



Franklin Military Academy

WEEKLY AGENDA

OCTOBER 23, 2023

701 North 37th Street
Richmond, VA 23223



Grading Procedures for RPS High Schools

Richmond Public Schools is continually striving to create an environment and culture where all students experience success. Shared below is a list of our beliefs and grading procedures.

Our Expectations

- We expect and encourage every student to realize his or her highest potential.
- Grading practices should be fair and equitable for all students across the entire district/school.
- Division Grades should be related to mastery and students' continuing development and understanding.
- Opportunities for students to demonstrate growth over time will help foster an environment where students will take risks and promote student learning.
- RPS staff should prioritize making connections with students. In doing so, we must consider each student's diverse background, strengths, and potential.
- Our teachers should prioritize building and maintaining positive relationships with students and serving as positive role models at all times.
- Teachers must give students grades/feedback on their assignments in a timely manner, within 72 hours grades/feedback should be communicated to scholars and placed into ASPEN. For projects and more comprehensive projects teachers should articulate a reasonable deadline to students regarding when feedback/grade will be delivered. If teachers are having challenges with establishing comprehensive deadlines they should work with their department chair or content area administrator to work through reasonable dates.
- Students should not receive a grade lower than 50 in your ASPEN grade book, unless they do not turn in the assignment.
- Grades in ASPEN should be updated on a weekly basis. This will enable students/parents to remain aware of their progress.
- Schools must create Professional Learning Communities (PLC) where teachers are focused on and committed to student success. In the PLC teachers share with one another and apply research-based instructional practices to create a learning environment that supports academic achievement and lifelong learning for all students.

Homework

Homework will be assigned primarily for practice or preparation for instruction and may account for no more than 10 percent of the grade for the marking period or semester. Homework should be viewed as formative, allowing students to practice new skills and acquire knowledge without penalty.

Reassessments

Reassessments will be available to all students on most major summative assessments. Finals, midterms, and certain other exams will be excluded from reassessments. Teachers will outline in their course syllabi any additional excluded assessments. The following guidelines will be in place for reassessments:

- Reassessments will be determined by the teacher.
- Students will have five periods (*approximately one weeks*) to complete make-up work and the reassessment.

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- Following the reassessment, the grade entered into the gradebook will be the highest grade the student earned.

Quarter and End-of-Year Grades

Students will receive a minimum of twelve graded assignments per quarter (*NOTE - A quarter is every 4.5 weeks*). Assignments will be graded, grades will be posted within one week of the due date; major projects/research papers and etc. may require additional time to ensure quality feedback is provided.

Final Exams/Culminating Activities

A final examination or appropriate end-of-term assignment will be given in all high school courses and must be based on the standards listed in the RPS Program of Studies or other designated curriculum. The grade for the final examination or activity may count a maximum of one fifth (20%) of the final course grade if the exam addresses the entire course syllabus. Semester exams may count a maximum of one-fifth of the course grade. Note - In some instances, a final exam may not be administered due to inclement weather or other extenuating circumstances.

Under some circumstances a student may be exempt from their exam or culminating assignment administered during finals week. Conditions for an exemption must be outlined in the teacher's course syllabi.

Students enrolled in Advanced Placement (AP) courses are expected to participate in mock exams to review course material in preparation for the College Board AP exam and to plan appropriate remediation and review based on exam data. All mock exams are derived from authentic College Board resources and given under similar conditions to the actual AP exam. Students enrolled in a fall semester course will take mock exams November 15-30. Mock exams for spring semester courses are scheduled for March 28-April 15.

Makeup Work Due to Absences

RPS recognizes that student attendance is critical to student achievement. Students are responsible for completing any missed assignments. Each day of excused absence affords one school day of makeup work opportunity. Students have a maximum of ten days to make up work missed during an excused period of absence. However, the period of time allowed to make up work may be extended at the discretion of the teacher. Makeup work for absences is to be graded and recorded in the grade book (Aspen) by teachers without penalty to students. For an approved pre-arranged absence, a student may request assignments in advance of the absence. Teachers will provide regular or alternative assignments in advance of the absence, when feasible. Following any absence, including a prearranged absence, students should make arrangements with individual teachers for makeup work.

Late Work

Late work will be accepted by all teachers. Due to the differences in various curricular areas, teachers will outline in their syllabi their specific late work policies. Work that is not turned in will be coded as "NTI" (*Not Turned In*) and weighted as a zero in the gradebook (*Aspen*). If the missing work is turned in by the late work deadline, the student will receive credit for the assignment. However, if the missing work is not turned in by the late work deadline, it will be recorded as a zero.

Categories

Teachers will outline the weighting of grading categories in the course syllabus. Aspen gradebooks will reflect the agreed-upon system. No single assignment in a given quarter may be worth more than 30 percent of a quarter grade.

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Grades shall be given for school work done by students and should reflect the quality of the work. Grades may be given for assignments such as homework, quizzes, participation, chapter tests, unit tests, projects, essays, research papers, portfolios, speeches, performances, and more.

Extra Credit

Students will not be given extra credit or grades for activities such as bringing in classroom materials, providing parent/guardian signatures, participating in fundraising/charitable events, or participating in non-curricular activities.

Appeal of Grades

If a student or parent feels a grade has been unfairly or inappropriately assigned or is incorrect, the first appeal should be made directly to the teacher of the respective course. If the concern cannot be resolved during a conference with the teacher, the parent/student may appeal the grade to a building administrator.

9-12 Grade Weight Sample

Grades 9-12	ENGLISH		MATH		SCIENCE		SOCIAL STUDIES	
	Weight	Minimum # of Assignments	Weight	Minimum # of Assignments	Weight	Minimum # of Assignments	Weight	Minimum # of Assignments
Classwork	30%	15	30%	15	30%	15	30%	15
Quizzes Formative Assessments	20%	10	20%	10	20%	10	20%	10
Unit Tests	25%	2	25%	3	25%	2	25%	3
Projects	15%	2 Projects	15%	2 Projects	15%	2 Projects	15%	2 Projects
Homework	10%	15	10%	15	10%	15	10%	15

*This chart represents the minimum amount of assignments that will be given per semester in each subject

Final Grading Procedures for RPS Middle Schools

Richmond Public Schools is continually striving to create an environment and culture where all students will experience success. Shared below is a list of our beliefs and grading procedures.

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Our Expectations

1. We expect and encourage every student to realize his or her highest potential.
2. Grading practices should be fair and equitable for all students across the entire Division
3. Grades should be related to mastery and students' continuing development and understanding.
4. Opportunities for students to demonstrate growth over time will help foster an environment where students will take risks and promote student learning.
5. RPS staff should prioritize making connections with students. In doing so, we consider each student's diverse background, strengths, and potential.
6. Our teachers should prioritize building and maintaining positive relationships with students and serving as positive role models at all times.
7. Our teachers will give students grades/feedback on their assignments in a timely manner, within 72 hours grades/feedback should be communicated to scholars and put into ASPEN. For projects and more comprehensive projects teachers should articulate a reasonable deadline to stakeholders regarding when feedback/grade will be delivered. If teachers are having challenges with establishing comprehensive deadlines they should work with their department chair or content administrator to work through reasonable dates.
8. Students should not receive a grade lower than 50 in your ASPEN grade book, unless they do not turn in the assignment.
9. Late work will be accepted by all teachers. Due to the differences in various curricular areas, teachers will outline in their syllabi their specific late work policies. Work that is not turned in will be coded as "NTI" (*Not Turned In*) and weighted as a zero in the gradebook (*Aspen*). If the missing work is turned in by the late work deadline, the student will receive credit for the assignment. However, if the missing work is not turned in by the late work deadline, it will be recorded as a zero.
10. Grades in ASPEN should at the very least be updated on a weekly basis.
11. Our schools should serve Professional Learning Communities (PLC) where teachers are focused on student achievement. In the PLC teachers will share with one another and apply research-based instructional practices to create a learning environment that supports academic achievement and lifelong learning for all students.

Our Practices

1. The middle school grading philosophy is that grading procedures should acknowledge mastery and seek to support and encourage student success. The method of grading used by each teacher is decided upon by each department and is reviewed by the administration. The method of grading is to be shared with parents and students prior to assignments being given.
2. Students' grades will be maintained electronically using the ASPEN Gradebook software. A record of all grades (hard copy and electronic version) will be submitted to the office at the end of the school year. Additional instructions regarding PowerSchool grade records will be provided via memo when necessary.
3. Teachers must update grades in their ASPEN Gradebook at least once within a 5 school day period. Grades assigned must be consistent with RPS grading guidelines. When determining quarterly grades, a teacher should have no less than 15 grades total per marking period, not including homework grades and the category weighting listed below should be followed.

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4. *As a reminder, in all classes teachers should strive for a balance between formative and summative assessment. Grade level teachers should also coordinate tests so that students do not have more than 2 tests on a given day.*
5. Only the teacher should grade tests, quizzes, and projects. One week notice and a study guide are required for all tests. Two-day notice is required for quizzes. Remember, the outcome of a student's assessment is only the business of that student and his/her parent(s).
6. In the event that a child is experiencing difficulty in a subject(s), and it is anticipated that the grade may drop two or more grades, teachers must contact the student's parents. Keep a record of this communication. Teachers will contact parents of all students with D's or F's at each interim mark using interim reports/deficiency notices. A contact log will be submitted to the content administrator.
7. Extra help sessions after school are encouraged. Families must be notified in advance if the extra help is not offered as part of our after-school program. The after-school program will have its own permission form/parent notification. It is the teacher's responsibility to provide supervision for any child kept after school hours if not part of the after-school program.
8. Lowering a student's grade is not an acceptable form of punishment.
9. When a student has been absent, it is expected that the teacher and student will communicate regarding a timeline for makeup work. When completing makeup work, students should receive at a minimum, the number of days absent plus one. If a student is absent for three days or more the School Counseling Office will coordinate getting assignments for the parents to pick up. No student should be penalized for missing school for religious holidays.
10. The practice of allowing students to make up large amounts of work at the end of the year through "work packets" is not acceptable practice as it does not follow sound pedagogy. Opportunities to make up work must be completed within the 9-week period/grade change deadline. For any student who may have experienced end of the year "work packets" in the past, please say often to the student this year that this option does not exist and work must be done now.
11. All teachers will use the following special codes in their ASPEN Gradebook: ab- absent (calculates as a 50), ex- excused (no calculation), and nti- not turned in (calculates as a 50).

Homework Practices

1. Daily homework should be posted at the specified location on the classroom board and should be assigned at least twice a week for classes that have alternating days and at least three times per week for double block classes that meet everyday. Teachers are expected to maintain up to date homework boards in ASPEN at all times. Instructions should be clear regarding date assigned and date due.
2. Homework must be meaningful to the student. The teacher assigning the work should take the necessary steps to be sure the students understand the assignment and when feasible, provide time for scholars to begin the work while under the supervision of the teacher.
3. Teachers must consider the maturity, ability, home environment, and the availability of resources to the student when assigning homework.

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4. Every assignment must be related to a specific instructional objective. Each written assignment submitted should be graded for completion with feedback. A grade and feedback should be given on at least one homework assignment during a given week.
5. Teachers should monitor the length of time students are spending on homework.
6. Long-term projects may be assigned as homework and periodic checks should be scheduled to monitor student progress.
7. Incomplete homework should not be the reason given for a student to be failing a class.
8. Homework will be posted in Google Classroom for each course. This will provide a consistent place for parents and students to check for homework.

RPS Grading Scale

Grade Range	Letter Grade	Grade Weight
100-90	Outstanding- A	4
89-80	Above Average- B	3
79-70	Average- C	2
69-60	Below Average- D	1
59-0	Unsatisfactory- F	0

6-8 Grade Weights

Category	Weight	Minimum Grading Requirements	Comments
Homework	10%	At least one graded homework assignment per week and other homeworks assignments during the week are graded for completion (at least 9 graded assignments per quarter)	Practice activities/reinforcement
Classwork	30%	At least one graded classwork assignment per week and other assignments not graded during the week should be graded for completion and used for feedback purposes. (At least 9 graded assignments per quarter)	Daily activities completed during the classroom block
Test/Quizzes/Unit Assessments	35%	At least two graded cumulative assessments per quarter. (At least 2 graded assessments per quarter)	Weekly, bi-weekly, monthly, unit, etc.
Alternative Assessments/Projects/Culminating Activities	25%	At least one graded alternative assessment every two weeks. (At least 4 graded alternative assessments per	Journal writing, Prompt responses, Oral presentations, summaries Student products • Open-ended,



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		quarter)	performance and observational assessments • Journal, exit-slips • Mini-assessments • Accountability
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Last revised 11.22.23



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.

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
Fourth Period	2:26-4:00	2:05-2:25	1:00-2:00
Formation		3:30-4:00	



Congratulations Ms. Naiia Smith

Congratulations!

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



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

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.

Teachers,

If you're going on a field trip, I need students' names at least a day before the trip before exiting the building. Classes going on the trip will not be released to go on the trip until all staff receive the names of attending the trip. This creates a considerable attendance and safety problem.

Franklin Military To Dominion Energy"

November 2, 2023

Ms. White

Franklin Military Academy - Virginia Repertory Theatre"

10:00 a.m. - 2:00 p.m.

Mr. Taylor & Mr. Elie



"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.

Ted Cruz



Texas' Ted Cruz was first elected to the U.S. Senate in 2012.

Much like Marco Rubio, **Ted Cruz** has elevated the representation of Hispanic Americans in Congress. The 52-year-old was born Rafael Edward Cruz in Calgary, Canada, in 1970 to an American mother and a Cuban father who had been living in Canada for three years. His father

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initially left the family and moved to Texas, though his parents reconciled for a time, and the family relocated to Houston in 1974.

The future politician graduated valedictorian from his high school and went to Princeton, where he earned a bachelor's in public policy in 1992. Cruz went on to Harvard Law School, obtaining his degree in 1995.

Cruz quickly entered politics, joining **George W. Bush's** presidential campaign in 1999 to assist building Bush's legal team during the Florida presidential recounts. After serving as Texas Solicitor General from 2003 to 2008, Cruz stepped away to work in private practice. He returned to public policy when he was elected a U.S. Senator of Texas in the 2012 election.

Now a well-known national politician, Cruz ran for president in 2016. He entered the primary race in March 2015, winning 12 states and receiving 7.8 million votes during his White House bid. He suspended his campaign in May 2016, weeks before the Republican National Convention that made future-President **Donald Trump's** nomination official.

Cruz has said he will seek a third term in the Senate in the 2024 elections.

Dolores Huerta



Dolores Huerta worked with Cesar Chavez to form the National Farm Workers Association.

Getty Images

At 93 years old, **Dolores Huerta** still stands as a giant in the fight for Hispanic American labor rights. Born in 1930, the New Mexico native of Mexican descent grew up in a farm worker community in Stockton, California, with her mom and two brothers. She briefly worked as an elementary school teacher after attending college but before setting off on the path of civil rights activism.

Huerta joined the Community Service Organization, where she later met fellow activist **Cesar Chavez**. She co-founded the Agricultural Workers

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Association in 1960 and collaborated with Chavez to found the National Farm Workers Association in 1962.

Her activism continued in California, where she made a name for herself by supporting and leading various strikes for workers' rights. She later stepped away from the union to focus on **women's rights** after she was badly beaten by a San Francisco police officer during a peaceful raid, resulting in a long recovery.

Huerta now runs the **Dolores Huerta Foundation** and has received several accolades, including an inaugural **Eleanor Roosevelt** Award for Human Rights in 1998 from President **Bill Clinton** and the Presidential Medal of Freedom from President **Barack Obama** in 2012. In 2017, Huerta was the subject of the PBS documentary **Dolores** about her life and activism.

Julián Castro

Julián Castro graduated from Stanford University and Harvard Law School before beginning his political career.
Getty Images

Democrat **Julián Castro** has been another rising star in American politics. Castro, who turns 49 on September 16, is



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of Mexican descent and was born with his twin brother, Joaquin, in San Antonio in 1974. His roots in Texas trace back to 1920, when his grandmother immigrated as a child to live with extended family. Castro credits his mother, a Chicana political activist, for his life in public service. He counted her influence as the reason why he and his brother, a U.S. Representative for Texas, are politicians.

“Growing up, she would take us to a lot of rallies and organizational meetings and other things that are very boring for an 8-, 9-, 10-year-old,” Castro **told *The New York Times*** in 2012. “What I did get from my mother was a very strong sense that if you did public policy right, and you did well in public service, that it’s a positive influence on people’s lives.”

He graduated from Stanford University in 1996, interning for Clinton administration at the White House between his sophomore and junior year, and later attended Harvard Law School, earning his degree in 2000.

Castro was elected to San Antonio City Council the next year and ran for mayor in 2005, coming in second by a small margin of votes. His second mayoral campaign, in 2009, which followed a stint running his own law practice. Castro was reelected in 2011 and 2013. He resigned as mayor in 2014 after accepting President **Barack Obama**’s offer to become the U.S. Secretary of Housing and Urban Development. He served in the role until Obama’s term ended in 2017.

Castro was one of the first Democrats to announce his 2020 presidential campaign, making it official in January 2019. A year later, Castro suspended his campaign and endorsed Senator **Elizabeth Warren**.

Gloria Estefan



Gloria Estefan was honored by the Kennedy Center for her contributions to popular culture in 2017.

Singer **Gloria Estefan**, 66, is often synonymous with Latin music in the United States. Born in Cuba in 1957, Estefan's family fled to Miami during the Cuban Revolution in 1959. Her father enlisted in the military shortly after they immigrated and took part in the failed **Bay of Pigs Invasion** of Cuba, where he was captured by his cousin and held prisoner for two years.

While performing in a church ensemble in 1975, Estefan first met her future husband, Emilio Estefan, who had recently formed a band in Miami. She and her cousin were invited to join his band and renamed it

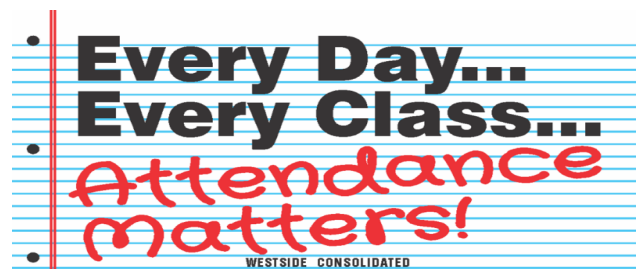
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Miami Sound Machine, leading to hits like “Conga,” “Anything for You,” “Rhythm Is Gonna Get You,” and “Hot Summer Nights.” The band’s name was dropped in 1989, with Gloria embarking on a successful solo career ever since.

Gloria married Emilio in 1976, and the couple welcomed two children, Nayib and Emily. Her lengthy career has earned her three Grammy Awards and a Presidential Medal of Freedom from President **Barack Obama** in 2015, as well as the Kennedy Center Honors in 2017. The musical *On Your Feet*, telling the story of her and Emilio’s life, premiered on Broadway in 2015.

In June 2023, Estefan became the first Hispanic woman to be inducted into the Songwriters Hall of Fame. She has also recently took a turn in movies, having a voice role in 2021’s *Vivo* and appearing *Father of the Bride* in 2022.

Students with
Perfect
attendance
and most
improved will
be invited to a
celebration



Place: Cafeteria

Time: 3:30

Date: 10/25/23

Pink Out Day!!!

Unite in Wearing Pink
Teachers wear Pink on Monday
October 23, 2023





HORUS ACADEMY
BEYOND THE BOUNDARIES

HORUS
Scholars

HORUS

100 where FAITH comes ALIVE
HIGHLAND PARK
RECREATION PARK

SCIC
Southern Christian Leadership Conference
First Baptist Church of Highland Park

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

FULL SCHEDULE: WWW.HORUSSCHOLARS.ORG

COLLEGE, TRADES, AND SCHOLARSHIP EXPO

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

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

WHAT TO BRING

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

WHAT TO EXPECT

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

ATTENTION HIGH SCHOOL STUDENTS

FREE DON'T MISS OUT EVENT

EMAIL FOR MORE INFORMATION:
HORUSSCHOLARS@HORUSACADEMY.ORG



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.

Pictures will be issued to students today - October 23rd

**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	

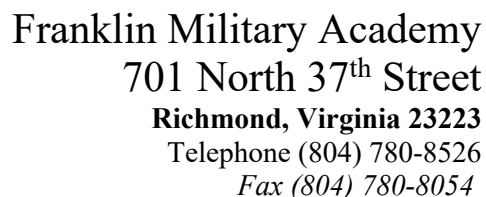
September 14, 2023– Sign Up For Committees

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.)

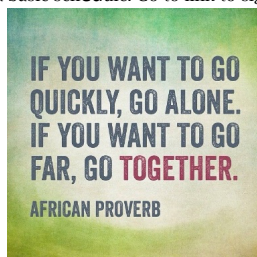
Type of Activity_____

[illegible]

Dr. J. Smiths' Weekly Schedule 10/23/2023

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

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





Office of The Principal

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

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

beholden

What It Means

Beholden is a formal adjective that describes someone as having obligations to someone or something else, often (but not always) to return a favor or gift. *Beholden* is usually followed by *to*.

// She works for herself, and so is *beholden* to no one.

// Many believe the government is overfull with politicians who are *beholden* to special interest groups.

**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.** Franklin Military Academy conducts **College, Trade, & Scholarship Expo** at the First Baptist Church in Landover, MD. The address of 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 Expo. **Uniform will be "Class A or B".** Transportation is being confirmed by the DAI office. Permission slips will be provided on 16 October. **All permission slips must be turned in to LTC Robinson NLT 26 October. All students attending Expo must arrive at FMA on 28 October NLT 6:15AM. I anticipate Transportation to be confirmed by Wednesday, 25 October. When confirmed, I anticipate transportation will depart FMA NLT 6:30AM on 28 October.**

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).

5). Virginia Tech's Center for the Enhancement of Engineering Diversity (CEED)

- **STEM Discovery Fair** is a collaboration with Alfred Street Baptist Church and VT's Innovation Campus, College Access Collaborative and CEED. It will be held on Saturday, October 28th from 10AM - 2PM at Francis C. Hammond Middle School and includes hands-on activities, a STEM College Fair, parent session and student panel. [Register](#) by October 24th.
- In conjunction with [C-Tech^2](#) summer program targeting high school young women interested in engineering, the Society of Women Engineering and CEED are holding an **Alternate C-Tech^2** event on Saturday, November 4th from 10AM - 2PM on the Blacksburg campus. [Registration](#) deadline October 27th. Meet with current female engineering students, tour campus and the WARE Lab, attend a student organization fair and socialize at the [Breakzone](#). Pizza lunch provided.
- **Recruiting Initiative for Student Engineers (RISE)** is a series of events, one per semester, starting with the spring of a student's sophomore year. Students may [apply](#) to the program as sophomores or juniors. It is designed to attract underrepresented high school students and/or first-generation college students interested in engineering. Application deadline is March 17th.

Spring events include:

- Engineering Open House April 15 - 16 (juniors only)
- Spring Football game & tailgate: April 13 or 20 (sophomores only)
- **VT's National Society of Black Engineers (NSBE)** will be hosting its **Pre-college Initiative (PCI)** program in Blacksburg on the dates listed below. There will be free bus transportation from Fredericksburg and Richmond for the November event. If interested, email nsbe.vt.pci@gmail.com and request to be put on their mailing list.
- Saturday, October 21st (Aerospace & Ocean Engineering)
- Saturday, November 11th (Biological Systems & Biomedical Engineering)

Upcoming events:

- November 11th: [Virginia Tech Science Festival](#)
- November 11th & 12th: [University Open House](#)

Links

- [Assessment Calendar](#)
- [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](#)
- [Grading Policy](#)
- [Goal Writing](#)
- [Richmond Public Schools - Grading Policy](#)
- [Locally Awarded Verified Credits, Substitute Tests and Special Permission Locally Awarded Verified Credit Accommodation](#)
- [LAVC Folder](#)
- [Local Verified Request](#)
- [Middle School Academic Tracker](#)
- [Secondary Community Circle Prompts - September](#)
- [Secondary Math Resources](#)
- [Scholastic Standout Criteria](#)
- [SOL Released Tests](#)
- [Tabeleau](#)

Office of The Principal

Monday – October 23rd

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
- Make sure you are administering Illuminate
- Administration Meeting - 11:00 a.m.
- SGT Thornton to Albert Hill - Speciality School Information Session
- Mary Munford Information Meeting - SGT Gilliam and Ms. York
- Teachers – start posting your grades
- Return to homeroom to receive pictures at 3:20 p.m. Homeroom teachers will walk. Students to formation
- School Tour - 9:45 a.m.
- Teachers – start posting your grades. Grades need to be posted by November 1st . **Teachers, please enter only NUMERICAL grades into the MP1 grade column. Using the Update Post Column feature based on your MP1 Average will add those numerical values for you. (An exception to this is those classes that should only receive a Pass (P) or Fail (F) grade.)**
- Make sure you are administering Illuminate

Tuesday – October 24th

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
- Dates Grade Level(s) Assessment 10/24/2023 GR 11 Eng. VA SOL Writing End-of-Course Multiple Choice
- **ID Badges - Norrell - 2120 Fendall Ave - Richmond, VA 23222. – 8:30 a.m. – 3:00 p.m. - Phone: (804) 780-8550**
- LTC Robinson to Dogwood - Speciality School Information Session
- Make sure you are administering Illuminate
- Meeting Central Office

- Teachers – start posting your grades. Grades need to be posted by November 1st. **Teachers, please enter only NUMERICAL grades into the MP1 grade column. Using the Update Post Column feature based on your MP1 Average will add those numerical values for you. (An exception to this is those classes that should only receive a Pass (P) or Fail (F) grade**
- Make sure you are administering Illuminate

Wednesday – October 25th 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
- Dates Grade Level(s) Assessment - 10/25/2023 GR 11 Eng. Make-Up Testing
- SGT Jefferson to Boushall - Speciality School Information Session
- Perfect attendance and most improved will be invited to a celebration – 3:00 p.m. (Dr. Smith)
- VACRAO Final Planning Meeting
- Teachers – start posting your grades. Grades need to be posted by November 1st. **Teachers, please enter only NUMERICAL grades into the MP1 grade column. Using the Update Post Column feature based on your MP1 Average will add those numerical values for you. (An exception to this is those classes that should only receive a Pass (P) or Fail (F) grade**Make sure you are administering Illuminate

Thursday – October 26th REGULAR SCHEDULE

- [Detention](#)
- All cell phone needs to be away after 9:00 a.m. – No exception
- The administration will be doing walkthroughs

Office of The Principal

- 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
- Ensure students are not released from periods 1st – 4th the first fifteen minutes and the last fifteen minutes
- Dates Grade Level(s) Assessment 10/26/2023 GR 11 Eng. VA SOL Writing End-of-Course Direct Writing
- SGT Thornton to Albert Hill - Speciality School Information Session
- **J. L. Francis Elementary School 5th Grade Middle Counseling Night – 6:00 p.m.**
- **BINGO Night - Silent Auction – 6:00 p.m.**
- Teachers – start posting your grades. Grades need to be posted by November 1st . Teachers, please enter only **NUMERICAL** grades into the **MP1** grade column. Using the *Update Post Column* feature based on your *MP1 Average* will add those numerical values for you. (An exception to this is those classes that should only receive a *Pass (P)* or *Fail (F)* grade)
- Make sure you are administering Illuminate

Friday – October 27th 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
- 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
- 10/27/2023 GR 11 Eng. Make-up Testing
- Speciality Schools Information Meeting For 8th Grade Students - 10:44a.m. – Auditorium
- Teachers – start posting your grades. Grades need to be posted by November 1st . Teachers, please enter only **NUMERICAL** grades into the **MP1** grade column. Using the *Update Post Column* feature based on your *MP1 Average* will add those numerical values for you. (An exception to this is those classes that should only receive a *Pass (P)* or *Fail (F)* grade)

- **Make sure you are administering Illuminate**

Military Instruction

MILITARY INSTRUCTOR LESSONS FOR WEEK 23 - 27 OCT 2023

LET IV – Leadership Accomplishment, Recruitment, SOL Support, Swim RVA

LET III – Command & Staff Roles, Recruitment, SOL Support, Swim RVA

LET II – Becoming a Better Communicator, Battalion Improvement Plan, SwimRVA, Recruitment

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

MIDDLE SCHOOL – SFC Gilliam, CPT York and CPT Felton will continue to focus on Military Time

Language Arts

6.3 The student will determine the purpose of media messages and examine how they are constructed.

- a) Compare and contrast techniques used in a variety of media messages.
- b) Identify the characteristics and effectiveness of a variety of media messages.
- c) Interpret information presented in diverse media formats and explain how it contributes to the topic.
- d) Craft and publish audience-specific media messages.

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.

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

Writing

- 6.7 The student will write in a variety of forms to include narrative, expository, persuasive, and reflective with an emphasis on narrative and reflective writing.
- a) Engage in writing as a recursive process.
 - b) Choose audience and purpose.
 - c) Use a variety of prewriting strategies to generate and organize ideas.
 - d) Organize writing to fit mode or topic.
 - e) Write narratives to include characters, plot, setting, and point of view.
 - f) Establish a central idea incorporating evidence and maintaining an organized structure.
 - g) Compose a thesis statement for expository and persuasive writing.
 - h) Write multiparagraph compositions with elaboration and unity.
 - i) Use transition words and phrases.
 - j) Select vocabulary and information to enhance the central idea, tone, and voice.
 - k) Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.
 - l) Revise writing for clarity of content including specific vocabulary and information.
- 6.8 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.
- a) Use subject-verb agreement with intervening phrases and clauses.
 - b) Use pronoun-antecedent agreement to include indefinite pronouns.
 - c) Maintain consistent verb tense across paragraphs.
 - d) Eliminate double negatives.

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- e) Use quotation marks with dialogue.
- f) Choose adverbs to describe verbs, adjectives, and other adverbs.
- g) Use correct spelling for frequently used words.
- h) Use subordinating and coordinating conjunctions.

Research

6.9 The student will find, evaluate, and select appropriate resources to create a research product.

- a) Formulate and revise questions about a research topic.
- b) Collect and organize information from multiple sources.
- c) Evaluate and analyze the validity and credibility of sources.
- d) Cite primary and secondary sources.
- e) Avoid plagiarism by using own words and follow ethical and legal guidelines for gathering and using information.
- f) Demonstrate ethical use of the Internet.

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.

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- h) Summarize text identifying supporting details.
- i) Create an objective summary including main idea and supporting details.
- j) Identify cause and effect relationships.
- k) Organize and synthesize information for use in written and other formats.
- l) Analyze ideas within and between selections providing textual evidence.
- m) Use reading strategies to monitor comprehension throughout the reading process.

8th Grade Language Arts - SOL Test

8.6 The student will read, comprehend, and analyze a variety of nonfiction texts.

- a) Identify an author's organizational pattern using textual clues, such as transitional words and phrases.
- b) Apply knowledge of text features and organizational patterns to analyze selections.
- c) Skim materials to develop an overview or locate information.
- d) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.
- e) Analyze the author's qualifications, viewpoint, word choice, and impact.
- f) Analyze details for relevance and accuracy.
- g) Differentiate between fact and opinion.
- h) Identify the main idea.
- i) Summarize the text identifying supporting details.
- j) Identify cause and effect relationships.
- k) Evaluate, organize, and synthesize information for use in written and other formats.
- l) Analyze ideas within and between selections providing textual evidence.
- m) 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.

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- k) Develop and modify the central idea, tone, and voice to fit the audience and purpose.
- l) Revise writing for clarity of content, word choice, sentence variety, and transitions among paragraphs.

9th Grade Language Arts

Writing

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

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

10th Grade Language Arts

10.2 The student will examine, analyze, and produce media messages.

- a) Create media messages for diverse audiences.
- b) Credit information sources.
- c) Evaluate sources for relationships between intent, factual content, and opinion.
- d) Analyze the impact of selected media formats on meaning.
- e) Analyze the purpose of information and persuasive techniques used in diverse media formats.
- f) Evaluate the motives (e.g., social, commercial, political) behind media presentation(s).
- g) Describe possible cause and effect relationships between mass media coverage and public opinion trends.
- h) Monitor, analyze, and use multiple streams of simultaneous information.
- i) Demonstrate ethical use of the Internet when evaluating or producing creative or informational media messages.

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Reading

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

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

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

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

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.

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- g) Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.
- h) Analyze ideas within and between selections providing textual evidence.
- i) Summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.
- j) Use reading strategies throughout the reading process to monitor comprehension.

11th Grade Language Arts – SOL Test

Writing

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

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

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

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

Research

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

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

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

12th Grade Language Arts Writing

Communication and Multimodal Literacies

Reading

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

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

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

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

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

- a) Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s).
- b) Identify and synthesize resources to make decisions, complete tasks, and solve specific problems.

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- c) Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.
- d) Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.
- e) Analyze false premises claims, counterclaims, and other evidence in persuasive writing.

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.
- 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

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

- a) Identify and analyze the construction and impact of an author's use of figurative language.
- b) Use context, structure, and connotations to determine meaning and differentiate among multiple meanings of words and phrases.

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- c) Use roots, affixes, synonyms, and antonyms to determine the meaning(s) of unfamiliar words and technical vocabulary.
- d) Identify the meaning of common idioms.
- e) Use word-reference materials to determine meanings and etymology.
- f) Discriminate between connotative and denotative meanings and interpret the connotation.
- g) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

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

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

8.6 The student will read, comprehend, and analyze a variety of nonfiction texts.

- a) Identify an author's organizational pattern using textual clues, such as transitional words and phrases.
- b) Apply knowledge of text features and organizational patterns to analyze selections.
- c) Skim materials to develop an overview or locate information.
- d) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.
- e) Analyze the author's qualifications, viewpoint, word choice, and impact.
- f) Analyze details for relevance and accuracy.
- g) Differentiate between fact and opinion.
- h) Identify the main idea.
- i) Summarize the text identifying supporting details.
- j) Identify cause and effect relationships.
- k) Evaluate, organize, and synthesize information for use in written and other formats.
- l) Analyze ideas within and between selections providing textual evidence.
- m) Use reading strategies to monitor comprehension throughout the reading process.

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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.
- 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.



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- h) Recognize and analyze use of ambiguity, contradiction, paradox, irony, sarcasm, overstatement, and understatement in text.
- i) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).

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Writing

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

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

AP Literature

Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.

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

- 6.4 The student will recognize and represent patterns with whole number exponents and perfect squares.

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.7 The student, given information in the form of a figure or statement, will prove two triangles are similar.

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

Data Collection

- PS.8[†] The student will describe the methods of data collection in a census, sample survey, experiment, and observational study and identify an appropriate method of solution for a given problem setting.



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PS.9[†] The student will plan and conduct a survey. The plan will address sampling techniques and methods to reduce bias.

Math Analysis / Pre-Calculus

Not taught this semester

AP Statistic

Unit 2 Relationships between quantitative variables

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Science

6th Grade Science

- LS.3 The student will investigate and understand that there are levels of structural organization in living things. Key ideas include
- a) patterns of cellular organization support life processes;
 - b) unicellular and multicellular organisms have comparative structures; and
 - c) similar characteristics determine the classification of organisms.

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.
- ES.8 The student will investigate and understand that freshwater resources influence and are influenced by geologic processes and human activity. Key ideas include
- a) water influences geologic processes including soil development and karst topography;
 - b) the nature of materials in the subsurface affect the water table and future availability of fresh water;
 - c) weather and human usage affect freshwater resources, including water locations, quality, and supply; and
 - d) stream processes and dynamics affect the major watershed systems in Virginia, including the Chesapeake Bay and its tributaries.

Biology

BIO.2 The student will investigate and understand that chemical and biochemical processes are essential for life. Key ideas include

- a) water chemistry has an influence on life processes;
- b) macromolecules have roles in maintaining life processes;
- c) enzymes have a role in biochemical processes;
- d) protein synthesis is the process of forming proteins which influences inheritance and evolution; and
- e) the processes of photosynthesis and respiration include the capture, storage, transformation, and flow of energy.

Anatomy Physiology

AP.11 The students will understand that the circulatory system transports nutrients, oxygen, and hormones to cells throughout the body and removes metabolic wastes.

[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.

Era III: Postclassical Civilizations, 300 to 1000 A.D. (C.E.)

WHI.7 The student will demonstrate knowledge of the Byzantine Empire and Russia from about 300 to 1000 A.D. (C.E.) by

- a) explaining the establishment of Constantinople as the capital of the Eastern Roman Empire;
- b) identifying Justinian and his contributions, including the codification of Roman law, and describing the expansion of the Byzantine Empire and economy;
- c) characterizing Byzantine art and architecture and the preservation of Greek and Roman traditions;
- d) explaining disputes that led to the split between the Roman Catholic Church and the Greek Orthodox Church;
- e) mapping and assessing the impact of Byzantine influence and trade on Russia and Eastern Europe.

WHI.8 The student will demonstrate knowledge of Islamic civilization from about 600 to 1000 A.D. (C.E.) by

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- a) describing the origin, beliefs, traditions, customs, and spread of Islam;
- b) assessing the influence of geography on Islamic economic, social, and political development, including the impact of conquest and trade;
- c) identifying historical turning points that affected the spread and influence of Islamic civilization, with emphasis on the Sunni-Shi'a division and the Battle of Tours;
- d) citing cultural and scientific contributions and achievements of Islamic civilization.

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;

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 20, 2023

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

Standards of Learning

FACS

Exploratory II

operate with team members.
demonstrate clothing maintenance techniques.
analyze factors affecting clothing choices.
design an apparel/textile product.
demonstrate basic measurement and fitting techniques.

Home Living

operate with team members.
define rights and responsibilities of homeowners, landlords, and tenants
compare housing options
analyze the home-seeking process
demonstrate necessary home-maintenance tasks with regard to resources and abilities
create a living environment to meet personal, family and financial needs

Physical Education (Middle)

- **6.1 The student will demonstrate all critical elements in movement forms in various activities and demonstrate the six components of skill-related fitness.**
 - Motor Skill Development
 - a) Combine and apply manipulative skills into small-sided games for overhand and underhand throwing and catching, throwing and catching to a target with accuracy and control, and hand and/or foot dribbling with accuracy at varying speeds while applying spatial awareness within partner and small-group modified game-play.
 - g) Demonstrate basic offensive and defensive strategies in noncomplex, modified, and small-sided activities.
- **6.2 The student will apply both movement principles and concepts including the knowledge of anatomical structures to movement-skill performance.**
 - Anatomical Basis of Movement

- a) Refine and adapt individual and group activity skills by applying concepts of relationships, effort, spatial awareness, direction, speed, accuracy, and pathways to improve performance.
6th grade Day 1-2 is on a separate lesson plan
- **7.1 The student will demonstrate competence and apply movement concepts in modified versions of various game/sport, rhythmic, dance, lifetime, and recreational activities.**
 - b) Demonstrate offensive and defensive strategies and tactics, including creating open space, skilled movement, speed, accuracy, and selection of appropriate skills/tactics to gain an offensive or defensive advantage through modified games/sports.
- **7.4 The student will demonstrate and apply skills to work independently and with others in physical activity settings.**
 - a) Apply safety procedures, rules, and appropriate etiquette in physical activity settings by self-officiating modified physical activities/games.
- **8.1 The student will apply and demonstrate movement concepts and skills in small-sided games/sports, rhythmic, dance, lifetime, and recreational activities.**

Physical Education (High)

9th grade Health (Physical Activity)

9.2 The student will explain the impact of health risks and identify strategies and resources to limit risk.

d) Explain the physical, mental, and academic benefits of proper nutrition, sleep and rest, physical activity, maintaining a healthy body weight, and other personal wellness behaviors.

9.3 The student will demonstrate skills to advocate for personal and community health.

d) Design a wellness plan for physical activity, sleep, rest, and nutrition to meet current health goals.

10th grade Driver's Education Module 5 Navigating Roadways

- **DE. 5 The student will demonstrate appropriate adjustments when approaching controlled and uncontrolled intersections, curves, work zones, railroad crossings, and hills with line-of-sight or path-of-travel limitations. Key concepts/skills include**
 - a) right-of-way rules
 - b) roadway signs, signals, and markings
 - c) slope/grade of terrain; and d) vehicle position and speed control.

Band

SOL Standards for Band

Week of 10/23-27/2023

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

2 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.

Spanish (10/17 -10/27)

room vocabulary (e.g., desk, chair, board, book)

mands in Spanish (e.g., sit down, stand up, open the book)

sent tense verb conjugation in Spanish (e.g., hablar - hablo, hablas, habla, hablamos,

ses and schedules vocabulary (e.g., math, science, Monday, Tuesday)

and can use extracurricular activities vocabulary (e.g., sports, clubs, music)

on Plan Summaries and Objectives

, 2, 3 Semester 1, Fall 2023

room vocabulary (e.g., desk, chair, board, book)

mands in Spanish (e.g., sit down, stand up, open the book)

sent tense verb conjugation in Spanish (e.g., hablar - hablo, hablas, habla, hablamos,

ses and schedules vocabulary (e.g., math, science, Monday, Tuesday)

and can use extracurricular activities vocabulary (e.g., sports, clubs, music)

abulary related to restaurants and food

abulary related to traveling and planning a trip

e conversational phrases and expressions for making reservations and discussing food

ize cultural aspects related to dining and traveling in Spanish-speaking countries

grammar structures such as verb conjugations and sentence formation

1

Vernet - FRENCH – 10/23 Week

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

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Doctors without Borders

Medical Specialists and Medical Technicians

Art

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CTE (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.

Music (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.

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.

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- f) Use proper diction (e.g., pure vowel sounds, diphthongs, and consonants with emphasis on beginning and ending consonants).
- g) Sing an assigned vocal part in a small group.

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

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

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

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

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

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

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

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

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

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

Guitar (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.

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- 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

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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

High School (Guitar 1):

Objective :

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

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