

# Franklin Military Academy 2023-2024

## Weekly Agenda

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



**December 4, 2023**  
**David Hudson, Principal**

# Special Thanks To:

Lt. Col. Robinson  
SGT Thornton  
SGT Gilliam  
SGT Jefferson  
Ms. York  
Mr. Mendez  
&  
Mr. Felton

for your hard work with the cadets  
on  
Saturday's Holiday Parade



*"A Knight Forever"*

# 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      |                      |





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

*Office of The Principal*

As we approach the New Year, the Health Services team will again be providing school-based vaccination clinics for all of our Middle and High school locations. This is a wonderful service that we are providing through our partnership with Richmond Henrico Health District (RHHD). This will allow us to provide our 6th and 11th-grade students early access to the vaccinations they will need for the 2024-2025 school year. This early access will also help prevent any exclusions and help to keep our students in school and ready to learn. We will be offering Meningococcal ACWY and Tdap booster (Tetanus,

| School Location                   | Date & Time of Vaccination Clinic                   |
|-----------------------------------|---|
| MLK Middle School                 | Thursday, February 1, 2024<br>9:30 AM to 2:30 PM    |
| Huguenot High School              | Tuesday, February 6, 2024<br>10:00 AM to 2:00 PM    |
| Henderson Middle School           | Tuesday, February 13, 2024<br>9:30 AM to 2:30 PM    |
| John Marshall High School         | Wednesday, February 14, 2024<br>10:00 AM to 2:00 PM |
| Richmond High School for The Arts | Tuesday, February 20, 2024<br>10:00 AM to 2:00 PM   |
| Lucille Brown Middle              | Wednesday, February 21, 2024<br>9:30 AM to 2:30 PM  |
| Franklin Military                 | Tuesday, February 27, 2024<br>1:00 PM to 3:30 PM    |
| Armstrong High School             | Thursday, February 29, 2024<br>10:00 AM to 2:30 PM  |
| River City Middle School<br>-     | Tuesday, March 5, 2024<br>10:00 AM to 2:00 PM       |
| Open High School<br>-             | Thursday, March, 7, 2024<br>1:00 pm to 3:00 pm      |
| Albert Hill Middle School<br>-    | Tuesday, March 12, 2024<br>9:30 am to 11:30 AM      |
| Richmond Alternative School       | Thursday, March 14, 2024<br>9:00 AM to 12:00 pm     |
| Dogwood Middle School             | Thursday, March 14, 2024<br>1:00 PM to 3:30 PM      |

*Office of The Principal*

|                             |  |
|-----------------------------|--|
| Boushall Middle School<br>- | Tuesday, March 19, 2024<br>9:30 AM to 1:30 PM    |
| Thomas Jefferson High       | Thursday, March 21, 2024<br>10:00 AM – 2:30 PM   |
| Richmond Community          | Tuesday, March, 26, 2024<br>10:00 AM to 12:00 PM |



*"A Knight Forever"*



FMA Culture and Climate Committee is  
sponsoring

# Deck the Door Contest

## Rules of the Contest

1. Have Fun, Be Unique, and Show Creativity!
2. Door Must be completed by 12/15/23

## Who's ready for SECRET SANTA?!



FROM: Ms. Paschall

Franklin Family,

It's that time of year again - the time of Secret Santa! Here are the details for anyone interested in participating:

**Week of December 4th** (next week): Email me that you'd like to participate **and** list three gift ideas that will be given to your Secret Santa (for example: candles, the Dallas Cowboys, and an Amazon gift card). Let me know if you'd like to participate by the end of the day Friday, December 8th.

**Week of December 11th:** You'll randomly select from mystery envelopes who you will be the Secret Santa for. Use this week to purchase their gift(s). Gift(s) should be approximately \$25.

**Week of December 18th:** Give your gift(s)! You may do this by remaining secret or letting your person know who you are, it's up to you!

Let me know if you have any questions, comments, or concerns!

*Office of The Principal*

## 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.

### **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><br>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><br>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><br>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><br>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><br>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                  |



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*Office of The Principal*

**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](mailto:sramsey@rvaschools.net)

Travis Amos - [tamos@rvaschools.net](mailto:tamos@rvaschools.net)

**\*\*\*Please report all scores to [tamos@rvaschools.net](mailto: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)



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*Office of The Principal*

11/30/2023

Dear Parent or Caregiver,

Richmond Public Schools will be administering the Fall Non-Writing End-of-Course (EOC) assessments to all high school students taking SOL courses during the first semester and 12th-grade term graduates (TG) who need a verified credit to meet graduation requirements from **December 12th - January 19, 2024**. Specific test dates can be found below:

| Dates (subject to change)               | Block                    | Assessment(s)   | Students Testing  |
|---|--------------------------|---|---|
| Dec. 4th thru 9th                       | Retesters and Term Grads | VA SOL EOC Assessments<br>(Term Grads retakes can occur through January 19th)   | <p>All students in grades 9-12 taking a required SOL Math, English, History, or Science course in semester 1 and term graduates in need of a verified credit. Paper and Online. Term Grads are those student graduating at the end of the Fall 4x4 Semester.</p> <ul style="list-style-type: none"> <li>• <b>English 11 (EOC Reading)*</b></li> <li>• <b>Algebra 1*</b></li> <li>• Algebra 2</li> <li>• Geometry</li> <li>• <b>Biology*</b></li> <li>• Chemistry</li> <li>• Earth Science</li> <li>• US/VA History</li> <li>• World History 1</li> <li>• World History 2</li> </ul> <p><small>*Required for Federal Accountability. Other courses may be required to meet VA graduation requirements. Contact your student's guidance counselor for more information.</small></p> |
| Dec. 12th (students enrolled in course) | Block 1                  | VA SOL EOC Assessments  |   |
| Dec. 13th (students enrolled in course) | Block 2                  | VA SOL EOC Assessments  |   |
| Dec. 14th (students enrolled in course) | Block 3                  | VA SOL EOC Assessments  |   |
| Dec. 15th (students enrolled in course) | Block 4                  | VA SOL EOC Assessments  |   |
| Dec. 18th thru 22nd                     | All                      | Make-up Testing / TG Attempts, Remediation / Retesters (students not currently enrolled in the course)<br><br>1st Attempt WorkKeys Reading and Writing - for those eligible |   |
| Jan. 12th thru 19th                     | All                      | Expedited Retakes<br><br>2nd Attempt WorkKeys Reading and Writing - for those eligible  |   |

The Virginia Department of Education (VDOE) created the Standards of Learning (SOL) assessments to measure the success of students in meeting the Virginia Board of Education's expectations for learning and achievement in reading, writing, mathematics, science, and history/social sciences. Reading, math, and science SOLs are also used to meet federal United States Department of Education (USED) accountability requirements. More information about VA SOLs can be found [here](#).

In order to earn a high school diploma, Virginia students are required to earn both *standard* units of credit and *verified* units of credit. Standard units of credit are earned by earning a passing grade in required courses. The most common way to earn a verified credit is to earn a passing score on a corresponding End-of-Course SOL assessment. More information about Virginia's graduation requirements can be found [here](#).

To prepare for these assessments, students should:

- Get a good night's sleep
- Eat a healthy breakfast the morning of testing
- Arrive at school on time
- Attend tutoring sessions as recommended by their classroom teacher
- Refrain from bringing personal electronic devices into SOL testing rooms

Students wishing to practice using the SOL test application prior to their tests are encouraged to use the Virginia Department of Education SOL Practice Items found at <https://va8.testnav.com>.

Questions regarding this assessment should be directed to your school's testing coordinator, Michael Jamison at [mjamiso2@rvaschools.net](mailto:mjamiso2@rvaschools.net) or Valenta Wade, Division Director of Testing, at [vwade@rvaschools.net](mailto:vwade@rvaschools.net).

Sincerely,

David Hudson, Principal

## **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><br>OCT    | <b>BINGO Night</b><br>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><br>FEB     | <b>BINGO Night</b><br>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><br>MAR    | <b>Luray Caverns</b><br>*Optional trip for 8th grade students*<br>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><br>MAR    | <b>CLASS T-SHIRTS</b><br>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><br>MAR | <b>MIDDLE SCHOOL SPIRIT WEEK</b><br>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><br>MAR    | <b>KINGS DOMINION</b><br>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.<br>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.  |

*Office of The Principal*

## Meetings – Subject To Change

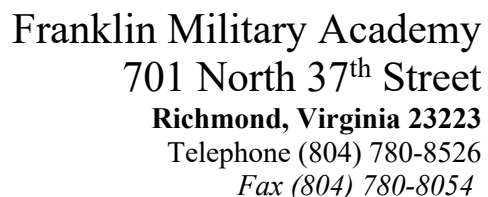
### FRANKLIN MILITARY SCHOOL – DAVID A. HUDSON

| Type of Meeting  | Day of the Week           | Time      |
|--|---------------------------|-----------|
| Leadership Team Meeting<br>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 |           |



*"A Knight Forever"*





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

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

Type of Activity\_\_\_\_\_

[illegible]

*Dr. J. Smiths' Weekly Schedule 12/04/2023*

|           |   |
|-----------|---|
| Monday    | Morning Announcements<br>Walk-throughs<br>Climate Walks                                 |
| Tuesday   | Morning Announcements<br>Walk-throughs<br>Climate Walks<br>IEP Meetings                 |
| Wednesday | Morning Announcements<br>Walk-throughs<br>Attendance Meeting 10:00<br>IEP Meeting 12:30 |
| Thursday  | Morning Announcements<br>Eligibilities<br>Climate Walks                                 |
| Friday    | Morning Announcements<br>Walk-throughs<br>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



**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<br>PFF Visit<br>Upward Bound        |
| <b>Tuesday</b>   | HS Lead Counselor Meeting<br>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<br>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><br>floor | Ms. Andrews 1 <sup>st</sup><br>floor | Mr. Gary 2 <sup>nd</sup><br>floor |
|--------------------|-------------------------------------|--------------------------------------|-----------------------------------|
| <b>Break times</b> | 12:15 & 4:30 –<br>4:45              | 12:15 & 4:30 –<br>4:45               | 12:15 & 4:30 –<br>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> the Week

### kinetic

#### Definition of *kinetic*

#### What It Means

*Kinetic* has several meanings that all have to do with movement. In physics, *kinetic* means "of or relating to the motion of material bodies and the forces associated with them"; kinetic energy, for example, is energy associated with motion. More generally, *kinetic* can be used synonymously with [active](#) and [lively](#) as well as [dynamic](#) and [energizing](#). And [kinetic art](#) is art (such as sculpture or assemblage) that has mechanical parts which can be set in motion.



**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). ASVAB TESTING.** 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 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.

**2). JROTC FUNDRAISER.** Pending approval and contingent on the weather, The Military would like to conduct a JROTC Cookout Fundraiser before the Christmas Holidays. More to follow.

**UPCOMING EVENTS**

**06 DEC 23 - ASVAB Testing at Franklin Military Academy**

**TBD - Pending approval and contingent on the weather, The Military would like to conduct a JROTC Cookout Fundraiser.**

**UPCOMING COLOR GUARD ACTIVITY:**

**Color Guard Practice**



*"A Knight Forever"*

## 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 – December 4<sup>th</sup>**

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

- **Detention**
- All cell phone needs to be away after 9:00 a.m. – No exception
- The administration will be doing walkthroughs
- Ensure students are not released from periods 1<sup>st</sup> – 4<sup>th</sup> the first fifteen minutes and the last fifteen minutes
- Administration Walkthroughs & Evaluations
- Administration Meeting 9:45 a.m.
- Teachers, please create TEI practice questions for your SOLs boot camps and exit tickets
- **Interim Grades should be posted by Thursday. Interim goes home on Friday. Thanks in advance.**
- Boot Camps, Remediation, Retake Plans (Virtual) – 8:30 a.m.
- Tour - Chimborazo Student
- **Teachers must walk students to formation. Students who are not being escorted are hiding in the building.**
- **Interim Grades should be posted by Thursday. Interim goes home on Friday. Thanks in advance**
- Tutoring after school

## **Tuesday – December 5<sup>th</sup>**

**REGULAR SCHEDULE**

- **Detention**
- All cell phone needs to be away after 9:00 a.m. – No exception
- The administration will be doing walkthroughs
- Ensure students are not released from periods 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.
- **Interim Grades should be posted by Thursday. Interim goes home on Friday. Thanks in advance**
- On Tuesday, December 5th, Fire Marshall - Lieutenant Robin Aviles will visit Franklin to talk to the Family and Consumer Sciences classes about kitchen and home fire safety. There will also be a demonstration on properly using a fire extinguisher outside the school. Can you forward this to see if any other facility or staff are interested in attending and bringing their students during the 1st, 3rd, and 4th periods? Have them contact me if interested. – Parker
- Tutoring after school

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## **Wednesday – December 6<sup>th</sup>**

### **FORMATION SCHEDULE**

- **Detention**
- All cell phone needs to be away after 9:00 a.m. – No exception
- The administration will be doing walkthroughs
- Ensure students are not released from periods 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.
- **Interim Grades should be posted by Thursday. Interim goes home on Friday. Thanks in advance**
- Attendance Meeting 10:00 a.m.
- Band performance during formation (Mr. Corey) – 3:30 p.m. if weather permits
- **Teachers must walk students to formation. Students who are not being escorted are hiding in the building.**
- Tutoring after school

## **Thursday – December 7<sup>th</sup>**

### **REGULAR SCHEDULE**

- All cell phone needs to be away after 9:00 a.m. – No exception
- The administration will be doing walkthroughs
- Ensure students are not released from periods 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.
- Interims should be posted by 3:30 p.m.
- Faculty Meeting 4:15 p.m.

## **Friday – December 8<sup>th</sup>**

### **FORMATION SCHEDULE**

- All cell phone needs to be away after 9:00 a.m. – No exception
- The administration will be doing walkthroughs
- Ensure students are not released from periods 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.
- From Ms. Vernet: The following teachers: Capt. Elie, Capt. Jamison and Capt. Vernet and a few selected junior cadets would like to help organize a soccer match between the



**MS and HS on December 8th during formation hours. It will be a celebration for prepping the students before the SOLs and the MS for their accomplishments after a successful tournament.**

- **Interim goes home – The cadets will report to homeroom at 3:15 p.m.**
- **Teachers must walk students to formation. Students who are not being escorted are hiding in the building.**

## Military Instruction

### MILITARY INSTRUCTOR LESSONS FOR 4 - 8 DECEMBER 2023

**LET IV** – Team Building, Discuss Scholarships, Marksmanship & Boys/Girls Club

**LET III** – Health & Fitness (Drugs), Marksmanship, and Boys & Girls Club

**LET II** – Marksmanship Training, and Boys & Girls Club

**LET I** – Marksmanship Training, Color Guard Training, Boys & Girls Club

**MIDDLE SCHOOL** – SFC Gilliam, CPT York and CPT Felton will focus on life skills on drugs and fire prevention.

## Language Arts

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

- Compare and contrast techniques used in a variety of media messages.
- Identify the characteristics and effectiveness of a variety of media messages.
- Interpret information presented in diverse media formats and explain how it contributes to the topic.
- 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.

- Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.
- Describe cause and effect relationships and their impact on plot.
- Explain how an author uses character development to drive conflict and resolution.
- Differentiate between first and third person point-of-view.
- Describe how word choice and imagery contribute to the meaning of a text.
- Draw conclusions and make inferences using the text for support.
- Identify the characteristics of a variety of genres.
- Identify and analyze the author's use of figurative language.

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

Writing

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

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

**Research**

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

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

## **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.
- 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.

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- 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.
  - 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.

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- 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.
- 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.



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- 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

## **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).

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- i) Evaluate how an author's specific word choices, syntax, tone, and voice shape the intended meaning of the text.
- j) Compare/contrast details in literary and informational nonfiction texts.
- k) Compare and contrast how literary devices convey a message and elicit a reader's emotions.
- l) Compare and contrast character development in a play to characterization in other literary forms.
- m) Use reading strategies to monitor comprehension throughout the reading process.

10.5 The student will read, interpret, analyze, and evaluate nonfiction texts.

- a) Analyze text features and organizational patterns to evaluate the meaning of texts.
- b) Recognize an author's intended audience and purpose for writing.
- c) Skim materials to develop an overview and locate information.
- d) Compare and contrast informational texts for intent and content.
- e) Interpret and use data and information in maps, charts, graphs, timelines, tables, and diagrams.
- f) Draw conclusions and make inferences on explicit and implied information using textual support as evidence.
- g) Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.
- h) Analyze ideas within and between selections providing textual evidence.
- i) Summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.
- j) Use reading strategies throughout the reading process to monitor comprehension.

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.

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- j) Blend multiple forms of writing including embedding a narrative to produce effective essays.
- k) Elaborate ideas clearly through word choice.
- l) Use textual evidence to compare and contrast multiple texts.
- m) Revise writing for clarity of content, accuracy, and depth of information.
- n) Write and revise to a standard acceptable both in the workplace and in postsecondary education

## **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.

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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.

## **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.

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

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

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

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

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

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- c) Use a variety of rhetorical strategies to clarify and defend a position organizing claims, counterclaims, and evidence in a sustained and logical sequence.
- d) Blend multiple forms of writing including embedding a narrative to produce effective essays.
- e) Adapt evidence, vocabulary, voice, and tone to audience, purpose, and situation.
- f) Use words, phrases, clauses, and varied syntax to connect all parts of the argument creating cohesion from the information presented.
- g) Revise writing for clarity of content, depth of information, and technique of presentation.
- h) Write and revise to a standard acceptable both in the workplace and in postsecondary education.
- i) Write to clearly describe personal qualifications for potential occupational or educational opportunities.

## **Title I**

### **Reading**

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

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

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

- a) Analyze how authors' development of characters, conflict, point of view, voice, and tone convey meaning.
- b) Identify cause and effect relationships and their impact on plot.
- c) Explain the development of the theme(s).
- d) Explain the use of symbols and figurative language.
- e) Make inferences and draw conclusions based on explicit and implied information using references to the text for support.
- f) Identify and analyze characteristics within a variety of genres.
- g) Compare/contrast details in literary and informational nonfiction texts.



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- h) Compare and contrast the authors' use of word choice, dialogue, form, rhyme, rhythm, and voice in different texts.
- i) Compare and contrast authors' styles.
- j) Use reading strategies to monitor comprehension throughout the reading process.

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

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

**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.

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- f) Critique how authors use key literary elements to contribute to meaning including character development, theme, conflict, and archetypes within and across texts .
- g) Interpret how the sound and imagery of poetry support the subject, mood, and theme, and appeal to the reader's senses.
- h) Evaluate how specific word choices, syntax, tone, and voice support the author's purpose.
- i) Analyze the use of dramatic conventions in American literature.
- j) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).
- k) Compare/contrast literary and informational nonfiction texts.

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

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

**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.

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

## **AP Literature**

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

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

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

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

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

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

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

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

## **Math**

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

6.6 The student will

- a) add, subtract, multiply, and divide integers;
- b) solve practical problems involving operations with integers; and
- c) simplify numerical expressions involving integers.

### **8<sup>th</sup> Grade Mathematics**

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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**

### **SOL Review**

## **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**

### **SOL Review**

## **Trig. & Probability & Statistics**

- All SOLs (working on Cumulative Final Projects)

## **Math Analysis / Pre-Calculus**

Not taught this semester

## **AP Statistic**

Unit 5 Sampling Distributions

## **Science**

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

- LS.6 The student will investigate and understand that populations in a biological community interact and are interdependent. Key ideas include
- a) relationships exist between predators and prey and these relationships are modeled in food webs;
  - b) the availability and use of resources may lead to competition and cooperation;
  - c) symbiotic relationships support the survival of different species; and
  - d) the niche of each organism supports survival.

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

#### **SOL Review**

## **Earth Science**

#### **SOL Review**

## **Biology**

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

#### **SOL Review**

## **Anatomy Physiology**

AP.8 The students will understand that both the anatomical and functional divisions of the nervous system allow for sensation, integration, and response.

AP.9 The students will understand that the senses provide input to the nervous system. Key content includes

[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
- identifying the issues of dissatisfaction that led to the American Revolution;
  - identifying how political ideas shaped the revolutionary movement in America and led to the Declaration of Independence;
  - 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;
  - 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
- explaining the reasons for and results of the Spanish American War;
  - describing Theodore Roosevelt's impact on the foreign policy of the United States;
  - explaining the reasons for the United States' involvement in World War I and its international leadership role at the conclusion of the war.

## **Grade 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
- describing the types of business organizations and the role of entrepreneurship;
  - explaining the circular flow that shows how consumers (households), businesses (producers), and markets interact;
  - explaining how financial institutions channel funds from savers to borrowers;
  - examining the relationship of Virginia and the United States to the global economy, with emphasis on the impact of technological innovations.





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## **9<sup>th</sup> Grade Geography**

WHI.2- WHI.13 SOL Review (Portmess)  
WHI.2 - WHI.13 SOL Review (Williams)

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

Not Taught This Semester

## **11<sup>th</sup> Grade Virginia & United States History**

VUS.2 - VUS.15 SOL Review

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

Unit 2 Congress 2.5 - 2.8

## **AP Government**

College Board Curriculum

## **Real Richmond - RR 8**

## **Public Speaking – 11.1**

# Humanities

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

## Standards of Learning

### FACS (12/8)

#### Exploratory I

demonstrate conflict-resolution skills.  
identify influences on individual development  
define the major traits of character development  
explain Maslow's hierarchy of needs  
define personal goal  
describe responsibilities for personal safety  
describe age transition in the school environment  
perform a task by completing the steps in a sequence

#### Student Living

demonstrate an understanding of information security  
identify grocery shopping strategies.  
locate 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) (12/8)

- 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.
  - [\(c, d\)](#)
- 6.4 The student will demonstrate and apply skills of communication, conflict resolution, and cooperation to achieve individual and group goals that apply to working independently and with others in physical activity settings.
  - [\(b, c, d, f\)](#)
- 6.5 The student will explain the connection between energy balance and nutrition guidelines, meal planning, and exercise intensity.
  - [\(c\)](#)
- 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.
  - [\(a-i\)](#)
- 8.4 The student will describe and apply a variety of social and safety skills to achieve individual and group goals in a variety of physical activity settings.
  - [\(b, c, f, g, h, i\)](#)

## **Physical Education (High) (12/8)**

10th grade Driver's Education Module 6 Sharing the road with others

DE.18 The student will identify and describe the performance characteristics of other road users and apply problem-solving skills to minimize risks when sharing the roadway. Key concepts/skills include investigating the unique characteristics and vulnerabilities of

- a) pedestrians and animals;
- b) bicycles, scooters, mopeds, and motorcycles;
- c) tractor-trailers, trucks, and construction vehicles;
- d) sport utility vehicles, recreation vehicles, and trailers;
- e) emergency vehicles;
- f) funeral processions;
- g) passenger and school buses;
- h) farm machinery and horse-drawn vehicles; and
- i) highway workers.

9th Grade Health Chapter 14 Skeletal, Muscular, and nervous system

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

- a. Identify and describe the major structures and functions of the skeleton, muscles, and nervous system

## **Guitar (11/27 - 12/22)**

### **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:**

##### **Sight Reading Factory**

- Expanding rhythm exercises
- Sight-reading melodies

##### **Ultimate Guitar**

- Tablature work
- Pop/rock/blues song study

##### **Music folders**

- Scale sheets
- Repertoire

##### **Repertoire:**

- Holiday concert
  - O Christmas Tree
  - Jingle Bells
  - 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 complement the lesson that is being learned that day,

**High School Beginning Guitar (Guitar 1)**

HIB.6 The student will explore historical and cultural influences of music.

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

a) Propose a definition of *music* and support that definition.

HIB.12 The student will demonstrate music literacy.

a) Identify, define, and use basic standard notation for pitch, rhythm, meter, articulation, dynamics, and other elements of music.

d) Echo, read, count (using a counting system), and perform rhythms and rhythmic patterns, including whole notes, half notes, quarter notes, eighth notes, dotted half notes, dotted quarter notes, corresponding rests, and syncopations.

g) Define and identify music terminology found in the music literature being studied.

HIB.13 The student will read, notate, and perform scales.

a) Identify and demonstrate half-step and whole-step patterns.

HIB.14 The student will demonstrate preparatory instrumental basics and playing procedures.

a) Identify and select an appropriate instrument.

b) Identify parts of the instrument.

c) Identify procedures for care of the instrument.

d) Identify proper playing posture and instrument position.

HIB.15 The student will demonstrate proper instrumental techniques.

a) Identify correct hand positions, finger/slide placement, fingerings/positions, and finger/slide patterns.

b) Match pitches and begin to make adjustments to facilitate correct intonation.

c) Produce tones that are clear, free of tension, and sustained.

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.



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:**

**Classroom materials/Lessons:**

**Sight Reading Factory**

- Expanding rhythm exercises
- Sight-reading melodies

**Ultimate Guitar**

- Tablature work
- Pop/rock/blues song study

**Music folders**

- Scale sheets
- Repertoire

**Repertoire:**

- Holiday concert
  - March from the Nutcracker (P.I. Tchaikovsky)
  - O Christmas Tree
  - Jingle Bells
  - Carol of the Bells

**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 - 12/22)**

SOL Standards for Band

Week of 11/20-22/2023

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 (12/22)**

Class(es): **Middle School Beginner & High School Beginner**

VA SOL(s): **2020 Music Standards of Learning**

- 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.

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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.

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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.

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

## **Spanish** (12/1)

### ***Spanish 1:***

1. Gender of Nouns
2. Plural forms of nouns
3. Subject pronouns
4. Definite and indefinite articles
5. Regular verbs conjugations

### ***Spanish 2:***

1. I will review the following with Spanish 2 because I am not sure if they received this information last year with the other teacher
  - a. Gender of Nouns
  - b. Plural forms of nouns
  - c. Subject pronouns
  - d. Definites and indefinite articles
  - e. Regular verbs conjugations

### ***Spanish 3:***

1. BUEN VIAJE - students will give speaking presentations on traveling
2. Students will be able to use the words and phrases in this unit in real life situations

## **1 (12/15)**

### **French I**

#### **Standards I - Novice - Investigate Intercultural Products, Practices and Perspectives**

1. Identify typical products and practices to help make connections to and understand perspectives in native and other cultures using the target language. Ex: Food, how is it consumed, bought, and eaten. Students will explore the difference between food consumption in the US and France, buy food and pay at a specific store.

2. Interact at a survival level in everyday contexts with people in and from other cultures using the target language and appropriate rehearsed behaviors. Ex: Food in a restaurant vs Food in a cafe. Types of food for meals. Order food in a restaurant. Talk about food that is served in restaurants, home or school.

#### **French III. - Standards II- Investigate Intercultural Products, Practices and Perspectives**

a) Identify typical cultural products and practices related to familiar, everyday life in native and other cultures to help understand perspectives.

b) Compare products and practices from concrete researched topics or personal studies to understand perspectives in native and other cultures. Ex: Research on the food of Senegal

Students will Compare appropriate and inappropriate behaviors in native and other cultures, specially the food of different regions in Senegal. The traditions of meal preparation in the Senegalese communities, celebrate food from the earth and the respect of the Senegalese elder as related to food and families.

## **Art (12/8)**

### **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.

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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

ortfolio that demonstrates inquiry research, fluency of ideas, flexibility of thought, connections, concepts, media exploration, and processes.

## **CTE (T) (12/8)**

### **Keyboarding**

- Identify computer system components.
- Describe ergonomic and repetitive strain injury (RSI) guidelines related to safe computer use.
- Maintain workstation, equipment, materials, and supplies.
- Key alphabetic, numeric, and symbolic information using a touch system and correct techniques.
- Improve keyboarding techniques.
- Increase keyboarding speed and/or accuracy..
- Demonstrate critical thinking and problem solving.
- Demonstrate initiative and self-direction.
- Demonstrate integrity.
- Demonstrate work ethic.
- 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.
- 3A-AP-17 Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects
- 3B-AP-10 Use and adapt classic algorithms to solve computational problems.
- 3B-AP-12 Compare and contrast fundamental data structures and their uses.

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- 3B-AP-14 Construct solutions to problems using student-created components, such as procedures, modules and/or objects.

**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.