

Franklin Military Academy
2023-2024

Weekly Agenda
The Home of the Mighty Knights
Going From Good To Great

Happy Halloween

(H) Col. David A. Hudson, Principal
October 30, 2023

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

Kylee York – November 2

John Barclay - November 16

Melody. Reives - November 20

Nikitria Walker - November 20

Denise Claiborne - November 23

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

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

RVARegional 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

ACRAO College Fair Seniors

November 3rd

11:00 a.m.

Dewey Gottwald Center

Ms. Frierson, Ms. Claiborne & SGT Thornton

Libby Mill Library

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

Ms. Reives & Mr. Taylor

November 8, 2023



"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.

Office of The Principal

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.

BREAKING NEWS



LET'S PARTY FMA HOMECOMING DANCE



\$15



06:00 PM-11:00 PM
NOVEMBER 11, 2023
701 N. 37TH STREET



WHO WILL WIN
HOCO COURT?



PAY MAJ WALKER
IN THE
SNACK SHACK

THE DATES ARE AS
FOLLOWS ::

MON 6 :: SPIRIT DAY

PICK YOUR GRADE'S
COLOR AND SUBMIT
TO MAJ WALKER BY
OCT 27, 2023

WED 8 :: BARBIE &
KEN

BARBIE AND KEN
FASHION SHOW
"WHO'S THE BEST
DRESSED?"

**WINNERS GET A
PRIZE !!!**

THUR 9 :: BIKER .VS.
SURFER

"RIDE A BIKE OR
SURF A WAVE"
DRESS UP AS A
BIKER OR SURFER

FRI 10 :: FAMILY
COOKOUT

JOIN FMA ALUMNI
WHILE EACH GRADE
LEVEL REPRESENTS
THE "TYPICAL"
FAMILY MEMBERS
AT A COOKOUT

STUDENTS
RUNNING FOR
COURT PLEASE
GIVE YOUR NAME,
GRADE, AND
POSITION YOU
WILL BE RUNNING
FOR TO MAJ
WALKER NO LATER
THEN OCT 30, 2023

FMA HOMECOMING

CALLING all royal knights the Senior class of
2024 presents FMA's FIRST homecoming.
Between the November 6 through the 10th

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!

Made with PosterMyWall.com

2023-2024

8th Grade **EVENTS**

FRIDAY

3
MAY

8TH GRADE DANCE

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

THEME: SNEAKER BALL

TUESDAY

28
MAY

MOVING-ON CEREMONY PRACTICE

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

WEDNESDAY

29
MAY

MOVING-ON CEREMONY

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

THURSDAY

30
MAY

Morning Marvel Movie / Class Cookout

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

FOR MORE INFO VISIT US AT WWW.COMPANY.COM

Made with PosterMyWall.com

Office of The Principal

Days To Place On Your Calendar

Subject To Change

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

IMPORTANT DATES (EVALUATION)

September 15	Talent Office assigns evaluation processes in Perform.
September 18	SY 23-24 evaluation processes are available in Perform. Submit performance plans for approval by Principal Directors.
October 13	Submit goals in Perform for approval.
October 20	Finalize goals for SY 23-24.
October 27	Complete Formal Observation #1 for Probationary teachers.
December 22	Complete Formal Observation #2 for Probationary teachers.

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	

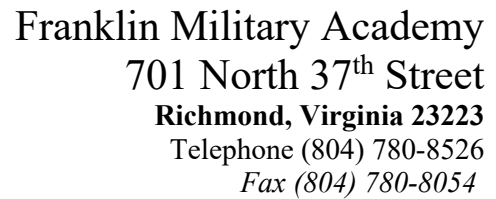
September 14, 2023– Sign Up For Committees

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 10/30/2023

Monday	Morning Announcements Administrative Meeting 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
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 10/30-11/3

Monday	Admin. Meeting
Tuesday	Data Entry
Wednesday	School Counselor Meeting Attendance Meeting
Thursday	Data Entry
Friday	VACRAO College Fair

Week of 11/06-11/10

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

Week of 11/13-11/17

Monday	NO SCHOOL
Tuesday	Data Entry Eligibility
Wednesday	Attendance Meeting Eligibility
Thursday	MS Lead Counselor Meeting Eligibility
Friday	Data Entry

CUSTODIAN SCHEDULE

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

Vocabulary in Action

Word ^{of} _{the} Week

irascible

What It Means

Someone who is irascible is easily angered and annoyed.

// That tidy little house belongs to an *irascible* crank who never has a kind word for any of his neighbors.

**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

1). **28 OCT 23.** The **College, Trade, & Scholarship Expo** at the First Baptist Church in Landover, MD **has been diverted to the parents of all Seniors.** If parents want to take advantage of the opportunity for their son or daughter to experience the College, Trade, and Scholarship Expo, they are more than welcome to drive on their own. The address of the **Expo is 6801 Sheriff Road, Landover, Maryland, 20785.** If any senior would like a copy of the flyer which obtains the address, please see me.

2). **8 NOV 23.** The **Veterans Career Day Scheduled for 8 November 2023, has been postponed. Alternate date is TBD.**

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.

Office of The Principal

- **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](#)

UPCOMING EVENTS

28 OCT 23 - College, Trade, and Scholarship Expo diverted to Parents of Seniors

08 NOV 23 - FMA Veterans Career Day (**Has been Postponed, date TBD**)

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

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

06 DEC 23 - ASVAB Testing at Franklin Military Academy

UPCOMING COLOR GUARD ACTIVITY:

28 OCT 23 - Tentative Drill Competition in Hampton, VA

02 DEC 23 - Christmas Day Parade

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](#)
- [VGA](#)

Office of The Principal

Monday – October 30th

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 - 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.)*
- 8th Grade Specialty Meeting - Auditorium - Richmond Community, Open High & Franklin Military Academy Presentation
- The new teacher meeting is scheduled on Monday, October 30, 2023 at 3:30 pm. – Media Center – Ms. Loney, Ms. Diaz, Bryant, & Blackmen

Tuesday – October 31st

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
- **Make sure you are administering Illuminate**
- Administration Meeting - 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.)*
- Update on 2024 Presidential Scholars Nomination – 4:00 p.m.

Office of The Principal

- **ID Badges - Norrell - 2120 Fendall Ave - Richmond, VA 23222. – 8:30 a.m. – 3:00 p.m. - Phone: (804) 780-8550**
- **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**

Wednesday – November 1st - Happy Halloween 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.**
- **Wednesday 11/1. I apologize for any confusion this has caused. Here is the plan: - All 8th-grade candidates will meet in the auditorium at 3:00. - An announcement will be made at 3:15 for the middle school to meet in the auditorium with all of their belongings, including their computers. - After the candidates have given their speeches, all middle schoolers will vote using a Google Form. - If we finish early, we will just stay in the auditorium.**
- **Make sure you are administering Illuminate**
- **SPMT Meeting 3:30 p.m.**
- **Grades needs to be posted by 12:00 p.m.**

Thursday – November 2nd REGULAR SCHEDULE

- **Detention**
- **All cell phone needs to be away after 9:00 a.m. – No exception**
- **The administration will be doing walkthroughs**
- **Ensure students are not released from periods 1st – 4th the first fifteen minutes and the last fifteen minutes**
- **Walkthroughs & Evaluations**
- **Lesson plans should be in Google Docs on Thursday this week**
- **SPMT Meeting**

Office of The Principal

- **Ensure students are not released from periods 1st – 4th the first fifteen minutes and the last fifteen minutes**
- **Make sure you are administering Illuminate**
- **Grades need to be posted today**
- **Staff, last day to submit your teacher of the year candidate**

Friday – November 3rd

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**
- **VACRAO College Fair, 11/3/23 @ Dewey Gottwald Center**
- **Make sure you are administering Illuminate**

Office of The Principal

Military Instruction

MILITARY INSTRUCTOR LESSONS FOR 30 - 31 OCT and 1 - 3 NOV 23

LET IV – Continue Leadership Accomplishment, Test, Recruitment, Boys& Girls

LET III – Continue Command & Staff Roles, Test, Recruitment, Boys & Girls

LET II – Becoming a Better Writer, SwimRVA, Physical Activity, Quiz

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

MIDDLE SCHOOL – SFC Gilliam, CPT York and CPT Felton will focus on All About Me, Rules and Procedures, and Introduction to Life Skills

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.
- 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.

Office of The Principal

- 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.
- 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.

Office of The Principal

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.
- 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.

Office of The Principal

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

9th Grade Language Arts

Reading

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

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

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

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

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

- a) Apply knowledge of text features and organizational patterns to understand, analyze, and gain meaning from texts.
- b) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.
- c) Analyze the author's qualifications, viewpoint, and impact.
- d) Recognize an author's intended purpose for writing and identify the main idea.
- e) Summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.
- f) Identify characteristics of expository, technical, and persuasive texts.

Office of The Principal

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

Writing

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

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

10th Grade Language Arts

Reading

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

- a) Use structural analysis of roots, affixes, synonyms, and antonyms, to understand complex words.
- b) Use context, structure, and connotations to determine meanings of words and phrases.
- c) Discriminate between connotative and denotative meanings and interpret the connotation.
- d) Explain the meaning of common idioms.

Office of The Principal

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

Office of The Principal

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

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

11th Grade Language Arts – SOL Test

Reading

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

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

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

- a) Describe contributions of different cultures to the development of American literature.
- b) Compare and contrast the development of American literature in its historical context.

Office of The Principal

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

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

- a) Apply information from texts to clarify understanding of concepts.
- b) Read and correctly interpret an application for employment, workplace documents, or an application for college admission.
- c) Analyze technical writing for clarity.
- d) Paraphrase and synthesize ideas within and between texts.
- e) Draw conclusions and make inferences on explicit and implied information using textual support.
- f) Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.
- g) Analyze false premises, claims, counterclaims, and other evidence in persuasive writing.
- h) Recognize and analyze use of ambiguity, contradiction, paradox, irony, sarcasm, overstatement, and understatement in text.
- i) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).

Office of The Principal

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.

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.

Office of The Principal

- g) Evaluate how dramatic conventions contribute to the theme and effect of plays from American, British, and other cultures.
- h) Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s).

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

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

Writing

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

- a) Apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing to address a specific audience and purpose.
- b) Produce arguments in writing that develop a thesis to demonstrate knowledgeable judgments, address counterclaims, and provide effective conclusions.
- c) Use a variety of rhetorical strategies to clarify and defend a position organizing claims, counterclaims, and evidence in a sustained and logical sequence.
- d) Blend multiple forms of writing including embedding a narrative to produce effective essays.
- e) Adapt evidence, vocabulary, voice, and tone to audience, purpose, and situation.
- 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.

Title I

Reading

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

Office of The Principal

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

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.

Office of The Principal

- l) Analyze ideas within and between selections providing textual evidence.
- m) Use reading strategies to monitor comprehension throughout the reading process.

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.

Office of The Principal

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

Writing

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

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

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.

Office of The Principal

Explain how an argument demonstrates understanding of an audience's beliefs, values, or needs.

Demonstrate an understanding of an audience's beliefs, values, or needs.

Recognize and explain the use of methods of development to accomplish a purpose.

Math

6th Grade Mathematics

- 6.3 The student will
- a) identify and represent integers;
 - b) compare and order integers; and
 - c) identify and describe absolute value of integers.

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

Polygons and Circles

- G.9 The student will verify and use properties of quadrilaterals to solve problems, including practical problems.

Office of The Principal

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.

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

Office of The Principal

Science

6th Grade Science

- LS.5 The student will investigate and understand that biotic and abiotic factors affect an ecosystem. Key ideas include
- a) matter moves through ecosystems via the carbon, water, and nitrogen cycles;
 - b) energy flow is represented by food webs and energy pyramids; and
 - c) relationships exist among producers, consumers, and decomposers.

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.
- AP.12 The students will understand that the lymphatic system supports the cardiovascular system and immunity.

6th United States History to 1865

- USI.5 The student will demonstrate knowledge of the factors that shaped colonial America by
- describing the religious and economic events and conditions that led to the colonization of America;
 - 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;
 - describing colonial life in America from the perspectives of large landowners, farmers, artisans, women, free African Americans, indentured servants, and enslaved African Americans;
 - identifying the political and economic relationships between the colonies and Great Britain.

7th United States History to Present

Turmoil and Change: 1890s to 1945

- USII.5 The student will demonstrate knowledge of the changing role of the United States from the late nineteenth century through World War I by
- explaining the reasons for and results of the Spanish American War;
 - describing Theodore Roosevelt's impact on the foreign policy of the United States;
 - explaining the reasons for the United States' involvement in World War I and its international leadership role at the conclusion of the war.

Grade 8th Science Civics and Economics

- CE.6 The student will demonstrate knowledge of the American constitutional government at the national level by
- describing the structure and powers of the national government;
 - explaining the principle of separation of powers and the operation of checks and balances;
 - explaining and/or simulating the lawmaking process;
 - describing the roles and powers of the executive branch.
- CE.7 The student will demonstrate knowledge of the American constitutional government at the state level by
- describing the structure and powers of the state government;
 - explaining the relationship of state governments to the national government in the federal system;

Office of The Principal

- c) explaining and/or simulating the lawmaking process;
- d) describing the roles and powers of the executive branch and regulatory boards.

9th Grade Geography

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
- 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

Expansion and Reform: 1788 to 1860

- VUS.6 The student will demonstrate knowledge of the major events from the last decade of the eighteenth century through the first half of the nineteenth century by
- a) explaining the principles and issues that prompted Thomas Jefferson to organize the first opposition political party;

Office of The Principal

- b) identifying the economic, political, and geographic factors that led to territorial expansion and its impact on the American Indians;
- c) examining the reasons why James Madison asked Congress to declare war on Great Britain in 1812 and how this divided the nation;
- d) relating the changing character of American political life in “the age of the common man” (Jacksonian Era) to increasing popular participation in state and national politics;
- e) describing the cultural, economic, and political issues that divided the nation, including tariffs, slavery, the abolitionist and women’s suffrage movements, and the role of the states in the Union.

12th Virginia and United States Government

Unit 2 Congress 2.5 - 2.8

AP Government

Unit 2 Congress 2.3-2.4

Real Richmond - RR.8

Public Speaking – 11.1

HUMANITIES

Standards of Learning

FACS

Exploratory II

• Demonstrate creativity and innovation.

• Demonstrate positive communication techniques to express individual feelings, needs, and ideas.

• Demonstrate ways of getting along with others.

• Demonstrate positive ways to resolve disagreements.

Home Living

• Demonstrate big-picture thinking.

• Define rights and responsibilities of homeowners, landlords, and tenants

• Compare housing options

• Participate in the home-seeking process

• Perform necessary home-maintenance tasks with regard to resources and abilities

• Create a living environment to meet personal, family and financial need

Physical Education (Middle)

- 6.1 The student will apply critical-thinking skills and personal-

management strategies to address issues and concerns related to personal health and wellness.

(a,d)

- 8.1 The student will identify and explain essential health concepts to demonstrate an understanding of personal health.

- (a,l,r)

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

- (a, b, g)

Physical Education (High)

9th and 10th grade PE.

Office of The Principal

Wiffle Ball

- **9.1 The student will perform all basic movement skills and demonstrate movement and biomechanical principles in a variety of activities that may include outdoor pursuits, fitness activities, dance and rhythmic activities, aquatics, individual performance activities, and games and sports (net/wall, striking/fielding, and goal/target(s)).**
- **9.4 Identify and demonstrate proper etiquette, respect for others, integrity, and teamwork while engaging in a variety of activities.**
- **10.1 The student will demonstrate proficiency and apply the concepts and principles of exercise physiology, biomechanics, and anatomy in a variety of lifetime activities that may include outdoor pursuits, fitness activities, dance and rhythmic activities, aquatics, selected individual performance activities, and net/wall and target games in at least two self-selected, lifelong, skill-related physical activities.**

10.4 Explain the importance of and demonstrate communication skills in physical activity settings

•

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)

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

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

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

Places 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 1 – 10/23 Week

French I

STANDARD 1: Investigate Intercultural Products, Practices and Perspectives (Interpersonal Mode)

F1. 2. Share how products and practices of public and personal interest are related to perspectives of native and other cultures.

3. Share how global products and practices are related to perspectives of native and other

cultures. 4. compare and contrast eating habits in France and francophone countries to the US

5. compare and contrast food shopping habits in France and francophone countries to the US

French II - Interpretive Communication: Listening and Reading for Understanding

FII.3 The student will understand basic spoken and written French presented through a variety of media in familiar contexts.

1. Identify some details and key words when listening to and reading French.
2. Understand culturally authentic materials, such as announcements, messages, and advertisements that present new and familiar information in familiar contexts.
3. Understand and respond appropriately to simple instructions presented in informational materials, such as instructions for following recipes or for using transportation.

FII.4 The student will use verbal and nonverbal cues to interpret spoken and written texts in French. 1.

Differentiate among increasingly complex types of statements, questions, and exclamations. 2.

Interpret culturally appropriate gestures, body language, and intonation in order to clarify the message.

I also will be able to

- order food and drinks in a restaurant setting
- Make the difference between the fruits and vegetables
- tell where they and others are going
- talk about what they are going to do and others as well
- give locations
- Tell what to buy and where to buy the food items

French III - Vernet

STANDARD 3: Comprehend Authentic Texts that are Spoken, Written or heard.

1. IL Understand the topic and relevant information in complex authentic informational texts; complex authentic fictional texts; and complex overheard or observed conversations.
- 2.NL - The student will initiate, sustain, and close oral and written exchanges in French, applying familiar vocabulary and structures to new situations

STANDARD 4: Investigate Intercultural Products, Practices and Perspectives
(Interpersonal Mode)

1.AL Share how products and practices of public and personal interest are related to perspectives of native and other cultures.

2.AM Share how global products and practices are related to perspectives of native and other cultures

Art

.

CTE Taylor (10/9 - 11/3)

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.

Choir (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.
- 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).

Office of The Principal

- 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.

- 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

Office of The Principal

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

Creative Journal (last 15 minutes of class)

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

High School (Guitar 1):

Objective :

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

Classroom materials/Lessons:

Essential Elements book: (using copies)

Office of The Principal

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

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

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

Guitar Basics Workouts book: (using copies)

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

Repertoire:

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

Creative Journal (last 15 minutes of class)

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



Office of The Principal

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