Franklin Military Academy 2023-2024 Weekly Agenda

The Home of the Mighty Knights Going From Good To Great CHERRIC STREET S

*** DAY ***

Happy Veterans Day Lt. Col. Robinson, SFC Thornton, SFC Gilliam, SGT Jefferson, & SGT Belton (H) Col. David A. Hudson, Principal NOVEMBER 6, 2023



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

Franklin Military Academy 2023-2024

Congratulations 2023 Teacher of The Year Mr. Daniel Elie





Office of The Principal

Shout out to everyone that came out to support the 11th grade Fall Festival.

SGT Jefferson SGT Thornton Ms. Parker Mr. Corey Ms. Kainz

Those that stopped by to support Ms. N. Smith Mr. Ashe

HAPPY BIRTHDAY

Kylee York – November 2 John Barclay - November 16 Melody. Reives - November 20 Nikitria Walker - November 20 Denise Claiborne - November 23



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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



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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		





Office of The Principal

Congratulations Ms. Naiia Smith





Field Trips

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

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.

Libby Mill Library

10:00 a.m. - 2:00 p.m. Ms. Reives & Mr. Taylor November 8, 2023

Black History Museum

10:00 a.m. - 2:00 p.m. Mr. Dubinsky November 10, 2023



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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? Questions 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.

Especial Edition

BREAKING NEWS

LET'S PARTY

FMA HOMECOMING DANCE







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

FMA HOMECOMING

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



















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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









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Days To Place On Your Calendar

Subject To Change

October 25 th	End of 1st 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 1st - 5th	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.

Franklin Military Academy Afterschool Activity Attendance

(Roll must be typed with students' names listed by afterschool instructor. Do not allow students to take attendance due to accuracy and legalities of supervision of students. Thanks for your cooperation in this safety matter. Turn form into office after extended day activity.)

Teacher Name_____

Date _____ Room/Location__

Type of Activity____

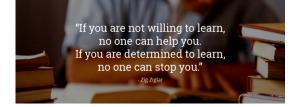
Parent's Students' Name Pickup Signature Make sure person picking Telephone student up is authorized. **Check ID of person picking** up student.



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${\mathcal D}$ r. J. Smíths' Weekly Schedule 11/06/2023		
Monday	Morning Announcements Administrative Meeting Walk-throughs Observations Climate Walks	
Tuesday	No School For students Caregiver/Teacher Conferences Don't forget to vote	
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





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School Counselor Schedule

Week of 10/30-11/3

Monday	Admin. Meeting
Tuesday	Data Entry
Wednesday	School Counselor Meeting
weathesday	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
racoury	Eligibility
Wednesday	Attendance Meeting
weathesday	Eligibility
Thursday	MS Lead Counselor Meeting
marsuay	Eligibility
Friday	Data Entry



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CUSTODIAN SCHEDULE

R. Day (Building)	N. Belton (3 rd)
Open building	• 301A
Grounds	• 301B
Boys restroom	• 302
Boys locker room	• 303A
Breakfast	• 303B
Lunch/tables floor (cafeteria)	2 Adult restrooms
Admin. Duties	• 303C
Library	• 304
Cage area	• 305
Stairs	• 306
All miscellaneous	• 307
Deliveries/contractor visits	• 308A
1 10 20	• 308B
Lunch 10:30	Boys restroom
	Girls restroom
(1 st and 2 nd)	$(4^{\text{th}} \text{ and } 5^{\text{th}})$
• 101A	• 201A
• 101B	• 201B
• 102	• 202
• 103	Boys Restroom
• 104	Girls Restroom
Nurse office	• 203A
Frierson's office	• 203B
AP'S office	• 204
Main Office	• 205
Girls locker room	• 206
• 105	Auditorium
• 106	• Gym
• 107	Stairs
• 108	• 207A
• 109	• 207B
Stairs	Staff bathroom
Cafeteria (lunch)	• 208
Girls restroom	• 209
Boys (after Day is gone for the day)	• 210
Lunch 12:00-1:00pm	Lunch 1:00pm-2:00pm



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Vocabulary in Action Word of Week quash

What It Means

Definition

: to nullify especially by judicial action

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



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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

18 NOV 23 - Regional RAIDER Challenge Event at Pocahontas State Park
2). 1 DEC 23. Conduct Career Event at Cardinal Elementary School

3). 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).

UPCOMING EVENTS

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

01 DEC 23 - Conduct Career Event at Cardinal Elementary School

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

06 DEC 23 - ASVAB Testing at Franklin Military Academy

UPCOMING COLOR GUARD ACTIVITY:

02 DEC 23 - Christmas Day Parade



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Links

- Assessment Calendar
- <u>Attendance Tracker</u>
- Auditorium Availability Sheet (Fall '23)
- Collective Bargain Update
- Community Circle For October
- <u>Detention</u>
- FMA Google Classroom With Links
- FMA Detention Link
- FMA Lesson Plans & Assessments Link
- Goal Writing
- <u>Richmond Public Schools Grading Policy</u>
- Locally Awarded Verified Credits, Substitute Tests and Special Permission Locally Awarded Verified Credit Accommodation
- LAVC Folder
- Local Verified Request
- <u>Middle School Academic Tracker</u>
- <u>Observation/Goal/Data Meetings Sign Up</u>
- <u>Secondary Community Circle Prompts September</u>
- <u>Secondary Math Resources</u>
- <u>Scholastic Standout Criteria</u>
- SOL Released Tests
- <u>Tabeleau</u>



Monday – November 6th FORMATION SCHEDULE. – Teachers will bring students to formation

- <u>Detention</u>
- 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
- Administration Meeting 9:45 a.m.
- Awards Are Due Online
- Speciality School Meeting 4:15 p.m.
- Homecoming Week Spirit Day
- Humanities Teachers Meeting. 3:30 p.m. Office

Tuesday – November 7th REGULAR SCHEDULE

- Make sure you vote today
- Staff have to report to work to do parent conferences

Wednesday – November 8th FORMATION SCHEDULE

- <u>Detention</u>
- 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
- Homecoming Week Barbie & Ken Day



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Thursday – November 9th

REGULAR SCHEDULE

- <u>Detention</u>
- 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
- RI Instructional Feedback Visit(s) Ms. James
- Faculty meeting Committee Reports Lincoln
- Ms. Burke'sVisit
- Homecoming Week Biker vs. Surfer
- The window for MS Math Interims are Nov 9th- 17th
- Staff Meeting 4:15 p.m.

Friday – November 10th FORMATION SCHEDULE

- <u>Detention</u>
- 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
- Veterans Day (observed)
- The window for MS Math Interims are Nov 9th- 17th
- Homecoming Week Cookout Day
- 2 Hr Early Dismissal Schedule For Homecoming Events



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Bell Schedule

	2-Hour Early Release	
First Period	9:05-10:10	
Second Period	10:15-11:20	
Third Period	11:25-12:55	
Lunch High	11:25-12:01	
Lunch Middle	11:25-12:01	
Fourth Period	1:00-2:00	
Formation		

Saturday – November 11th Homecoming Dance - 6:00 p.m.



Military Instruction

MILITARY INSTRUCTOR LESSONS FOR 6 and 8 - 10 NOV 23

LET IV - Strategies for Teaching, Swim RVA, Boys & Girls Club, Physical Activity

LET III - Leading Meetings, Swim RVA, Boys & Girls CLub, Physical Activity

LET II - Boys & Girls CLub, Raiders Course, Physical Activity

LET I – Drill and Ceremony, CPR and AED Operations

MIDDLE SCHOOL – SFC Gilliam, CPT York and CPT Felton will focus on military time and the influence of advertisement

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.



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

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.
- 1) 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.



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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.



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- k) Organize and synthesize information for use in written and other formats.
- 1) 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.
- 1) 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.

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



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

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

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



- g) Identify a position/argument to be confirmed, disproved, or modified.
- h) Evaluate clarity and accuracy of information.
- i) Analyze, organize, and synthesize information in order to solve problems, answer questions, complete a task, or create a product.
- j) Differentiate between fact and opinion and evaluate their impact.
- k) Analyze ideas within and between selections providing textual evidence.
- 1) 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.

1) Revise writing for clarity of content, accuracy, and depth of information.

10th Grade Language Arts

Reading

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

a) Use structural analysis of roots, affixes, synonyms, and antonyms, to understand complex words.

- b) Use context, structure, and connotations to determine meanings of words and phrases.
- c) Discriminate between connotative and denotative meanings and interpret the connotation.
- d) Explain the meaning of common idioms.
- e) Explain the meaning of literary and classical allusions and figurative language in text.



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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.

1) 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.



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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.
- 1) 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.



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

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

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



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Writing

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

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

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.



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- 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.



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.



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- 1) 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.

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- e) Analyze how context and language structures convey an author's intent and viewpoint.
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- c) Analyze technical writing for clarity.
- d) Paraphrase and synthesize ideas within and between texts.

e) Draw conclusions and make inferences on explicit and implied information using textual support.



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

Writing

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- d) Adapt evidence, vocabulary, voice, and tone to audience, purpose, and situation.
- e) Use words, phrases, clauses, and varied syntax to create a cohesive argument.
- f) Blend multiple forms of writing including embedding narratives to produce effective essays.
- g) Revise writing for clarity of content, accuracy and depth of information.
- h) Write and revise to a standard acceptable both in the workplace and in postsecondary education.

AP Literature

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

3.A Identify and explain claims and evidence within an argument.

4.B Write a thesis statement that requires proof or defense and that may preview the structure of the argument.

4.A Develop a paragraph that includes a claim and evidence supporting the claim.

8.A Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.



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

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

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

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

A.5

The student will

- a) solve multistep linear inequalities in one variable algebraically and represent the solution graphically;
- b) represent the solution of linear inequalities in two variables graphically;
- c) solve practical problems involving inequalities; and
- d) represent the solution to a system of inequalities graphically.

Geometry

G.11 The student will solve problems, including practical problems, by applying properties of circles. This will include determining

- a) angle measures formed by intersecting chords, secants, and/or tangents;
- b) lengths of segments formed by intersecting chords, secants, and/or tangents;
- c) arc length; and
- d) area of a sector.
- G.12 The student will solve problems involving equations of circles.



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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.
- PS.10[†] The student will plan and conduct a well-designed experiment. The plan will address control, randomization, replication, blinding, and measurement of experimental error.

Math Analysis / Pre-Calculus

Not taught this semester

AP Statistic

Unit 2 Relationships between quantitative variables



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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.



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Biology

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

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

Anatomy Physiology

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

Content Guidelines



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

6th United States History to 1865

USI.5 The student will demonstrate knowledge of the factors that shaped colonial America by

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

Revolution and the New Nation: 1770s to the Early 1800s

- USI.6 The student will demonstrate knowledge of the causes and results of the American Revolution by
 - a) identifying the issues of dissatisfaction that led to the American Revolution;
 - b) identifying how political ideas shaped the revolutionary movement in America and led to the Declaration of Independence;
 - c) describing key events and the roles of key individuals in the American Revolution, with emphasis on George Washington, Benjamin Franklin, Thomas Jefferson, and Patrick Henry;
 - d) explaining reasons why the colonies were able to defeat 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
 - a) explaining the reasons for and results of the Spanish American War;
 - b) describing Theodore Roosevelt's impact on the foreign policy of the United States;
 - c) explaining the reasons for the United States' involvement in World War I and its international leadership role at the conclusion of the war.



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Grade 8th Science Civics and Economics

- CE.10 The student will demonstrate knowledge of the judicial systems established by the Constitution of Virginia and the Constitution of the United States by
 - a) describing the organization of the United States judicial system as consisting of state and federal courts with original and appellate jurisdiction;
 - b) describing the exercise of judicial review;
 - c) comparing and contrasting civil and criminal cases;
 - d) explaining how due process protections seek to ensure justice.

9th Grade Geography

- WHI.6 The student will demonstrate knowledge of ancient Rome from about 700 B.C. (B.C.E.) to 500 A.D. (C.E.) in terms of its impact on Western civilization by
 - a) assessing the influence of geography on Roman economic, social, and political development;
 - b) describing Roman mythology and religion;
 - c) explaining the social structure and role of slavery, significance of citizenship, and the development of democratic features in the government of the Roman Republic;
 - d) sequencing events leading to Roman military domination of the Mediterranean basin and Western Europe and the spread of Roman culture in these areas;
 - e) assessing the impact of military conquests on the army, economy, and social structure of Rome;
 - f) assessing the roles of Julius and Augustus Caesar in the collapse of the Republic and the rise of imperial monarchs;
 - g) explaining the economic, social, and political impact of the Pax Romana;
 - h) describing the origin, beliefs, traditions, customs, and spread of Christianity;
 - i) explaining the development and significance of the Church in the late Roman Empire;
 - j) listing contributions in art and architecture, technology and science, medicine, literature and history, language, religious institutions, and law;
 - k) citing the reasons for the decline and fall of the Western Roman Empire.
- WHI.9 The student will demonstrate knowledge of Western Europe during the Middle Ages from about 500 to 1000 A.D. (C.E.) in terms of its impact on Western civilization by
 - a) sequencing events related to the spread and influence of Christianity and the Catholic Church throughout Europe;
 - b) explaining the structure of feudal society and its economic, social, and political effects;



- c) explaining the rise of Frankish kings, the Age of Charlemagne, and the revival of the idea of the Roman Empire;
- d) sequencing events related to the invasions, settlements, and influence of migratory groups, including Angles, Saxons, Magyars, and Vikings.

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;
 - 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 Review Unit 3 3.1

Real Richmond - RR.8 **Public Speaking** - 11.1



HUMANITIES What SOLs will be covered next week?

How will the Standards of Learning be assessed?

Standards of Learning

FACS

ploratory I

nstrate critical thinking and problem-solving. nstrate conflict-resolution skills. borate with team members. ify nutrients, their functions, and food sources ret information found on food labels ribe common food allergies and dietary needs

lent Living

onstrate career and life-management skills

ribe the importance of the fundamental principles of economics on personal finance

ate personal banking services

ify savings and investment options

ify the influence of a credit report

ribe identity theft

ify strategies for making decisions about debt

ify strategies for managing risk

egal documents related to home, personal, and family

ent

lop a spending plan1 - Demonstrate creativity and innovation.

Physical Education (Middle)

6.1 The student will demonstrate all critical elements in movement forms in various activities and demonstrate the six components of skill-related fitness. **Motor Skill Development**



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a) Combine and apply manipulative skills into small-sided games for overhand and underhand throwing and catching, throwing and catching to a target with accuracy and control, and hand and/or foot dribbling with accuracy at varying speeds while applying spatial awareness within partner and small-group modified game-play.

b) Combine and apply the manipulative skills of volleying with a partner over a net or against a wall with changes in force, accuracy, and direction into small-sided games.

c) Combine and apply the manipulative skills of striking/batting an object with a short and long implement with changes in force, accuracy, direction in small-sided games.

f) Demonstrate and apply the six components of skill-related fitness (i.e., agility, balance, coordination, power, reaction time, and speed).

g) Demonstrate basic offensive and defensive strategies in noncomplex, modified, and smallsided activities.

6.2 The student will apply both movement principles and concepts including the knowledge of anatomical structures to movement-skill performance. Anatomical Basis of Movement

a) Refine and adapt individual and group activity skills by applying concepts of relationships, effort, spatial awareness, direction, speed, accuracy, and pathways to improve performance.

6.4 The student will demonstrate and apply skills of communication, conflict resolution, and cooperation to achieve individual and group goals that apply to working independently and with others in physical activity settings. Social and Emotional Development

a) Demonstrate effective communication and creative thinking skills to solve problems, make decisions and resolve conflict with others and promote safe participation in physical activities.

b) Compare and critique rules, safety procedures, and etiquette for two different physical activities.

c) Develop an improvement plan for a self-selected physical activity, discuss the challenges faced, and reflect on how these challenges were overcome.

d) Describe the benefits of competitive and noncompetitive physical activities.

e) Demonstrate integrity and apply rules/etiquette for a team-building activity.

f) Participate in developing student-led classroom activities that promote feelings of inclusion, which supports feelings of acceptance, belonging, and being valued, for all students.

8.1 The student will apply and demonstrate movement concepts and skills in smallsided games/sports, rhythmic, dance, lifetime, and recreational activities. <u>Motor Skill Development</u>

a) Demonstrate and apply movement forms to a variety of cooperative and tactical activities that include dynamic and unpredictable situations with a focus on defensive strategies, including reducing space, transitioning from offense to defense quickly, and selecting appropriate tactics to gain a defensive advantage.

c) Demonstrate skill-related components of fitness (agility, balance, coordination, power, reaction time, and speed) specific to various activities.



e) Demonstrate physiological principles of warm-up, cool down, overload, specificity, and progression to improve performance.

Physical Education (High)

10th Grade Driver's education Module 5 Navigating Roadways

Demonstrate a working knowledge of the laws governing the operation of a motor vehicle; Identify and analyze responsible habits and behaviors and understand how physical and psychological conditions affect driver performance

DE. 5 The student will demonstrate appropriate adjustments when approaching controlled and uncontrolled intersections, curves, work zones, railroad crossings, and hills with line-of-sight or path-of-travel limitations. Key concepts/skills include

a) right-of-way rules

b) roadway signs, signals, and markings

c) slope/grade of terrain; and d) vehicle position and speed control.

9th Grade Health Chapter 10 Nutrition

9.1 The student will apply health knowledge and skills to achieve and maintain long-term health and wellness.

b) Explain the differences between fat-soluble and water-soluble vitamins, food and non-food sources of vitamins, the role of vitamin and mineral supplements, and associated dietary reference intakes (DRIs) to maintain health.

c) Explain organic, fresh, farm-raised, "lite," low-fat, and fat-free foods.

Guitar

CTE

Band

Choir



Art

Art 7

7.12 The student will use elements of art and principles of design to express meaning in works of art:

- a) Color-harmonious chromatic relationships.
- b) Line—contrast, gradation.
- c) Space—positive, negative.
- d) Emphasis—focal point, dominance.
- e) Proportion-actual, exaggerated.

Art I Foundations

AI.14 The student will use observational skills to create works of art. AI.15 The student will exercise increasing skill and control in the use of media and techniques.

Art II Intermediate

All.13 The student will use a variety of perspective techniques such as linear, atmospheric, and/or multi-point perspective to create the illusion of space in works of art. All.15 The student will demonstrate proficiency, skill, and control in the use of media and techniques.

Art III Advanced Intermediate

AllI.12 The student will analyze elements of art used in a personal series or sequence. AllI.16 The student will investigate, evaluate, and select artmaking media and techniques to create a series or sequence of personal works of art.

AIII.17 The student will refine personal stylistic choices for subject matter of artwork. AIII.2 The student will apply a creative process to develop ideas and artwork.

a) Develop essential questions to guide a related series of works which includes a synthesis of ideas, materials, and processes over time

b) Use the creative process to develop and inform an original artistic vision/voice.

c) Maintain a digital or traditional process art portfolio that demonstrates inquiry research, fluency of ideas, flexibility of thought, connections, concepts, media exploration, and processes.



CTE Taylor (10/30 - 11/17)

Keyboarding

- Identify computer system components.
- Describe ergonomic and repetitive strain injury (RSI) guidelines related to safe computer use.
- Maintain workstation, equipment, materials, and supplies.
- Start and exit software programs following correct procedures.
- Input data and commands using peripherals (e.g., keyboard, mouse, scanner, audio/video input, and voice recognition).
- Manipulate data/software/operating system using ribbons, launchers, icons, an drop-down menus, and mouse.
- Use external storage device (i.e., Universal Serial Bus [USB]), and online storage (e.g., Google Drive, webpages, email) management techniques, such as copy, mc store, rename, open, save, delete, and create/manipulate folders.

<u>AP CSP</u>

- 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.

Programming

- 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.
- CSF.17 The student will trace the execution of an algorithm, illustrating output and changes in values of named variables.
- CSP.9 The student will design and implement algorithms with a) compound conditional execution; and b) a variety of loop control structures.