

Franklin Military Academy 2023-2024 Weekly Agenda

The Home of the Mighty Knights
Going From Good To Great
December 11, 2023

Happy Holidays

David A. Hudson, Principal



HAPPY BIRTHDAY

Kaiulani Foust December 18

Robin Williams December 20

Corey Robinson December 29

Randa Elswick December 30



Emergency Alerts

Lock & Hide

Crisis Condition

Return to class and secure the door

Lock & Teach

Trouble in the local area

Secure your classroom /office

Continue teaching until further notice

Lock & Check

Bomb threat procedures

Evacuate

Exit building due to an emergency

Take the Fire Exit Route

Make Preparations To Depart For Primary/Alternate

Shelter location

Restrictive Movement

Only essential personnel may move freely

Shelter In Place

Report to designated areas

Assume required position(s)

Reverse Evacuation

Return to your facility

Normal Operation

Return to business as usual

Attention, Attention, this is not a drill

Bell Schedule

	Regular Bell	Formation Bell	2-Hour Early Release
First Period	9:05-10:39	9:05-10:29	9:05-10:10
Second Period	10:44-12:18	10:34-12:01	10:15-11:20
Third Period	12:23-2:21	12:03-2:00	11:25-12:55
Lunch High	12:23-12:48	12:03-12:28	11:25-12:01
Lunch Middle	12:53-1:18	12:40-1:05	11:25-12:01
Fourth Period	2:26-4:00	2:05-2:25	1:00-2:00
Formation		3:30-4:00	





Franklin Military Academy
 701 North 37th 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 9:30 AM to 2:30 PM
Huguenot High School	Tuesday, February 6, 2024 10:00 AM to 2:00 PM
Henderson Middle School	Tuesday, February 13, 2024 9:30 AM to 2:30 PM
John Marshall High School	Wednesday, February 14, 2024 10:00 AM to 2:00 PM
Richmond High School for The Arts	Tuesday, February 20, 2024 10:00 AM to 2:00 PM
Lucille Brown Middle	Wednesday, February 21, 2024 9:30 AM to 2:30 PM
Franklin Military	Tuesday, February 27, 2024 1:00 PM to 3:30 PM
Armstrong High School	Thursday, February 29, 2024 10:00 AM to 2:30 PM
River City Middle School -	Tuesday, March 5, 2024 10:00 AM to 2:00 PM
Open High School -	Thursday, March, 7, 2024 1:00 pm to 3:00 pm
Albert Hill Middle School -	Tuesday, March 12, 2024 9:30 am to 11:30 AM
Richmond Alternative School	Thursday, March 14, 2024 9:00 AM to 12:00 pm
Dogwood Middle School	Thursday, March 14, 2024 1:00 PM to 3:30 PM

Office of The Principal

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

Boys & Girls Club Teen Summitt High School Students

December 14th, 2023

6:00 p.m.-7:30 p.m.

**Boys and Girls Club Teen & Community Center
Auditorium**

1830 Creighton Rd. Richmond Va. 23223

Programming will include:

- Welcome & Introductions
- Teen Summit “Run of Show” Review
- Professional Development: Project Management Workshop
- Networking



Be the generation to serve, inspire and change the world



Through Student Leaders®, Bank of America recognizes high school students who lead and serve in their own communities and beyond. We connect Student Leaders to tools and resources to help make communities better.

As a Student Leader, you'll:

- Work as a paid intern at a local nonprofit for eight weeks
- Attend the weeklong Student Leaders Summit in Washington, D.C.
- Develop leadership and career skills
- Connect with like-minded students from your own community and across the country

**Current
Juniors and Seniors:**

Apply from
October 16, 2023 –
January 17, 2024

[Apply today](#)



SAVE THE DATE

February 24, 2024

**Richmond Convention Center
403 N 3rd St, Richmond, VA 23219**

**Check out our website:
teensummitrva.com**

Registration Opens: January 15th, 2024

If you are interested in learning more about the event fill out the survey below:

FIND OUT MORE



**FREE
EVENT**

For High School Students
in Central VA from
9th to 12th grade.

FREE FOOD ALL DAY!

Connect with us:

 [instagram.com/teensummitrva](https://www.instagram.com/teensummitrva)

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



FMA PRESENT

FIELD DAY

2 0 2 4



FRIDAY, APRIL 26TH

9:30 AM - 1:00 PM

701 N 37TH ST,
RICHMOND, VA 23223 |
PHONE: (804) 780-8526

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

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 20th
Music Department

Singing Trips

December 18^h
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



"A Knight Forever"

Boys Basketball Schedule

December

Time
December 11, 2023
4:00p

Location

Franklin

Brown
3:30p
Boushall
3:30p
Dogwood
3:30p

Opponents

Albert Hill vs Franklin

MLK vs Brown

River City vs Boushall

Henderson vs Dogwood

December 18, 2023
4:00p

Franklin

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

Dogwood vs Franklin

Albert Hill vs MLK

Brown vs River City

Boushall vs Henderson

January

January 11, 2024
3:30p

Hill

3:30p

Brown

Boushall
3:30p
Henderson
3:30p

Franklin vs Brown
Albert Hill Dogwood vs Albert

MLK vs Boushall

River City vs Henderson

January 18, 2024
3:30p

MLK

Albert Hill
3:30p
Franklin
4:00p

Dogwood vs MLK

Boushall vs Albert Hill

River City vs Franklin



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	Brown 3:30p	Henderson vs Brown
January 22, 2024 3:30p	Dogwood	Boushall vs Dogwood
	Brown 3:30p	Albert Hill vs Brown
	River City 4:00p	MLK vs River City
	Henderson 3:30p	Franklin vs Henderson
January 25, 2024 3:30p	Dogwood	River City vs Dogwood
	Albert Hill 3:30p	Henderson vs Albert Hill
	Franklin 4:00p	MLK vs Franklin
	Boushall 3:30p	Brown vs Boushall
January 29, 2022 3:30p	Dogwood	Brown vs Dogwood
	River City 4:00p	Albert Hill vs River City
	MLK 3:30p	Henderson vs MLK
	Boushall 3:30p	Franklin vs Boushall
<u>February</u> February 1, 2024 3:30p	Henderson	Dogwood vs Henderson
	Albert Hill 3:30p	Franklin vs Albert Hill
	MLK 3:30p	Brown vs MLK
	River City 4:00p	Boushall vs River City



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February 5, 2024 TBA	TBA	Tournament Round 1
February 8, 2024 TBA	TBA	Tournament Round 2
February 12, 2024 TBA	TBA	Tournament Championship

League Commissioners

Dr. Stefanie Ramsey - sramsey@rvaschools.net

Travis Amos - tamos@rvaschools.net

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



"A Knight Forever"

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



Franklin Military Academy
701 North 37th Street
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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 (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"> • English 11 (EOC Reading)* • Algebra 1* • Algebra 2 • Geometry • Biology* • Chemistry • Earth Science • US/VA History • World History 1 • World History 2 <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) 1st Attempt WorkKeys Reading and Writing - for those eligible	
Jan. 12th thru 19th	All	Expedited Retakes 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 or Valenta Wade, Division Director of Testing, at 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.

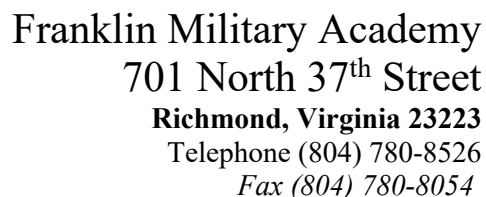
Days To Place On Your Calendar

Subject To Change

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

IMPORTANT DATES (EVALUATION)

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



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

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

Teacher Name _____
Date _____ **Room/Location** _____
Type of Activity _____

[illegible]

School Counselor Schedule

Week of 12/11-15/23

Monday	Admin. Meeting
Tuesday	HS Counselor Meeting
Wednesday	Attendance Meeting
Thursday	MS Counselor Meeting College Board Coord. Meeting
Friday	Data Entry

Week of 12/18-22/23

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

Week of 01/08-12/24

Monday	Admin. Meeting
Tuesday	HS Counselor Meeting
Wednesday	Attendance Meeting
Thursday	MS Lead Counselor Meeting College Board Coord. Meeting
Friday	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

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

*Everyone is to remain on their floor unless needed



"A Knight Forever"

Vocabulary in Action

Word ^{of} _{the} Week

Convalesce

Definition of *convalesce*

What It Means

To convalesce is to recover health and strength gradually after sickness, injury, or weakness.

According to the article, the athlete is still *convalescing* from her recent injury but expects to resume her training schedule by the end of the month.



Office of The Principal

**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). ADDITIONAL ASVAB TESTING. The ASVAB testing conducted on 6 December 2023 was a success. Those cadets that participated can see me individually for their ASVAB score. If there are any cadets that failed to meet the required score of 31 (This is for entrance into the Army, Marines, Air Force Armed Services, Navy only requires an entrance score of 10) and wish to take the ASVAB next quarter should contact me immediately for scheduling.

2). UNLOCKING TOMORROW'S INNOVATIONS. Do you want to know more about the latest advancement in technology? Emerging Technologies Institute (ETI) performs research, hosts events, and bolsters public awareness through educational products and webinars focused on defense technology modernization and innovation. ETI is looking for schools with at least 300 students (not necessarily JROTC students) and requesting an hour and a half so they can send a team to demonstrate the following 4 areas of STEM in January of 2024. Date and time TBD.

* **Drones in Action** - from flight simulations to programming challenges, students engage in a hands-on exploration of drone technology

* **3D Printing Odyssey** - Witness the magic of bringing digital designs to life, fostering creativity and design thinking

* **Robotic Adventure** - Building programming robotics, students embark on a journey into the exciting world of robotics

* **Immersive Learning Environments** - ETI provides a dynamic and stimulating atmosphere that encourages collaboration, critical thinking, and problem solving.

Please take a moment to watch the 3 minute video below.

<https://youtu.be/ApcbJZPaPYc> (3mins)

3). FMA CAREER DAY. Franklin Military Academy will host a Career Day on March 26, 2024. The time is tentatively scheduled for 9AM - 12 PM. Scheduling will be contingent on other priorities. More to Follow. The goal of this Career Day is to cultivate students' mindset and provide them with the opportunity to learn about different careers and the impact those

Office of The Principal

careers could have on the world. Please place this date and tentative time on your calendar. Additional information is forthcoming.

UPCOMING EVENTS

06 JAN 24 - Unlocking Tomorrow's Innovation's

26 MAR 24 - FMA Career Day

UPCOMING COLOR GUARD ACTIVITY:

Color Guard Practice



**RPS 2023-24
School Year Calendar**

2023-24 SCHOOL YEAR DATES

July 4 Independence Day (RPS Closed)
August 9-11 Orientation for New-to-RPS Teachers
August 14 School-Based Professional Learning Day
(1st Day for Staff)
August 15 Teacher Planning Day
August 16 Division-wide Professional Learning Day
August 17 Teacher Planning Day
August 18 School-Based Professional Learning
& Teacher Planning Day
August 21 First Day of School
September 1-4 Labor Day (RPS Closed)
September 25 Yom Kippur (RPS Closed)
October 25 End of First Quarter
November 7 Caregiver/Teacher Conferences
(Schools Closed for Students)
November 13 Diwali (RPS Closed)
November 22-24 Thanksgiving Break
December 25 - January 5 Winter Break
(Schools closed, see * for 12-month staff holidays)
January 15 Martin Luther King, Jr. Day (RPS Closed)
January 19 2-Hour Early Release & Teacher Planning Day
End of Second Quarter/First Semester
February 19 President's Day (RPS Closed)
March 21 End of Third Quarter
March 22 2-Hour Early Release & Caregiver/
Teacher Conferences
April 1-5 Spring Break (No Classes)
April 10 Eid al-Fitr (RPS Closed)
May 27 Memorial Day (RPS Closed)
May 31 Last Day of School
June 19 Juneteenth (RPS Closed)

COLOR LEGEND

REGULAR SCHOOL DAYS
QUARTER & SEMESTER BEGINNING AND END DATES
HOLIDAYS AND BREAKS
*12-MONTH EMPLOYEES OFF FOR HOLIDAYS & BREAKS
SUMMER FRIDAYS SCHEDULE FOR DESIGNATED STAFF
PROFESSIONAL LEARNING DAYS (SCHOOLS CLOSED FOR STUDENTS)
TEACHER PLANNING DAYS (SCHOOLS CLOSED FOR STUDENTS)
CAREGIVER/TEACHER CONFERENCE DAYS (SCHOOLS CLOSED FOR STUDENTS)

View meetings and other important updates on
rvschools.net/news.

July 2023

S	M	T	W	T	F	S
						1
2	3	4*	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August 2023

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

September 2023

S	M	T	W	T	F	S
						1*
2	3	4*	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25*	26	27	28	29
30						

October 2023

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

November 2023

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22*	23*	24*
25	26	27	28	29	30	

December 2023

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25*	26*	27	28	29
30	31					

January 2024

S	M	T	W	T	F	S
31	1*	2*	3	4	5	6
7	8	9	10	11	12	13
14	15*	16	17	18	19*	20
21	22	23	24	25	26	27
28	29	30	31			

February 2024

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19*	20	21	22
23	24	25	26	27	28	29
30	31					

March 2024

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April 2024

S	M	T	W	T	F	S
31	1*	2	3	4	5*	6
7	8	9	10*	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 2024

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19*	20	21	22
23	24	25	26	27	28	29
30	31					

June 2024

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19*	20	21	22
23	24	25	26	27	28	29
30	31					

12th Month Employees

Work Days For 12th Month employees

December 27th 28th, 29th

January 3rd, 4th & 5th

Days off For 12th Month employees

December 25th, 26th

January 1st & 2nd

Links

- [Assessment Calendar](#)
- [Attendance Tracker](#)
- [Auditorium Availability Sheet \(Fall '23\)](#)
- [Blueprint](#)
- [Check Point Data Illuminate](#)
- [Check Point Participation](#)
- [Collective Bargain Update](#)
- [Continuous 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](#)

Academics

- Virginia Support Framework - The Office of School Quality is excited to invite division and school leaders to an overview of the new Virginia Support Framework for a 60-minute webinar offered on Thursday, December 14 and Tuesday, December 19. Click [here](#) for more information.
- 2024 Student Celebration - Please take a moment to complete the [Student Celebration Contact Form](#). Providing this information allows the team to make direct contact with your team member responsible for the student selection process for the Maggie L. Walker and Scholastic Standout award. The form takes less than 3 minutes to complete. Please complete it today.
- IEP Monitoring Compliance - A gentle reminder to all school-level administrators - You have access to your school's [Exceptional Education Data Hub](#) where you can monitor IEP compliance for all the students with disabilities in your school. Please reach out to your Exceptional Education Instructional Specialist if you have any questions about the information in your Exceptional Education data hub.
- SOL Academy - The SOL Academy for Non-writing SOLs starts November 27 at 4 locations. We are looking for teachers, as well as asking you to please sign up your students! All information can be found on the [linked](#) internal document. Thank you!
- Important Title I Update - All food purchases for Parent/Family Engagement activities must now be authorized by the Engagement Team. If you wish to purchase food for a parent/family event, please contact your school's Family Liaison. Title I PFE funds may not be used for food purchases any longer. Please reach out to Sidney Gunter if you have any questions.
- 2024 RPS Spelling Bee - Please ensure that your school has registered on the Scripps Spelling Bee website and that your school has submitted the [Google Form](#) detailing your school's contact information. The 2024 Spelling Bee Memo is attached [here](#) with all of the details.
- Co-Teaching for English Learners: Virtual Discussions with an Expert - LIEP teachers and their co-teachers are invited to join Dr. Dyanis Conrad, Assistant Professor of Equity & Diversity in Education at Randolph-Macon College, for virtual discussions about the best practices and common challenges related to co-teaching for English learners. Register on Kickup! and submit questions in advance [here](#). December 12, 12:00-1:00 pm; January 22, 3:30-4:30 pm; and February 21, 8:30-9:30 am
- WIDA Access - Please see attached [WIDA ACCESS](#) for ELs Testing Guidance. Testing begins January 22 and ends March 1. LIEP looks forward to presenting at your next Principals Meeting.
- Middle School Athletic Schedule - Please see the 23-24 middle school athletic schedule linked [here](#). You may reach out to Dr. Stefanie Ramsey for questions.
- Professional Learning Workshops tailored to Year 2 and 3 Teachers! - Many of you have participated with EdConnective 1:1 coaching supports as new teachers; EdConnective coaches will lead this series of professional learning sessions on the 3rd Tuesday of Every Month! You'll be able to attend these fully interactive workshops virtually so you can participate from wherever works best for you to be able to talk and interact! As some of you know, EdConnective workshops are fully interactive, so you'll be doing, not just watching! All workshops will take place from 4:15-5:15 pm. Attend all meetings using this [link](#).

FALL 2023 TESTING INFORMATION

High School 1st Block

Date of Test	Name of Test	Number of Students	Type	Students	Start Time	Location / Room	Examiner	Proctor 1	Hall Monitor
2023-12-12	Geometry	6			9:30 AM	101	H. Kim		1 st –Cla
2023-12-13	Algebra 1	10			9:30 AM	206A	J. Barclay		2 nd – WH
2023-12-12	Algebra 1	1	Audio/SG		9:30 AM	308A	Loney	Claiborne	3 rd – Dubins
2023-12-12	Earth Science	16			9:30 AM	Media	C. Corey		Displacement Room: Gill (1)
2023-12-12	Earth Science	1	Audio		9:30 AM	Media	Loney	Claiborne	
2023-12-12	Biology	13			9:30 AM	310	Wester		

Middle School 1st Block

									1 st –Cla
2023-12-12	Civics	9	Main		9:30 AM	308A	Claiborne		2 nd – WH
2023-12-12	Gr 6 Math	18			9:30 AM	208	Watson		3 rd – Dubin
2023-12-12	Gr 6 Math	4	Audio		9:30 AM	308A	Watson		
2023-12-12	Gr 6 Reading	23			9:30 AM	101	Elie		
2023-12-12	Gr 6 Reading	23	Main		9:30 AM	308A	Loney		
2023-12-12	Gr 7 Reading	20			9:30 AM	308	Parker		
2023-12-12	Gr 7 Reading		SG		9:30 AM	210	Bryant	Gentzel	
2023-12-12	Gr 6 Math		4 Audio		9:30 AM	107	Watson		



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

Date of Test	Name of Test	Number of Students	Type	Start Time	Location / Room	Examiner	Proctor	Hall Monitor
2023-12-13	Earth Science	4		9:30 AM	Media	Clarke		1st - Thorn
2023-12-13	EOC Reading	11	Main	9:30 AM	209	Mendez		2 nd - Jan
2023-12-13	World History 1	17		9:30 AM	307	Williams		3rd - Par
2023-12-13	Geometry	2	Audio	9:30 AM	307A	Claiborne	Loney	
2023-12-13	Geometry	8	Main	9:30 AM	101	Kim		Displaced student Room Wester (3

2023-12-13	Gr 6 Reading	20		9:30 AM	103	Elie		1 st - Thornton
2023-12-13	Gr 7 Reading	15		9:30 AM	306	Giffin		2 nd – James
2023-12-13	Gr 8 Reading	9		9:30 AM	210	Bryant		3 rd - Parker
2023-12-13	Gr 8 Reading	1	SG	9:30 AM	308A	Claiborne	Loney	Displaced Student Room Wester(310)
2023-12-13	Gr 8 Math	10		9:30 AM	308	Carter		

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2023-12-14	World History 1	8	Main	9:30 AM	305	Portmess		3rd – Robinson
2023-12-14	World History 1 (Williams)	8	Main	9:30 AM	305	Portmess		Displaced Student Room Tucker(3)
2023-12-14	World History 1	1	Small group	9:30 AM	308A	Claiborne		

3rd Block Middle School

								1 st - James
2023-12-14	Gr 8 Reading	17	Main	9:30 AM	205	Bryant		2 nd - White
2023-12-14	Gr 6 Math	16		9:30 AM	107	Watson		3 rd - Robinson
2023-12-14	Gr 7-8 Math	10	Main	9:30 AM	308A	Carter		Displacement Room Tucker (3)

4th Block High School

BLOCK / Period	Date of Test	Name of Test	Number of Students	Type	Start Time	Location / Room	Examiner	Proctor	Hall Monitor
4th	2023-12-15	Biology	11	Main	9:30 AM	310	Wester		1st – A
4th	2023-12-15	EOC Reading	12		9:30 AM	209	N. Smith		2nd - Reives
4th	2023-12-15	World History	11	Main	9:30 AM	305	Portmess		3rd - Williams
4th	2023-12-15	VA/US History	3	Main	9:30 AM	309A	Taylor		Displacement Room: Cafeteria (Until 10:15) then B. Taylor (309A)
4 th	2023-12-15	Earth Science	5		9:30 AM	Media	Tucker		

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4th Block Middle School

4th	2023-12-15	Gr 6 Math	19		9:30 AM	107	Watson		1 st – Ashe
4th	2023-12-15	Gr 7 Reading	18	Main	9:30 AM	306	Giffin		2 nd - Reives
4th	2023-12-15	Gr 8 Science	14	Main	9:30 AM	307	C. Corey		3 rd - Williams
4th	2023-12-15	Gr 6 Math	2	Audio	9:30 AM	308A	Claiborne		
4th	2023-12-15	Gr 6 Math	1	Small Group	9:30 AM	308A	Loney	Claiborne	Displacement Room: Cafeteria (Until 10:15) th B. Taylor (309A)
4th	2023-12-15	Gr 8 Science	6	Audio	9:30 AM	307	C. Corey		
4th	2023-12-15	Gr 8 Reading	6	Main	9:30 AM	210	Bryant		
4th	2023-12-15	Gr 8 Math	9	Main	9:30 AM	308	Carter		
4th	2023-12-15	Gr 8 Math	4	Audio	9:30 AM	307A	Clairborne		

Every day:

- Start in Period 1; take daily attendance.
- Every 15-30 minutes by announcement move to the next period until the testing period, then hold until testing is completed.
- When testing is complete, move to the next period, then hold for an extended period (for review prior to testing the next day).
- Move to any remaining periods for 30 minutes each.

Period	Tuesday, 12/12	Wednesday, 12/13	Thursday, 12/14	Friday, 12/15
1	Testing, 9 - ??	9 - Testing Start	9 - 9:20	9 - 9:15
2	?? - 3:00	Testing - ??	9:20 - Testing Start	9:15 - 9:30
3	3:00 - 3:30	?? - 3:30	Testing - ??	9:30 - Testing Start

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4	3:30 - 4	3:30 - 4	?? - 4	Testing - ??
1	N/A			?? - 4

Any tech students without a class in the building without a class: study hall in the cafeteria

- Please report to school a little bit earlier on test days.
- Review the test schedule with your students.
- Testing materials check out time is from 8:30 – 9:00 a.m.
- 9:00 a.m., all students shall be in their test 1st period or assigned class.
- No electronic devices are allowed in the test site.
- No student shall be allowed in the hallway during testing time unless escorted by a hall monitor.
- Communicate using the communication log to hall monitors or testing coordinator for any concerns.
- A new communication log will be generated daily. Do not use the same communication log from the day previous. If communication log was not shared please email letting me know to add you to the communication log.
- Do not release students for lunch. We will notify teachers when to release students.
- Snacks may be eaten in the test site. Students must keep their area clean.
- Students must not submit test without the permission of the examiner/proctor. After the student has submitted the test, the message “You have now exited the test” or “You have completed the test” will display on the screen. Instruct the student to leave the final screen showing and NOT click on the Close TestNav button. This prevents students from accessing software applications or the Internet and disrupting those still testing. When all students have completed testing, instruct the students to click Close TestNav to exit TestNav.
- As students finish testing, collect test materials (i.e., Student Authorization ticket and scratch paper) from each individual student.

- Students should not be allowed to go online and access the Internet or other applications as it may disrupt those still taking tests. Students may be permitted to read quietly or put their heads down.



"A Knight Forever"

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Monday – December 11th

FORMATION SCHEDULE. – Teachers will bring students to formation

- **Detention**
- All cell phone needs to be away after 9:00 a.m. – No exception
- The administration will be doing walkthroughs
- Ensure students are not released from periods 1st – 4th the first fifteen minutes and the last fifteen minutes
- Administration Walkthroughs & Evaluations
- Administration Meeting 9:45 a.m.
- Teachers, please create TEI practice questions for your SOLs boot camps and exit tickets
- Boot Camps, Remediation, Retake Plans (Virtual) – 8:30 a.m.
- **Teachers must walk students to formation. Students who are not being escorted are hiding in the building.**
- Tutoring after school
- Next semester, all checkpoints and interims will be mandatory for Math, Science, English, History, and CTE content areas. Data must be ready to be shared during our February and April Championship Habit sessions with the number of possible testers and testers it will take to produce 70, 75, 80, 85, 90, 95, and 100 percent proficiency. I will be looking for this table (I will share).

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Tuesday – December 12th

REGULAR SCHEDULE

- **Detention**
- All cell phone needs to be away after 9:00 a.m. – No exception
- The administration will be doing walkthroughs
- Ensure students are not released from periods 1st – 4th the first fifteen minutes and the last fifteen minutes
- Walkthroughs & Evaluations
- Teachers, please create TEI practice questions for your SOLs boot camps and exit tickets.
- **1st Period SOL & VGA Assessments**
- Tutoring after school

Wednesday – December 13th

FORMATION SCHEDULE

- **Detention**
- All cell phone needs to be away after 9:00 a.m. – No exception
- The administration will be doing walkthroughs
- Ensure students are not released from periods 1st – 4th the first fifteen minutes and the last fifteen minutes
- Walkthroughs & Evaluations
- Teachers, please create TEI practice questions for your SOLs boot camps and exit tickets.
- **Attendance Meeting**
- **2nd Period SOL & VGA Assessments**
- Tutoring after school

Thursday – December 14th

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 1st – 4th 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.
- Department Meetings With Team 4:15 p.m. (Data Meeting - Hudson Math & Science, Smith – English & History) Teachers, bring your data to the meetings
- **3rd Period SOL & VGA Assessments**
- Tutoring after school

Friday – December 15th

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 1st – 4th 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.
- **4th Period SOL & VGA Assessments**
- Tutoring after school

Military Instruction

MILITARY INSTRUCTOR LESSONS FOR 11 - 15 DECEMBER 2023

LET IV – Team Building, Support SOL Testing, & Boys/Girls Club

LET III – Health & Fitness, Support SOL Testing, Boys & Girls Club

LET II – Support SOL Testing 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 the following:
7th Graders will focus on effective communication, social skills, and assertiveness. The 8th graders will focus on money management

Language Art

6.1 The student will use effective oral communication skills in a variety of settings.

- a) Listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.
- b) Participate as a facilitator and a contributor in a group.
- c) Participate in collaborative discussions with partners building on others' ideas.
- d) Ask questions to clarify the speaker's purpose and perspective.
- e) Summarize the main points a speaker makes.
- f) Summarize and evaluate group activities.
- g) Analyze the effectiveness of participant interactions.
- h) Evaluate own contributions to discussions.
- i) Demonstrate the ability to collaborate with diverse teams.

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- j) Work respectfully with others and show value for individual contributions.

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

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

Reading

6.4 The student will read and determine the meanings of unfamiliar words and phrases within authentic texts.

- a) Identify word origins and derivations.
- b) Use roots, affixes, synonyms, and antonyms to expand vocabulary.
- c) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.
- d) Identify and analyze the construction and impact of figurative language.
- e) Use word-reference materials.
- f) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

6.5 The student will read and demonstrate comprehension of a variety of fictional texts, literary nonfiction, and poetry.

- a) Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.
- b) Describe cause and effect relationships and their impact on plot.
- c) Explain how an author uses character development to drive conflict and resolution.
- d) Differentiate between first and third person point-of-view.
- e) Describe how word choice and imagery contribute to the meaning of a text.
- f) Draw conclusions and make inferences using the text for support.
- g) Identify the characteristics of a variety of genres.
- h) Identify and analyze the author's use of figurative language.
- i) Compare/contrast details in literary and informational nonfiction texts.
- j) Identify transitional words and phrases that signal an author's organizational pattern.
- k) Use reading strategies to monitor comprehension throughout the reading process.

6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.

- a) Skim materials using text features such as type, headings, and graphics to predict and categorize information.
- b) Identify main idea.

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- 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.

Research

- 6.9 The student will find, evaluate, and select appropriate resources to create a research product.
- a) Formulate and revise questions about a research topic.
 - b) Collect and organize information from multiple sources.
 - c) Evaluate and analyze the validity and credibility of sources.
 - d) Cite primary and secondary sources.
 - e) Avoid plagiarism by using own words and follow ethical and legal guidelines for gathering and using information.
 - f) Demonstrate ethical use of the Internet.

7th Grade Language Arts - SOL Test

Reading

7.5 The student will read and demonstrate comprehension of a variety of fictional texts, literary nonfiction, poetry, and drama.

- a) Describe the elements of narrative structure including setting, character development, plot, theme, and conflict and how they influence each other.
- b) Identify and explain the theme(s).
- c) Identify cause and effect relationships and their impact on plot.
- d) Differentiate between first and third person point-of-view.
- e) Identify elements and characteristics of a variety of genres.
- f) Compare and contrast various forms and genres of fictional text.
- g) Describe the impact of word choice, imagery, and literary devices including figurative language in an author's style.
- h) Compare/contrast details in literary and informational nonfiction texts.
- i) Make inferences and draw conclusions based on the text.
- j) Use reading strategies to monitor comprehension throughout the reading process.

7.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.

- a) Skim materials using text features including type, headings, and graphics to predict and categorize information.

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- b) Identify an author's organizational pattern using textual clues, such as transitional words and phrases.
- c) Make inferences and draw logical conclusions using explicit and implied textual evidence.
- d) Differentiate between fact and opinion.
- e) Identify the source, viewpoint, and purpose of texts.
- f) Describe how word choice and language structure convey an author's viewpoint.
- g) Identify the main idea.
- h) Summarize text identifying supporting details.
- i) Create an objective summary including main idea and supporting details.
- j) Identify cause and effect relationships.
- k) Organize and synthesize information for use in written and other formats.
- l) Analyze ideas within and between selections providing textual evidence.
- m) Use reading strategies to monitor comprehension throughout the reading process.

8th Grade Language Arts - SOL Test

8.2 The student will develop and deliver multimodal, interactive presentations collaboratively and individually.

- a) Select, organize, and create multimodal content that encompasses opposing points of view.
- b) Choose vocabulary and tone appropriate to the audience, topic, and purpose.
- c) Use effective verbal and nonverbal communication skills to deliver multimodal presentations.
- d) Cite information sources.
- e) Respond to audience questions and comments.
- f) Differentiate between Standard English and informal language.
- g) Evaluate presentations.

9th Grade Language Arts

Reading

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

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

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- f) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

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

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

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

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

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rr10th Grade Language Arts

Reading

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

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

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

- a) Make inferences and draw conclusions using references from the text(s) for support.
- b) Analyze the similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.
- c) Interpret the cultural or social function of world and ethnic literature.
- d) Analyze universal themes prevalent in the literature of different cultures.
- e) Examine a literary selection from several critical perspectives.
- f) Critique how authors use key literary elements to contribute to meaning including, character development, theme, conflict, and archetypes.
- g) Interpret how themes are connected within and across texts.
- h) Explain the influence of historical context on the form, style, and point of view of a literary text(s).
- i) Evaluate how an author's specific word choices, syntax, tone, and voice shape the intended meaning of the text.
- j) Compare/contrast details in literary and informational nonfiction texts.
- k) Compare and contrast how literary devices convey a message and elicit a reader's emotions.
- 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.

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

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

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

11th Grade Language Arts – SOL Test

Reading

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

- a) Use structural analysis of roots, affixes, synonyms, and antonyms to understand complex words.
- b) Use context, structure, and connotations to determine meanings of words and phrases.

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- c) Discriminate between connotative and denotative meanings and interpret the connotation.
- d) Explain the meaning of common idioms.
- e) Explain the meaning of literary and classical allusions and figurative language in text.
- f) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

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

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

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

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

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Writing

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

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

12th Grade Language Arts Writing

Communication and Multimodal Literacies

Reading

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

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

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

- a) Compare and contrast the development of British literature in its historical context.
- b) Analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts.
- c) Compare/contrast details in literary and informational nonfiction texts.
- d) Interpret the social and cultural function of British literature.
- e) Interpret how the sound and imagery of poetry support the subject, mood, and theme, and appeal to the reader's senses.
- f) Compare and contrast traditional and contemporary poems from many cultures.

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

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

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

Writing

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

- a) Apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing to address a specific audience and purpose.
- b) Produce arguments in writing that develop a thesis to demonstrate knowledgeable judgments, address counterclaims, and provide effective conclusions.
- c) Use a variety of rhetorical strategies to clarify and defend a position organizing claims, counterclaims, and evidence in a sustained and logical sequence.
- d) Blend multiple forms of writing including embedding a narrative to produce effective essays.
- e) Adapt evidence, vocabulary, voice, and tone to audience, purpose, and situation.
- f) Use words, phrases, clauses, and varied syntax to connect all parts of the argument creating cohesion from the information presented.
- g) Revise writing for clarity of content, depth of information, and technique of presentation.
- h) Write and revise to a standard acceptable both in the workplace and in postsecondary education.
- i) Write to clearly describe personal qualifications for potential occupational or educational opportunities.

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Title I

Reading

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

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

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

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

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

- a) Identify an author's organizational pattern using textual clues, such as transitional words and phrases.
- b) Apply knowledge of text features and organizational patterns to analyze selections.
- c) Skim materials to develop an overview or locate information.
- d) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.
- e) Analyze the author's qualifications, viewpoint, word choice, and impact.
- f) Analyze details for relevance and accuracy.

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- g) Differentiate between fact and opinion.
- h) Identify the main idea.
- i) Summarize the text identifying supporting details.
- j) Identify cause and effect relationships.
- k) Evaluate, organize, and synthesize information for use in written and other formats.
- l) Analyze ideas within and between selections providing textual evidence.
- m) Use reading strategies to monitor comprehension throughout the reading process.

Reading

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

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

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

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

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- c) Analyze technical writing for clarity.
- d) Paraphrase and synthesize ideas within and between texts.
- e) Draw conclusions and make inferences on explicit and implied information using textual support.
- 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.
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Writing

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

AP Literature

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

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

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

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

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

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

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

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

Math

6th Grade Mathematics

6.6 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.

8th Grade Mathematics

Patterns, Functions, and Algebra

8.14 The student will

- a) evaluate an algebraic expression for given replacement values of the variables; and
- b) simplify algebraic expressions in one variable.

Algebra I

SOL Review

Geometry

- 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

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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

6th 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.

7th Grade Science - Life Science

SOL Review

Earth Science

SOL Review

Biology

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](#)

6th United States History to 1865

- USI.7 The student will demonstrate knowledge of the challenges faced by the new nation by
- a) identifying the weaknesses of the government established by the Articles of Confederation;
 - b) describing the historical development of the Constitution of the United States;
 - c) describing the major accomplishments of the first five presidents of the United States.

7th United States History to Present

- USII.6 The student will demonstrate knowledge of the social, economic, and technological changes of the early twentieth century by
- a) explaining how developments in factory and labor productivity, transportation (including the use of the automobile), communication, and rural electrification changed American life and standard of living;
 - b) describing the social and economic changes that took place, including prohibition and the Great Migration north and west;
 - c) examining art, literature, and music from the 1920s and 1930s, with emphasis on Langston Hughes, Duke Ellington, Georgia O’Keeffe, and the Harlem Renaissance;
 - d) identifying the causes of the Great Depression, its impact on Americans, and the major features of Franklin D. Roosevelt’s New Deal.

Grade 8th Science Civics and Economics

SOL Review

9th Grade Geography

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

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

Not Taught This Semester

11th Grade Virginia & United States History

VUS.2 - VUS.15 SOL Review

12th 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

Illustrate conflict-resolution skills.
Identify influences on individual development
Identify the major traits of character development
Identify Maslow's hierarchy of needs
Identify personal goal
Identify responsibilities for personal safety

ge transition in the school environment
rm a task by completing the steps in a sequence

ent Living

onstrate an understanding of information security
ify grocery shopping strategies.
uate the nutritional information of various foods.
onstrate food safety and sanitation procedures.
ify food-preservation methods.
ify preparation techniques for preserving nutritional value in food.
ribe strategies for healthy eating.
onstrate the ability to prepare nutritious meals.
onstrate 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.

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- 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

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- c) Describe performances of music using music terminology.
- d) Examine accepted criteria used for critiquing musical performances.

HCB 3. The student will analyze, interpret, and evaluate choral music.

- a) Describe the social cultural and historical context of music.
- b) Describe works of music using inquiry skills and music terminology.
- d) Describe performances of music using music terminology
- e) Examine accepted criteria used for critiquing musical performances.

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

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

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

- a) Describe personal criteria used for determining the quality of a work of music or importance of a musical style.
- b) Explain preferences for different works of music using music terminology.
- c) Identify ways in which music evokes sensory, emotional, and intellectual responses, including ways in which music can be persuasive

MCB 5. The student will identify and apply collaboration and communication skills for music rehearsal and performance.

- a) Identify concert etiquette.
- b) Identify skills needed for cooperating and collaborating as a singer during rehearsal.
- c) Identify active listening for rehearsal, performance, and as an audience member.

HCB 5. The student will identify and demonstrate collaboration skills and concert etiquette as a performer.

- a) Participate in a variety of performances [(from HCI 5.) and other music activities].
- b) Cooperate and collaborate as a singer in a rehearsal.
- c) Demonstrate active listening in rehearsal, performance, and as an audience member

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

- a) Identify the cultural influences, musical styles, composers, and historical periods associated with the music literature being studied.
- b) Identify ways in which culture and history influence the development of choral music and vocal music styles.

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

- a) Identify the cultural influences, musical styles, composers, and historical periods associated with the music literature being studied.
- b) Identify ways in which culture influences the development of choral music and vocal styles

MCB 7. The student will explore the functions of music, including the use of music as a form of expression, communication, ceremony, and entertainment.

HCB 7. The student will identify the value of musical performance to the school community.

HCI. 7 The student will describe how musicians, consumers of music, and music advocates impact the community.

MCB 10. The student will explore ways in which new media and technology influence the development and performance of music and musical styles

HCB 10. The student will describe ways in which innovative tools and media influence the development of vocal music and choral styles

MCB 11. The student will identify the relationship of choral music to the other fine arts.

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

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

MCB 12. The student will demonstrate music literacy.

- a) Identify, define, and use basic standard notation for pitch, rhythm, meter, dynamics, and other elements of music.
- b) Notate student-created compositions using standard notation.
- c) Echo, read, count, and notate rhythmic patterns.
- d) Sight-sing eight-measure melodic patterns while maintaining a steady beat.
- e) Differentiate by sight call-and-response songs, canons, and partner songs

MCI 12. The student will demonstrate music literacy.

- e) Identify components of a vocal score.
- f) Identify key signatures.

MCAD 12. The student will demonstrate music literacy.

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

HCB 12. The student will demonstrate music literacy.

- a) Identify the components of a vocal score.
- b) Read and count rhythmic patterns.
- c) Identify the function of accidentals.
- d) Define the rules for identifying key signatures.

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- 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.

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

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

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

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

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

a) Use proper posture and breathing techniques for choral singing that support vocal production.

b) Identify components of the vocal anatomy and vocal health.

c) Develop vocal agility and range by singing appropriate vocal exercises.

d) Demonstrate proper diction (e.g., pure vowel sounds, diphthongs, consonants).

e) Blend with other singers on the same vocal part using correct intonation.

f) Sing an assigned vocal part in an ensemble.

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

h) Exhibit audition skills.

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

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

b) Investigate components of vocal anatomy and vocal health.

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

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

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

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

i) Exhibit audition skills.

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

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

b) Perform, from musical scores and rhythmic exercises, rhythmic patterns that include whole notes, dotted half notes, half notes, dotted quarter notes, quarter notes, eighth notes, sixteenth notes, and corresponding rests.

c) Interpret dynamic markings (p, mp, mf, f, crescendo, decrescendo).

e) Respond to basic conducting patterns and interpretive gestures

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

a) Interpret the components of a vocal score, dynamic markings, tempo markings, musical road signs/form features, and articulations, style, and phrasing.

b) Respond to basic conducting patterns and interpretive gestures.

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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.

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.
- 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.