

Happy National School Counselor Week Mrs. Tiffany Frierson



Franklin Military Academy

2022-2023

Weekly Agenda

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



David A. Hudson, Principal
February 13, 2024



Welcome To Franklin Military Academy

Cleavester Ferrell – Safety & Security

Samantha Morgan Prescott – Tutor

Fredia Ford – Custodian

Willis Weber – Tutor

Shushania Doswell – Annual Sub.

Shelby Andrews. – Custodian

Javone Anderson Sr. – Lead Custodian



"A Knight Forever"

Congratulations

John DeReu

Yale National Initiative Completion








Max Ullman

**Richmond Public Schools
Franklin Military Academy
Spelling Bee Champion**



KINDNESS WEEK

February 12-16, 2024

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>"Join Our Kindness Circle!"</p> <p>All Staff should wear PURPLE</p>  <p><i>Students will fill out their clouds of how they can be a rainbow to someone else</i></p>	<p>"Kindness Keeps Us Linked!"</p> <p>All staff should wear PINK</p>  <p><i>Students will receive paper links to write a kind message or compliment to a staff or student</i></p>	<p>"Spread Kindness!"</p> <p>All staff should wear RED</p>  <p><i>Everyone is encouraged to write a Thank You note to anyone in the school</i></p>	<p>"Don't Be Mean!"</p> <p>All staff should wear GREEN</p>  <p><i>Students will complete an "I am" flower to focus on being kind to themselves</i></p>	<p>"Wear BLUE Because We Got You!"</p> <p>All staff should wear BLUE</p>  <p><i>Students and teachers are encouraged to write a note to a classmate, student or any staff member</i></p>

S

HAPPY BIRTHDAY

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	



NOW ACCEPTING APPLICATIONS FOR *Beautillion 2024*



PROC Foundation, Inc. is currently accepting applications for its 2024 Beautillion. All male high school sophomores and juniors are welcome to submit an application. The “Beaux” will participate in community service projects, social etiquette classes and leadership development workshops. The culmination of the Beautillion Season will be a formal presentation of the young men at an elegant black-tie affair in November. In addition to cultural and educational activities, participants will have an opportunity to earn scholarships and prizes. **Information Sessions will take place on Sunday, February 11, 2024 (virtual-Registration link below) and March 10, 2024 (in person) at 3pm.** These Information Sessions will address any questions you may have to assist in the decision-making process. **A mandatory in-person Orientation Session will be held on Sunday, March 24, 2024 at 3 pm.** All in person sessions will be held at Holy Rosary Fellowship Hall, 33rd and S streets. **To obtain an application please click the link below and email it to Beautillion@procfoundation.org.** If using a cell phone, save the application to your device to make it fillable. **For additional information, contact Mrs. Tanya Allsbrooks at logistics@procfoundation.org or 804-399-9823. The deadline to submit an application is March 24, 2024.**

Register to join PROC Foundation for a virtual *Beautillion information Session*
https://us06web.zoom.us/join/register/tZwpfu6qpzgiE9a6S8SDhDcy-WCaUu_APP5j
After registering, you will receive a confirmation email containing information about joining the meeting.

APPLICATION

<https://nebula.wsimg.com/60105f6b47b34bac9ea347f7872b392b?AccessKeyId=ACD21FD10B16F4FAD269&disposition=0&alloworigin=1>

Professionals Reaching Out to the Community (PROC) Foundation, Inc. is a not-for-profit, non-stock corporation.

2023-2024 School Appreciation Days

National Substitute Appreciation Week	Sept. 4-8, 2023
World Physical Therapy Day	Sept. 8, 2023
National IT Professional Day	Sept. 19, 2023
National Principal Month	October 2023
School Custodian Appreciation Day	Oct. 2, 2023
National Boss's Day	Oct. 16, 2023
World Occupational Therapy Day	Oct. 27, 2023
Veteran's Day at School	Nov. 11, 2023
National School Psychology Week	Nov. 13-17, 2023
World Kindness Week	Nov. 13-17, 2023
School Board Appreciation Month	January 2024
Law Enforcement Appreciation Day	Jan. 9, 2024
National School Counseling Week	Feb. 5-9, 2024
School Bus Driver Appreciation Day	Feb. 22, 2024
Maintenance Worker Appreciation Day	March 1, 2024
National Employee Appreciation Day	March 1, 2024
National School Social Worker Week	March 3-9, 2024
Paraprofessional Appreciation Day	April 3, 2024
School Librarian Appreciation Day	April 4, 2024
National Assistant Principal Week	April 7-14, 2024
National Volunteer Recognition Week	April 14-20, 2024
National Administrative Professionals' Day	April 24, 2024
School Principal's Day	May 1, 2024
School Lunch Hero Day	May 3, 2024
Teacher Appreciation Week	May 5-11, 2024
School Nurse Day	May 8, 2024
National Speech Language Pathologist Day	May 18, 2024





Office of The Principal

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

The History of Black History Month

Carter G. Woodson was an early scholar of African American history. Dubbed “the father of Black history,” he founded the Association for the Study of African American Life and History (ASALH). He launched The Journal of African American History, the association’s scholarly publication, in 1916 — half a century after the Thirteenth Amendment abolished slavery in the U.S.

Woodson was determined to dedicate time to celebrating the historic contributions of Black people, leading him to establish Negro History Week in February 1926.

Over the years, mayors of cities across the nation also began recognizing Negro History Week. By the late 1960s, catalyzed by the Civil Rights movement and efforts to transform race relations, Negro History Week evolved into Black History Month for many schools and communities.

In 1976, [President Gerald Ford](#) officially recognized [Black History Month as a national observance](#), encouraging Americans to “seize the opportunity to honor the too-often neglected accomplishments of Black Americans in every area of endeavor throughout our history.”

Why Do We Celebrate Black History Month in February?

February is the birth month of two prominent figures who contributed to the freedom of enslaved African Americans.

President Abraham Lincoln, born on Feb. 12, issued the Emancipation Proclamation during the third year of the Civil War, which declared enslaved people living within the rebellious states free and linked the issue of slavery directly to the war.

Frederick Douglass was born enslaved and later became a leader in the abolitionist movement. His date of birth was not recorded, but he celebrated his birthday on Feb. 14.

Woodson chose the second week of February for Negro History Week to honor their birthdays and legacies.

Since 1976, every U.S. president after Ford has officially designated February as Black History Month

Black History Month



The Story Of The 'Buffalo Soldiers,' The First All-Black Peacetime Regiments In U.S. History

The Buffalo Soldiers were African American troops who served on the Western frontier after the Civil War. But their legacy is complicated.

After the Civil War ended on April 9, 1865, the U.S. Congress allowed African Americans to join the army during peacetime as soldiers.

Many Black people jumped at the opportunity. They hoped that serving their country would shield them from poverty and racism.

But treating Black soldiers equally was the last thing on the government's mind. As a result, African Americans who enlisted in the army were segregated into six all-Black regiments. These were eventually melded into four Black, made up of two infantry units (the 24th and 25th Infantry) and two cavalry units (the 9th and 10th Cavalry).

The regiments were usually commanded by whites, and the rank and file faced racial prejudice from the army establishment. Many officers, such as George

Armstrong Custer, refused to command Black soldiers at all — even if it cost them promotions in rank.

"He said they wouldn't fight, that they were afraid and that they'd run," said John Smith, a descendant of Buffalo Soldier Sgt. Charles Smith, in 1996.

He couldn't have been more wrong.

The U.S. dispatched these Black troops, who made up roughly a tenth of the armed forces, toward the West. At the beginning, Black soldiers were only stationed at locations west of the Mississippi River, where most towns were still underdeveloped.

According to the National Museum of African American History and Culture, "Many whites didn't want to see armed Black soldiers in or near their communities."

The Black troops were mainly tasked with defending settler territories against Native Americans, who fought with all their might to keep their lands. Frequent skirmishes with the Black troops led the Native American warriors to call them the "Buffalo Soldiers."

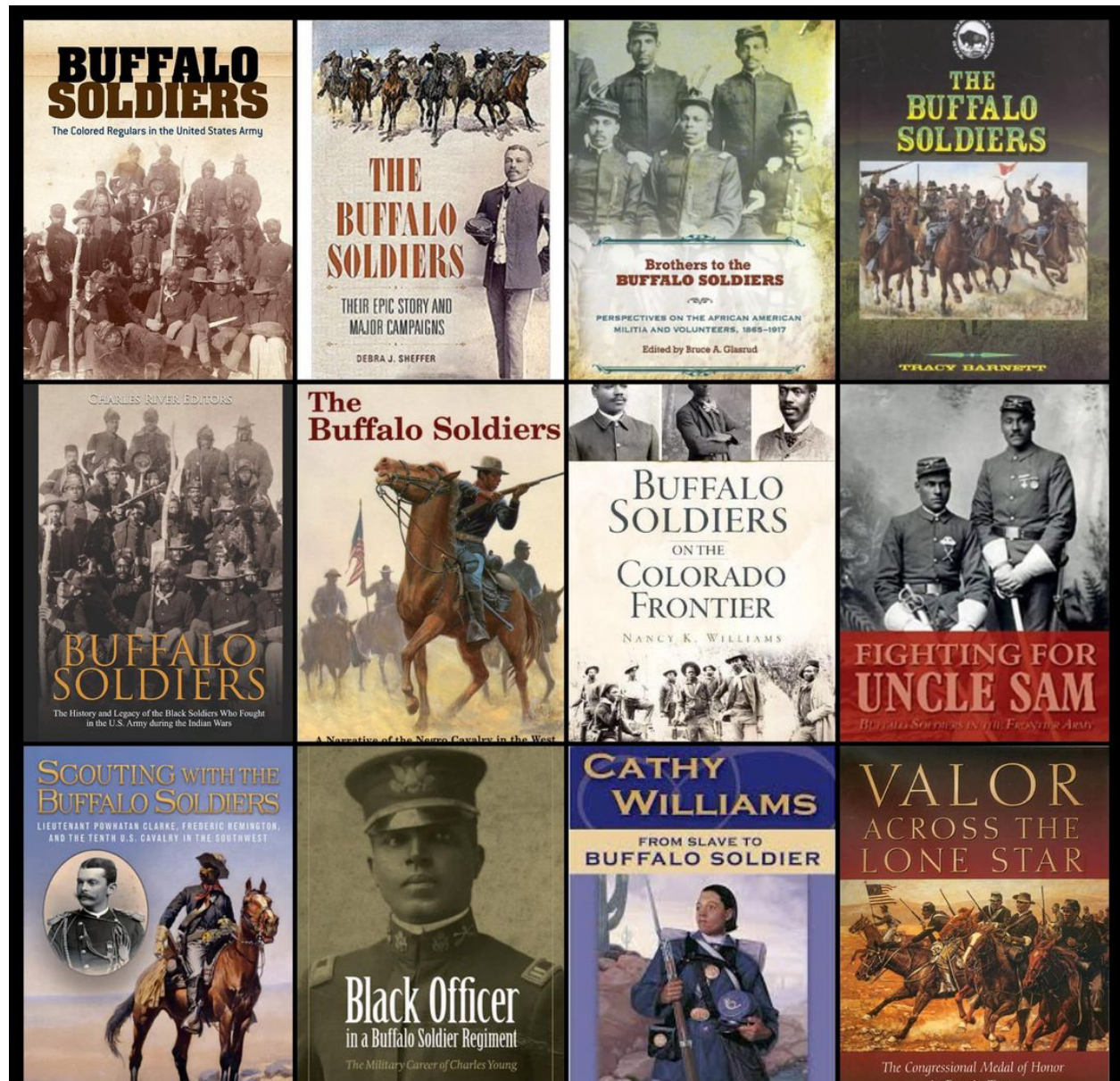
Office of The Principal

It's unclear why the Indigenous warriors coined the name. Still, it's suspected that it was either a reference to the Black soldiers' dark curly hair or their strategic military fare, both of which the Natives associated with the mighty buffalo.

The Buffalo Soldiers saw frequent battles in the West, especially during the American-Indian Wars in the late 19th century. Sometimes, skirmishes broke out without any warning at all. However, other battles were more or less planned. During an 1874 campaign by the U.S. government to displace Natives who inhabited the Southern Plains, the Buffalo Soldiers fought against Indigenous tribes who occupied the area. This included the Comanche, Southern Cheyenne, Kiowa, and Arapaho tribes.

In addition to guarding the frontlines of the Western Frontier, the Buffalo Soldiers acted as some of the nation's first park rangers.

Before the formation of the National Park Service, the U.S. Army served as the official administrator of the country's national parks. The U.S. Army oversaw Yosemite between 1891 and 1913.





LET'S CELEBRATE

BLACK

HISTORY

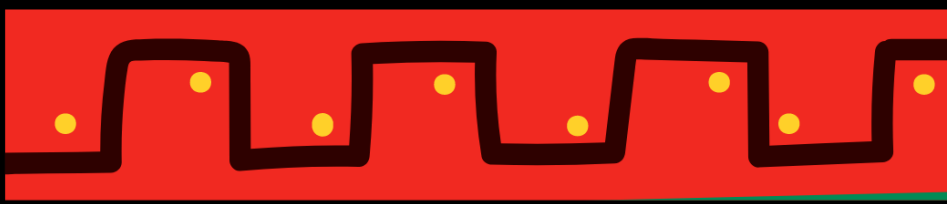
MONTH

FRANKLIN MILITARY ACADEMY

FEB 23

3:00 - 4:00

**PRESENTED BY THE CULTURE
AND CLIMATE COMMITTEE**





33SY 23 - 24 Teacher Leadership Cohort Calendar

Month	Instructional Leads Elementary - 1st Mondays 3:30 - 4:30 Secondary - 3rd Mondays 4:30 - 5:30	Instructional Coaches 2nd & 4th Thursdays 8:30 - 12:30
September	Elementary - Sept. 11th Secondary - Sept. 18th	Sept. 15th (Friday) Sept. 28th
October	Elementary - Oct. 2nd Secondary - Oct. 16th	Oct. 12th Oct. 26th
November	Elementary - Nov. 6th Secondary - Nov. 20th	Nov. 9th Nov. 30th
December	Elementary - Dec. 4th Secondary - Dec. 18th	Dec. 7th Dec. 21st
January	Elementary - Jan. 8th Secondary - Jan. 22nd	Jan. 11th Jan. 25th
February	Elementary - Feb. 5th Secondary - Feb. 26th	Feb. 8th Feb. 22nd
March	Elementary - Mar. 4th Secondary - Mar. 18th	Mar. 7th Mar. 21st
April	Elementary - Apr. 8th Secondary - Apr. 22nd	Apr. 11th Apr. 25th
May/June	Elementary - May 6th Secondary - May 13th	May 16th June 3rd & 4th (Retreat)



Read-A-Thon!



STUDENTS:

Scan this QR Code to be taken to the
"Student Center" where you can check the
leaderboards, find your profile, and see the
rewards!



Rewards:

- Student who reads the most books overall: **\$25 Amazon Gift Card**
- Student who reads the most books per class: **King-sized candy bar**
- Student who raises the most money: **\$25 Amazon Gift Card**
- Class who raises the most money: **Dessert Party!**
- Class who reads the most books overall: **Dessert Party!**





Franklin Military Academy's
PTSA Presents



READ-A-THON!

Compete with your English class
for the month of February!



HOW:

Participating students will read as many books as they can between February 5th-March 1st. Students will seek a "sponsorship" from parents, friends, and family members to donate toward their reading goal. Students will then log their reading with their English teacher. Weekly leaderboards will be posted to monitor student progress and the overall fundraising goal. There will be rewards for students and classes who read and fundraise the most money.

All proceeds will benefit the English and Media departments along with Franklin PTSA!



WHEN:
FEB 5TH-
MAR 1ST

**Scan QR code for
more information:**



SCAN ME

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!

Office of The Principal

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



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

FMA SENIOR CLASS PRESENTS

Love Songs

**VALENTINE'S DAY
DANCE**

\$5

**PAY MAJ CLAIBORNE IN 308A
OR MAJ SMITH IN 207**

**14TH FEBRUARY 2024
2:00PM-3:30PM**

PLEASE WEAR RED OR PINK AND WHITE FOR VDAY



JTB-APO iLead Law & Leadership Conference, Richmond

**A FREE one-day workshop
focusing on law and leadership
skills for high school students.**

**During the workshop, students will
work with judges, lawyers, and
leaders in the Richmond legal
community who are committed to
supporting their academic growth
and legal career aspirations.**

APRIL 10, 2024

**UNIVERSITY OF RICHMOND,
SCHOOL OF LAW**

**QUESTIONS TO MJEJE@JTB.ORG
[CLICK HERE TO APPLY](#)**



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



**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)



Reminders (Update)

February 19 th	Presidents' Day (Richmond Public Schools Closed)
March 5 th	Asynchronous Day - Staff Report To School – Students Do Not Report To School, but will have assignments on Google Classroom
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)
May 29 th	Graduation – 6:00 p.m. - Tentative



"A Knight Forever"

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 be 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"

Celebration of Black History **"THE POWER OF PRESENCE"**

February 24, 2024
10 a.m - 2 p.m.

Claude G. Perkins
Living and Learning Center
Virginia Union University

Keynote Speaker:
Dr. James E. Coleman, Jr.

Featuring:

- Youth Presentations, Music, Dance, and Spoken Word
- Pop-Up Black History Museum
- Soul Food Buffet
- Vendors



FREE Event, however registration is required. Please scan the QR Code
Please call 804-305-9722 for more information.

Presented by:
Delegate Delores L. McQuinn
The Center for African American History and Culture at VUU
Sen. Lamont Bagby
Richmond Virginia Branch NAACP
Baptist Ministers Conference of Richmond & Vicinity
Continental Societies, Inc. (Richmond, VA Chapter)
Help Me Help You Foundation

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

Essay Contest – Congresswoman Jennifer McClellan has officially launched her inaugural Black History Month [essay contest](#) for middle and high school students. Completed essays – including name, school, grade level, and home address – must be submitted via [email](#) no later than **Monday, February 12**. Winning essays will be entered into the Congressional Record and featured on Rep. McClellan’s website and social media platforms. See below for this year’s essay prompts:

- **Middle School** – *Write an essay about the life and legacy of the first Black woman elected to Congress, former Rep. Shirley Chisholm, and how her election paved the way for other Black women to serve. (350-500 words)*
- **High School** – *The first Black President of the United States, Barack Obama, once said, “Change will not come if we wait for some other person or some other time. We are the ones we’ve been waiting for. We are the change that we seek.” How do you encourage yourself and your peers to become engaged as changemakers in your community as a student and future voter? (500-750 words)*



Black History Month Essay Contest

Exploring the legacies of Rep. Shirley
Chisholm and President Barack Obama

All middle and high school
students in VA’s 4th are invited!
Deadline to submit an essay:
Monday, February 12th



To submit your essay:
VA04_Projects@mail.house.gov



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.

Virginia Museum of Fine Arts

10:00 a.m. – 7:00 p.m.

February 8th

Mr. Ashe and Ms. Vernet

Multipurpose Center

Military Staff

February 17th

LT. Col Robinson

All City Choir

10:00 - Parents will pick students up from event

February 27th

Ms. White

Henrico Sports & Events Center

10:00 a.m. – 2:00 p.m.

March 8th

Mr. Blackmen & Ms. Clarke

Virginia Holocaust Museum

10:00 a.m. – 1:00 p.m.

March 8th

Ms. Bryant

Kings Dominion

10:00 a.m. – 7:00 p.m.

March 29, 2024

Ms. Paschall

Luray Caverns

All Day

March 11, 2024

Ms. Paschall



"A Knight Forever"

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.

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** _____

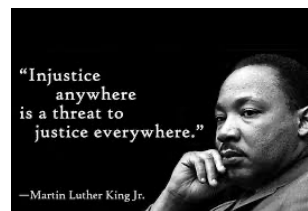
Type of Activity_____

[illegible]

Dr. J. Smiths' Weekly Schedule 02/12/2024

Monday	Morning Announcements Walk-throughs Climate Walks
Tuesday	Morning Announcements Walk-throughs Climate Walks ODU Information Session – 11:30
Wednesday	Morning Announcements Walk-throughs Attendance Meeting 10:00 Climate Walks
Thursday	Morning Announcements Walk-throughs Climate Walks Eligibility Meeting
Friday	Morning Announcements Walk-throughs Climate Walks SBIT

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



School Counselor Schedule

Week of 02/05-02/09

Monday	Admin. Meeting
Tuesday	FAFSA Help Session
Wednesday	Attendance Meeting UB Visit-10am MYA Visit- 3pm
Thursday	Reynolds Counselor Meeting MS Counselor Meeting CB Team Meeting
Friday	ASPEN scheduling meeting

Week of 02/12-02/16

Monday	Admin. Meeting
Tuesday	HS Lead Counselor Meeting
Wednesday	Attendance Meeting: 10:00a.m.
Thursday	Champion Habits Meeting
Friday	ASPEN scheduling meeting

Week of 02/19-02/23

Monday	SCHOOL HOLIDAY
Tuesday	Master Schedule Training
Wednesday	Attendance Meeting
Thursday	MS Lead Counselor Meeting
Friday	ASPEN scheduling meeting

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

Franklin Military Academy
701 North 37th Street
Richmond, Virginia 23223
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

fink

Definition of fink

What It Means

: one who is disapproved of or is held in contempt

:

finked; finking; finks

[intransitive verb](#)

informal

: to give information about another's wrongdoing to an authority : **SQUEAL**

" ... A bunch of us had busted somebody's beautiful etched glass window with a brick. The cops came, rounded us up, and we all denied it except one guy who *finked*. ... "Dick Cavett

School Day Starts 8:30 am – 4:30 pm.

Certified Staff has to work 8hrs a Day

Let me know if you are arriving or leaving early

Guests In Mr. Wester's Class the following personnel will come to teach as follows:

From LTC Robinson

SAVE THE DATE

"Black History JROTC CLASSIC"

RPS RICHMOND PUBLIC SCHOOLS

"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**

Virginia State University

Multipurpose Center
20809 2nd Ave, Petersburg, VA 23803

This is a RPS
DAI Level Event

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**. 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 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). ASVAB TESTING. The next ASVAB testing will be conducted on **9 April 2024**. The test will begin at 9:30am and be conducted via ICAT (Meaning with student computers) in the cafeteria. Students will be reminded the day prior to ensure all Chrome Notebooks (No Personal Computer) used are completely charged to 100%. As a reminder to students, the ASVAB is considered a CTE prerequisite (contingent on the student achieving a score of 24 or better). Please be advised, the requirement for entrance into the Army is still a score of 31.

4). 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/ApcbjZPaPYc> (3mins)

5). VIRGINIA TECH IMAGINATION SUMMER PROGRAM: The Center for the Enhancement of Engineering Diversity (CEED) at Virginia Tech's College of Engineering will again be offering a residential component to our [Imagination](#) camp for rising 7th and 8th graders, targeting underrepresented students in the Richmond area among other geographical locations. Participants stay in a Virginia Tech residence hall with VT student chaperones and eat at the campus dining hall. There are three week long sessions:

- Session 1: June 17 - June 21
- Session 2: June 24 – June 28
- Session 3: July 15 - July 19

Free bus transportation from and to Richmond will be provided for Session 2. A bus will pick up students in Richmond on Sunday, June 23 and return on Saturday, June 29. Thanks to sponsorship by the [Bradley](#)

Office of The Principal

[Department of Electrical and Computer Engineering](#), CEED was able to provide scholarships for students in Richmond/Henrico County for the first and second session. Scholarship awards are based on self-reported financial information in the parent form. The cost for the residential program is \$750. Session 2 is free due to sponsorship from [Wing](#), the [Kevin T. Crofton Department of Aerospace and Ocean Engineering](#), [Mid-Atlantic Aviation Partnership](#) the [Institute for Critical Technology and Applied Science](#).

Deadline to apply is Sunday, March 31st. Decisions will be emailed by Friday, April 19th. The online application can be found [here](#).

Please provide feedback to **Dr. Kim Lester** email at kimml61@vt.edu or phone **(540) 231-7337** to let her know if you would be willing to forward this opportunity to parents and students, and if there is any other information you need. You can download [flyers](#) for this and our other summer programs and access a [spreadsheet](#) of all the VT STEM & diversity summer programs of which I am aware. Thank you in advance for your consideration of this request!

UPCOMING EVENTS

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

21 MAR 24 - Franklin Military Academy Career Fair

09 APR 24 - ASVAB Testing

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

UPCOMING COLOR GUARD ACTIVITY:

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



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 Meeting](#)
- [Data Collection](#)
- [*Data Response](#)
- [DNR](#)
- [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](#)
- [Tabeau](#)
- [Tutors Information](#)
- [Order Your 2023-2024 Yearbook](#)

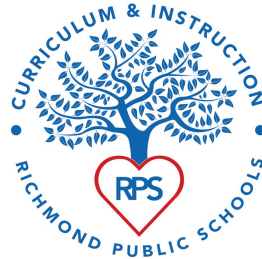
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Academics

- 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](#).



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This one-pager serves as a companion to the History Fair Guidelines and Procedures booklet. Many of the links that are contained in the booklet, are linked here for your convenience. Please share with teachers as needed.

2024 RPS History Fair			
Communications			
Letter to Principals	Letter to Instructional Leads	Letter to Parents (English) (Coming Soon)	Letter to Parents (Spanish) (Coming Soon)
Important Documents			
RPS History Fair Guidelines and Procedures Booklet			
Electronic Submission Links: Documentaries, Performances, and Research Papers			
Elementary Performances	Secondary Performances	Secondary Documentaries	Secondary Research Paper



Franklin Military Academy
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Fax (804) 780-8054

Office of The Principal

Good morning Staff,

As you are aware, last Tuesday 1/30/2024 during 1st block all high school students and staff were instructed to take an anonymous Virginia School Climate and Working Conditions Survey. The state requires that we have over 80% participation rate and we were able to achieve about 50% participation so we would like to run the survey again next week on Tuesday, 2/13/2024 during 4th block. If a student completed the survey last Tuesday they do NOT and should NOT use the attached link and student access code to redo the survey. All staff will need to use the staff access code to fill out the survey as well and should take about 20-30 minutes to complete. If you have any questions or concerns please email me at mjamiso2@rvaschools.net.

Franklin Military Academy, 0621

Adult: <https://viriniatech.questionpro.com/t/AUAfCZzR18>

Adult Access Code: FRA66A

Student: <https://viriniatech.questionpro.com/t/AUAfCZzR1x>

Student Access Code: FRA66S

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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

[Semester 2 High School Professional Development](#) **[Asynchronous Videos](#)**

Daily Norms

- Detention
- All cell phone needs to be away after 9:00 a.m. – No exception
- Ensure students are not released from periods 1st – 4th the first fifteen minutes and the last fifteen minutes
- Administration Walkthroughs & Evaluations
- VCU Guest Speakers will be in Major Wester's Period 2 Anatomy Class next week. Please avoid unexpected HS activities during that time (10:30 - 12:30).
- Proposed date for the Joint NHS and NJHS Induction Ceremony: Thursday, April 11, 2024, at 5:00 pm.

Monday – February 12

FORMATION SCHEDULE. – Teachers will bring students to formation

- **Detention**
- **Administration Meeting 2:00 pm.**
- **PTSA - Read-a-thon for English Classes Starts Today – March 1, 2024**
- **Hudson Goal Meeting. – City Hall - 8:00 am.**
- **Attendance Guidelines - 11:00 am – Virtual**
- **CTE MEETING – AUDITORIUM - 11:30 A.M. – 1:00 P.M.**
- **Formal Evaluation for probationary and continuous employees**
- [Order Your 2023-2024 Yearbook](#)
- **SCORE Meeting – High School - Auditorium 3:15 pm – 4:00 pm – An announcement will be made**
- **Formation – Middle School 3:30 pm.**
- **Parents Meeting. – 10:00 am.**

Tuesday – February 13

REGULAR SCHEDULE

- **Detention**
- **The administration will be doing walkthroughs**
- **PTSA - Read-a-thon for English Classes Starts Today – March 1, 2024**
- [Order Your 2023-2024 Yearbook](#)
- **Formal Evaluation for probationary and continuous employees**
- **Climate Survey – 1:00 pm - Jaminson**

Wednesday – February 14th

Happy Valentine

FORMATION SCHEDULE

- **Detention**
- **The administration will be doing walkthroughs**
- **Attendance Meeting - 10:00 am.**
- **PTSA - Read-a-thon for English Classes Starts Today – March 1, 2024**
- **Attendance Meeting 10:00 am.**
- **Order Your 2023-2024 Yearbook**
- **Winter Winter Re-engagement Update - Final Reminder - Due**
- **Happy Valentine's Day - Dance - 2:00 pm.**
ANNOUNCEMENT WILL BE MADE

Thursday – February 16

REGULAR SCHEDULE

- **All cell phone needs to be away after 9:00 am – No exception**
- **The administration will be doing walkthroughs**
- **PTSA - Read-a-thon for English Classes Starts Today – March 1, 2024**
- **Faculty Meeting - 4:15 pm.**
- **Mid-Year Graduation – Huguenot High School - 6:00 pm.**
- **Championship Habits Impact Team Session #3 – FMA – 8:30 am – 10:00 am.**





Office of The Principal

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Friday – February 17

FORMATION SCHEDULE

- **All cell phone needs to be away after 9:00 am – No exception**
- **The administration will be doing walkthroughs**
- **WIDA TESTING**
- [Order Your 2023-2024 Yearbook](#)
- **SCORE Meeting – Middle School - Auditorium 3:15 pm – 4:00 pm – An announcement will be made**

Saturday – February 18^h

Drill Team Event – Military Department - Virginia State University

Military Instruction

MILITARY INSTRUCTOR LESSONS FOR 12 - 16 FEBRUARY 2024

LET IV – Personal Growth/Behaviors (Life After High School) Boys/Girls Club

LET III – Personal Growth/Behaviors (Post-Secondary Action Plan) Boys/Girls Club

LET II – Leadership, SwimRVA, Oasis Gym, Boys & Girls Club

LET I – The Divine Nine PowerPoint, Drill and Ceremony

MIDDLE SCHOOL – SFC Gilliam, CPT York and CPT Felton will focus on the following:

The 7th graders will focus on Black History Month with emphasis on Tuskegee Airmen. The 6th graders will focus on Black History Month Projects with emphasis on the Effects of Vaping

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.

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

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

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

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

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

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- 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.
- 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.

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- 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

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.

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

Writing

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

- a) Engage in writing as a recursive process.
- b) Choose intended audience and purpose.
- c) Use prewriting strategies to generate and organize ideas.
- d) Organize writing structure to fit form or topic.
- e) Establish a central idea incorporating evidence, maintaining an organized structure and formal style.
- f) Compose a thesis statement for persuasive writing that advocates a position.
- g) Clearly state and defend a position with reasons and evidence, from credible sources.
- h) Identify a counterclaim and provide a counter - argument.
- 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

Communication and Multimodal Literacies

9.1 The student will participate in, collaborate in, and make multimodal presentations both independently and in small groups.

- a) Make strategic use of multimodal tools.
- b) Credit information sources.
- c) Use vocabulary appropriate to the topic, audience, and purpose.
- d) Assist with setting rules for group work including informal consensus, taking votes on key issues, presentation of alternate views and goal setting.
- e) Assume responsibility for specific group tasks.
- f) Share responsibility for collaborative work.
- g) Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.
- h) Include all group members, acknowledge new information expressed by others, and value individual contributions made by each group member.

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- i) Respond thoughtfully and tactfully to diverse perspectives, summarizing points of agreement and disagreement.
- j) Evaluate impact, purpose, point of view, reasoning, and use of evidence and rhetoric of presentation(s).
- k) Use self-reflection to evaluate one's own role in preparation and participation in small-group activities.

Reading

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

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

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

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

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

- a) Apply knowledge of text features and organizational patterns to understand, analyze, and gain meaning from texts.
- 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.

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- d) Recognize an author's intended purpose for writing and identify the main idea.
- e) Summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.
- f) Identify characteristics of expository, technical, and persuasive texts.
- g) Identify a position/argument to be confirmed, disproved, or modified.
- h) Evaluate clarity and accuracy of information.
- i) Analyze, organize, and synthesize information in order to solve problems, answer questions, complete a task, or create a product.
- j) Differentiate between fact and opinion and evaluate their impact.
- k) Analyze ideas within and between selections providing textual evidence.
- l) Use the reading strategies to monitor comprehension throughout the reading process

Writing

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

- a) Engage in writing as a recursive process.
- b) Plan, organize, and write for a variety of audiences and purposes.
- c) Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style.
- d) Blend multiple forms of writing including embedding a narrative to produce effective essays.
- e) Communicate clearly the purpose of the writing using a thesis statement.
- f) Compose a thesis for persuasive writing that advocates a position.
- g) Clearly state and defend a position using reasons and evidence from credible sources as support.
- h) Identify counterclaims and provide counter - arguments.
- i) Determine the best kind of evidence to use for a claim, and effectively use fact and opinion to support a position.
- j) Use textual evidence to compare and contrast multiple texts.
- k) Arrange paragraphs in a logical progression, using transitions between paragraphs and ideas.
- l) Revise writing for clarity of content, accuracy, and depth of information.

10th Grade Language Arts

Reading

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

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

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- 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.

10.7 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.

12th Grade Language Arts

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

- a) Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s).

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- b) Identify and synthesize resources to make decisions, complete tasks, and solve specific problems.
- c) Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.
- d) Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.
- e) Analyze false premises claims, counterclaims, and other evidence in persuasive writing.

Writing

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

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

Title I

Reading

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

- a) Identify and analyze the construction and impact of an author's use of figurative language.
- b) Use context, structure, and connotations to determine meaning and differentiate among multiple meanings of words and phrases.
- c) Use roots, affixes, synonyms, and antonyms to determine the meaning(s) of unfamiliar words and technical vocabulary.
- d) Identify the meaning of common idioms.

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- e) Use word-reference materials to determine meanings and etymology.
- f) Discriminate between connotative and denotative meanings and interpret the connotation.
- g) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

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

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

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

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

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

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

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

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

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

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Writing

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

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

AP Literature

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

CHR 11.C Explain the function of contrasting characters.

CHR 11.D Describe how textual details reveal nuances and complexities in characters' relationships with one another.

SET 2 2.B Explain the function of setting in a narrative.

SET 2 2.C Describe the relationship between a character and a setting.

STR 3 3.A Identify and describe how plot orders events in a narrative.

STR 3 3.D Explain the function of contrasts within a text.

NAR 4 4.A Identify and describe the narrator or speaker of a text.

NAR 4 4.B Identify and explain the function of point of view in a narrative.

NAR 4 4.C Identify and describe details, diction, or syntax in a text that reveal a narrator's or speaker's perspective.

LAN 7 7.B Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.

LAN 7.7.C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.

LAN 7.7.D Select and use relevant and sufficient evidence to both develop and support a line of reasoning.

LAN 7.7.E Demonstrate control over the elements of composition to communicate clearly.

Math

6th Grade Mathematics

- 6.14 The student will
- a) represent a practical situation with a linear inequality in one variable; and
 - b) solve one-step linear inequalities in one variable, involving addition or subtraction, and graph the solution on a number line.

8th Grade Mathematics

- 8.18 The student will solve multistep linear inequalities in one variable with the variable on one or both sides of the inequality symbol, including practical problems, and graph the solution on a number line.

Algebra I

Equations and Inequalities

- A.4 The student will solve
- a) multistep linear equations in one variable algebraically;
 - b) quadratic equations in one variable algebraically;
 - c) literal equations for a specified variable;
 - d) systems of two linear equations in two variables algebraically and graphically; and
 - e) practical problems involving equations and systems of equations.

Geometry

- G.2 The student will use the relationships between angles formed by two lines intersected by a transversal to
- a) prove two or more lines are parallel; and
 - b) solve problems, including practical problems, involving angles formed when parallel lines are intersected by a transversal.

Algebra II

Expressions and Operations

AII.1 The student will

- a) add, subtract, multiply, divide, and simplify rational algebraic expressions;
- b) add, subtract, multiply, divide, and simplify radical expressions containing rational numbers and variables, and expressions containing rational exponents; and
- c) factor polynomials completely in one or two variables.

Trig. & Probability & Statistics

Not Taught This Semester

Math Analysis / Pre-Calculus

Not taught this semester

AP Statistic

Unit 1: Understanding One-Variable Data

Science

6th Grade Science

- LS.3 The student will investigate and understand that there are levels of structural organization in living things. Key ideas include
- a) patterns of cellular organization support life processes;
 - b) unicellular and multicellular organisms have comparative structures; and
 - c) similar characteristics determine the classification of organisms.

7th Grade Science - Life Science

- PS.8 The student will investigate and understand that work, force, and motion are related. Key ideas include
- a) motion can be described using position and time; and
 - b) motion is described by Newton's laws.

Earth Science

- 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.
- ES.4 The student will investigate and understand that there are major rock-forming and ore minerals. Key ideas include
- a) analysis of physical and chemical properties supports mineral identification;
 - b) characteristics of minerals determine the uses of minerals; and
 - c) minerals originate and are formed in specific ways.

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.6 The students will understand that the anatomical features of the skeletal system lead it to have multiple purposes in the human body.

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[Content Guidelines](#)

Chemistry

CH.4 The student will investigate and understand that molar relationships compare and predict chemical quantities. Key ideas include

- a) Avogadro's principle is the basis for molar relationships; and
- b) stoichiometry mathematically describes quantities in chemical composition and in chemical reactions.

AP Biology

AP Biology Unit 1: Chemistry of Life & Unit 2: Cell Structure and Function

<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 Physics 1, Unit 1: Kinematics

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

6th United States History to 1865

Exploration to Revolution: Pre-Columbian Times to the 1770s

USI.3 The student will demonstrate knowledge of how early cultures developed in North America by

- a) describing how archaeologists have recovered material evidence of ancient settlements, including Cactus Hill in Virginia.
- b) locating where the American Indians lived, with emphasis on the Arctic (Inuit), Northwest (Kwakiutl), Plains (Lakota), Southwest (Pueblo), and Eastern Woodlands (Iroquois);
- c) describing how the American Indians used the resources in their environment.

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- USI.4 The student will demonstrate knowledge of European exploration in North America and West Africa by
- a) describing the motivations for, obstacles to, and accomplishments of the Spanish, French, Portuguese, and English explorations;
 - b) describing cultural and economic interactions between Europeans and American Indians that led to cooperation and conflict, with emphasis on the American Indian concept of land;
 - c) identifying the location and describing the characteristics of West African societies (Ghana, Mali, and Songhai) and their interactions with traders.

7th United States History to Present

Reshaping the Nation and the Emergence of Modern America: 1877 to the Early 1900s

- USII.4 The student will demonstrate knowledge of how life changed after the Civil War by
- a) identifying the reasons for westward expansion, including its impact on American Indians;
 - b) explaining the reasons for the increase in immigration, growth of cities, new inventions, and challenges arising from this expansion;
 - c) describing racial segregation, the rise of “Jim Crow,” and other constraints faced by African Americans and other groups in the post-Reconstruction South;
 - d) explaining the impact of new inventions, the rise of big business, the growth of industry, and life on American farms;
 - e) describing the impact of the Progressive Movement on child labor, working conditions, the rise of organized labor, women’s suffrage, and the temperance movement.

Grade 8th Science Civics and Economics

- CE.3 The student will demonstrate knowledge of citizenship and the rights, duties, and responsibilities of citizens by
- a) describing the processes by which an individual becomes a citizen of the United States;
 - b) describing the First Amendment freedoms of religion, speech, press, assembly, and petition, and the rights guaranteed by due process and equal protection of the laws;
 - c) describing the duties of citizenship, including obeying the laws, paying taxes, defending the nation, and serving in court;

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- d) examining the responsibilities of citizenship, including registering and voting, communicating with government officials, participating in political campaigns, keeping informed about current issues, and respecting differing opinions in a diverse society;
- e) evaluating how civic and social duties address community needs and serve the public good.

9th Grade Geography

Not Taught This Semester

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

Era I: Human Origins and Early Civilizations, Prehistory to 1000 B.C. (B.C.E.)

- WHI.2 The student will demonstrate knowledge of early development of humankind from the Paleolithic Era to the agricultural revolution by
- a) explaining the impact of geographic environment on hunter-gatherer societies;
 - b) listing characteristics of hunter-gatherer societies, including their use of tools and fire;
 - c) describing technological and social advancements that gave rise to stable communities;
 - d) explaining how archaeological discoveries are changing present-day knowledge of early peoples.

Era V: Emergence of a Global Age, 1500 to 1650 A.D. (C.E.)

- WHII.3 The student will demonstrate knowledge of the Reformation in terms of its impact on Western civilization by
- a) explaining the effects of the theological, political, and economic differences that emerged, including the views and actions of Martin Luther, John Calvin, Henry VIII, and Elizabeth I;
 - b) describing the impact of religious conflicts, the Inquisition, and the Catholic Reformation on society and government actions;
 - c) describing changing cultural values, traditions, and philosophies, and assessing the role of the printing press.

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Era II: Classical Civilizations and Rise of Religious Traditions, 1000 B.C. (B.C.E.) to 500 A.D. (C.E.)

- WHI.4 The student will demonstrate knowledge of the civilizations of Persia, India, and China in terms of chronology, geography, social structures, government, economy, religion, and contributions to later civilizations by
- a) describing Persia, including Zoroastrianism and the development of an imperial bureaucracy;
 - b) describing India, with emphasis on the Aryan migrations and the caste system;
 - c) describing the origins, beliefs, traditions, customs, and spread of Hinduism;
 - d) describing the origins, beliefs, traditions, customs, and spread of Buddhism;
 - e) describing China, with emphasis on the development of an empire and the construction of the Great Wall;
 - f) describing the impact of Confucianism, Taoism, and Buddhism.

11th Grade Virginia & United States History

Revolution and the New Nation

- VUS.4 The student will demonstrate knowledge of events and issues of the Revolutionary Period by
- a) analyzing how the political ideas of John Locke and those expressed in *Common Sense* helped shape the Declaration of Independence;
 - b) evaluating how key principles in the Declaration of Independence grew in importance to become unifying ideas of American democracy;
 - c) describing the political differences among the colonists concerning separation from Great Britain;
 - d) analyzing reasons for colonial victory in the Revolutionary War.

12th Virginia and United States Government

- GOVT.1 The student will demonstrate mastery of the social studies skills responsible citizenship requires, including the ability to
- a) analyze primary and secondary source documents;
 - b) create and interpret maps, diagrams, tables, charts, graphs, and spreadsheets;
 - c) analyze political cartoons, political advertisements, pictures, and other graphic media;
 - d) distinguish between relevant and irrelevant information;
 - e) evaluate information for accuracy, separating fact from opinion;
 - f) identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model;

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- g) select and defend positions in writing, discussion, and debate.
- GOVT.2 The student will demonstrate knowledge of the political philosophies that shaped the development of Virginia and United States constitutional government by
- a) describing the development of Athenian democracy and the Roman republic;
 - b) explaining the influence of the Magna Carta, the English Petition of Rights, and the English Bill of Rights;
 - c) examining the writings of Hobbes, Locke, and Montesquieu;
 - d) explaining the guarantee of the “rights of Englishmen” set forth in the charters of the Virginia Company of London;
 - e) analyzing the natural rights philosophies expressed in the Declaration of Independence;
 - f) examining George Mason’s Virginia Declaration of Rights, Thomas Jefferson’s Virginia Statute for Religious Freedom, and James Madison’s leadership role in securing adoption of the Bill of Rights by the First Congress.

AP Government

NOT TAUGHT THIS SEMETER

Real Richmond - NOT TAUGHT THIS SEMETER

Standards of Learning

FACS (2/16)

Independent Living

Demonstrate initiative and self-direction

Demonstrate integrity

- **Explain the benefits of establishing and maintaining healthy relationships**
- **Identify the situational guidelines that influence behavior in interpersonal relationships**
- **Identify conflict-resolution methods**
- **Evaluate conflict-prevention and management techniques**
- **Identify aspects of mental illness that can affect healthy relationships**

Physical Education (Middle) (2/16)

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

Motor Skill Development

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

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

Anatomical Basis of Movement

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

Physical Education (High) (2/16)

9th-grade Health: Taking charge of your health

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

Disease Prevention/Health Promotion

a) Identify common types of chronic disease, including diabetes, heart disease, cancer, obesity, and stroke.

b) Define herd immunity and explain how immunizations can prevent the spread of diseases.
10th grade Driver's Education Module 1 & 2 License Requirements and Responsibilities and Preparing to operate a vehicle

DE.1 The student will demonstrate an understanding of Virginia traffic laws, licensing procedures, and other responsibilities associated with the driving privilege. Key concepts include

- a) demonstrating an understanding of graduated driver licensing requirements, types of licenses, and required identification documentation;
- b) analyzing traffic safety information in the *Virginia Driver's Manual*;
- c) comparing the *Virginia Driver's Manual* information with the motor vehicle section of the *Code of Virginia*; and
- d) investigating the social implications and understanding the civic responsibility of the organ- and tissue- donation designation process.

DE.2 The student will demonstrate an understanding of basic vehicle operating procedures.

Key concepts/skills include

- a) understanding and sequentially demonstrating pre-driving procedures;
- b) comparing starting procedures for automatic and manual transmissions;
- c) interpreting and accurately responding to vehicle information, warning, and control devices;
- d) applying efficient accelerating, braking, and steering techniques; and
- e) demonstrating vehicle securing procedures.

Guitar (3/1)

High School Guitar

Objective:

- **HIB.16 The student will demonstrate musicianship and ensemble skills.**
 - **f) Maintain a steady beat at various tempos in the music literature being studied.**
- **HIB.3 The student will analyze, interpret, and evaluate music.**
 - **a) Propose a definition of music and support that definition.**
 - **b) Describe and interpret diverse works of music using inquiry skills and music terminology.**
 - **c) Describe accepted criteria used for evaluating works of music.**
- **HIB.12 The student will demonstrate music literacy.**
 - **c) Sing selected lines from music being studied.**
 - **f) Identify and perform music written in binary, ternary, and theme-and-variations forms.**

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

- 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.

Classroom materials/Lessons:

Belwin's 21st Century Guitar Ensemble Book

- 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

Sight Reading Factory

- Teaching the ability to read notes "on the fly"
- Distinguishing fret position differences in natural, flat, and sharp notes
- Expanding rhythms to include whole, half, dotted half, quarter, and eighth notes

Repertoire:

- Begin new repertoire for All-City Guitar Ensemble performance (RPS Fine Arts Festival - Saturday March 9th, Rehearsal 10:00-11:00am, performance 11:30-12:00pm at Huguenot HS)
 - Pavana (Gaspar Sanz)
 - The Water is Wide (English Folk tune)
 - Irish Dance (H. Richter)
- Begin studying repertoire for concert assessment (Friday, April 19th at VCU)
 - The Five-Piece Suite (Ian Gammie)
 - Indicatif...Under 18 (Luc Levesque)

Creative Journal (last 15 minutes of class)

- Daily active-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

SPACE (3/1)

Goal 1 – To develop analytical and interpretive skills in literature.

- Describe what a selected literary passage means.
- Cite similarities and differences in meaning among selected works of literature.
- Make inferences based on information in given passages.
- Create a title for a reading selection and provide a rationale to justify it.
- Demonstrate understanding of important structural elements and their application to different types of literature.

Goal 2 – To develop persuasive writing skills.

- Develop a written persuasive essay (thesis statement, supporting reasons, and conclusion) given a topic.
- Complete various pieces of writing using a three-phase revision process based on peer review, teacher feedback, and self-evaluation.

Goal 3 – To develop linguistic competency.

- Analyze the form and function of words in a given context.
- Develop vocabulary power commensurate with reading.
- Apply standard English usage and syntax in written and oral contexts.
- Evaluate effective use of words, sentences, and paragraphs in context.

Goal 4 – To develop reasoning skills in the language arts.

- Apply aspects of the Paul Reasoning Model through specific examples.
- State assumptions behind a line of reasoning in oral or written form.
- Provide evidence and data to support a claim, issue, or thesis statement.
- Make inferences, based on evidence.

Goal 5 – To develop an understanding of the concept of cyclical change in the language arts.

- Understand that a cycle is a pattern in which the end leads to the beginning.
- Map out cyclic patterns found in literary works.
- Interpret cycles as destructive, constructive, or neutral in selected works,
- Categorize types of cyclical change as natural or imposed by humans

Band (2/16)

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

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

The student will adjust intonation and match pitches.

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

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

The student will demonstrate knowledge of the instrument being studied.

1. Identify instrumental parts.
2. Demonstrate proper care and maintenance.

IB.19 The student will read and notate music.

- Use a syllable, number, or letter system to read and write simple pitch notation in the appropriate clef.
- Use a syllable, number, or letter system to read and write rhythmic patterns that include whole, dotted half, half, dotted quarter, quarter, and eighth notes and rests in simple meter.
- Identify, define, and demonstrate standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.

- The students will learn methods to enhance the effectiveness of their practice time. The students will be assessed on the parts of their instrument of study.
- Students will learn the parts of the instrument that they will study.
- Intermediate and advanced students will start learning sheet music.
- High school students will review major and chromatic scales and work on ensemble sound.

Choir (3/1)

MCB 1. The student will create music as a means of individual expression. a)

Compose a four-measure rhythmic-melodic variation.

b) Improvise simple rhythmic and melodic examples in call-and-response styles. c) Play and write rhythmic variations of four-measure selections taken from songs, exercises, or etudes.

HCB 1. The student will use music composition as a means of creative expression. a)

Compose a four-measure rhythmic-melodic variation.

c) Create, write and perform rhythmic and melodic variations of four-measure selections taken from but not limited to songs, exercises, or etudes.

MCB.2 The student will apply a creative process for music.

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

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

a) Develop, draft, and share choral music ideas.

b) Refine choral music ideas and skills collaboratively with peers and the teacher through ongoing feedback.

c) Independently identify and examine inquiry-based questions related to choral music.

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

a) Describe works of music using inquiry skills and music terminology

c) Describe performances of music using music terminology.

d) Examine accepted criteria used for critiquing musical performances.

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

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

The student will formulate and justify personal responses to music. a) Identify reasons for preferences among works of music using music terminology. b) Identify ways in which music evokes sensory, emotional, and intellectual responses, including ways in which music can be persuasive.

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

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

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

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

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

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

- b) Identify ways in which culture and history influence the development of choral music and vocal music styles.

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

- b) Identify ways in which culture influences the development of choral music and vocal styles

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

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

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

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

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

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

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

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

MCB 12. The student will demonstrate music literacy.

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

MCI 12. The student will demonstrate music literacy.

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

MCAD 12. The student will demonstrate music literacy.

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

HCB 12. The student will demonstrate music literacy.

- a) Identify the components of a vocal score.
- b) Read and count rhythmic patterns.
- c) Identify the function of accidentals.
- d) Define the rules for identifying key signatures.
- e) Sight-sing eight-measure, stepwise melodic patterns using
- h) Identify dynamic markings, including pp, p, mp, mf, f, ff, crescendo, and decrescendo. i) Identify tempo markings, including presto, allegro, andante, adagio, rallentando, ritardando, and accelerando.
- k) Notate student-created compositions using standard notation

HCI 12. The student will demonstrate music literacy.

- c) Apply the rules for identifying key signatures.
- h) Demonstrate understanding of the grand staff.

MCB 13. The student will develop aural skills.

- a) Identify diatonic intervals.
- c) Identify similar and contrasting musical phrases and sections.

MCI 13. The student will demonstrate aural skills.

- b) Distinguish ascending half-step and whole-step intervals
- c) Identify the same and different melodic patterns.

MCAD.13 The student will demonstrate aural skills.

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

HCB 13. The student will demonstrate aural skills.

- a) Recognize and demonstrate diatonic intervals (M2, M3, P4, P5, octave). d) Differentiate melodic and harmonic patterns.
- e) Write simple four-measure rhythmic phrases from dictation.

HCI 13. The student will demonstrate aural skills.

- b) Identify ascending and descending half-step and whole-step intervals. f) Identify a cappella vs. accompanied singing.

4. The student will demonstrate vocal techniques and choral skills. a) Use proper posture and breathing techniques that support vocal production. b) Identify components of the vocal anatomy and vocal health.

- c) Develop vocal agility and range through vocal exercises.
- d) Use correct intonation.
- e) Blend with other singers on the same vocal part.
- f) Use proper diction (e.g., pure vowel sounds, diphthongs, and consonants with emphasis on beginning and ending consonants).
- g) Sing an assigned vocal part in a small group.

. The student will demonstrate vocal techniques and choral skills. a) Maintain proper posture and breathing techniques that support vocal production. c) Strengthen vocal agility and range by singing developmentally appropriate vocal exercises.

- f) Apply proper diction (e.g., pure vowel sounds, diphthongs, voiced and unvoiced consonants).
- i) Sing in at least one language other than English.

14. The student will demonstrate vocal techniques and choral skills. g) Sing an assigned vocal part in music written in three or more parts.

. The student will demonstrate vocal techniques and choral skills. a) Use proper posture and breathing techniques for choral singing that support vocal production.

- b) Identify components of the vocal anatomy and vocal health.
- c) Develop vocal agility and range by singing appropriate vocal exercises. d) Demonstrate proper diction (e.g., pure vowel sounds, diphthongs, consonants). e) Blend with other singers on the same vocal part using correct intonation. f) Sing an assigned vocal part in an ensemble.
- g) Sing music literature with and without accompaniment in at least one language other than English.
- h) Exhibit audition skills.

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

- a) Consistently use proper posture and breathing techniques that support vocal production.
- b) Investigate components of vocal anatomy and vocal health.
- d) Strengthen vocal independence, agility, and range by singing appropriate vocal exercises.
- f) Blend with other singers across sections using correct intonation.
- g) Sing an assigned vocal part in simple harmony or in ensemble.
- h) Sing music literature with and without accompaniment in at least one language other than English.
- i) Exhibit audition skills.

5. The student will identify and demonstrate expressive qualities of choral music. a) Interpret tempo markings (allegro, andante, adagio).
- b) Perform, from musical scores and rhythmic exercises, rhythmic patterns that include whole notes, dotted half notes, half notes, dotted quarter notes, quarter notes, eighth notes, sixteenth notes, and corresponding rests.
 - c) Interpret dynamic markings (p, mp, mf, f, crescendo, decrescendo).
 - e) Respond to basic conducting patterns and interpretive gestures

HCB 15. The student will identify and demonstrate expressive qualities of choral music. a) Interpret the components of a vocal score, dynamic markings, tempo markings, musical road signs/form features, and articulations, style, and phrasing. b) Respond to basic conducting patterns and interpretive gestures.

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

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

Spanish (2/16)

Spanish 1:

- Students will learn the vocabulary for days of the week, months, and seasons in Spanish.

- Conjugations and use of the verb "ser" (to be) in the present tense
- Conjugation and use of the verb "gustar" (to like) to express likes and dislikes
- Describe my personality traits in Spanish using adjectives
- ACTFL Standard: Interpersonal Communication - Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions in Spanish.
- ACTFL Standard: Presentational Writing - Write clear and coherent texts in Spanish using appropriate organization, development, and detail.
- Virginia Department of Education World Language Spanish Standards for Spanish 1:
1.1 The student will express in the target language the calendar, seasons, and weather. 1.3 The student will describe people, places, things, and actions orally and in writing using the target language.

Spanish 2:

- Students will learn vocabulary related to academic and extracurricular activities
- Regular and irregular present tense verbs
- Comparative structures for making comparisons
- Expressions "hay que" and "tener que"
- Similarities and differences between schools in different cultures

ACTFL Standards:

- Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 4.2: Students demonstrate understanding of the nature of language through comparisons between the target language and their

Spanish 3

- Students will learn vocabulary related to family members, family structures, routines, and responsibilities
- Proper use of the verbs "tener," "ser," and "gustar" in context
- Understanding the difference between "tener" (to have) and "ser" (to be)
- Expressing likes and dislikes using the verb "gustar"

ACTFL Standards:

- Communication Standard: Students will engage in conversations and present information on the topic of family, family structures, routines, and responsibilities.
- Cultures Standard: Students will demonstrate an understanding of cultural norms and practices related to family life in Spanish-speaking countries.

Virginia Department of Education World Language Spanish Standards for Spanish 3:

- Standard 1.1: Students will demonstrate understanding of the nature of the language through comparisons of the Spanish language and their own language(s).
- Standard 1.3: Students will use the Spanish language to exchange information, express feelings and emotions, and make requests in familiar and unfamiliar contexts.

1 (3/1)

French I

1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

1.3: Students recall familiar words that are supported by informational texts. Using the alphabet, the greetings, days and months of the year, the classroom objects, and the numerical numbers.

French II

2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

2.3 Students recognize the language when talking about familiar topics. They can ask questions and handle simple survival situations (getting a room at a hotel, ordering food, arranging travel, going to the movies, a sport activity and transportation, etc). They can communicate with speakers who are used to the speech of non-native learners of the language.

French III

3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.

3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

3.3 Students are able to understand as an equal partner in a conversation on personal topics as well as general topics of interest. They are able to speak in short structured stentcess, with speakers who are unaccustomed to the speech of nonnative speakers.

Art (3/1)

Art 6

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

- 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 7

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

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

Art I Foundations

AI.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

AI.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.

AI.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.

AI.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

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

AI.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.

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

AI.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.

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

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

CTE (3/1)

Keyboarding

- Learn why proper posture is important when working on a computer
- Understand computer chair and desk setup to use when using a computer
- Practice stretching exercises to avoid fatigue when sitting at a computer desk
- Understand what touch typing is
- Learn about the Home Row keys on a keyboard
- Practice typing the Home Row keys without looking at the keyboard
- Learn about the Top Row keys on a keyboard
- Understand which fingers are responsible for the corresponding Top Row keys

- Practice typing the Bottom Row keys without looking at the keyboard
- Learn about the Bottom Row keys on a keyboard
- Understand which fingers are responsible for the corresponding Bottom Row keys
- Practice typing the Bottom Row keys without looking at the keyboard
- Learn about the Shift and Caps Lock keys on a keyboard
- Understand which fingers are responsible for the corresponding shift keys
- Practice typing capital letters without looking at the keyboard
- Learn about the Punctuation keys on a keyboard
- Understand which fingers are responsible for the corresponding Punctuation keys
- Practice typing the Punctuation keys without looking at the keyboard
- Understand which fingers are responsible for the corresponding Symbol keys

Programming

- 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.17 The student will trace the execution of an algorithm, illustrating output and changes in values of named variables.
- 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.9 The student will perform complex computations a) on numbers, including modular division and random number generation; and b) on strings, including substring manipulation and processing individual characters.
- PRG.10 The student will demonstrate an understanding of different data types by using appropriate constructs to convert between them when appropriate.
- PRG.20 The student will use a systematic approach and debugging tools to independently debug a program.
- 2-AP-10 Use flowcharts and/or pseudocode to address complex problems as algorithms.
- 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-13 Decompose problems and subproblems into parts to facilitate the design, implementation, and review of programs.