

# Franklin Military Academy 2023-2024

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



*"A Knight Forever"*

**November 27, 2023**  
**David Hudson, Principal**

# HAPPY BIRTHDAY

**Kaiulani Foust    December 18**  
**Robin Williams   December 20**  
**Corey Robinson   December 29**  
**Randa Elswick     December 30**



## **Emergency Alerts**

### **Lock & Hide**

**Crisis Condition**

**Return to class and secure the door**

### **Lock & Teach**

**Trouble in the local area**

**Secure your classroom /office**

**Continue teaching until further notice**

### **Lock & Check**

**Bomb threat procedures**

### **Evacuate**

**Exit building due to an emergency**

**Take the 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
<b>First Period</b>	9:05-10:39	9:05-10:29	9:05-10:10
<b>Second Period</b>	10:44-12:18	10:34-12:01	10:15-11:20
<b>Third Period</b>	12:23-2:21	12:03-2:00	11:25-12:55
<b>Lunch High</b>	12:23-12:48	12:03-12:28	11:25-12:01
<b>Lunch Middle</b>	12:53-1:18	12:40-1:05	11:25-12:01
<b>Fourth Period</b>	2:26-4:00	2:05-2:25	1:00-2:00
<b>Formation</b>		3:30-4:00	





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## Field Trips

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

### **St. Christopher – Track Meet**

January 26  
Mr. Barclay

### **Washington D. C. Museum Trip**

10:00 a.m. – 2:00 p.m.  
December 1  
Ms. Vernet

### **Science Museum of Virginia**

10:00 a.m. – 2:00 p.m.  
December 1  
Parker & Reivess

### **Christmas Parade**

8:30 a.m. – 1:30 p.m. p.m.  
December 2  
Military Staff

### **Singing Trips**

December 20<sup>th</sup>  
Music Department

### **Singing Trips**

December 18<sup>h</sup>  
Music Department

### **Diversity Day**

7:00 a.m. – 1:30 p.m.  
November 30, 2023  
Dr. Smith & Ms. Frierson

### **Lumpkin Jail**

10:00 a.m. – 2:00 p.m.  
November 21, 2023  
Dubinsky

## Basketball Schedule

<u>December</u>	<u>Location</u>	<u>Opponents</u>	<u>Time</u>
<b>December 11, 2023</b> 4:00p	Franklin	Albert Hill vs Franklin	
	Brown	MLK vs Brown	
	3:30p		
	Boushall	River City vs Boushall	
	3:30p		
	Dogwood	Henderson vs Dogwood	3:30p
<b>December 18, 2023</b> 4:00p	Franklin	Dogwood vs Franklin	
	MLK	Albert Hill vs MLK	
	3:30p		
	River City	Brown vs River City	
	4:00p		
	Henderson	Boushall vs Henderson	3:30p
<b>January</b>			
<b>January 11, 2024</b> 3:30p	Brown	Franklin vs Brown	
		Albert Hill	Dogwood vs Albert Hill
	3:30p		
	Boushall	MLK vs Boushall	
	3:30p		
	Henderson	River City vs Henderson	
	3:30p		
<b>January 18, 2024</b> 3:30p	MLK	Dogwood vs MLK	
	Albert Hill	Boushall vs Albert Hill	3:30p
	Franklin	River City vs Franklin	
	4:00p		
	Brown	Henderson vs Brown	
	3:30p		
<b>January 22, 2024</b> 3:30p	Dogwood	Boushall vs Dogwood	
	Brown	Albert Hill vs Brown	
	3:30p		
	River City	MLK vs River City	
	4:00p		
	Henderson	Franklin vs Henderson	3:30p



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

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**January 25, 2024**

Dogwood  
Albert Hill  
3:30p  
Franklin  
4:00p  
Boushall  
3:30p

River City vs Dogwood  
Henderson vs Albert Hill

3:30p

MLK vs Franklin

Brown vs Boushall

**January 29, 2022**  
3:30p

Dogwood  
  
River City  
4:00p  
MLK  
3:30p  
Boushall  
3:30p

Brown vs Dogwood

Albert Hill vs River City

Henderson vs MLK

Franklin vs Boushall

**February**

**February 1, 2024**  
3:30p

Henderson  
  
Albert Hill  
3:30p  
MLK  
3:30p  
River City  
4:00p

Dogwood vs Henderson

Franklin vs Albert Hill

Brown vs MLK

Boushall vs River City

**February 5, 2024**  
TBA

TBA

Tournament Round 1

**February 8, 2024**  
TBA

TBA

Tournament Round 2

**February 12, 2024**  
TBA

TBA

Tournament Championship

**League Commissioners**

Dr. Stefanie Ramsey - sramsey@rvaschools.net

Travis Amos - tamos@rvaschools.net

\*\*\*Please report all scores to tamos@rvaschools.net\*\*\*

## **2023-2024 Middle School Volleyball**

December 7, 2023

December 14, 2023

December 20, 2023

January 11, 2024

January 18, 2024 (Tournament Play)

\*Pick up for all dates will be at 2:00.

\*Play will go from 2:30 – 5:00.

\*All volleyball matches will be at the Richmond  
Volleyball Club 200 Karl Lin Dr., Richmond, VA 23225





*Richmond Alumnae Chapter  
Delta Sigma Theta Sorority, Inc.  
Arts and Letters Committee*

**PRESENTS**

*The L. Rita Davis  
34th Annual Oratorical  
Contest*

*“Shining Stars in  
the Literary  
Universe”*



**SATURDAY FEBRUARY 3RD, 2024  
9:30 AM**



John Marshall High School  
4225 Old Brook Road  
Richmond, Virginia 23227



IG & Twitter:  
@richmondalumdst  
Facebook:



[www.facebook.com/RichmondAlumnaeChapterDST](https://www.facebook.com/RichmondAlumnaeChapterDST)

## **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.



# Reminders

## 2023/2024 Bell Schedule

**STUDENTS CAN NOT ARRIVE BEFORE 8:30 am.**



**Winter Holiday**  
December 25<sup>th</sup> – January 5<sup>th</sup>



# TOYS FOR TOTS

## HOLIDAY ON MACARTHUR

TO BENEFIT TOYS FOR TOTS

JUST BRING ONE UNWRAPPED TOY (suggested retail \$5.00-  
\$10.00)

**AUTOMATICALLY REGISTER TO WIN ONE OF FOUR  
BRAND-NEW BIKES**

**SATURDAY, DECEMBER 9, 2023**

Toys can be sent to Franklin Military Academy from November 20 -  
December 8

**Thanks In Advance For Your Support**

# 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**

<b>THURSDAY</b>	<b>26</b> OCT	<b>BINGO Night</b> 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!
<b>THURSDAY</b>	<b>8</b> FEB	<b>BINGO Night</b> 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!
<b>MONDAY</b>	<b>11</b> MAR	<b>Luray Caverns</b> *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.
<b>FRIDAY</b>	<b>22</b> MAR	<b>CLASS T-SHIRTS</b> Students will be treated to Kona Ice while they create their class t-shirts with Studio Two Three using screen printing!
<b>ALL WEEK</b>	<b>25-29</b> MAR	<b>MIDDLE SCHOOL SPIRIT WEEK</b> Our 8th grade class officers will help to create themed days that the entire middle school will follow for a week of fun!
<b>FRIDAY</b>	<b>29</b> MAR	<b>KINGS DOMINION</b> Roller coasters, carnival games, road trip, oh my! We'll spend the entire school day having fun at Kings Dominion. Students will wear their class t-shirts on this trip!

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**2023-2024**

# 8th Grade **EVENTS**

**FRIDAY**

**3**  
MAY

## 8TH GRADE DANCE

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

THEME: SNEAKER BALL

**TUESDAY**

**28**  
MAY

## MOVING-ON CEREMONY PRACTICE

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

**WEDNESDAY**

**29**  
MAY

## MOVING-ON CEREMONY

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

**THURSDAY**

**30**  
MAY

## Morning Marvel Movie / Class Cookout

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

FOR MORE INFO VISIT US AT [WWW.COMPANY.COM](http://WWW.COMPANY.COM)

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## Days To Place On Your Calendar

*Subject To Change*

December 25 <sup>th</sup> – January 5 <sup>th</sup>	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 <sup>nd</sup> Quarter
February 19 <sup>th</sup>	Presidents' Day (Richmond Public Schools Closed)
March 21	End of Third Quarter
March 22	2 Hour Early Release - Parents/Caregiver & Teacher Conferences
April 1 <sup>st</sup> – 5 <sup>th</sup>	Spring Break
April 10 <sup>th</sup>	Eid al-Fitr (Richmond Public Schools Closed)
May 27	Memorial Day (Richmond Public Schools Closed)
May 31	Last Day For Students
June 19 <sup>th</sup>	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

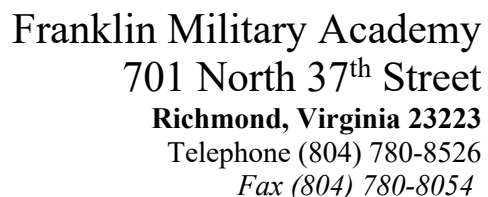
### FRANKLIN MILITARY SCHOOL – DAVID A. HUDSON

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



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**Make sure form is type with information if you have an afterschool activity.**

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

**Teacher Name** \_\_\_\_\_  
**Date** \_\_\_\_\_ **Room/Location** \_\_\_\_\_  
**Type of Activity** \_\_\_\_\_

[illegible]

*Dr. J. Smiths' Weekly Schedule 11/27/2023*

Monday	Morning Announcements Walk-throughs Climate Walks
Tuesday	Morning Announcements Walk-throughs Climate Walks IEP Meetings
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

A good  
education  
is the greatest gift  
you can give yourself  
or anyone  
else.

**School Counselor Schedule**

**Week of 11/20-11/24**

<b>Monday</b>	Admin. Meeting
<b>Tuesday</b>	Data Entry
<b>Wednesday</b>	SCHOOL HOLIDAY
<b>Thursday</b>	SCHOOL HOLIDAY
<b>Friday</b>	SCHOOL HOLIDAY

**Week of 11/27-12/01**

<b>Monday</b>	Admin. Meeting PFF Visit Upward Bound
<b>Tuesday</b>	HS Lead Counselor Meeting VSU On-Site Admission
<b>Wednesday</b>	Attendance Meeting: 10:00a.m.
<b>Thursday</b>	Diversity Day @ UofR
<b>Friday</b>	MS Counselor Meeting

**Week of 12/04-12/08**

<b>Monday</b>	Admin. Meeting
<b>Tuesday</b>	Data Entry
<b>Wednesday</b>	Attendance Meeting
<b>Thursday</b>	MS Lead Counselor Meeting ECA Meeting
<b>Friday</b>	Data Entry

## Departments

- 1) **History Department:** Please utilize **NY Regents** test bank questions during their boot camps, as well as classroom exit tickets, especially for World History II and US/VA History;
- 2) **Math Department:** Please utilize **Big Ideas Math** during your Math bootcamps/exit tickets;
- 3) Please have your Department Leads and departments create **TEI** practice questions for your bootcamps as well as exit tickets.
- 4) **Checking for Understanding (CFU)** should be increased during instructional delivery. Tallies of the number of times observed should be an essential part of administrative feedback. This is an instructional focus that is crucial. Also, a review of CFU techniques may be warranted. You must be maniacal.
- 5) **Eliminate whole group responses and implement individual student responses.** Additional training may be warranted. This instructional focus is also crucial. You must be maniacal.
- 6) Use the Greenleaf framework in Biology from VDOE to ensure a deep understanding of the curriculum (2018 standards). The essential knowledge and practices have been created for teacher usage.
- 7) Bi-weekly and interim assessments are non-negotiable.

## CUSTODIAN SCHEDULE

### Custodial Duties

<b>Names</b>	Mr. Belton 3 <sup>rd</sup> floor	Ms. Andrews 1 <sup>st</sup> floor	Mr. Gary 2 <sup>nd</sup> floor
<b>Break times</b>	12:15 & 4:30 – 4:45	12:15 & 4:30 – 4:45	12:15 & 4:30 – 4:45
<b>Lunch</b>	12:00 – 12:30	2:00 – 2:30	3:00 – 3:30

\*Everyone is to remain on their floor unless needed  
\*



# Vocabulary in Action

## Word <sup>of</sup> <sub>the</sub> Week

### abnegate

#### Definition of *abnegate*

#### What It Means

*Abnegate* is a formal word that is most often used to mean "to [deny](#) or [renounce](#)" in contexts relating to responsibility: if you abnegate your responsibilities, you deny them and refuse to do what those responsibilities require. *Abnegate* can also mean "to [surrender](#) or [relinquish](#)," especially in contexts in which someone is abandoning their own desires or interests.

// The letter outlined ways in which the mayor had *abnegated* his responsibilities to the city's employees.

// Their spiritual practice teaches that the self must be *abnegated* in order to achieve deep inner peace.



**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). 18 NOV 23** - The 2023-2024 RAIDER Challenge Event at Pocahontas State Park was a fun event for all high schools. Although the outcome was not what we expected, Franklin Military Academy cadets performed extremely well in all events. I'm proud of each and every cadet that participated. Franklin Knights are AWESOME!!

**2). PARADE PRACTICE.** The Military Department is requesting a 2-hour early release to practice for the Christmas Day Parade. The primary date for practice will be 27 November. If there are adverse weather conditions, we will conduct practice on 29 November. Practice will run from 2:00 - 4:00PM on either day.

**3). 1 DEC 23.** I will be conducting a Career Event at **Cardinal Elementary School**. Providing knowledge and inspiration to future leaders of America.

**4). CHRISTMAS PARADE.** The 40th Annual Dominion Energy Christmas Day Parade will be conducted on **2 December 2023**. The parade is scheduled to begin at the Science Museum of Richmond, VA located at 2500 West Broad Street. The uniform for all cadets and service members will be Class "A". Busses will depart FMA on 2 December NLT 7:30AM and return to FMA on 2 December NLT 3:00PM. Parents are encouraged to coordinate with FMA administrators if picking up students after completion of the parade. We must ensure accountability is maintained at all times.

**5). ASVAB TESTING.** The next 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 (or Personal Computer) used are completely charged to 100%. As a reminder to students, the ASVAB is



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considered a CTE prerequisite (contingent on the student achieving a score of 24 or better). Please be advised, the requirement for entrance into the Army is still a score of 31.

**UPCOMING EVENTS**

**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](#)
- [Attendance Tracker](#)
- [Auditorium Availability Sheet \(Fall '23\)](#)
- [Blueprint](#)
- [Check Point Data Illuminate](#)
- [Check Point Participation](#)
- [Collective Bargain Update](#)
- [Continous School Improvement Plans](#)
- [Data Collection](#)
- [\\*Data Response](#)
- [FMA Data Response](#)
- [Detention](#)
- [D&F Report](#)
- [FMA Google Classroom With Links](#)
- [\\*Franklin Data Response Cycle \(Need To Do\)](#)
- [FMA Detention Link](#)
- [FMA Lesson Plans & Assessments Link](#)
- [Goal Writing](#)
- [Graduation Tracker \(Important\)](#)
- [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](#)
- [Observation/Goal/Data Meetings Sign Up](#)
- [Secondary Community Circle Prompts - September](#)
- [Secondary Math Resources](#)
- [Scholastic Standout Criteria](#)
- [SOL Released Tests](#)
- [Tabeleau](#)

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## **Monday – November 27<sup>th</sup>**

**FORMATION SCHEDULE.** – Teachers will bring students to formation

- **Detention**
- All cell phone needs to be away after 9:00 am – No exception
- The administration will be doing walkthroughs
- Ensure students are not released from periods 1<sup>st</sup> – 4<sup>th</sup> the first fifteen minutes and the last fifteen minutes
- Administration Walkthroughs & Evaluations
- Administration Meeting 9:45 am.
- Teachers, please create TEI practice questions for your SOLs boot camps and exit tickets.
- 2-Hour Bell Schedule For Parade Practice - Military – Staff is asked to assist

## **Tuesday – November 28<sup>th</sup>**

**REGULAR SCHEDULE**

- **Detention**
- All cell phone needs to be away after 9:00 am – No exception
- The administration will be doing walkthroughs
- Ensure students are not released from periods 1<sup>st</sup> – 4<sup>th</sup> the first fifteen minutes and the last fifteen minutes
- Walkthroughs & Evaluations
- Teachers, please create TEI practice questions for your SOLs boot camps and exit tickets.
- Blackwell, Brittne visit - 9:45 a.m.
- William Fox Recruitment – Gilliam & York - 6:00 p.m.

## **Wednesday – November 29<sup>th</sup>**

**FORMATION SCHEDULE**

- **Detention**
- All cell phone needs to be away after 9:00 am – No exception
- The administration will be doing walkthroughs
- Ensure students are not released from periods 1<sup>st</sup> – 4<sup>th</sup> the first fifteen minutes and the last fifteen minutes
- Walkthroughs & Evaluations
- Teachers, please create TEI practice questions for your SOLs boot camps and exit tickets.
- Attendance Meeting 10:00 a.m.
- SPMT Meeting 3:30 p.m.

## **Thursday – November 30<sup>th</sup>**

**REGULAR SCHEDULE**

- All cell phone needs to be away after 9:00 am – No exception
- The administration will be doing walkthroughs

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- Ensure students are not released from periods 1<sup>st</sup> – 4<sup>th</sup> the first fifteen minutes and the last fifteen minutes
- Walkthroughs & Evaluations
- Teachers, please create TEI practice questions for your SOLs boot camps and exit tickets.
- Franklin Military 2nd Championship Habits Progress 1:00 p.m.

## **Friday – December 1, 2023**

### **FORMATION SCHEDULE**

- All cell phone needs to be away after 9:00 am – No exception
- The administration will be doing walkthroughs
- Ensure students are not released from periods 1<sup>st</sup> – 4<sup>th</sup> the first fifteen minutes and the last fifteen minutes
- Walkthroughs & Evaluations
- Teachers, please create TEI practice questions for your SOLs boot camps and exit tickets.
- 

# **Military Instruction**

## **MILITARY INSTRUCTOR LESSONS FOR 14 - 17 NOVEMBER 2023**

## **MILITARY INSTRUCTOR LESSONS FOR 20 - 21 NOVEMBER 2023**

**LET IV** – Review Strategies for Teaching, Boys & Girls Club, Bacon Retirement

**LET III** – Review Leading Meetings, Boys & Girls Club, Bacon Retirement Home

**LET II** – Boys & Girls Club, Bacon Retirement Home

**LET I** – Drill and Ceremony, CPR and AED Operations

**MIDDLE SCHOOL** – SFC Gilliam, CPT York and CPT Felton will focus on the following: 7th Graders will work on Media Influences and Coping with Anxiety. The 8th Graders will focus on Communication and Social 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.

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- 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.

- 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.

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- 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.

**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.

## **7<sup>th</sup> 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.



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

## **8<sup>th</sup> 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.

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- 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.

## **9<sup>th</sup> 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.

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- 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.
- 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.

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- 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.

## **10<sup>th</sup> Grade Language Arts**

### **Reading**

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

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

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

- a) Make inferences and draw conclusions using references from the text(s) for support.
- 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.

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- 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.

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.

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- n) Write and revise to a standard acceptable both in the workplace and in postsecondary education

## **11<sup>th</sup> Grade Language Arts – SOL Test**

### **Reading**

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

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

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

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

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

- a) Apply information from texts to clarify understanding of concepts.
- b) Read and correctly interpret an application for employment, workplace documents, or an application for college admission.
- c) Analyze technical writing for clarity.



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- 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).

**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.

## **12<sup>th</sup> 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.

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

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

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

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

#### Writing

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

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

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- 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.

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- 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.

**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).

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- 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).

#### 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.

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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

### 6<sup>th</sup> Grade Mathematics

- 6.8 The student will
- a) identify the components of the coordinate plane; and
  - b) identify the coordinates of a point and graph ordered pairs in a coordinate plane.

### 8<sup>th</sup> 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.6 The student will
- a) determine the slope of a line when given an equation of the line, the graph of the line, or two points on the line;
  - b) write the equation of a line when given the graph of the line, two points on the line, or the slope and a point on the line; and



- c) graph linear equations in two variables.

## **Geometry**

- G.4 The student will construct and justify the constructions of
- a) a line segment congruent to a given line segment;
  - b) the perpendicular bisector of a line segment;
  - c) a perpendicular to a given line from a point not on the line;
  - d) a perpendicular to a given line at a given point on the line;
  - e) the bisector of a given angle,
  - f) an angle congruent to a given angle;
  - g) a line parallel to a given line through a point not on the line; and
- an equilateral triangle, a square, and a regular hexagon inscribed in a circle.

## **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<sup>†</sup> 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<sup>†</sup> The student will plan and conduct a survey. The plan will address sampling techniques and methods to reduce bias.
- PS.10<sup>†</sup> 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 3 Data Collection**

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## **Science**

### **6<sup>th</sup> Grade Science**

- LS.4 The student will investigate and understand that there are chemical processes of energy transfer which are important for life. Key ideas include
- a) photosynthesis is the foundation of virtually all food webs; and
  - b) photosynthesis and cellular respiration support life processes.
- 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.

### **7<sup>th</sup> Grade Science - Life Science**

- PS.9 The student will investigate and understand that there are basic principles of electricity and magnetism. Key ideas include
- a) an imbalance of charge generates static electricity;
  - b) materials have different conductive properties;
  - c) electric circuits transfer energy;
  - d) magnetic fields cause the magnetic effects of certain materials;
  - e) electric current and magnetic fields are related; and
  - f) many technologies use electricity and magnetism.

## **Earth Science**

- ES.9 The student will investigate and understand that many aspects of the history and evolution of Earth and life can be inferred by studying rocks and fossils. Key ideas include
- a) traces and remains of ancient, often extinct, life are preserved by various means in sedimentary rocks;
  - b) superposition, cross-cutting relationships, index fossils, and radioactive decay are methods of dating rocks and Earth events and processes;
  - c) absolute (radiometric) and relative dating have different applications but can be used together to determine the age of rocks and structures; and
  - d) rocks and fossils from many different geologic periods and epochs are found in Virginia.

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## **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.10 The students will understand that the endocrine system is responsible for regulating a range of bodily functions through the release of hormones.

[Content Guidelines](#)

## **6<sup>th</sup> United States History to 1865**

### **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.

## **7<sup>th</sup> 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.

## **Grade 8<sup>th</sup> Science Civics and Economics**

- CE.12 The student will demonstrate knowledge of the structure and operation of the United States economy by
- a) describing the types of business organizations and the role of entrepreneurship;
  - b) explaining the circular flow that shows how consumers (households), businesses (producers), and markets interact;
  - c) explaining how financial institutions channel funds from savers to borrowers;
  - d) examining the relationship of Virginia and the United States to the global economy, with emphasis on the impact of technological innovations.

## **9<sup>th</sup> 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.

## **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.

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#### **Era IV: Regional Interactions, 1000 to 1500 A.D. (C.E.)**

- WHI.10 The student will demonstrate knowledge of civilizations and empires of the Eastern Hemisphere and their interactions through regional trade patterns by
- locating major trade routes;
  - identifying technological advances and transfers, networks of economic interdependence, and cultural interactions;
  - describing Japan, with emphasis on the impact of Shinto and Buddhist traditions and the influence of Chinese culture;
  - describing east African kingdoms of Axum and Zimbabwe and west African civilizations of Ghana, Mali, and Songhai in terms of geography, society, economy, and religion.
- WHI.12 The student will demonstrate knowledge of social, economic, and political changes and cultural achievements in the late medieval period by
- describing the emergence of nation-states (England, France, Spain, and Russia) and distinctive political developments in each;
  - explaining conflicts among Eurasian powers, including the Crusades, the Mongol conquests, and the fall of Constantinople;
  - identifying patterns of crisis and recovery related to the Black Death (Bubonic plague);
  - explaining the preservation and transfer to Western Europe of Greek, Roman, and Arabic philosophy, medicine, and science.
- WHI.13 The student will demonstrate knowledge of developments leading to the Renaissance in Europe in terms of its impact on Western civilization by
- identifying the economic foundations of the Italian Renaissance;
  - sequencing events related to the rise of Italian city-states and their political development, including Machiavelli's theory of governing as described in *The Prince*;
  - citing artistic, literary, and philosophical creativity, as contrasted with the medieval period, including Leonardo da Vinci, Michelangelo, and Petrarch;
  - comparing the Italian and the Northern Renaissance, and citing the contributions of writers.



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

Not Taught This Semester

## **11<sup>th</sup> 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.

## **12<sup>th</sup> Virginia and United States Government**

Unit 2 Congress 2.5 - 2.8

## **AP Government**

Unit 2 Review Unit 3 3.1

## **Real Richmond - RR 7**

## **Public Speaking – 11.1**

# HUMANITIES

What SOLs will be covered next week?

How will the Standards of Learning be assessed?

## Standards of Learning

### FACS (12/1)

#### Exploratory I

- demonstrate integrity
- demonstrate work ethic
- interpret information found on food labels
- describe common food allergies and dietary needs
- identify personal resources
- identify strategies for earning and saving money
- understand the relationship between education/training and income
- demonstrate comparison shopping techniques useful in lifelong decision-making
- understand the importance of consumer safety

#### Content Living

- understand time and resources
- identify grocery shopping strategies.
- interpret the nutritional information of various foods.
- demonstrate food safety and sanitation procedures.
- identify food-preservation methods.
- identify preparation techniques for preserving nutritional value in food.
- describe strategies for healthy eating.
- demonstrate the ability to prepare nutritious meals.
- demonstrate the ability to serve nutritious meals.

### Physical Education (Middle) (11/21)

- 6.1 The student will demonstrate and apply mature movement forms in a variety of activities and identify the six components of skill-related fitness.
  - [\(a, c, d\)](#)
- 6.2 The student will apply both movement principles and concepts and knowledge of anatomical structures to movement-skill performance.
  - [\(c, d\)](#)
- 8.1 The student will apply and demonstrate movement concepts and skills in modified versions of various game/sport, rhythmic, and recreational activities.

- (a-j)

8.2 The student will apply movement principles and concepts and apply knowledge of major body structures to explain how body systems interact and respond to physical activity and movement.

- (a-i)

## **Physical Education (High) (11/17)**

### **10th Grade Driver's education Module 5 Navigating Roadways**

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)).

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 (11/6-11/24)**

### **OBJECTIVES:**

#### **Middle School Guitar:**

MIB.3 The student will analyze, interpret, and evaluate music.

- a) Describe and interpret diverse works of music using inquiry skills and music terminology.
- b) Describe accepted criteria used for evaluating works of music.
- c) Describe performances of music using music terminology.

MIB.12 The student will demonstrate music literacy.

- c) Play selected lines from music being studied.
- f) Define and apply music terminology found in the music literature being studied.
- g) Read and interpret standard music notation while performing music of varying styles and levels of difficulty.

MIB.5 The student will identify and demonstrate collaboration and communication skills for music.

- b) Describe and demonstrate rehearsal and concert etiquette as a performer (e.g., using critical aural skills, following conducting gestures, maintaining attention in rest position).

**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:**

- Veteran's Day (Nov. 10th)
  - America the Beautiful (Samuel A. Ward)
- Holiday concert
  - March from the Nutcracker (P.I. Tchaikovsky)
  - O Christmas Tree
  - Jingle Bells
  - El Noi de la Mare
  - Carol of the Bells

**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

**Objective:**

**Beginning Guitar (Guitar 1)**

HIB.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) Describe the importance of composers' use of style, cultural influences, and historical context for the interpretation of works of music.

HIB.7 The student will identify ways to engage the school community in a music performance.

HIB.8 The student will describe ethical standards as applied to the use of intellectual property.

HIB.9 The student will describe career options in music and discuss the future of music-related careers

HIB.5 The student will demonstrate collaboration and communication skills for music.

- a) Participate in curricular and co-curricular school performances, and in local, district, or regional events as appropriate to level, ability, and interest.
- b) Describe and demonstrate rehearsal and concert etiquette as a performer (e.g., using critical aural skills, following conducting gestures, maintaining attention in rest position).
- c) Describe and demonstrate active listening skills as an audience member.

HIB.12 The student will demonstrate music literacy.

- g) Define and identify music terminology found in the music literature being studied.
- h) Perform music of varying styles and levels of difficulty.
- i) Sight-read music of varying styles and levels of difficulty.

HIB.16 The student will demonstrate musicianship and ensemble skills.

- a) Identify the characteristic sound of the instrument being studied.
- b) Balance instrumental timbres.

- c) Make adjustments to facilitate correct intonation.
- d) Match dynamic levels and playing style.
- e) Respond to conducting patterns and gestures
- f) Maintain a steady beat at various tempos in the music literature being studied.
- g) Use articulations, dynamic contrasts, and phrasing as means of expression

**Intermediate Guitar (Guitar 2)**

HII.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) Describe the importance of composers' use of style, cultural influences, and historical context for the interpretation of works of music.

HII.7 The student will identify ways to engage the school community in a music performance.

HII.8 The student will describe ethical standards as applied to the use of intellectual property.

HII.9 The student will describe career options in music and discuss the future of music-related careers.

HII.5 The student will demonstrate collaboration and communication skills for music.

- a) Participate in curricular and co-curricular school performances, and in local, district, or regional events as appropriate to level, ability, and interest.
- b) Describe and demonstrate rehearsal and concert etiquette as a performer (e.g., using critical aural skills, following conducting gestures, maintaining attention in rest position).
- c) Describe and demonstrate active listening skills as an audience member.

HII.12 The student will demonstrate music literacy.

- g) Define and identify music terminology found in the music literature being studied.
- h) Perform music of varying styles and levels of difficulty.



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i) Sight-read music of varying styles and levels of difficulty.

HIB.16 The student will demonstrate musicianship and ensemble skills.

a) Identify the characteristic sound of the instrument being studied.

b) Balance instrumental timbres.

c) Make adjustments to facilitate correct intonation.

d) Match dynamic levels and playing style.

e) Respond to conducting patterns and gestures

f) Maintain a steady beat at various tempos in the music literature being studied.

g) Use articulations, dynamic contrasts, and phrasing as means of expression

**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:**

- Veteran's Day (Nov. 10th)
  - America the Beautiful (Samuel A. Ward)
- Holiday concert
  - March from the Nutcracker (P.I. Tchaikovsky)
  - O Christmas Tree
  - Jingle Bells
  - El Noi de la Mare
  - Carol of the Bells

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

## **CTE (R)**

### **Week of November 13, 2023**

Cadets will learn paragraph and document formatting, as they practice using and applying list and paragraph styles, alignments, page breaks, the Paint Format tool, margins, page orientation, images, drawings, and more.

### **Week of November 20, 2023**

Cadets will: learn style guides, use MLA guidelines to format a document, insert in-text citations and create a Works Cited page.

### **Week of November 27**

Cadets will research and then write a brief biography about one of the well-known people using MLA guidelines. The document will also include a table. (Note: To simplify this project, students are not required to follow MLA guidelines for the table.)

## **Band (11/20 - 12/17)**

SOL Standards for Band

Week of 11/20-21/2023

This week's focus will continue to be on both "reading around the notes:" dynamics, articulations, accents etc. on those compositions where the notes are not too much of an issue. (Christmas Couplet, A Kwanzaa Celebration) and continuing to work on compositions that are not performance ready. (Army Song, Do You Hear What I Hear, This Christmas, Star Spangled Banner)

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

IB.2, II.2 The student will produce tones that are clear, free of tension, sustained, and unwavering in pitch.

II.3 The student will adjust intonation and match pitches.

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

II.5 The student will demonstrate a variety of articulations.

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

IB.6 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.

IB.7 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.

II.8 The wind/mallet student will perform a chromatic scale, ascending and descending, in eighth notes (M.M. quarter note = 72).

II.14 The student will perform music from a variety of cultures, styles, and historical periods.

IB.16 The student will demonstrate knowledge of the instrument being studied.

1. Identify instrumental parts.

2. Demonstrate proper care and maintenance.

I.16 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.

**Choir (11/3 - 12/1)**

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.

- a) Identify and apply steps of a creative process in a variety of contexts in choral music.
- b) Refine choral music ideas and skills collaboratively with teacher feedback

HCB.2 The student will identify and apply steps of a creative process.

- a) Develop, draft, and share choral music ideas.
- b) Refine choral music ideas and skills collaboratively with peers and the teacher through ongoing feedback.
- c) Independently identify and examine inquiry-based questions related to choral music.

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
- e) Examine accepted criteria used for critiquing musical performances.

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

- a) Identify reasons for preferences among works of music using music terminology.
- b) Identify ways in which music evokes sensory, emotional, and intellectual responses, including ways in which music can be persuasive.

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.

HCB.11 The student will describe relationships of vocal music to the other fine arts and other fields of knowledge.

HCI.11 The student will make cross-curricular connections to explore how music works together with other disciplines to develop innovative solutions to problems.

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.
- f) Identify key signatures.

MCAD 12. The student will demonstrate music literacy.

- e) Identify components of a three-part choral 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.

MCAD.13 The student will demonstrate aural skills.

- e) Recognize a cappella vs. accompanied singing, descants, and ostinatos.

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.

a) Maintain proper posture and breathing techniques that support vocal production.

c) Strengthen vocal agility and range by singing developmentally appropriate vocal exercises.

f) Apply proper diction (e.g., pure vowel sounds, diphthongs, voiced and unvoiced consonants).

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

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

g) Sing an assigned vocal part in music written in three or more parts.

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.

a) Consistently use proper posture and breathing techniques that support vocal production.

b) Investigate components of vocal anatomy and vocal health.

d) Strengthen vocal independence, agility, and range by singing appropriate vocal exercises.

f) Blend with other singers across sections using correct intonation.

g) Sing an assigned vocal part in simple harmony or in ensemble.

h) Sing music literature with and without accompaniment in at least one language other than English.

i) Exhibit audition skills.

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

a) Interpret tempo markings (allegro, andante, adagio).

b) Perform, from musical scores and rhythmic exercises, rhythmic patterns that include

whole notes, dotted half notes, half notes, dotted quarter notes, quarter notes, eighth notes, sixteenth notes, and corresponding rests.

- c) Interpret dynamic markings (p, mp, mf, f, crescendo, decrescendo).
- e) Respond to basic conducting patterns and interpretive gestures

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

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

MCB.16 The student will respond to music with movement by performing non-choreographed and choreographed movements.

## **Spanish** (11/21)

### **Spanish 1:**

1. Understand the different forms and usage of Spanish commands
2. Practice conjugating commands in different verb forms
3. Identify and using classroom vocabulary in context
4. Recognize and conjugating verbs in the infinitive form
5. Conjugate verbs in the 1st, 2nd, and 3rd person singular forms

### **Spanish 2:**

1. Understand the different forms and usage of Spanish commands
2. Practice conjugating commands in different verb forms
3. Identify and using classroom vocabulary in context
4. Recognize and conjugating verbs in the infinitive form
5. Conjugate verbs in the 1st, 2nd, and 3rd person singular forms

### **Spanish 3:**

#### **Present projects**

1. Vocabulary related to travel and transportation
2. Grammar structures for expressing travel plans and preferences
3. Cultural knowledge about different modes of transportation in Spanish-speaking countries
4. Listening and speaking skills in Spanish
5. Critical thinking and problem-solving skills in planning a trip

## **1 (11/ 13 - 12/1)**

### **Perspectives, Practices, and Products**

How products and practices of public and personal interest are related to perspectives of other cultures.

1. Identify main viewpoints of francophone cultures, such as those relating to the concept of time, education, transportation, and the roles of family members. house
2. Identify key customs and traditions of the cultures, such as greetings, celebrations, holiday practices, and forms of address that demonstrate politeness, courtesy and human understanding.
3. Identify important historical and contemporary individuals and groups associated with significant events from the cultures.
4. Identify some products of francophone cultures, which may include natural and manufactured items, creative and fine arts, forms of recreation, pastimes,

.8 The student will recognize that perspectives, practices, and products of the cultures studied are interrelated.

1. Recognize that the viewpoints, customs and traditions, and products of French speakers shape francophone cultures.
2. Identify major cities, regions, and geographical features in francophone countries and the reasons they are significant in the cultures of those countries.

Making

Making Connections through Language

FL.9 The student will connect information about French and francophone culture(s) with concepts studied in other subject areas.

1. Identify the use of French and francophone cultures in other subject areas.
2. Relate content from other subject areas to topics discussed in French class, such as current and historical events from francophone countries to those in the United States

## **Art (11/21)**

### **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**

AI.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.

AI.15 The student will demonstrate proficiency, skill, and control in the use of media and techniques.

### **Art III Advanced Intermediate**

AIII.12 The student will analyze elements of art used in a personal series or sequence.

AIII.16 The student will investigate, evaluate, and select artmaking media and techniques to create a series or sequence of personal works of art.

AIII.17 The student will refine personal stylistic choices for subject matter of artwork.

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 (T) (10/30 - 11/21)**

### **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, and 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, move, store, rename, open, save, delete, and create/manipulate folders.

### **AP CSP**

- 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.