, communication, ceremony, and entertainment.

HCB 7. The student will identify the value of musical performance to the school community.

HCI. 7 The student will describe how musicians, consumers of music, and music advocates impact the community.

MCB 10. The student will explore ways in which new media and technology influence the development and performance of music and musical styles

HCB 10. The student will describe ways in which innovative tools and media influence the development of vocal music and choral styles

MCB 11. The student will identify the relationship of choral music to the other fine arts.

MCB 12. The student will demonstrate music literacy.

- a) Identify, define, and use basic standard notation for pitch, rhythm, meter, dynamics, and other elements of music.
- b) Notate student-created compositions using standard notation.
- c) Echo, read, count, and notate rhythmic patterns.
- d) Sight-sing eight-measure melodic patterns while maintaining a steady beat.
- e) Differentiate by sight call-and-response songs, canons, and partner songs

MCI 12. The student will demonstrate music literacy.

- e) Identify components of a vocal score.

HCB 12. The student will demonstrate music literacy.

- a) Identify the components of a vocal score.
- b) Read and count rhythmic patterns.
- c) Identify the function of accidentals.
- d) Define the rules for identifying key signatures.
- e) Sight-sing eight-measure, stepwise melodic patterns using
- h) Identify dynamic markings, including pp, p, mp, mf, f, ff, crescendo, and decrescendo. i) Identify tempo markings, including presto, allegro, andante, adagio, rallentando, ritardando, and accelerando.
- k) Notate student-created compositions using standard notation

HCI 12. The student will demonstrate music literacy.

- c) Apply the rules for identifying key signatures.

Office of The Principal

h) Demonstrate understanding of the grand staff.

MCB 13. The student will develop aural skills.

- a) Identify diatonic intervals.
- c) Identify similar and contrasting musical phrases and sections.

MCI 13. The student will demonstrate aural skills.

- b) Distinguish ascending half-step and whole-step intervals
- c) Identify same and different melodic patterns.

HCB 13. The student will demonstrate aural skills.

- a) Recognize and demonstrate diatonic intervals (M2, M3, P4, P5, octave).
- d) Differentiate melodic and harmonic patterns.
- e) Write simple four-measure rhythmic phrases from dictation.

HCI 13. The student will demonstrate aural skills.

- b) Identify ascending and descending half-step and whole-step intervals.
- f) Identify a cappella vs. accompanied singing.

MCB 14. The student will demonstrate vocal techniques and choral skills.

- a) Use proper posture and breathing techniques that support vocal production.
- b) Identify components of the vocal anatomy and vocal health.
- c) Develop vocal agility and range through vocal exercises.
- d) Use correct intonation.
- e) Blend with other singers on the same vocal part.
- f) Use proper diction (e.g., pure vowel sounds, diphthongs, and consonants with emphasis on beginning and ending consonants).
- g) Sing an assigned vocal part in a small group.

MCI 14. The student will demonstrate vocal techniques and choral skills.

- i) Sing in at least one language other than English.

HCB 14. The student will demonstrate vocal techniques and choral skills.

- a) Use proper posture and breathing techniques for choral singing that support vocal production.
- b) Identify components of the vocal anatomy and vocal health.
- c) Develop vocal agility and range by singing appropriate vocal exercises.
- d) Demonstrate proper diction (e.g., pure vowel sounds, diphthongs, consonants).
- e) Blend with other singers on the same vocal part using correct intonation.
- f) Sing an assigned vocal part in an ensemble.
- g) Sing music literature with and without accompaniment in at least one language other than English.
- h) Exhibit audition skills.

HCI 14. The student will demonstrate vocal techniques and choral skills.

- b) Investigate components of vocal anatomy and vocal health.

MCB 15. The student will identify and demonstrate expressive qualities of choral music.

- a) Interpret tempo markings (allegro, andante, adagio).
- b) Perform, from musical scores and rhythmic exercises, rhythmic patterns that include whole notes, dotted half notes, half notes, dotted quarter notes, quarter notes, eighth notes, sixteenth notes, and corresponding rests.
- c) Interpret dynamic markings (p, mp, mf, f, crescendo, decrescendo).
- e) Respond to basic conducting patterns and interpretive gestures

HCB 15. The student will identify and demonstrate expressive qualities of choral music.

- a) Interpret the components of a vocal score, dynamic markings, tempo markings, musical road signs/form features, and articulations, style, and phrasing.
- b) Respond to basic conducting patterns and interpretive gestures.

Mendez (10/1 - 10/31)

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

Office of The Principal

- 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.

Office of The Principal

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