

Franklin Military Academy

2022-2023

Weekly Agenda

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



"A Knight Forever"



David A. Hudson, Principal
January 23, 2024

**Special Thanks To The Cadets & Staff That Came Out On
Saturday To Make Our High School Interview & Writing
Prompt Success. Your Professionalism/Dedication Does Not
Go Unnoticed! A Huge Thanks To Mr. Watson For
Organizing The Event.**

Mr. Anderson
Mr. Ashe
Dr. Bannister
Ms. Betts
Ms. Bryant
Mr. Carter
Ms. Claiborne
Ms. Corey
Mr. Corey
Mr. DeReu
Ms. Diaz
Mr. Dubinsky
Mr. Elie
Ms. Foust
Ms. Gray
Ms. James
Mr. Jamison
SGT. Jefferson
Ms. Loney
Mr. Mendez
Mr. Nunez
Ms. Parker
Ms. Paschall
Ms. Reives
Ms. Smith
Mr. Taylor
Ms. Vernet
Mr. Watson
Mr. Wester
Ms. Williams
Ms. York



HAPPY BIRTHDAY

Gilbert Carter January 16th

David Corey February 3rd

John Nunez – February 4th

Bianca Parker - February 20th

Matthew Wester – February 20th



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

Office of The Principal

Helpful Guidance during a major storm, hurricane, or tornado.:

March is usually Tornado Preparedness Month, but you never know when a tornado will hit. The drill is designed to get schools prepared and knowledgeable about how to protect students and staff if a significant storm, hurricane, or tornado occurs. Participation in this is expected from all staff. The signal will be **Tornado/Hurricane** (Report to shelter in place) via intercom. Teachers must take their roll book or attendance cards with them. The drill may last for 30 minutes, so you may want students to carry a book or two with them to

- Staff will lead students to their designated locations if we have a significant storm, hurricane, or tornado. All areas for shelter will be on the first floor.
 - ***Locations should be the most interior areas or rooms of your building, on the lowest floor without windows.***
 - Avoid places with wide-span roofs.
 - Get down low with your head against the wall and use your arms to protect your head and neck.
 - Staff should also take a protected position for a brief time.
-
- Students in rooms 101, 102, 103, 104, and 105 will shelter in the 1st floor area
 - Students in rooms 106, 107, 108, 109, 110, and 106 will shelter on the first floor near the nurse's office to room 106. (Make sure no students are near class
 - Students in rooms 201, 202, 203, 204, and 205 will shelter from rooms 107 – 110.
 - Students in rooms 206, 207, 208, 209, and 210 will shelter on the opposite side of rooms 106 - 110
 - Students in rooms 301, 302, 303, 304, and 305 will shelter in the cafeteria on the right side when entering the cafeteria entrance nearest to the office
 - Students in rooms 307, 308, 309, 310, 311, and 312 will shelter in the cafeteria on the left side when entering the cafeteria entrance nearest to the office



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	



R.E.B. Awards for Teaching Excellence – Don't miss the opportunity to nominate your teacher for the [R.E.B. Awards for Teaching Excellence](#)! Award winners will receive grants up to **\$15,000** to support any professional learning adventure they wish to pursue – anywhere in the world! [Nominations](#) are due by **5 pm** on **Tuesday, February 20**.



**R.E.B Awards for
Teaching Excellence**

Nominations Are Open!

Now accepting nominations for outstanding
public school teachers **by February 20th.**

 **community**
foundation

R.E.B.
Foundation

Office of The Principal

Tuition Reimbursement – The process for submitting tuition reimbursement has been revised. If you haven't already done so, please have the **Tuition Reimbursement Application form** signed and ready to upload (if you have a previous version of the form, this will accepted for a limited time). You will also need to have your official transcript and receipt from payment at the time of submission. Please upload all complete forms and materials to the **Tuition Reimbursement Portal**. If you have any questions please email **teacherleaderpathways@rvaschools.nef**.

Note: You must be signed into your RPS account to access the form.



"A Knight Forever"

YOUNG | GEOTM

Youth Entrepreneurial Program

INTERVIEW
APPLICATIONS SLOTS
ARE
NOW OPEN!

(EMAIL US TO SCHEDULE)

CLASSES BEGIN

FEB. 2024

OPEN TO
MIDDLE
SCHOOL
YOUTH

YOUTH
LEARN
HOW TO START
A BUSINESS
AND MAKE
REAL MONEY!

\$50
GETS
YOU
STARTED

PAYMENT
PLANS
&
LIMITED
SCHOLARSHIPS
AVAILABLE!!

GUARANTEED VENDOR OPPORTUNITIES

8-WEEK / INTERACTIVE / SATURDAYS

The Enough Foundation

call federal
credit union



THEENOUGHFOUNDATIONRVA@GMAIL.COM



next up!



2nd Semester Self-Paced

Professional Learning Opportunities

The January 19th professional learning opportunities will include webinars and office hours.

Webinar focus areas for each level can be found below:

Secondary: Curriculum Resources and Strategies

Elementary: Implementing Focus Strategies

The C&I Team will host office hours on January 19th.

Staff can access webinar and office hour links by logging into Kickup and searching "2nd Semester Self-Paced Professional Learning Opportunities".

Access webinars in KickUp!

Still need help with KickUp? Click [HERE!](#)



Webinars:

- Every content area within the C&I department will offer video recordings that can be viewed at the viewers own pace
- All webinars can be accessed by toggling to Self-Paced Courses in the "2nd Semester Self-Paced PL Opportunities" Collection
- Topics include:
 - curriculum strategies and resources to support instructional planning for the 2nd semester
 - focus strategies for core content areas
 - support with district-supported programs & digital tools



Office Hours:

- Hosted by C&I Team Members
- Personalized support for staff
- Meet links can be accessed in Kickup
- Times will vary by content area



Kickup Support:

- Help Desk - January 19th (1:00 - 3:30)
- Kickup Support Document - written and video guidance
- Accessing Self-Paced Sessions 1-Pager

Reminders

February 19th Presidents' Day (Richmond Public Schools Closed)

May 29th Graduation – 6:00 p.m.



"A Knight Forever"

2024 TEEN SUMMIT RVA

I AM

The summit aims to be a beacon of light guiding the attendee toward embracing their unique qualities, discovering their potential, and connecting with others to create a positive network.

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

Job Shadowing Day 2/2/2024

Event Information for Middle School Administrators:

This year **25** eighth-grade students from your school will be able to participate in Richmond Public Schools' Job Shadowing Day. This in-person event will be held at various locations on Friday, February 2, 2024, 10:00 a.m.- 1:00 p.m. Your selected students will be hosted by volunteers representing a variety of businesses to expose them to various careers and related responsibilities.

Administrators

1. A CTE teacher from your school has been identified to serve as a chaperone for your students. Please identify an administrator and/or counselor who will attend Job Shadow Day with students as well.
2. Chaperones should include 8th-grade and CTE teachers. Please ensure that there is an ample amount of chaperones.

Chaperones escort students throughout the visit.

Lead Teacher shall:

2. Complete the columns *highlighted in green* on the [Job Shadow Attendee spreadsheet](#) by **January 19, 2024**.
3. Ensure that each student completes a [field trip form](#).
4. Distribute and collect the [Media Release Opt-Out Form](#) (this replaces the old photo release form).
5. Identify chaperones to include yourself and select/ensure there is an ample amount of chaperones.

Additional Information:

- Job Shadow host volunteers have been asked to provide lunch during the event.
- All staff participating in the event should have proper school identification visible for the duration of the trip.

UVA Advance

Summer College Experience for Talented High School Students



Four-week residential summer program for rising high school juniors and seniors

- Earn six UVA undergraduate credits
- Choose from a variety of classes
- Immerse yourself in the college experience

In addition to classes, program includes:

- College-readiness workshops
- Field trips and excursions
- Residence in a dorm on Grounds
- Access to University of Virginia facilities and resources

“I felt like I belonged in a family during this program and not just a name on a sheet of paper. The administrators and program directors went above and beyond to meet my needs, keep me entertained with all those bake-offs and fun activities, and communicate promptly.” -- UVA Advance Student

Scan for more information and to apply!

Application deadline March 15

Need-based financial aid is available

Contact: UVAadvance@virginia.edu
summer.virginia.edu/uva-advance



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.

Pony Pasture

10:00 a.m. – 1:00 p.m.

Janaury 25, 2024

Ms. Tucker

Track Event - St. Christopher

10:00 a.m. – 12:30 p.m.

Janaury 26, 2024

Mr. Barclay

Siegel Center Basketball - Waiting For Approval

10:00 a.m. – 12:30 p.m.

Janaury 31, 2024

Mr. Blackmen & Ms. Clarke

Virginia Museum of Fine Arts

10:00 a.m. – 7:00 p.m.

March 29, 2024

Mr. Ashe and Ms. Vernet

Kings Dominion

10:00 a.m. – 7:00 p.m.

March 29, 2024

Ms. Paschall

Luray Caverns

All Day

March 11, 2024

Ms. Paschall



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Boys Basketball Schedule

January 22, 2024
3:30p

Dogwood

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

Boushall vs Dogwood

Albert Hill vs Brown

MLK vs River City

Franklin vs Henderson 3:30p

January 25, 2024

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

River City vs Dogwood 3:30p
Henderson vs Albert Hill

MLK vs Franklin

Brown vs Boushall

January 29, 2022
3:30p

Dogwood

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

Brown vs Dogwood

Albert Hill vs River City

Henderson vs MLK

Franklin vs Boushall

February
February 1, 2024
3:30p

Henderson

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

Dogwood vs Henderson

Franklin vs Albert Hill

Brown vs MLK

Boushall vs River City

Office of The Principal

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*****

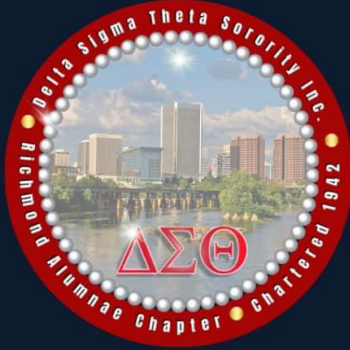


"A Knight Forever"

From Dr. Bell:

Happy New Year to all of you and thank you for one of the best academic semesters in 10 years! I cannot wait to really shock the world in the 2nd semester with even more data sets meeting the mark. For this to be done, we need to execute, with more tenacity and vigor, the following:

- 1) Instructional Pacing with Checkpoints - Ensure we have a plan of action to monitor this weekly to include your Department Heads. If your Department Heads are not cutting the mustard, make a half-time adjustment and put somebody else in the game;
- 2) Teacher Grade Books - Ensure we have a plan of action to monitor this weekly to include your Department Heads. The policy on grading is the policy and non-negotiable. Reprimand letters must be written to curtail this unprofessionalism;
- 3) SOL Blueprints - Teachers in the SOL areas should be following the blueprint (Strands) when providing assessments;
- 4) Pre-test/Bi-Weekly/Interim/9wk Assessments - These checkpoints are mandatory and should be monitored closely for completion with teacher data meetings to follow. The data must drive instruction.
- 5) Newsela - This resource should be used throughout the week especially in English and Science. Incorporating close reading annotations in these content areas to include History is a must.
- 6) Exceptional Education Instruction and data collection - Collaborative approaches should be observed daily for impact. SWD student expectation should be no lower than 60% proficiency in all SOL areas.
- 7) Checking for Understanding (CFU)- CFU should be ongoing throughout instructional delivery. Observations of this technique should be a mandatory look-for in your daily walks. Exit tickets should be executable daily to answer the essential question for the day to ensure an enduring understanding of the objective for the day was learned.
- 8) Proximity Instruction - Teachers should be moving around the room during instruction to ensure engagement from all students. This should be observable during classroom observations. Teaching from behind the desk and in one location is unacceptable.
- 9) Boot Camps - Science and English Boot Camps should be aligned with History and Math. Please ensure you review the formats before we reach the Spring testing season. We must surpass Winter SOL results and shock the WORLD!
- 10) Enjoy and have fun in your role. You have been chosen to do this work. Make it Happen!



*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

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

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.

Office of The Principal

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

Franklin Military Academy Afterschool Activity Attendance

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

Teacher Name _____

Date _____ **Room/Location** _____

Type of Activity_____

[illegible]

Dr. J. Smiths' Weekly Schedule 01/22/2024

Monday	Morning Announcements Walk-throughs Climate Walks Educator Goals
Tuesday	Morning Announcements Walk-throughs Climate Walks Educator Goals
Wednesday	Morning Announcements Walk-throughs Attendance Meeting 10:00 Educator Goals
Thursday	Morning Announcements Walk-throughs Climate Walks Educator Goals
Friday	Meeting out of building!!!

Please ensure that your google classrooms are set up and accessible. Be sure to send your links to all persons coming into your classroom. This is a basic schedule: Go to link to sign up for goals and observation

<https://forms.gle/1793S740S02wz617L619VJmOUH1M310>



School Counselor Schedule

Week of 01/15-19/24

Monday	SCHOOL HOLIDAY
Tuesday	HS Lead Meeting Dream RPS Session
Wednesday	Attendance Meeting
Thursday	MS Lead Meeting
Friday	Data Entry

Week of 01/22-26/24

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

Week of 01/29/24-02/02/24

Monday	Admin. Meeting
Tuesday	Data Entry Eligibility
Wednesday	Attendance Meeting
Thursday	ECA & Counselor Meeting
Friday	Data Entry



Teacher Hiring Event 2024

In search of Elementary and Secondary
teachers across all subjects!

Content Area Needs:

- K-5 Elementary
- Library Media
- Business & Info Tech
- Middle School
- Science
- Mathematics
- English
- Physics

Come out and learn
about Teacher Licensure!

ROAD TO FAIR

Receive information from a variety of colleges
and universities about career switchers, teacher
prep programs & more!

River City Middle School

Sat, Feb 10, 2024

9 a.m. - 2 p.m.



Scan to register



Data Meetings

Do these dates work for biweekly data "due dates" for semester 2?

1. February 9 (end of week 3 of Semester 2)
2. February 23
3. March 8
4. March 22
5. April 12 (extra week for Spring Break)
6. April 26
7. May 10 (figure we don't need data any later than this)

By due date, I mean data can be collected at any point before then, but data is submitted via the school's Biweekly Data Meeting Google Form by the date in the list.

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"A Knight Forever"



Dental Health Summer Institute

Building Diversity in the Dental Field

New Dental Health Sciences Camp — FREE to Students!

Counselors — do you have students interested in the dental health sciences? Then we have the camp for them! Old Dominion University School of Hygiene and the Delta Dental of Virginia Foundation have teamed up to launch the Dental Health Summer Institute at **no cost to students**.

The five-day camp will be three hours each morning the week of June 24, 2024. Students will get help with the college application process, learn about different aspects of dentistry, and receive a lab kit for hands-on lab activities.

This will be a highly-interactive experience, but there are limited spots available. Encourage your students to apply!

Have students complete the online application below by March 4, 2024.

[Apply Here](#)

Thank you for guiding your students to this GREAT opportunity!

Sincerely,

Gene W. Hirschfeld School of Dental Hygiene
Old Dominion University

CUSTODIAN SCHEDULE

Custodial Duties

Names	Vacant 3 rd floor	Ms. Andrews 1 st floor	2 nd floor Ms. Ford
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

Crew Leader Mr. Anderson

*Everyone is to remain on their floor unless needed



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Office of The Principal

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Telephone (804) 780-8526
Fax (804) 780-8054



Graduation Schedule - Class of 2024

Mid-Year Graduation	
Thursday, February 15, 2024 - 6:00 p.m. Huguenot High School Auditorium	
ECA Graduation-Reynolds Stuart C. Siegel Center - 2:00 p.m.	
Tuesday, May 14, 2024	
Specialty School Graduations Virginia Union University - Living and Learning Center Wednesday, May 29, 2024	
9:00 a.m. Open High School 12:00 p.m. Richmond Community High School 3:00 p.m. Richmond Virtual Academy 6:00 p.m. Franklin Military Academy	
Comprehensive High School Graduations Dominion Energy Center - 600 East Grace Street	
Monday, June 3, 2024 6:30 p.m. Armstrong High School	
2:00 p.m. Thomas Jefferson High School	6:30 p.m. John Marshall High School
Wednesday, June 5, 2024 6:30 p.m. Huguenot High School	
Thursday, June 6, 2024 6:30 p.m. Richmond High School for the Arts	

Updated 01/11/2024

Vocabulary in Action

Word ^{of} _{the} Week

Fleece

Definition of Fleece What It Means

- : the coat of wool covering a wool-bearing animal (such as a sheep)
- : the wool obtained from a sheep at one shearing
- : any of various soft or woolly coverings
- : a soft bulky deep-piled knitted or woven fabric used chiefly for clothing

**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 -December

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:



Office of The Principal

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

From LTC Robinson

SAVE THE DATE

"Black History JROTC CLASSIC"

  
"ONE ROTC!"

"DRILL COMPETITION"

\$500.00 for the Overall Best High School Drill Team!
Admission: Students free! Adults \$5.00

8:00 a.m. - 4:00 p.m. Sponsors and Vendors Welcome!

For more information: **Sat. 17 FEB 2024** This is a RPS DAI Level Event

 **Virginia State University**
Multipurpose Center
20809 2nd Ave, Petersburg, VA 23803

SAVED THE DATE!



CAREER DAY

MARCH 21, 2024

9th/10 Graders 9:30 AM – 11:30 PM

11th/12 Graders 1:00 PM – 3:00 PM

Franklin Military Academy Gymnasium

701 N 37TH Street, Richmond, VA 23223

Mr. David Hudson

Principal

1). It is with great pleasure that I announce that the **1st Annual "Black History JROTC Classic" Drill Competition** will be held **17 February 2024 at the Multi-Purpose Center on Virginia State campus**. The drill competition is hosted by the District Army Instructor (DAI) of Richmond Public Schools, JROTC (COL Licorish) and facilitated by Franklin Military Academy cadre. Please see the flyer and remember to **SAVE THE DATE!**

2). **Franklin Military Academy Career Fair**. Franklin Military Academy Career Fair **will be conducted on March 21, 2024. There has been a change in time.** All high school students are encouraged to attend. The Career Fair will begin with the **9th and 10th grade students from 9:30 AM to 11:30 AM. The 11th and 12th grade students will conduct their Career Fair from 1:00 PM to 3:00 PM.** The goal of the Career Fair is to cultivate students' mindset and provide them with the opportunity to learn about different careers and the impact those careers could have on the world. Please place this date and tentative time on your calendar for

Office of The Principal

now. If there are any questions, please feel free to contact me via email at crobins8@rvaschools.net. Please see the flyer and remember to **SAVE THE DATE!**

3). 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 listed below. **Visit will be conducted in April of 2024 after Spring Break.**

THE 4 FOCUS AREAS FOR VISIT INCLUDE:

- * **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/ApcbZPaPYc> (3mins)

UPCOMING EVENTS

17 FEB 24 - 1st Annual "Black History JROTC Classic" Drill Competition

21 MAR 24 - Franklin Military Academy Career Fair

APR 2024 - Unlocking Tomorrow's Innovation's (**Date TBD**)

UPCOMING COLOR GUARD ACTIVITY:

Color Guard Practice



"A Knight Forever"

Links

- [Assessment Calendar](#)
- [Attendance Tracker](#)
- [Auditorium Availability Sheet \(Fall '23\)](#)
- [Blueprint](#)
- [Check Point Data Illuminate](#)
- [Check Point Participation](#)
- [Collective Bargain Update School Improvement Plans](#)
- [Community Circle – January](#)
- [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](#)
- [Tutors Information](#)

Office of The Principal

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](#).



"A Knight Forever"

LETTER EMAILED TO PARENTS ON 1/15/24

January 16, 2023

Dear Parent or Guardian,

Our school, in cooperation with the Virginia Department of Criminal Justice Services and the Virginia Department of Education, is conducting the Virginia School Survey of Climate and Working Conditions. We will survey students in grades 9, 10, 11 and 12, as well as classroom instructors and staff, beginning in January 2024. The purpose of the student survey is to measure student support, student engagement, school discipline, and safety conditions in each school. This information will be used to guide educational practices that produce a safe and supportive school environment.

The student survey will be completed between January 18th – January 24th. The survey does not ask for your child's name and all answers are anonymous. No one, including teachers and administrators, will know how your child answered the survey questions. You will not have access to your child's survey answers. You may preview the questions asked in the student survey at this website: <https://tinyurl.com/VaSchoolSurvey>.

The survey will ask questions such as how students feel about their school, how students get along with one another and their teachers, how students feel about school rules, and their perceptions of their teachers' willingness to help them. Please note that there are questions about topics that may be sensitive to some, including questions about bullying, mental health, and suicide. This is a great time to talk to your child about these important issues. For guidance and more resources on these topics, please see <https://tinyurl.com/MentalHealthdcjs> or <https://tinyurl.com/VDOEstudentservices>.

All students in your child's grade level are eligible to participate in the survey. The survey is voluntary and you and/or your child can decide they prefer not to participate. No action will be taken against you, your child, or the school if your child does not participate. If you **do not** wish for your child to participate, please notify me at dhudson2@rvaschools.net or call Franklin Military Academy at (804) 780-8526.

The Virginia School Survey results are provided to the school around the end of the school year. You can find survey results for your school and division here: <https://tinyurl.com/VaSchoolSurvey>. The results are used by the school, the division, and the state to identify strengths and to address relevant needs to improve learning environments for your child as well as students across the state.

Thank you for your cooperation in this important study of Virginia's schools.

David Hudson, Principal

Office of The Principal

Bi Weekly Data Dates: [\(Link\)](#)

- February 9
- February 23
- March 8
- March 22
- April 12
- April 26
- May 10

Math Department

Please be reminded of the information below:

- District Checkpoints are MANDATORY
- Checkpoints will consist of 10-20 questions, depending on topic
- Checkpoint data should be analyzed and discussed during PLC meetings
- Checkpoints can be re-administered for students needing to re-test

Additional information will be provided prior to the start of Semester 2.

Algebra 1

Geometry

Algebra 2

Monday – January 22nd

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
- Hudson – Meeting wth parents. – 9:45 a.m.
- Administration Meeting 2:00 p.m.
- Hudson – Meeting wth parents. – 9:45 a.m.
- Interviews
- **New Semester Starts**

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Tuesday – January 23rd

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
- Tutoring after school
- WIDA Testing
- **Community Circle - January**
- **Bus Evacuation Drill 8:30 a.m.**
- **(6th Grade) Deven's Mom will be in to visit teachers**
- R. Cox and **C.** Pinzon will represent Franklin in a Student Advisory Group to help create an Environmental Literacy Plan for RPS. For each meeting date, they will take the afternoon Tech Bus to the Richmond Tech Center, participate in the meeting, and return to Franklin before dismissal. The dates for these meetings will be 1/23, 2/27, 3/26, and 4/23
-

Wednesday – January 24th

FORMATION SCHEDULE

- **Detention**
- All cell phone needs to be away after 9:00 a.m. – No exception
- The administration will be doing walkthroughs
- Ensure students are not released from periods 1st – 4th the first fifteen minutes and the last fifteen minutes
- Walkthroughs & Evaluations
- Attendance Meeting - 10:00 a.m.
- Tutoring after school
- WIDA Testing
- **Community Circle - January**
- Report Cards Go Home – Students Report Back to Homeroom at 3:10 p.m.
- RVA Parks and Rec Info Session – 3:15 p.m.

Thursday – January 25th

REGULAR SCHEDULE

- All cell phone needs to be away after 9:00 a.m. – No exception
- The administration will be doing walkthroughs
- SOL Retakes
- **Community Circle - January**

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- JA Speaker Series – 9:30 a.m.
- **Team Level Meetings - 4:15 p.m.**
- **Principal's Meeting – LMB**

Friday – January 26th

FORMATION SCHEDULE

- All cell phone needs to be away after 9:00 a.m. – No exception
- The administration will be doing walkthroughs
- SOL Retakes
- Community Circle - January
- **Goal Meetings - 9:30 a.m. – 4:00 p.m.**
- Make Sure Field Trip Names Are Submitted 1 Day Before The Trip
- Early Dismissal -2:00 p.m.
- Teacher Planning Day -- 2 Hour Early Release
- Grab and Go Lunch
- Assistant Principal's Meeting - 9:00 a.m. – 12:00 p.m. – RTC
- Hold Meeting - Math - Watson & Hudson – 12:30 p.m.
- Awards List Due Online - 4:00 p.m.
- DNR - Due on Friday – 4:00 p.m.

Saturday – January 27th

- Concerned Black Men of Richmond Activity - 10:00 a.m. – 2:00 p.m.

Military Instruction

MILITARY INSTRUCTOR LESSONS FOR 22 - 26 JANUARY 2024

LET IV – 2nd Semester First Week Review of Syllabus and lessons for LET IVs

LET III – 2nd Semester First Week Review of Syllabus and lessons for LET IIIs

LET II – Intro to JROTC, Boys & Girls Club, Bacon Retirement Home Visit

LET I – Intro to JROTC, Drill and Ceremony, Boys & Girls Club

MIDDLE SCHOOL – SFC Gilliam, CPT York and CPT Felton will focus on Military Time for 6th and 7th graders.

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.
- 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.

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- d) Differentiate between first and third person point-of-view.
- e) Describe how word choice and imagery contribute to the meaning of a text.
- f) Draw conclusions and make inferences using the text for support.
- g) Identify the characteristics of a variety of genres.
- h) Identify and analyze the author's use of figurative language.
- i) Compare/contrast details in literary and informational nonfiction texts.
- j) Identify transitional words and phrases that signal an author's organizational pattern.
- k) Use reading strategies to monitor comprehension throughout the reading process.

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

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

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

7.4 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) Identify and analyze the construction and impact of figurative language.
- d) Identify connotations.

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- e) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.
- f) Use word-reference materials to determine meanings and etymology.
- g) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

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

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

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

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

8th Grade Language Arts - SOL Test

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

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

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

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

Writing

8.7 The student will write in a variety of forms to include narrative, expository, persuasive, and reflective with an emphasis on expository and persuasive writing.

- a) Engage in writing as a recursive process.
- b) Choose intended audience and purpose.
- c) Use prewriting strategies to generate and organize ideas.
- d) Organize writing structure to fit form or topic.
- e) Establish a central idea incorporating evidence, maintaining an organized structure and formal style.

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- f) Compose a thesis statement for persuasive writing that advocates a position.
- g) Clearly state and defend a position with reasons and evidence, from credible sources.
- h) Identify a counterclaim and provide a counter - argument.
- i) Distinguish between fact and opinion to support a position.
- j) Organize information to provide elaboration and unity.
- k) Develop and modify the central idea, tone, and voice to fit the audience and purpose.
- l) Revise writing for clarity of content, word choice, sentence variety, and transitions among paragraphs.

9th Grade Language Arts

Reading

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

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

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

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

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

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- 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

10th Grade Language Arts

10.2 The student will examine, analyze, and produce media messages.

- a) Create media messages for diverse audiences.
- b) Credit information sources.
- c) Evaluate sources for relationships between intent, factual content, and opinion.
- d) Analyze the impact of selected media formats on meaning.
- e) Analyze the purpose of information and persuasive techniques used in diverse media formats.
- f) Evaluate the motives (e.g., social, commercial, political) behind media presentation(s).
- g) Describe possible cause and effect relationships between mass media coverage and public opinion trends.
- h) Monitor, analyze, and use multiple streams of simultaneous information.
- i) Demonstrate ethical use of the Internet when evaluating or producing creative or informational media messages.

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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.
- f) Draw conclusions and make inferences on explicit and implied information using textual support as evidence.



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

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Writing

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.

10.7 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.

- a) Use parallel structure across sentences and paragraphs.
- b) Use complex sentence structure to infuse sentence variety in writing.
- c) Distinguish between active and passive voice.
- d) Use colons correctly.
- e) Analyze the writing of others and suggest how writing might be improved.

11th Grade Language Arts – SOL Test

1st Semester

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.

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

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

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

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.

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

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

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

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

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- 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).

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.

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

AP Literature

Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives.

Identify and describe specific textual details that convey or reveal a setting.

Identify and describe how plot orders events in a narrative.

Explain the function of a particular sequence of events in a plot.

Identify and describe the narrator or speaker of a text.

Identify and explain the function of point of view in a narrative.

Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself.

Math

6th Grade Mathematics

- 6.13 The student will solve one-step linear equations in one variable, including practical problems that require the solution of a one-step linear equation in one variable.

8th Grade Mathematics

- 8.17 The student will solve multistep linear equations in one variable with the variable on one or both sides of the equation, including practical problems that require the solution of a multistep linear equation in one variable.

Algebra I

Functions

- A.7 The student will investigate and analyze linear and quadratic function families and their characteristics both algebraically and graphically, including
- a) determining whether a relation is a function;
 - b) domain and range;
 - c) zeros;
 - d) intercepts;
 - e) values of a function for elements in its domain; and
 - f) connections between and among multiple representations of functions using verbal descriptions, tables, equations, and graphs.

Geometry

Reasoning, Lines, and Transformations

- G.1 The student will use deductive reasoning to construct and judge the validity of a logical argument consisting of a set of premises and a conclusion. This will include
- a) identifying the converse, inverse, and contrapositive of a conditional statement;
 - b) translating a short verbal argument into symbolic form; and
 - c) determining the validity of a logical argument.

Algebra II

- AII.7 The student will investigate and analyze linear, quadratic, absolute value, square root, cube root, rational, polynomial, exponential, and logarithmic function families algebraically and graphically. Key concepts include
- a) domain, range, and continuity;
 - b) intervals in which a function is increasing or decreasing;
 - c) extrema;
 - d) zeros;
 - e) intercepts;

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- f) values of a function for elements in its domain;
- g) connections between and among multiple representations of functions using verbal descriptions, tables, equations, and graphs;
- h) end behavior;
- i) vertical and horizontal asymptotes;
- j) inverse of a function; and
- k) composition of functions algebraically and graphically.

Trig. & Probability & Statistics

Not Taught This Semester

Math Analysis / Pre-Calculus

Not taught this semester

AP Statistic

Understanding – One Variable

Science

6th Grade Science

- 6.1 The student will demonstrate an understanding of scientific and engineering practices by
- a) asking questions and defining problems
 - ask questions to determine relationships between independent and dependent variables
 - develop hypotheses and identify independent and dependent variables
 - offer simple solutions to design problems
 - b) planning and carrying out investigations
 - independently and collaboratively plan and conduct observational and experimental investigations; identify variables, constants, and controls where appropriate, and include the safe use of chemicals and equipment
 - evaluate the accuracy of various methods for collecting data
 - take metric measurements using appropriate tools
 - use tools and materials to design and/or build a device to solve a specific problem
 - c) interpreting, analyzing, and evaluating data
 - organize data sets to reveal patterns that suggest relationships
 - construct, analyze, and interpret graphical displays of data
 - compare and contrast data collected by different groups and discuss similarities and differences in findings
 - use data to evaluate and refine design solutions
 - d) constructing and critiquing conclusions and explanations
 - construct explanations that includes qualitative or quantitative relationships between variables
 - construct scientific explanations based on valid and reliable evidence obtained from sources (including the students' own investigations)
 - generate and compare multiple solutions to problems based on how well they meet the criteria and constraints
 - e) developing and using models
 - use scale models to represent and estimate distance
 - use, develop, and revise models to predict and explain phenomena
 - evaluate limitations of models
 - f) obtaining, evaluating, and communicating information
 - read scientific texts, including those adapted for classroom use, to obtain scientific and/or technical information
 - gather, read, and synthesize information from multiple appropriate sources and assess the credibility, accuracy, and possible bias of each publication
 - construct, use, and/or present an argument supported by empirical evidence and scientific reasoning

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7th Grade Science - Life Science

PS.6 The student will investigate and understand that waves are important in the movement of energy. Key ideas include

- a) energy may be transferred in the form of longitudinal and transverse waves;
- b) mechanical waves need a medium to transfer energy;
- c) waves can interact; and
- d) energy associated with waves has many applications.

Earth Science

ES.1 The student will demonstrate an understanding of scientific and engineering practices by

- a) asking questions and defining problems
 - ask questions that arise from careful observation of phenomena, examination of a model or theory, or unexpected results, and/or to seek additional information
 - determine which questions can be investigated within the scope of the school laboratory or field experience
 - generate hypotheses based on research and scientific principles
 - make hypotheses that specify what happens to a dependent variable when an independent variable is manipulated
 - define design problems that involve the development of a process or system with multiple components and criteria
- b) planning and carrying out investigations
 - individually and collaboratively plan and conduct observational and experimental investigations
 - plan and conduct investigations to test design solutions in a safe and ethical manner including considerations of environmental, social and personal effects
 - select and use appropriate tools and technology to collect, record, analyze, and evaluate data
- c) interpreting, analyzing, and evaluating data
 - construct and interpret data tables showing independent and dependent variables, repeated trials, and means
 - construct, analyze, and interpret graphical displays of data and consider limitations of data analysis
 - apply mathematical concepts and processes to scientific questions
 - use data in building and revising models, supporting explanations of phenomena, or testing solutions to problems
 - analyze data using tools, technologies, and/or models in order to make valid and reliable scientific claims or determine an optimal design solution

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- d) constructing and critiquing conclusions and explanations
 - make quantitative and/or qualitative claims based on data
 - construct and revise explanations based on valid and reliable evidence obtained from a variety of sources, including students' own investigations, models, theories, simulations, and peer review
 - apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena or design solutions
 - construct arguments or counterarguments based on data and evidence
 - differentiate between a scientific hypothesis, theory, and law
 - e) developing and using models
 - evaluate the merits and limitations of models
 - develop, revise, and/or use models based on evidence to illustrate or predict relationships
 - construct and interpret scales, diagrams, classification charts, graphs, tables, imagery, models, including geologic cross sections and topographic profiles
 - read and interpret topographic and basic geologic maps and globes, including location by latitude and longitude
 - f) obtaining, evaluating, and communicating information
 - compare, integrate, and evaluate sources of information presented in different media or formats to address a scientific question or solve a problem
 - gather, read, and evaluate scientific and/or technical information from multiple sources, assessing the evidence and credibility of each source
 - communicate scientific and/or technical information about phenomena and/or a design process in multiple formats
- ES.2 The student will demonstrate an understanding that there are scientific concepts related to the origin and evolution of the universe. Key ideas include
- a) the big bang theory explains the origin of universe;
 - b) stars, star systems, and galaxies change over long periods of time;
 - c) characteristics of the sun, planets and their moons, comets, meteors, asteroids, and dwarf planets are determined by materials found in each body; and
 - d) evidence from space exploration has increased our understanding of the structure and nature of our universe.
- ES.3 The student will investigate and understand that Earth is unique in our solar system. Key ideas include
- a) Earth supports life because of its relative proximity to the sun and other factors; and
 - b) the dynamics of the sun-Earth-moon system cause seasons, tides, and eclipses.

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Biology

BIO.8 The student will investigate and understand that there are dynamic equilibria within populations, communities, and ecosystems. Key ideas include

- a) interactions within and among populations include carrying capacities, limiting factors, and growth curves;
- b) nutrients cycle with energy flow through ecosystems;
- c) ecosystems have succession patterns; and
- d) natural events and human activities influence local and global ecosystems and may affect the flora and fauna of Virginia.

Anatomy Physiology

AP.16 The students will understand the function of the reproductive system is to ensure survival of the species.

Chemistry

CH.1 The student will demonstrate an understanding of scientific and engineering practices by

- a) asking questions and defining problems
 - ask questions that arise from careful observation of phenomena, examination of a model or theory, unexpected results, and/or to seek additional information
 - determine which questions can be investigated within the scope of the school laboratory
 - make hypotheses that specify what happens to a dependent variable when an independent variable is manipulated
 - generate hypotheses based on research and scientific principles
 - define design problems that involve the development of a process or system with interacting components, criteria and constraints
- b) planning and carrying out investigations
 - individually and collaboratively plan and conduct observational and experimental investigations
 - plan and conduct investigations or test design solutions in a safe manner, including planning for response to emergency situations
 - select and use appropriate tools and technology to collect, record, analyze, and evaluate data
- c) interpreting, analyzing and evaluating data
 - record and present data in an organized format that communicates relationships and quantities in appropriate mathematical or algebraic forms
 - use data in building and revising models, supporting explanations for phenomena, or testing solutions to problems
 - solve problems using mathematical manipulations including the International System of Units (SI), scientific notation, derived units, significant digits, and dimensional analysis
 - analyze data using tools, technologies, and/or models (e.g., computational, mathematical) in order to make valid and reliable scientific claims or determine an optimal design solution

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- analyze data graphically and use graphs to make predictions
- differentiate between accuracy and precision of measurements
- consider limitations of data analysis when analyzing and interpreting data
- analyze data to optimize a design
- d) constructing and critiquing conclusions and explanations
 - construct and revise explanations based on valid and reliable evidence obtained from a variety of sources
 - apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena or design solutions
 - compare and evaluate competing arguments in light of currently accepted explanations and new scientific evidence
 - construct arguments or counterarguments based on data and evidence
 - differentiate between scientific hypothesis, theory, and law
- e) developing and using models
 - evaluate the merits and limitations of models
 - develop, revise, and/or use models based on evidence to illustrate or predict relationships
 - use models and simulations to visualize and explain the movement of particles, to represent chemical reactions, to formulate mathematical equations, and to interpret data sets
- f) obtaining, evaluating, and communicating information
 - compare, integrate, and evaluate sources of information presented in different media or formats to address a scientific question or solve a problem
 - gather, read, and evaluate scientific and/or technical information from multiple authoritative sources, assessing the evidence and credibility of each source
 - communicate scientific and/or technical information about phenomena and/or a design process in multiple formats

AP Biology

AP Biology Unit 1: Chemistry of Life

<https://apstudents.collegeboard.org/courses/ap-biology>

AP Physics

AP Physics 1, Unit 1: Kinematics

<https://apstudents.collegeboard.org/courses/ap-physics-1-algebra-based>

AP Environmental Science

AP Environmental Science, Unit 1: The Living World: Ecosystems

<https://apstudents.collegeboard.org/courses/ap-environmental-science>

6th United States History to 1865

Civil War: 1861 to 1865

USI.9 The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by

- a) describing the cultural, economic, and constitutional issues that divided the nation;
- b) explaining how the issues of states' rights and slavery increased sectional tensions;
- c) identifying on a map the states that seceded from the Union and those that remained in the Union;
- d) describing the roles of Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Thomas "Stonewall" Jackson, and Frederick Douglass in events leading to and during the war;
- e) using maps to explain critical developments in the war, including major battles;
- f) describing the effects of war from the perspectives of Union and Confederate soldiers (including African American soldiers), women, and enslaved African Americans.

7th United States History to Present

The United States since World War II

- USII.8 The student will demonstrate knowledge of the economic, social, and political transformation of the United States and the world between the end of World War II and the present by
- a) describing the rebuilding of Europe and Japan after World War II, the emergence of the United States as a superpower, and the establishment of the United Nations;
 - b) describing the conversion from a wartime to a peacetime economy;
 - c) identifying the role of America's military and veterans in defending freedom during the Cold War, including the wars in Korea and Vietnam, the Cuban missile crisis, the collapse of communism in Europe, and the rise of new challenges;
 - d) describing the changing patterns of society, including expanded educational and economic opportunities for military veterans, women, and minorities;
 - e) describing how international trade and globalization have impacted American life.

Grade 8th Science Civics and Economics

Business Project

9th Grade Geography

End of Year Project (Portmess)

EOC Project and WHI SOL Retake/Recovery (Williams)

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

Not Taught This Semester

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11th Grade Virginia & United States History

VUS SOL Retake/Recovery

12th Virginia and United States Government

College Board Curriculum

AP Government

College Board Curriculum

Real Richmond - RR.4 & RR.5

Public Speaking – 11.1

Humanities

FACS (1/26)

ent Living

nstrate creativity and innovation.

nstrate critical thinking and problem-solving.

tify the meaning of work and the meaning of family.

tify strategies for balancing work and family roles.

ribe the interplay between work life and family life.

ain how social, economic, and technological changes and trends affect work
and family dynamics.

y problem-solving processes to identify solutions to work or family situations.

uate how one's values influence his/her decision making.

Physical Education (Middle) (1/26)

- 6.1 The student will apply critical thinking skills and personal management strategies to address issues and concerns related to personal health and wellness.

Mental Wellness/Social and Emotional Skills

- a. Define body image and explain the importance of having a positive body image.

- b. Analyze factors that contribute to group success (e.g., respecting individual differences and opinions, accepting responsibility, contributing positively, knowing when to lead and when to follow, dealing with conflict, using effective face-to-face and online communication skills).**
- c. Define mental health and describe what it means to be mentally healthy.**
- d. Describe personal strengths and areas for growth.**
- e. Identify potential positive and negative responses to stress and criticism.**
 - f.) Explain the importance of personal boundaries for physical, emotional, and social health.**

6.2 The student will describe the influence of family, peers, and media on personal health decisions.

Mental Wellness/Social and Emotional Skills

- p) Describe how culture, media, and other external factors influence perceptions about body image.**
- q) Explain the importance of understanding the feelings and perspectives of others.**
- r) Identify protective and risk factors for mental illnesses and challenges.**
- s) Describe strategies to work through adversity and challenges.**
- t) Analyze internal factors, such as responses to criticism or stress, which influence emotional and social health.**
- u) Identify ways to set and communicate personal boundaries and how to respect the boundaries of others.**

6.3 The student will develop personal strategies and skills for personal, social, and community health.

Mental Wellness/Social and Emotional Skills

- a) Analyze the influence of the media on issues related to body image.**
- b) Demonstrate ways to show respect for individual differences, opinions, and beliefs.**
- c) Compile and promote personal, family, and community resources that can help oneself and others with mental illnesses and challenges.**
- d) Ability to set and monitor a personal goal to address one area of growth.**
- e) Ability to create a plan to manage stress.**
- f) Practice ways to communicate personal boundaries for privacy, safety, and expression of emotions and opinions.**

Class climate

- 6.1 The student will apply critical-thinking skills and personal-management strategies to address issues and concerns related to personal health and wellness.**

q). Identify the factors that encourage group success; such as respecting individual differences and opinions, teamwork, and accepting responsibility and duties.

Physical Education (High) (1/26)

9th and 10 grade Physical Education Dodgeball/Kickball

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

Guitar (1/22 - 2/5)

High School Guitar 1

4th period guitar special guest:

- Every Tuesday, 4th period guitar will be co-taught by Cpt. Mendez and Justin Golden, a local blues guitarist. He is with the Rhapsody Project, a guitar-centered educational community that educates people about cultural music through an anti-racist lens.
- HIB.15a,g
The student will demonstrate proper instrumental techniques.
 - a) Identify correct hand positions, finger/slide placement, fingerings/positions, and finger/slide patterns.
 - g) Guitar student—right-hand techniques (finger style, pick style, arpeggio patterns with varying combinations of pulgar, indicio, medio, anular [pima]); and left hand techniques (first position, finger technique).
- HIB.6a,b
The student will explore historical and cultural influences of music.
 - a) Identify the cultural influences, musical styles, composers, and historical periods associated with the music literature being studied.

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

Key vocabulary: Frets, barred chords, Andres Segovia, pegs, romantic, pulgar/indice

EPC (1/26)

Economics & Personal Finance

Demonstrate creativity and innovation.

Demonstrate critical thinking and problem-solving.

Demonstrate initiative and self-direction.

Demonstrate integrity.

Band ()

Choir ()

Spanish ()

1 (2/2)

French 1

January 8 – February 2, 2024

Intercultural Communication, Interpretive Communication and Interpersonal Communication
–ACTFL Standards

3.NL - The student will initiate, sustain, and close oral and written exchanges in French, applying

familiar vocabulary and structures to new situations.

1. Participate in sustained exchanges that reflect major time frames.

2. Exchange detailed information on familiar topics in a variety of interpersonal contexts.

3. Use nonverbal communication, paraphrasing, and circumlocution to convey and comprehend messages in level-appropriate French.

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

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

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

French II

STANDARD 1: Investigate Intercultural Products, Practices and Perspectives through Interpretive Communication (Interpretive Mode) ACTFL & VA

2.NM Identify typical products and practices related to familiar, everyday life in native and other cultures to help understand perspectives.

2.NH Identify and compare typical products and practices related to familiar, everyday life in native and other cultures to help understand perspectives.

2.1.NL Identify a few very familiar products and practices in native and other cultures, how people dress; holidays and celebrations; school supplies and school schedules.

French III

STANDARD 4: Investigate Intercultural Products, Practices and Perspectives (Communication & Cultural) (Mode)

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

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

4.1.NM Identify similarities and differences between typical products and practices to help understand perspectives in native and other cultures, such as decorations, how people celebrate, and reasons for celebrations; types of houses, dining habits and size of rooms; food, mealtimes, and the importance of dining together; clothing, leisure activities, and appropriate dress.

Art (1/26)

Art 6

6.12 The student will use elements of art and principles of design to express meaning in works of art.

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- a) Color—relationships.
 - b) Line—variation, implied.
 - c) Texture—visual, tactile.
 - d) Value—gradation.
 - e) Proportion—realistic, distorted.
- 6.6 The student will explore and understand historical and cultural influences of art.
- a) Explore how the ethnic heritage, culture, and personal identities of artists influence their work
 - b) Examine the roles of crafts in communities.

Art I Foundations

AI.2 The student will identify and apply steps of a creative process to develop ideas and artwork.

- a) Develop personal questions for inquiry.
 - b) Research.
 - c) Brainstorm.
 - d) Develop preliminary sketches.
 - e) Plan.
 - f) Refine.
 - g) Reflect.
 - h) Maintain and use a process art portfolio (e.g., sketchbook/journal and digital or traditional working portfolio) for planning and as a resource in the artmaking process.
 - i) Recognize the role of exhibition as part of the creative process.
- AI.12 The student will select and apply elements of art and principles of design to communicate meaning in works of art.

Art II Intermediate

AII.1 The student will apply creative thinking to original artistic works.

- a) Select materials, media, and processes of personal interest to communicate ideas in artworks.
- b) Communicate a personal style and point of view in artwork.

AII.2 The student will apply a creative process to develop ideas and artwork.

- a) Refine and edit original works of art.
 - b) Expand the use of a digital or traditional process art portfolio to include research, inquiry, preliminary sketches, completed works, critical writings, and reflections.
- AII.12 The student will employ elements of art and principles of design to effectively communicate the intended meaning in works of art and design.

Art III Advanced Intermediate

AIII.1 The student will develop essential questions to guide a sustained investigation which includes synthesis of ideas, materials, and processes over time.

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.

AIII.4 The student will analyze how the attributes of works of art and design may evoke viewer response.

AIII.15 The student will demonstrate technical skill and independent thinking in the use of media, techniques, and processes to achieve desired intentions in works of art and design.

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.

CTE (2/2)

Keyboarding

- Introduced to the basic computer components and the safe utilization of computer equipment.
- Identify computer system components.

- Identify and demonstrate computer maintenance and safety.
- Develop and apply keyboarding skills utilizing current technology.
- Develop keyboarding skills by touch with speed and accuracy.
- Demonstrate employability skills such as working on a team, problem-solving, and organizational skills.
- Develop and model employability skills.

Programming

- 1.3.7 Use built-in functions and cast variables.
- 2.1.1 Demonstrate common steps for debugging JavaScript code, including reviewing code and testing code in different browsers and various devices.
- 1.3.1 Define and use methods as functions.
- CSF.19 The student will use predefined functions to simplify the solution of a complex problem.
- CSP.10 The student will solve a complex problem by decomposing it into subtasks consisting of predefined functions and user-defined functions.
- PRG.20 The student will use a systematic approach and debugging tools to independently debug a program.
- 2-AP-19 Document programs in order to make them easier to follow, test, and debug.

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

Standards of Learning

FACS (1/19)

Exploratory I

- 9 - Demonstrate customer service skills.
- 10 - Collaborate with team members.
- 22 - Demonstrate workplace safety
- 62 - Describe how to care for your clothes
- 63 - Identify basic textile tools and their functions
- 64 - Demonstrate simple clothing repair
- 65 - Construct a simple textile project
- 66 - Identify parts of the sewing machine and their functions
- 67 - Describe the responsibilities involved with the care of younger children
- 68 - Prepare a snack appropriate for young children

Independent Living

- Demonstrate proficiency with technologies, tools, and machines common to a specific occupation
- Apply mathematical skills to job-specific tasks
- Demonstrate professionalism
- Demonstrate reading and writing skills
- Demonstrate workplace safety
- Identify factors to consider when selecting clothing
- Demonstrate clothing maintenance
- Identify principles of human growth and development
- Describe conditions that influence human growth and development
- Identify roles and responsibilities of caregiving
- Identify caregiving practices that maximize human growth and development

Physical Education (Middle) (1/19)

• 6.1 The student will apply critical thinking skills and personal management strategies to address issues and concerns related to personal health and wellness.

Mental Wellness/Social and Emotional Skills

- a. Define body image and explain the importance of having a positive body image.
- b. Analyze factors that contribute to group success (e.g., respecting individual differences and opinions, accepting responsibility, contributing positively, knowing when to lead and when to follow, dealing with conflict, using effective face-to-face and online communication skills).
- c. Define mental health and describe what it means to be mentally healthy.
- d. Describe personal strengths and areas for growth.
- e. Identify potential positive and negative responses to stress and criticism.
 - f.) Explain the importance of personal boundaries for physical, emotional, and social health.

6.2 The student will describe the influence of family, peers, and media on personal health decisions.

Mental Wellness/Social and Emotional Skills

- p) Describe how culture, media, and other external factors influence perceptions about body image.
- q) Explain the importance of understanding the feelings and perspectives of others.
- r) Identify protective and risk factors for mental illnesses and challenges.
- s) Describe strategies to work through adversity and challenges.
- t) Analyze internal factors, such as responses to criticism or stress, which influence emotional and social health.
- u) Identify ways to set and communicate personal boundaries and how to respect the boundaries of others.

6.3 The student will develop personal strategies and skills for personal, social, and community health.

Mental Wellness/Social and Emotional Skills

- a) Analyze the influence of the media on issues related to body image.
- b) Demonstrate ways to show respect for individual differences, opinions, and beliefs.
- c) Compile and promote personal, family, and community resources that can help oneself and others with mental illnesses and challenges.
- d) Ability to set and monitor a personal goal to address one area of growth.
- e) Ability to create a plan to manage stress.
- f) Practice ways to communicate personal boundaries for privacy, safety, and expression of emotions and opinions.

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

Physical Health

- f) Evaluate the physical, mental, and social health benefits of physical activity.

Disease Prevention/Health Promotion

- g) Explain the difference between rest, sleep, sleep deprivation, and sleep debt.

Mental Wellness/Social and Emotional Skills

- p) Describe characteristics of healthy and unhealthy relationships, including establishing and communicating boundaries.
- q) Describe the warning signs, risk factors, and protective factors for self-harm behaviors, depression, and suicide.
- r) Identify factors that can influence mental health (e.g., family, environment, trauma, genetics, brain chemistry, health behaviors, nutrition, personal values, peers, media, technology, culture, community).
- s) Identify and describe careers associated with mental health care (e.g., social worker, psychologist, psychiatrist).

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

Physical Health

- f) Assess the health risks of a sedentary lifestyle.

Disease Prevention/Health Promotion

- g) Identify sleep hygiene strategies to support recommendations for optimal sleep.
- h) Describe preventive health measures, including immunizations, regular health and medical screenings, nutrition, physical activity, sleep, and limiting personal technology use, in preventing diabetes, heart disease, stroke, cancer, obesity, and other chronic diseases.

Safety/Injury Prevention

- k) Explain the potential consequences of following and not following safety protocols for school drills.
- n) Identify personal stress-management skills that help respond to different kinds of stress.

Mental Wellness/Social and Emotional Skills

- p) Explain the importance of developing relationships that are positive and promote wellness.

- q) Explain why mental health issues such as self-harm behaviors, depression, and suicide ideation cannot be managed independently and require support/assistance.
- r) Explain how negative perceptions of mental health promote a stigma about mental illnesses and emotional challenges.
- s) Describe the role of mental health professionals in schools (e.g., school counselors, psychologists, social workers).

8.3 The student will undertake health-promotion activities that demonstrate an understanding of the relationship between nutrition, physical activity, and emotional and physical health.

Physical Health

- f) Create environmental design solutions that promote physical and mental health.

Disease Prevention/Health Promotion

- g) Create Specific, Measurable, Attainable, Relevant and Timely (S.M.A.R.T.) goals to get optimal sleep to promote cognitive performance and academic success.

Safety/Injury Prevention

- n) Practice and promote stress-management skills.

Mental Wellness/Social and Emotional Skills

- q) Identify and recognize family, school, and community resources for helping oneself and others with mental health needs.
- r) Explain the effects of stigma on accessing help and assistance for mental illnesses and emotional challenges.

Physical Education (High) (1/19)

- **Objective :** 9.1 The student will perform all basic movement skills and demonstrate movement and biomechanical principles in a variety of activities that may include outdoor pursuits, fitness activities, dance and rhythmic activities, aquatics, individual performance activities, and games and sports
- 10.1 The student will demonstrate proficiency and apply the concepts and principles of exercise physiology, biomechanics, and anatomy in a variety of lifetime activities that may include outdoor pursuits, fitness activities, dance and rhythmic activities, aquatics, selected individual performance activities, and net/wall and target games in at least two self-selected, lifelong, skill-related physical activities

Guitar (1/8 - 1/19)

High school guitar:

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

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

a) Identify the cultural influences, musical styles, composers, and historical periods associated with the music literature being studied.

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

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

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

Middle School Int./Beg. Guitar (1/8-1/19):

MIB.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 through listening, performing, and studying.**
- **b) Describe ways in which culture influences the development of instruments, instrumental music, and instrumental music styles.**

MIB.12 The student will demonstrate music literacy.

- **a) Identify, define, and use basic standard and instrument specific notation for pitch, rhythm, meter, articulation, dynamics, and other elements of music.**
- **d) Echo, read, count (using a counting system), and perform simple rhythms and rhythmic patterns, including whole notes, half notes, quarter notes, eighth notes, dotted half notes, dotted quarter notes, and corresponding rests.**

MIB.13 The student will identify and demonstrate half-step and whole-step patterns in order to read, notate, understand and perform scales, key signatures, and/or chords.

- **b) [S]tring student—one-octave G, D, and C major scales and introduce the concept of minor scales.**

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

MIB.11 The student will describe the connections of instrumental music to the other fine arts and other fields of knowledge.

MIB.12 The student will demonstrate music literacy.

- **e) Identify, read, and perform music in simple meters (4/4, 3/4, 2/4, C).**
- **h) Sight-read music of varying styles and levels of difficulty.**

MIB.16 The student will demonstrate musicianship and ensemble skills at a beginning level.

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

All Classes (1/8-1/19):

Classroom materials/Lessons:

Essential Elements book: (using copies)

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

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

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

Guitar Basics Workouts book: (using copies)

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

Repertoire:

- Practice new repertoire for end of semester
- 10 Guitar Trios
- Riverflow

Creative Journal (last 15 minutes of class)

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

EPC (12/22)

Digital Applications: -Identify the components of an effective presentation
-Build a multimedia presentation
-Enhance a multimedia presentation with specialized features.

Economics & Personal Finance: -Identify sources of financial aid
-Examine types of student loans.
-Describe types of student grants & scholarships

Band (11/20 - 12/22)

Choir (12/22)

Spanish (12/22)

1 (2/2)

French 1

January 8 – February 2, 2024

Intercultural Communication, Interpretive Communication and Interpersonal Communication
–ACTFL Standards

3.NL - The student will initiate, sustain, and close oral and written exchanges in French, applying familiar vocabulary and structures to new situations.

1. Participate in sustained exchanges that reflect major time frames.
2. Exchange detailed information on familiar topics in a variety of interpersonal contexts.
3. Use nonverbal communication, paraphrasing, and circumlocution to convey and comprehend messages in level-appropriate French.

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

- 4.AL Share how products and practices of public and personal interest are related to perspectives of native and other cultures.
- 4.AM Share how global products and practices are related to perspectives of native and other cultures.

French II

STANDARD 1: Investigate Intercultural Products, Practices and Perspectives through Interpretive Communication (Interpretive Mode) ACTFL & VA

- 2.NM Identify typical products and practices related to familiar, everyday life in native and other cultures to help understand perspectives.
- 2.NH Identify and compare typical products and practices related to familiar, everyday life in native and other cultures to help understand perspectives.
- 2.1.NL Identify a few very familiar products and practices in native and other cultures, how people dress; holidays and celebrations; school supplies and school schedules.

French III

STANDARD 4: Investigate Intercultural Products, Practices and Perspectives (Communication & Cultural) (Mode)

- 4.AL Share how products and practices of public and personal interest are related to perspectives of native and other cultures.
- 4.AM Share how global products and practices are related to perspectives of native and other cultures.
- 4.1.NM Identify similarities and differences between typical products and practices to help understand perspectives in native and other cultures, such as decorations, how people celebrate, and reasons for celebrations; types of houses, dining habits and size of rooms; food, mealtimes, and the importance of dining together; clothing, leisure activities, and appropriate dress.

Art (1/12)

Programming (1/19)

Keyboarding

- 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.
- Increase Speed (practice drills, consistent rate)
- Proofread copy
- Compose documents (letters, memos)
- Key and format business documents
- Edit Copy (can happen in typing)

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.
- CRD-2.C.1 Program input is data that are sent to a computer for processing by a program. Input can come in a variety of forms, such as tactile, audible, visual, or text.
- CRD-2.D.1 Program output is any data that are sent from a program to a device. Program output can come in a variety of forms, such as tactile, audible, visual, or text.
- DAT-1.A.2 Computing devices represent data digitally, which means that the lowest-level components of any value are bits.
- DAT-1.A.3 A “bit” is shorthand for “binary digit,” and is either 0 or 1.
- DAT-1.A.5 Abstraction is the process of reducing complexity by focusing on the main idea. By hiding details irrelevant to the question at hand and bringing together related and useful details, abstraction reduces complexity and allows one to focus on the idea.
- DAT-1.A.6 Bits are grouped to represent abstractions. These abstractions include, but are not limited to numbers, characters, and color.
- 3A-DA-09 Translate between different bit representations of real-world phenomena, such as characters, numbers, and images.
- DAT-1.A.7 The same sequence of bits may represent different types of data in different contexts.
- PRG.3 The student will translate numbers between machine representations and human accessible representations.
- 3A-AP-17 Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects.
- 3A-AP-23 Document design decisions using text, graphics, presentations, and/or demonstrations in the development of complex programs.

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.

Office of The Principal

- PRG.7 The student will implement programs that accept input from a variety of sources and produce output based on that input.
- 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.
- 2-AP-12 Design and iteratively develop programs that combine control structures, including nested loops and compound conditionals.
- 1.3.7 Use built-in functions and cast variables.
- 72 Create a sprite.
- 70 Animate game assets.
- 4.5 Create events using event handlers and listeners