

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*



(H) Col. David A. Hudson, Principal
October 16, 2023



Kings Dominion 2024 School Group Discount Tickets

Scan and Email this form to william.hoh@worldstrides.com to reserve your visit

Please reserve space for our school group to enjoy a day at Kings Dominion

School: _____

City / State / Zip: _____

School Phone: _____ Cell Phone: _____

Contact Person: _____ Title / Position: _____

E-Mail: _____

Visit Date: _____ Estimated Number of Visitors _____

Sign Us Up! We would like to visit Kings Dominion:

☐ School Group Discount Tickets for \$39.00 per student or guest / 1 Free for every 15 Paid

☐ We would like to add a meal voucher for \$20.00 per combo meal.

☐ We would like to add all day dining and beverages for \$40.00 per student or guest

Please return this form to guarantee your school group admission tickets to Kings Dominion by scanning & e-mailing to William.hoh@worldstrides.com

Tentative Park Operating Calendar for 2024 – March 23, 24, 27, 28, 29, 30, 31; April 03, 04, 05, 06, 07, 13, 14, 20, 21, 27, 28, 2024
May 03, 04, 05, 10, 11, 12, 17, 18, 19 and then every day from May 24 to August 18, 2024

Upon receipt of your School Reservation Request a reservation agreement confirming your ticket order and an invoice will be sent to you. No deposit is required to confirm your ticket order, however we request that tickets be pre-paid or a purchase order be submitted a minimum of 30 days prior to your visit date to insure proper handling and timely delivery of your tickets. Ticket will be shipped to your school once WorldStrides receives your payment. Payments accepted by school check or purchase order.

All discount group tickets must be pre-arranged. NO WALK UP ORDERS WILL BE ACCEPTED.
Your group must have your tickets prior to your arrival date to visit the park.

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

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



Congratulations Ms. Naiia Smith

Congratulations!

to the finalists of the 2023 R.E.B. Awards
for Teaching Excellence!





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>

Office of The Principal

Middle School Recruitment Schedule from the Regional and Specialty Schools

The following schedule has been set for the Richmond middle school visits from our regional and specialty schools. Please mark your calendars to accommodate these visits. All eighth grade students are required to attend both assemblies to hear from students and staff at selective schools.

While sixth and seventh grade are not required to attend, they are welcome to join if interested. We also encourage them to attend the information sessions at the Regional and/or Specialty Schools of their interest.

BLOCK 1: Specialty School Visitation Schedule

Franklin Military Academy, Open High School, Richmond Community High School

BLOCK 2: Regional Governor's School Visitation Schedule

Maggie L. Walker Governor's School, Appomattox Regional Governor's School, and Code RVA

Date	Block 1 (8:35 - 10:05 AM) (Specialty Schools)	Block 2 (10:09 - 11:39 AM) (Regional Governor's Schools)
Tuesday, Oct 17, 2023 Robinson	Lucille M. Brown Middle School	River City Middle School (10:24 AM - 11:54 AM)
Wednesday, Oct 18, 2023 Thornton	River City Middle School (9:00 AM - 10:20 AM)	
Monday, Oct 23, 2023 Thornton	Albert Hill Middle School	T.C. Boushall Middle School
Tuesday, Oct 24, 2023 Robinson	Dogwood Middle School	Thomas H. Henderson Middle School
Wednesday, Oct 25, 2023 Jefferson	Thomas H. Henderson Middle School	Dogwood Middle School
Thursday, Oct 26, 2023 Thornton	T. C. Boushall Middle School	Albert Hill Middle School
Friday, Oct 27, 2023 Jefferson	Martin Luther King, Jr. Middle School	Franklin Military Academy (10:44 AM - 12:18 PM)
Monday, Oct 30, 2023 Hudson	Franklin Military Academy (9:05 AM - 10:39 AM)	Martin Luther King Jr. Middle School
Tuesday, Oct 31, 2023		Lucille M. Brown Middle School

Regional High School

Evaluation

First	Last	Evaluator
Jonathan	Ashe	Hudson

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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
Adrienne	Hairston	Smith
Zonita	James	Smith
Clinton	Jefferson	Smith
Special	Loney	Smith
John	Nunez	Smith
Bianca	Parker	Smith
Meredith	Portmess	Smith
Melody	Reives	Smith
Matthew	Wester	Smith
Danielle	White	Smith
Robin	Williams	Smith

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.

Dominion Energy

Mr. Mendez

October 20th

10:00 a.m. – 1:00 p.m.

Mary Scott Preschool

SGT Thornton

Color Guard & Cadets

October 20th



"A Knight Forever"

PLCs and the 4 Essential Questions of Learning

What do Professional Learning Communities do? Professional Learning Communities give time & structure for teachers to grow professionally by asking the essential questions of learning. These questions may seem simple, and they are, but they have proven to have a significant impact on student learning when asked and answered regularly by a team of teachers who teach a common course.

Essential Questions of Learning:

Question 1: What is it we expect students to learn?

Question 2: How will we know when they have learned it?

Question 3: How will we respond when they don't learn?

Question 4: How will we respond when they already know it?

Question 1: What do we want our students to learn, understand and be able to do? This question is about establishing clarity and focus. What is it that we really want kids to know? Or, better yet, what is it that they really NEED to know and be able to do? This question requires teachers to clearly identify each essential learning target for the students they serve.

Question 2: How will we know when our students have learned it? What artifacts will we accept as evidence that our students have learned what they were supposed to learn or can do what they are supposed to be able to do? Question 2 speaks to the development and use of common formative assessments. It also addresses the power of these assessments to inform students and teachers about their progress towards an intended learning target.

Question 3: How will we respond when there is evidence that our students are not learning? By asking Question 3, PLCs are forced to focus on each student who is not meeting the intended learning target. It is not enough to simply look at the grade average in the class, or to be satisfied with "most" students getting it. One of the tenets of PLCs is a belief that ALL students can learn at high levels. This means that teachers in a PLC will do everything in their power to ensure that all students meet or exceed the essential learnings.

Question 4: How will we respond when they already know it? What systems and strategies do we have in place to allow students to accelerate or deepen their learning beyond the articulated curriculum? Much like students who struggle in school are often marginalized, students who have already mastered the desired skills are told to wait for the rest of the class to catch up. Question 4 forces PLC members to look at the evidence of student learning, for each and every student, and come up with creative ways to challenge students to take the next step in their learning.

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.

Influential Hispanic Americans Who Have Made History

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

Bad Bunny



Bad Bunny has helped popularize reggaeton music among mainstream audiences.

Getty Images

Three-time Grammy-winning artist [Bad Bunny](#), whose legal name is Benito Antonio Martínez Ocasio, has had a meteoric rise to fame with singles like “Soy Peor” and collaborations with big name musicians including [Cardi B](#), [J Balvin](#), and [Drake](#).

The 29-year-old reggaetonero, sometimes affectionately called Benito, was born and raised in Puerto Rico and showed an interest in music early in life. At 14, Bad Bunny began writing songs and posting them on SoundCloud. He was signed to a record label in 2016.

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Bad Bunny won his first Grammy in 2021 for the Best Latin Pop or Urban Album for *YHLQMDLG* (short for *Yo Hago Lo Que Me Da La Gana*, or “I do what I want”). In 2022, his winning streak continued with the Grammy for Best Música Urbana Album for *El Último Tour Del Mundo*, and this year, he won again in that category for his album *Un Verano Sin Ti*.

Marco Rubio



Marco Rubio became the first Cuban American to serve as speaker of the Florida House of Representatives in 2005.

Getty Images

Senator [Marco Rubio](#) of Florida has made his mark in politics as a leading member of the Republican party. A Miami native, the 52-year-old was born in 1971 to Cuban immigrants who fled the Batista regime in 1956, two years

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before Fidel Castro took over through the Cuban Revolution. Although Rubio obtained citizenship through his birth, his parents didn't become naturalized citizens until 1975.

Rubio went to Tarkio College in Missouri for one year on a football scholarship in 1989 before returning to Florida and later transferring to the University of Florida. He earned his bachelor's degree in political science in 1993 there and later earned his law degree from the University of Miami in 1996.

His career in politics started just three years later when he won a run-off election for a seat in the Florida House of Representatives. He rose through the ranks and became House Speaker in 2005, the first Cuban American to do so.

The politician announced his intention to run for U.S. Senate in 2009 and was elected the next year during the midterm elections. Rubio later entered the Republican presidential primary race in April 2015, becoming one of the first Hispanic Americans to seek the highest office.

Although Rubio ended his campaign in March 2016 after placing second in Florida, the senator did pick up three primary victories in Minnesota, Puerto Rico, and Washington D.C. He pivoted and ran for Senate reelection that year instead, beating out his Democrat opponent Patrick Murphy with 52 percent of the vote. Rubio won a third term in 2022.

Sonia Sotomayor



Sonia Sotomayor became a member of the U.S. Supreme Court in 2009 at the appointment of President Barack Obama.

Getty Images

A Bronx native of Puerto Rican descent, 69-year-old [Sonia Sotomayor](#) is the first Hispanic American to serve as a member of the [Supreme Court](#).

Sotomayor was born in 1954 in New York City, where she grew up in a predominantly Catholic and Puerto Rican community. She quickly made education a priority through her mother's insistence after her dad died when she was 9 years old. "I was going to college, and I was going to become an attorney,

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and I knew that when I was 10. 10. That's no jest," she told *New York Daily News* in 1998.

The future judge went on to graduate valedictorian from high school and earned a full scholarship to Princeton University. She graduated in 1976 after establishing herself as a student advocate, working hard to ensure Princeton began hiring Latin American faculty. She went on to Yale Law School and graduated in 1979, earning her acceptance to the New York Bar the next year.

After working for over four years as an assistant district attorney in New York and stepping away to work in private practice, Sotomayor was nominated to the U.S. District Court for the Southern District of New York by President George H. W. Bush in 1991 and to the U.S. Court of Appeals for the Second Circuit by President Bill Clinton in 1997. Twelve years later, Sotomayor made history when President Barack Obama picked her as his first nominee to the U.S. Supreme Court in 2009

Lin-Manuel Miranda



Lin-Manuel Miranda wrote the popular musicals *In the Heights* and *Hamilton*.

Few Hispanic Americans have made a bigger impact in recent pop culture than [Lin-Manuel Miranda](#). He was born in 1980 in the Washington Heights neighborhood of New York City to Puerto Rican parents, who immigrated to New York to pursue academics. Miranda's mother, Luz Towns-Miranda, is a clinical psychologist, and his father, Luis A. Miranda Jr., is a Democratic Party consultant and immigrant advocate.

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Miranda, 43, was raised around musicals and started writing his first title at Wesleyan University in 1999 during his sophomore year. *In the Heights*, loosely based on his own experiences growing up, opened on Broadway in March 2008. Miranda won his first Tony Award that summer after the show received 13 nominations and took home four, including for Best Musical. Influenced by his upbringing in the predominantly Latin neighborhood Washington Heights and his frequent vacations in Puerto Rico, the musical was heralded for featuring a largely Latin American cast with characters often singing and speaking in Spanish.

But Miranda's largest mark on culture to date came when his musical *Hamilton* opened on Broadway in 2015. Following the life of [Alexander Hamilton](#), Miranda reimagined the beginnings of America told by all actors of color, whose ancestors didn't have a say in how the country was built. The hip-hop musical quickly became one of the most profitable shows to ever hit Broadway. Miranda won two Tony Awards—Best Original Musical Score and Best Book of a Musical—for *Hamilton*, which was named Best Musical.



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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



FRANKLIN

Military Academy



Men and Women sizes
XS-2XL
Money Due
November 3



\$75.00
CASH ONLY

JACKET SALE

GET YOURS NOW WHILE SUPPLIES
LAST



Reminders

2023/2024 Bell Schedule

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

Parents/Caregiver & Teacher Conferences - School Closed For Students
November 7th

Diwali (Richmond Public Schools Closed)
November 13th

Picture Day For Seniors (ABS)
November 15

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

Thanksgiving Holiday
November 22nd & 23rd

Winter Holiday
December 25th – January 5th



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!

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2023-2024

8th Grade **EVENTS**

FRIDAY

3
MAY

8TH GRADE DANCE

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

THEME: SNEAKER BALL

TUESDAY

28
MAY

MOVING-ON CEREMONY PRACTICE

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

WEDNESDAY

29
MAY

MOVING-ON CEREMONY

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

THURSDAY

30
MAY

Morning Marvel Movie / Class Cookout

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

FOR MORE INFO VISIT US AT WWW.COMPANY.COM

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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.

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	

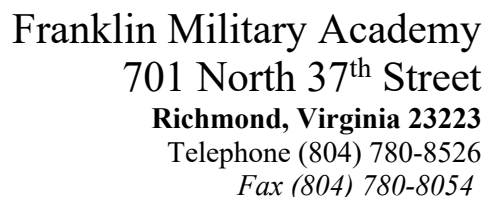
September 14, 2023– Sign Up For Committees

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 10/16/2023

Monday	Morning Announcements ADMIN Meeting 9:45 Walk through
Tuesday	Morning Announcements Observations
Wednesday	Morning Announcements Walk through Attendance Meeting 10:00 Observations
Thursday	Morning Announcements IEP'S Eligibilities Observations
Friday	AP Meeting Out of Building

Please ensure that your google classrooms are set up and accessible. Be sure to send your links to all persons coming into your classroom. This is a basic schedule: Go to link to sign up for goals and observations



School Counselor Schedule

Week of 10/09-10/13

Monday	Admin. Meeting
Tuesday	Data Entry
Wednesday	PSAT/NMSQT Test
Thursday	Data Entry
Friday	School Counselor Meeting

Week of 10/16-10/20

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

Week of 10/23-10/27

Monday	Admin. Meeting PFF Visit Upward Bound
Tuesday	Data Entry Eligibility
Wednesday	Attendance Meeting Eligibility
Thursday	MS Lead Counselor Meeting Eligibility
Friday	ADCWS

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

Gullible

What It Means

Someone described as *gullible* is easily fooled or cheated. In other words, they are quick to believe something that is not true.

// The store sells overpriced souvenirs to *gullible* tourists, and no self-respecting local would shop there.

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 -October](#)

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 LTC Robinson

Below is the Military Teaming Log Information for your review and processing.

1. 28 OCT 23. THE COLLEGE, TRADE, SCHOLARSHIP EXPO will be conducted at the First Baptist Church in Landover, MD. 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. Currently coordinating transportation at this time. More to follow.

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 Pocahontas State Park

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 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).

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UPCOMING EVENTS

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:

06 OCT 23 - Support to CPT Bryant

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](#)
- [Community Circle For October](#)
- [Detention](#)
- [FMA Google Classroom With Links](#)
- [FMA Detention Link](#)
- [FMA Lesson Plans & Assessments Link](#)
- [Goal Writing](#)
- **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.**

Office of The Principal

Monday – October 16th

FORMATION SCHEDULE. – Teachers will bring students to formation

- [Detention](#)
- All cell phone needs to be away after 9:00 a.m. – No exception
- The administration will be doing walkthroughs
- Ensure students are not released from periods 1st – 4th the first fifteen minutes and the last fifteen minutes
- Walkthroughs & Evaluations
- This is the last week for Goals Meetings. Make sure you sign this week. Thanks in advance
- Administration Meeting - 9:45 a.m.
- FMA Enrollment Video (Intro and B-Roll) – Berlin, Hudson Ltc Robinson, Brunson, Erickson
- School Board Meeting - River City @6:00 p.m.
- **Make sure you are administering Illuminate**

Tuesday – October 17th

REGULAR SCHEDULE

- [Detention](#)
- All cell phone needs to be away after 9:00 a.m. – No exception
- The administration will be doing walkthroughs
- Ensure students are not released from periods 1st – 4th the first fifteen minutes and the last fifteen minutes
- Walkthroughs & Evaluations
- **Robinson – Information Sesssion - Lucille M. Brown Middle School**
- **Walkthroughs & Evaluations**
- **ID Badges - Norrell - 2120 Fendall Ave - Richmond, VA 23222. – 8:30 a.m. – 3:00 p.m. - Phone: (804) 780-8550**
- **Illuminate Meeting with ELA Specialist and Hudson – Please let me know if you would like to attend for a refresher course. – 1:00 p.m.**
- **Make sure you are administering Illuminate**

Wednesday – October 18th FORMATION SCHEDULE

- [Detention](#)
- All cell phone needs to be away after 9:00 a.m. – No exception
- The administration will be doing walkthroughs
- Ensure students are not released from periods 1st – 4th the first fifteen minutes and the last fifteen minutes
- Walkthroughs & Evaluations
- Attendance Meeting – 10:00 a.m.
- Thornton River City Middle School (9:00 AM - 10:20 AM) – Information Meeting About FMA
- **Make sure you are administering Illuminate**

Thursday – October 19th REGULAR SCHEDULE

- [Detention](#)
- All cell phone needs to be away after 9:00 a.m. – No exception
- The administration will be doing walkthroughs
- Ensure students are not released from periods 1st – 4th the first fifteen minutes and the last fifteen minutes
- Walkthroughs & Evaluations
- 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
- Principal Meeting – 8:00 a.m. – 4:00 p.m.
- **Make sure you are administering Illuminate**

Friday – October 20th FORMATION SCHEDULE

- [Detention](#)
- All cell phone needs to be away after 9:00 a.m. – No exception
- The administration will be doing walkthroughs
- Ensure students are not released from periods 1st – 4th the first fifteen minutes and the last fifteen minutes
- Walkthroughs & Evaluations

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- 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.
- Stand at your doors during the change of classes
- Walkthroughs & Evaluations
- Goals need to be scheduled to meet with the administration

Military Instruction

MILITARY INSTRUCTOR LESSONS FOR WEEK 9 - 13 OCT 2023

LET IV – Company Drills, SwimRVA Boys & Girls Club, Support Spirit Week, Test

LET III – Executing Platoon Drills, SwimRVA Boys & Girls Club, Support Spirit Week, Test

LET II – Promotion Board and Interviews, Boys & Girls Club, Support Spirit Week

LET I – Drill and Ceremony, Marksmanship, SwimRVA & Boys & Girls Club, Support Spirit Week

MIDDLE SCHOOL – SFC Gilliam, CPT York and CPT Felton will focus on Hispanic Military project presentations, Drill & Ceremony, Effects of Alcohol on the body and influences of advertising

Language Arts

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.

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- 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.

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.

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- 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.
- 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.

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- l) Revise writing for clarity of content, word choice, sentence variety, and transitions among paragraphs.

9th Grade Language Arts

writing.

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.

10th Grade Language Arts

Reading

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

- a) Make inferences and draw conclusions using references from the text(s) for support.
- b) Analyze the similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.
- c) Interpret the cultural or social function of world and ethnic literature.
- d) Analyze universal themes prevalent in the literature of different cultures.
- e) Examine a literary selection from several critical perspectives.
- f) Critique how authors use key literary elements to contribute to meaning including, character development, theme, conflict, and archetypes.
- g) Interpret how themes are connected within and across texts.
- h) Explain the influence of historical context on the form, style, and point of view of a literary text(s).
- i) Evaluate how an author's specific word choices, syntax, tone, and voice shape the intended meaning of the text.
- j) Compare/contrast details in literary and informational nonfiction texts.
- k) Compare and contrast how literary devices convey a message and elicit a reader's emotions.
- l) Compare and contrast character development in a play to characterization in other literary forms.
- m) Use reading strategies to monitor comprehension throughout the reading process. Writing

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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.

Writing

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

- a) Engage in writing as a recursive process.
- b) Plan and organize writing to address a specific audience and purpose.
- c) Adjust writing content, technique, and voice for a variety of audiences and purposes.
- d) Communicate clearly the purpose of the writing using a thesis statement.
- e) Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style.
- f) Compose a thesis statement for persuasive writing that advocates a position.
- g) Clearly state and defend a position using reasons and sufficient evidence from credible sources as support.
- h) Identify counterclaims and provide counter - arguments.
- i) Show relationships among claims, reasons, and evidence and include a conclusion that follows logically from the information presented.
- j) Blend multiple forms of writing including embedding a narrative to produce effective essays.
- k) Elaborate ideas clearly through word choice.
- l) Use textual evidence to compare and contrast multiple texts.
- m) Revise writing for clarity of content, accuracy, and depth of information.
- n) Write and revise to a standard acceptable both in the workplace and in postsecondary education.

11th Grade Language Arts – SOL Test

Reading

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

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

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

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

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

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

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

Writing

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

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

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.

12th Grade Language Arts Writing

Communication and Multimodal Literacies

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.

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- 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).

12.5 The student will read, interpret, analyze, and evaluate a variety of nonfiction texts.

- a) Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s).
- b) Identify and synthesize resources to make decisions, complete tasks, and solve specific problems.
- c) Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.
- d) Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.
- e) Analyze false premises claims, counterclaims, and other evidence in persuasive writing.

Writing

12.6 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 that develop a thesis to demonstrate knowledgeable judgments, address counterclaims, and provide effective conclusions.
- c) Use a variety of rhetorical strategies to clarify and defend a position organizing claims, counterclaims, and evidence in a sustained and logical sequence.
- d) Blend multiple forms of writing including embedding a narrative to produce effective essays.
- e) Adapt evidence, vocabulary, voice, and tone to audience, purpose, and situation.

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- f) Use words, phrases, clauses, and varied syntax to connect all parts of the argument creating cohesion from the information presented.
- g) Revise writing for clarity of content, depth of information, and technique of presentation.
- h) Write and revise to a standard acceptable both in the workplace and in postsecondary education.
- i) Write to clearly describe personal qualifications for potential occupational or educational opportunities.

12.7 The student will self- and peer-edit writing for Standard English.

- a) Use complex sentence structure to infuse sentence variety in writing.
- b) Edit, proofread, and prepare writing for intended audience and purpose.
- c) Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations.

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.

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- 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.

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- g) Explain the influence of historical context on the form, style, and point of view of a written work.
 - h) Compare and contrast authors' use of literary elements within a variety of genres.
 - i) Analyze how the author's specific word choices and syntax impact the author's purpose.
 - j) Make inferences and draw conclusions using references from the text(s) for support.
 - k) Compare/contrast details in literary and informational nonfiction texts.
 - l) Use reading strategies to monitor comprehension throughout the reading process.
- 9.5 The student will read and analyze a variety of nonfiction texts.
- a) Apply knowledge of text features and organizational patterns to understand, analyze, and gain meaning from texts.
 - b) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.
 - c) Analyze the author's qualifications, viewpoint, and impact.
 - d) Recognize an author's intended purpose for writing and identify the main idea.
 - e) Summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.
 - f) Identify characteristics of expository, technical, and persuasive texts.
 - g) Identify a position/argument to be confirmed, disproved, or modified.
 - h) Evaluate clarity and accuracy of information.
 - i) Analyze, organize, and synthesize information in order to solve problems, answer questions, complete a task, or create a product.
 - j) Differentiate between fact and opinion and evaluate their impact.
 - k) Analyze ideas within and between selections providing textual evidence.
 - l) Use the reading strategies to monitor comprehension throughout the reading process.

AP Literature

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

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Math

6th Grade Mathematics

Computation and Estimation

- 6.5 The student will
- a) multiply and divide fractions and mixed numbers;
 - b) solve single-step and multistep practical problems involving addition, subtraction, multiplication, and division of fractions and mixed numbers; and
 - c) solve multistep practical problems involving addition, subtraction, multiplication, and division of decimals.

8th Grade Mathematics

Patterns, Functions, and Algebra

- 8.14 The student will
- a) evaluate an algebraic expression for given replacement values of the variables; and
 - b) simplify algebraic expressions in one variable.

Algebra I

Equations and Inequalities

- A.4 The student will solve
- a) multistep linear equations in one variable algebraically;
 - b) quadratic equations in one variable algebraically;
 - c) literal equations for a specified variable;
 - d) systems of two linear equations in two variables algebraically and graphically; and
 - e) practical problems involving equations and systems of equations.

Geometry

- G.8 The student will solve problems, including practical problems, involving right triangles. This will include applying
- a) the Pythagorean Theorem and its converse;
 - b) properties of special right triangles; and
 - c) trigonometric ratios.

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

Descriptive Statistics

- PS.1[†] The student will analyze graphical displays of univariate data, including dotplots, stemplots, boxplots, cumulative frequency graphs, and histograms, to identify and describe patterns and departures from patterns, using central tendency, spread, clusters, gaps, and outliers.
- PS.7[†] The student, using two-way tables and other graphical displays, will analyze categorical data to describe patterns and departures from patterns and to determine marginal frequency and relative frequencies, including conditional frequencies.
- PS.10[†] The student will plan and conduct a well-designed experiment. The plan will address control, randomization, replication, blinding, and measurement of experimental error.

Math Analysis / Pre-Calculus

Not taught this semester

AP Statistic

Unit 1 Exploring One-Variable Data 1.10 Normal Distributions

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Science

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.3 The student will investigate and understand that matter has properties and is conserved in chemical and physical processes. Key ideas include
- a) pure substances can be identified based on their chemical and physical properties;
 - b) pure substances can undergo physical and chemical changes that may result in a change of properties;
 - c) compounds form through ionic and covalent bonding; and
 - d) balanced chemical equations model the conservation of matter.

Earth Science

- ES.7 The student will investigate and understand that plate tectonic theory explains Earth's internal and external geologic processes. Key ideas include
- a) convection currents in Earth's interior lead to the movement of plates and influence the distribution of materials in Earth's layers, and may impact the magnetic field;
 - b) features and processes occur within plates and at plate boundaries;
 - c) interaction between tectonic plates causes the development of mountain ranges and ocean basins; and
 - d) evidence of geologic processes is found in Virginia's geologic landscape.

Biology

- BIO.3 The student will investigate and understand that cells have structure and function. Key ideas include
- a) the cell theory is supported by evidence;
 - b) structures in unicellular and multicellular organisms work interdependently to carry out life processes;
 - c) cell structures and processes are involved in cell growth and division;
 - d) the structure and function of the cell membrane support cell transport; and
 - e) specialization leads to the development of different types of cells.

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BIO.5 The student will investigate and understand that there are common mechanisms for inheritance. Key ideas include

- a) DNA has structure and is the foundation for protein synthesis;
- b) the structural model of DNA has developed over time;
- c) the variety of traits in an organism are the result of the expression of various combinations of alleles;
- d) meiosis has a role in genetic variation between generations; and
- e) synthetic biology has biological and ethical implications.

Astronomy

Anatomy Physiology

AP.14 The students will understand that the function of the digestive system is digestion and absorption of nutrients.

[Content Guidelines](#)

6th United States History to 1865

- USI.5 The student will demonstrate knowledge of the factors that shaped colonial America by
- a) describing the religious and economic events and conditions that led to the colonization of America;
 - b) describing life in the New England, Mid-Atlantic, and Southern colonies, with emphasis on how people interacted with their environment to produce goods and services, including examples of specialization and interdependence;
 - c) describing colonial life in America from the perspectives of large landowners, farmers, artisans, women, free African Americans, indentured servants, and enslaved African Americans;
 - d) identifying the political and economic relationships between the colonies and Great Britain.

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

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- 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

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;
- 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

VUS.5 The student will demonstrate knowledge of the issues involved in the creation and ratification of the Constitution of the United States and how the principles of limited government, consent of the governed, and the social contract are embodied in it by

- a) explaining the origins of the Constitution, including the Articles of Confederation;
- b) identifying the major compromises necessary to produce the Constitution, and the roles of James Madison and George Washington;
- c) examining the significance of the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom in the framing of the Bill of Rights;
- d) assessing the arguments of Federalists and Anti-Federalists during the ratification debates and their relevance to political debate today;



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12th Virginia and United States Government

AP Government

Unit 2 Congress 2.3-2.4

Real Richmond - RR.9

Public Speaking – 11.1

HUMANITIES

Date: Oct 13, 2023

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

Standards of Learning

Parker

Exploratory II

strate customer service skills.

y common food allergies

steps in a problem-solving/decision-making model

e personal resources

te forms and techniques of advertising

e personal saving and spending habits

y consumer rights and responsibilities

y consumer resources

ent Living

trate customer service skills.

he rights and responsibilities of homeowners, landlords, and tenants

re housing options

n the home-seeking process

necessary home-maintenance tasks with regard to resources and abilities

a living environment to meet personal, family and financial needs

Clarke

7.1 The student will identify and explain essential health concepts to understand personal health.

Disease Prevention/Health Promotion

j) Identify government agencies that provide consumer protections for health products and services.

Community/Environmental Health

y) Describe human behaviors that contribute to air, water, soil, and noise pollution.

7.2 The student will use decision-making skills to promote health and personal wellness.

Community/Environmental Health

y) Explain how environmental health is essential to personal and community health.
8.1 The student will identify and explain essential health concepts to demonstrate an understanding of personal health.

Disease Prevention/Health Promotion

h) Identify environmental and personal factors that influence the degree of risk of diabetes, heart disease, cancer, obesity, and stroke.

8.2 The student will apply health concepts and skills to the management of personal and family health.

Disease Prevention/Health Promotion

h) Describe preventive health measures, including immunizations, regular health and medical screenings, nutrition, physical activity, sleep, and limiting personal technology use, in preventing diabetes, heart disease, stroke, cancer, obesity, and other chronic diseases.

8.3 The student will undertake health-promotion activities that demonstrate an understanding of the relationship between nutrition, physical activity, and emotional and physical health.

Disease Prevention/Health Promotion

h) Design a plan of action with short- and long-term goals to prevent diabetes, heart disease, stroke, cancer, obesity, and other chronic diseases and conditions.

Blackman

9th and 10th grade Physical Education (Basketball)

- 9.1 The student will perform all basic movement skills and demonstrate movement and biomechanical principles in a variety of activities that may include outdoor pursuits, fitness activities, dance and rhythmic activities, aquatics, individual performance activities, and games and sports
- 10.1 The student will demonstrate proficiency and apply the concepts and principles of exercise physiology, biomechanics, and anatomy in a variety of lifetime activities that may include outdoor pursuits, fitness activities, dance and rhythmic activities, aquatics, selected individual performance activities, and net/wall and target games in at least two self-selected, lifelong, skill-related physical activities
- rear-end, rollover, sideswipe).

Cory

SOL Standards for Band

Week of 10/16-20/2023

The student will demonstrate proper posture, embouchure, hand position, and playing position.

The student will produce tones that are clear, free of tension, sustained, and unwavering in pitch.

The student will adjust intonation and match pitches.

IB.4 The student will maintain a steady tempo while performing the materials being studied.

The student will demonstrate a variety of articulations.

1. Play staccato, legato tongue, accent, marcato, and tenuto on wind instruments.

The student will perform one-octave major scales, ascending and descending.

1. Play F, B-flat, E-flat, and A-flat one-octave scales on wind and mallet instruments.
2. Play D, G, C, and F one-octave scales on stringed instruments.

The percussion student will perform multiple bounce roll, five stroke roll, nine stroke roll, flam, single paradiddle, and drag from the Percussive Arts Society (PAS) International Drum Rudiments, open-close-open.

The wind/mallet student will perform a chromatic scale, ascending and descending, in eighth notes (M.M. quarter note = 72).

The student will perform music from a variety of cultures, styles, and historical periods.

The student will demonstrate knowledge of the instrument being studied.

1. Identify instrumental parts.
2. Demonstrate proper care and maintenance.

The student will demonstrate increased learning through a variety of music activities.

1. Maintain attendance with required materials.
2. Demonstrate completion of assignments and/or practice.
3. Participate in concerts, performances, cross disciplinary activities, and co-curricular activities.
4. Demonstrate concert etiquette as a performer and listener

IB.19 The student will read and notate music.

- Use a syllable, number, or letter system to read and write simple pitch notation in the appropriate clef.
- Use a syllable, number, or letter system to read and write rhythmic patterns that include whole, dotted half, half, dotted quarter, quarter, and eighth notes and rests in simple meter.
- Identify, define, and demonstrate standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
- The students will learn methods to enhance the effectiveness of their practice time. The students will be assessed on the parts of their instrument of study.
- Students will learn the parts of the instrument that they will study.
- Intermediate and advanced students will start learning sheet music.
- High school students will review major and chromatic scales and work on ensemble sound.

Diaz

Objective: Cultural Perspectives, Practices, and Products: Students will be able to talk about the parts of the house in French and talk about their community using appropriate vocabulary and sentence structures.

FI 5.1 Ask and answer a few simple oral or signed questions about typical products and practices to learn about other cultures, such as rooms in a house, house design, and what makes a house a home.

FI.2. - Exchange written information about what people do, such as talking about your favorite activities with an ePal.; exchanging texts with a friend who is a native French speaker.

1. Identify main viewpoints of francophone cultures, such as those relating to the concept of time, and the roles of family members and the types of homes.

VA SOL for French: 1.1, 1.2 (Communication: Students will exchange spoken and written information in French by providing and obtaining information, expressing feelings and emotions, and exchanging opinions)

ACTFL Standards: Communication, Interpersonal and Interpretive

French 2 - La santé et la médecine - Health & Hygiene issues and verbs to describe pain and illness

Objective: Students will be able to describe health and medical topics in French, including symptoms, illnesses, verbs relating to illness and medical professions.

1. ACTFL Standard: Communication - Interpersonal, Interpretive, and Presentational Modes
- Students will be able to communicate effectively in French about health, illness and medical topics.

6.1.IH Research and discuss the school or healthcare systems in various cultures and how they reflect societal attitudes.

2. VA SOL French 2024 Standard: Communication - Students will be able to engage in conversations and present information on topics, including health and health issues, symptoms, using appropriate vocabulary and grammar structures.

3. 7.1.IH Research and discuss health professions, health in the school or healthcare systems in various cultures and how they reflect societal attitudes and community workers: Doctors without Borders

Medical Specialists

Ashe

- Art 6

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- 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.
- 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**
- AII.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.
- AII.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.
- AII.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 (10/9 - 10/27)

Computer Solutions

- Identify characteristics of good and poor digital citizenship choices
- Acknowledge how access to technology has changed over the decades
- Identify how technology has impacted society
- Recognize how technology has impacted the workplace
- Define the digital divide
- Distinguish between types of software licenses
- Identify reliable web-based resources
- Define intellectual property
- Recognize and respect copyrighted work
- Examine six questions to ask before posting anything online
- Analyze situations about posting information online and determine appropriate action based on the six questions
- Determine which of the six questions help in different situations
- Examine the use of digital communication in the workplace
- Evaluate application of workplace policies and code of conduct in the use of digital communication
- Determine proper and improper use of digital communication on the job
- Define cyberbullying
- Determine how to handle cyberbullying as a student
- Identify school, state, and federal policies and penalties for cyberbullying

Programming

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

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

2-AP-14 Create procedures with parameters to organize code and make it easier to reuse.

PRG.6 The student will design and implement an algorithm a) with compound conditional execution, and analyze and evaluate complex Boolean conditions; and b) using complex iteration, including nested loops.

PRG.8 The student will trace the execution of iterative and recursive algorithms, illustrating output and changes in values of named variables.

PRG.13 The student will write functions, both with and without parameters, and both with and without return values, that represent abstractions useful to the solution of a larger problem.

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.

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.
- 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.

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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.



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- 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
- Teacher-student play along

Guitar Basics Workouts book: (using copies)

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

Repertoire:

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

Creative Journal (last 15 minutes of class)

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

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High School (Guitar 1):

Objective :

- **HIB.16** The student will demonstrate musicianship and ensemble skills.
 - **f)** Maintain a steady beat at various tempos in the music literature being studied.
- **HIB.3** The student will analyze, interpret, and evaluate music.
 - **a)** Propose a definition of music and support that definition.
 - **b)** Describe and interpret diverse works of music using inquiry skills and music terminology.
 - **c)** Describe accepted criteria used for evaluating works of music.
- **HIB.12** The student will demonstrate music literacy.
 - **c)** Sing selected lines from music being studied.
 - **f)** Identify and perform music written in binary, ternary, and theme-and-variations forms.
 - **g)** Define and identify music terminology found in the music literature being studied.
- **HIB.15a,g**
The student will demonstrate proper instrumental techniques.
 - a)** Identify correct hand positions, finger/slide placement, fingerings/positions, and finger/slide patterns.
 - g)** Guitar student—right-hand techniques (finger style, pick style, arpeggio patterns with varying combinations of pulgar, indicio, medio, anular [pima]); and left hand techniques (first position, finger technique).
- **HIB.6a,b**
The student will explore historical and cultural influences of music.
 - a)** Identify the cultural influences, musical styles, composers, and historical periods associated with the music literature being studied.

Classroom materials/Lessons:

Essential Elements book: (using copies)

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

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

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

Guitar Basics Workouts book: (using copies)

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

Repertoire:

- Begin new repertoire for Hispanic Heritage assembly

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- Etude Op. 35, No. 22 (Fernando Sor)
- Espanoleta (Gaspar Sanz)
- Sicilienne (Matteo Carcassi)

Creative Journal (last 15 minutes of class)

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



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