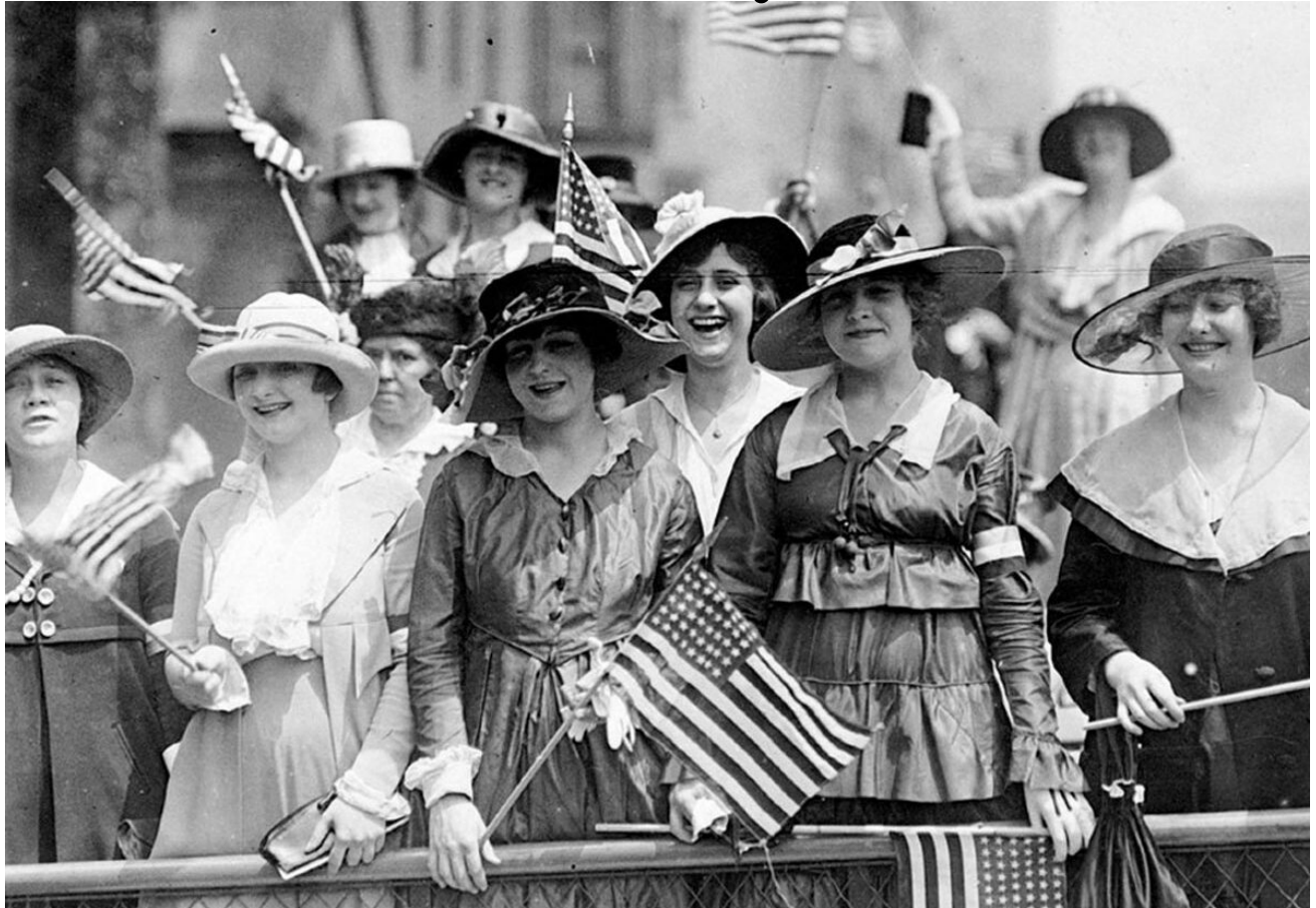


# Franklin Military Academy 2024 Weekly Agenda Women History Month



**David Hudson, Principal**  
**March 11, 2024**



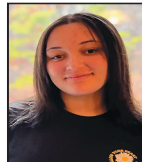
# CONGRATULATIONS

to the 2023-2024 divisional spelling bee  
champions of central Virginia!

The winners will participate in the upcoming  
Richmond Times-Dispatch Regional Spelling Bee.



**Cristian Smyser**  
J.S. Russell  
Middle School  
Grade 8  
BRUNSWICK



**Bailey Gentry**  
Buckingham County  
Middle School  
Grade 8  
BUCKINGHAM  
COUNTY



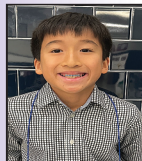
**Colin Lerch**  
Blessed Sacrament-  
Huguenot School  
Grade 5  
CATHOLIC DIOCESE



**Joy-Den Wilson**  
Central  
Middle School  
Grade 8  
CHARLOTTE  
COUNTY



**Walker Wilson**  
Salem Church  
Middle School  
Grade 8  
CHESTERFIELD



**Brian Nguyen**  
Tussing  
Elementary School  
Grade 5  
COLONIAL HEIGHTS



**Elena Salamo**  
Cumberland  
Middle School  
Grade 8  
CUMBERLAND  
COUNTY



**Maegan Tabamo**  
Southside  
Elementary School  
Grade 5  
DINWIDDIE COUNTY



**Lilah Appel**  
Randolph  
Elementary School  
Grade 4  
GOOCHLAND  
COUNTY



**Kiara Parmar**  
Chickahominy  
Middle School  
Grade 6  
HANOVER



**Rohith Thomas**  
Tuckahoe  
Middle School  
Grade 7  
HENRICO



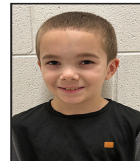
**Jillian Smith**  
Central High  
School  
Grade 7  
KING AND QUEEN  
COUNTY



**Maxwell Mackie**  
Louisa County  
Middle School  
Grade 8  
LOUISA COUNTY



**Kendall Lewis**  
Lunenburg  
Middle School  
Grade 8  
LUNENBURG  
COUNTY



**Jayse Daniel**  
Lacrosse  
Elementary School  
Grade 4  
MECKLENBURG  
COUNTY



**Kyle Lankford**  
Northumberland  
Elementary School  
Grade 8  
NORTHUMBERLAND  
COUNTY



**Daan Sajeev**  
Blackstone  
Primary School  
Grade 2  
NOTTOWAY  
COUNTY



**Lorelle Lawson**  
Vernon Johns  
Middle School  
Grade 8  
PETERSBURG



**Caleb Austin**  
Flat Rock  
Elementary School  
Grade 5  
POWHATAN COUNTY



**Aya Dinmore**  
Prince Edward  
Middle School  
Grade 7  
PRINCE EDWARD  
COUNTY



**Violet Verdeja**  
JEJ Moore  
Middle School  
Grade 7  
PRINCE GEORGE  
COUNTY



**Jeremiah  
Myaing**  
Grove Christian  
School  
Grade 6  
PRIVATE SCHOOLS



**Max Ullman**  
Franklin Military  
Middle School  
Grade 7  
RICHMOND



**Chloe Sharpe**  
West Point Middle  
School  
Grade 7  
WEST POINT

Richmond Times-Dispatch



## **Congratulations Mrs. Bryant**

**1<sup>st</sup> Year - Teacher of The Year – Franklin Military Academy**



## **Congratulations Mr. Felton**

**Support Staff of The Year – Franklin Military Academy**



**Congratulations to the Cadets & The Art &  
Music Department  
Fine Arts Festival At Huguenot High School  
March 9<sup>th</sup>**





LEARN MORE  
ABOUT RTC

# RICHMOND TECHNICAL CENTER

STEM

WEDNESDAY, MARCH 13TH  
6:00 PM - 7:30 PM

**JOIN US**

**LIGHT REFRESHMENTS PROVIDED**

2020 WESTWOOD AVE,  
RICHMOND, VA 23230





# HAPPY BIRTHDAY

**Zonita James – March 9<sup>th</sup>**

**Michal Jaimson – March 15<sup>th</sup>**

**Matthew Wester – March 20<sup>th</sup>**

**John DeReu – March 21<sup>st</sup>**

**Clinton Jefferson – March 24<sup>th</sup>**



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



## 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, 33<sup>rd</sup> and S streets. **To obtain an application please click the link below and email it to [Beautillion@procfoundation.org](mailto: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](mailto: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](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

World Physical Therapy Day

National IT Professional Day

National Principal Month

School Custodian Appreciation Day

National Boss's Day

World Occupational Therapy Day

Veteran's Day at School

National School Psychology Week

World Kindness Week

School Board Appreciation Month

Law Enforcement Appreciation Day

National School Counseling Week

School Bus Driver Appreciation Day

Maintenance Worker Appreciation Day

National Employee Appreciation Day

National School Social Worker Week

Paraprofessional Appreciation Day

School Librarian Appreciation Day

National Assistant Principal Week

National Volunteer Recognition Week

National Administrative Professionals' Day

School Principal's Day

School Lunch Hero Day

Teacher Appreciation Week

School Nurse Day

National Speech Language Pathologist Day

Sept. 4-8, 2023

Sept. 8, 2023

Sept. 19, 2023

October 2023

Oct. 2, 2023

Oct. 16, 2023

Oct. 27, 2023

Nov. 11, 2023

Nov. 13-17, 2023

Nov. 13-17, 2023

January 2024

Jan. 9, 2024

Feb. 5-9, 2024

Feb. 22, 2024

March 1, 2024

March 1, 2024

March 3-9, 2024

April 3, 2024

April 4, 2024

April 7-14, 2024

April 14-20, 2024

April 24, 2024

May 1, 2024

May 3, 2024

May 5-11, 2024

May 8, 2024

May 18, 2024



# WOMEN'S HISTORY MONTH



Women's History Month is a month dedicated to reflecting on the often-overlooked contributions of women to U.S. history, according to History.

Throughout the month, efforts to highlight the achievements of women leaders and changemakers, both past and present and from diverse backgrounds, are plentiful.





Women often highlighted during Women's History Month include Misty Copeland, the first Black woman to be named a principal dancer in the 75-year history of the American Ballet Theatre in 2015; Sacagawea, a Native American woman who helped Lewis and Clark successfully fulfill their expedition to map parts of the West in the early 19th century; Harriet Tubman, a formerly enslaved abolitionist who helped lead other enslaved people to freedom during the Civil War; and Amelia Earhart, one of the world's first female pilots and the first person to fly a solo, nonstop flight across the U.S.

If those women sound impressive, there are plenty more impactful women standing among their ranks.

## **When was Women's History Month created?**



Women's History Month was first celebrated in 1987, but the true origins of the recognition date back further.

Women's History Month started out as a local celebration in Santa Rosa, California — Women's History Week.

It was established in 1978 by the Education Task Force of the Sonoma County Commission on the Status of Women in California, who designated the week of March 8 as Women's History Week to coincide with International Women's Day on March 8. Soon, the movement spread across the country, and the world, as more communities initiated



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their own celebrations the following year, according to the National Geographic Kids.



In 1980, the National Women's History Project (now the National Women's History Alliance) led a consortium of women's groups and historians in their efforts to lobby for national recognition, which they achieved. By February of that year, President Jimmy Carter issued the first presidential proclamation declaring the week of March 8, 1980, as National Women's History Week.

Presidents after Carter continued to proclaim a National Women's History Week in March, until Congress passed Public Law 100-9 in 1987 designating March as Women's History Month, reports the National Women's History Museum.

Since 1995, each U.S. president has issued annual proclamations designating the month of March as Women's History Month.

## **Women's History Month 2024 theme**



Each year, the National Women's History Alliance chooses a theme to celebrate Women's History Month.

Past themes include "Women Taking the Lead to Save our Planet" in 2009, "Valiant Women of the Vote: Refusing to be Silenced" in 2020 and 2021, "Providing Healing, Promoting Hope" in 2022 and "Celebrating Women Who Tell Our Stories" in 2023, according to National Geographic Kids.



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This year, the National Women's History Month theme is "Women Who Advocate for Equity, Diversity and Inclusion."

According to the National Women's History Alliance, the 2024 theme recognizes women throughout the country who believe a positive future can only be achieved by eliminating bias and discrimination "entirely from our lives and institutions."



Throughout the year, the alliance is focused on uplifting women, past and present, committed to embracing everyone and excluding in a common quest for freedom and opportunity, according to the website.

As equity, diversity and inclusion continue to be powerful forces of change, the alliance feels that reflecting on society and governing forces through this lens and educating youth about the importance of diversity will continue to uplift and support women of all ages, locations and experiences.

“Women from every background have long realized that an uneven playing field will never bring equality or justice. Many feel the critical need to speak up and work harder for fairness in our institutions and social interactions,” said the National Women’s History Alliance. “It takes courage for women to advocate for practical goals like equity, diversity and inclusion when established forces aim to misinterpret, exploit or discredit them.”

**Women in sports:**Delaware's 2023 Athlete of the Year is diminutive guard who is also a college hoops giant

## **Celebrating Women's History Month**



Women's History Month is all about reflecting on the contributions of women and celebrating their past and present achievements.

To celebrate the occasion this year, consider reading about women with historical impact, supporting women-owned businesses and engaging with local women's groups and initiatives.





On International Women's Day on March 8, which was first observed in 1911, countries around the world gather to celebrate the holiday with educational initiatives, demonstrations and uplifting women in local communities by gifting flowers or other gifts, reports History.

**Helping the community:** Why this marketing team's Facebook group has 33,000 members and how it empowers others

## Influential women in Delaware



Delaware is home to plenty of women who exemplify what Women's History Month is all about, and the First State has examples of notable women whose work directly aligns with this year's Women's History Month theme.

Madinah Wilson-Anton serves in the Delaware House of Representative for district 26, covering Newark and Bear, as a Democrat. Upon being

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elected to office in November of 2020, she became the first practicing Muslim elected to the Delaware General Assembly.



Senator Sarah McBride represents the First State Senate District, which includes Claymont, Bellefonte and parts of Edgemoor and Wilmington. When McBride was elected in November of 2020, she became the first openly transgender state senator in American history.

McBride also is one of the youngest Delawareans to be awarded the Order of the First State, the state's highest civilian honor, which she received from former Gov. Jack Markell.





Lisa Blunt Rochester serves as the U.S. representative for Delaware's at-large congressional district and is a Democrat. Holding the position since 2017, Blunt Rochester is the first woman and first Black woman to represent Delaware in Congress.



Elena Delle Donne, a native Delawarean, is an WNBA powerhouse whose career highlights include picks as a WNBA All-Star, WNBA Most Valuable Player, top 25 WNBA player of all time and gold-medal Olympian. Aside from her skills on the court, Delle Donne lives with Lyme disease and is an advocate for Lyme disease research and awareness through the Elle Delle Donne Foundation, which also highlights special needs programs and animal welfare work.



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)



FMA SCHOOL COUNSELING  
DEPARTMENT PRESENTS

# SAT SCHOOL TEST DAY

## What To Bring

- Positive Mind & Attitude
- Collegeboard log in information
- Chromebook & Charger

**ONLY** 11th grade  
students will test

**MARCH 26, 2024**



# YOUNG | GEO<sup>TM</sup>

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!



## 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](mailto:MJEJE@JTB.ORG)**

**[CLICK HERE TO APPLY](#)**





## 2023 – 2024 FMA MIDDLE SCHOOL TENNIS

### PRACTICE & MATCH SCHEDULE



	Mon	Tue	Wed	Thu	Fri	Notes
<b>MARCH 2024</b>					<b>1</b>	
	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	Practice 3/4; (No practice 3/5) <b>Match: 3/6*</b>
	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	Practice 3/11 & 3/12 <b>Match: 3/13*</b>
	<b>18</b>	<b>19</b>	<b>20</b>	<b>21</b>	<b>22</b>	Practice 3/18 & 3/19 <b>Match: 3/20*</b>
	<b>25</b>	<b>26</b>	<b>27</b>	<b>28</b>	<b>29</b>	Practice 3/25 & 3/26 <b>Match: 3/27*</b>
<b>April</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	Practice 4/8 & 4/9 <b>Match: 4/10*</b>

**\*Tennis Matches will be held at Byrd Park from 2:30 pm – 4:30pm**

**\*\*Tennis Practices will be held at Franklin Military Academy from 4:05 – 5:05 pm**

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

# Reminders (Update)

March 21 <sup>st</sup>	End of Third Quarter
March 22 <sup>nd</sup>	2 Hour Early Release - Parents/Caregiver & Teacher Conferences
March 29 <sup>th</sup>	Wellness Day – No School
April 1 <sup>st</sup> – 5 <sup>th</sup>	Spring Break
April 10 <sup>th</sup>	Eid al-Fitr (Richmond Public Schools Closed)
May 27	Memorial Day (Richmond Public Schools Closed)
May 31	Last Day For Students
June 19 <sup>th</sup>	Juneteenth (Richmond Public Schools Closed)



*"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 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.***



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*Office of The Principal*

## Field Trips

Staff, make sure all trips are educational and related 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.

### **Luray Caverns**

All Day  
March 11, 2024  
Ms. Paschall

### **Richmond Convention Center**

10:00 a.m. – 7:30 p.m.  
March 15, 2024  
Mr. Dubinsky

### **St. Christopher**

All Day  
March 20, 2024  
Ms. White

### **VCU College Trip**

10:00 a.m. – 2:00 p.m.  
March 21, 2024  
Ms. Frierson

### **Maymont Nature Center**

10:00 a.m. – 2:00 p.m.  
March 21, 2024  
John Nunez

### **St. Christopher's School**

9:30am-3:30pm  
March 23, 2024  
Mr. Barclay

### **Kings Dominion**

10:00 a.m. – 7:00 p.m.  
March 29, 2024  
Ms. Paschall

### **Niagara Falls – New York**

10:00 a.m. – 7:00 p.m.  
April 7<sup>th</sup> – April 8<sup>th</sup>  
Ms. Paschall & Ms. Tucker



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**Maggie L. Walker House and the Black History Museum– Virginia**

10:00 a.m. – 2:00 p.m.

April 16<sup>th</sup>

Dr. Bannister

## **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?

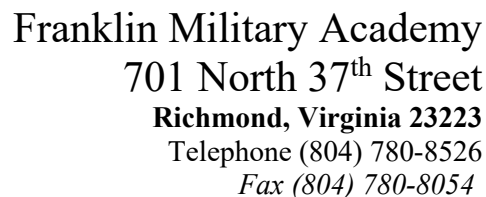
Question 1: What do we want our students to learn, understand and be able to do? This question is about establishing clarity and focus. What is it that we really want kids to know? Or, better yet, what is it that they really NEED to know and be able to do? This question requires teachers to clearly identify 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.





# Franklin Military Academy Afterschool Activity Attendance

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

[illegible]

*Dr. J. Smiths' Weekly Schedule 03/11/2024*

Monday	Morning Announcements Walk-throughs Climate Walks
Tuesday	Eligibility Meeting Morning Announcements Walk-throughs Climate Walks
Wednesday	Morning Announcements Walk-throughs Attendance Meeting 10:00 Climate Walks
Thursday	Morning Announcements Walk-throughs Climate Walks
Friday	Morning Announcements Walk-throughs Climate Walks

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



**School Counselor Schedule**

**Week of 02/26-03/01**

<b>Monday</b>	Admin. Meeting Upward Bound Visit PFF JR Meetings
<b>Tuesday</b>	PFF Sophomore Meetings
<b>Wednesday</b>	Attendance Meeting Graduation Meeting
<b>Thursday</b>	Data Entry
<b>Friday</b>	ASPEN scheduling meeting

**Week of 03/4-03/08**

<b>Monday</b>	Admin. Meeting
<b>Tuesday</b>	SCHOOL CLOSED
<b>Wednesday</b>	Attendance Meeting: 10:00a.m. ECA Meeting
<b>Thursday</b>	Data Entry
<b>Friday</b>	ASPEN scheduling meeting

**Week of 03/11-03/15**

<b>Monday</b>	Admin. Meeting
<b>Tuesday</b>	HS Lead Meeting
<b>Wednesday</b>	Attendance Meeting
<b>Thursday</b>	MS Lead Counselor Meeting College Board Meeting
<b>Friday</b>	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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## **Care and Safety Associate weekly Agenda 2024**

Care and Safety Associate (CSA) Cleavester Ferrell  
Franklin Military Academy Security

1. 8:30-9:00 a.m., monitor the area between the front area of the front door and cafeteria during breakfast time.
2. 1st period monitor the halls and conduct a walk through of all three floors (check the boy bathroom/auditorium) during class transition.
3. 2<sup>nd</sup> period monitor the halls and conduct a walk through of all three floors (check the boy bathroom/auditorium).
4. 11:45-12:15 CSA Ferrell lunch time
5. 3<sup>rd</sup> period assist staff with cafeteria duty. (High school/middle school lunches)
6. 4<sup>th</sup> period monitor the halls and conduct a walk through of all three floors (check the boy bathroom/auditorium).
7. Check all doors leading to outside on the first floor after every class transition.
8. Monitor the school security cameras throughout the day.
9. All of the above daily and weekly agenda will be conducted unless, I CSA Ferrell is up tied up on a school related situation or directed by the principal for some other assignment during those times.
10. 4:00 p.m., monitor the front outside area of the school during evening bus dismissal.
11. Let us all continue to work together to ensure the safety of students and staff!



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## CUSTODIAN SCHEDULE

### Custodial Duties

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

Crew Leader Mr. Anderson

\*Everyone is to remain on their floor unless needed



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# Vocabulary in Action

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

### **concentration**

#### What It Means

#### concentration

1.
  - the action or power of focusing one's attention or mental effort.
  - "frowning in concentration"
  -
2.
  - a close gathering of people or things.
  - "the largest concentration of Canada geese on earth"

**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**

**SAVED THE DATE!**



**CAREER DAY**

**MARCH 21, 2024**

**9<sup>th</sup>/10 Graders 9:30 AM – 11:30 PM**

**11<sup>th</sup>/12 Graders 1:00 PM – 3:00 PM**

**Franklin Military Academy Gymnasium**

**701 N 37<sup>TH</sup> Street, Richmond, VA 23223**

**Mr. David Hudson**

**Principal**

**1). Volunteer Support for the Church Hill Rotary 5k Run.** Last year Franklin Military Academy provided 10 middle school volunteers to serve as guides for the Church Hill Rotary 5k run. The event was a success! This year, Church Hill is requesting the same volunteer support. Middle School will provide at a minimum, 10 volunteers to serve as guides for this year's 5k run. The event hours are from **8:00 am to 11:00 am on 16 March**

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**2024.** Parents are asked to drop their son or daughter off at Pets at Play located at 319 N 25th Street, Richmond, VA 23223. Names of volunteers must be confirmed **NLT 14 March**

**2024.** The POC for Church Hill Rotary is Ms. Lisa Matthews-Ailsworth.

**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](mailto:crobins8@rvaschools.net). Please see the flyer and remember to **SAVE THE DATE!**

**3). SUPPORT to the 4<sup>TH</sup> ROTC BRIGADE BEST of the BEST RAIDER CHALLENGE MEET.** The Best of the Best Raider Challenge Meet will be conducted on **23 MARCH 2024** 10301 Pocahontas State Park, Chesterfield, VA 23832.

**4). COLLEGE ORIENTATION WORKSHOP (COW) PROGRAM.** I am excited to provide you information regarding the College Orientation Workshop Program, commonly known as (COW). This program was introduced last year to our 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grade males by Mr. Gene Williams, Founder and Executive Director of the College Orientation Workshop at Virginia Military Institute (VMI). Mr. Williams would like to speak to our 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> grade (males only) again on **27 March from 3:00 pm to 4:00 pm.**

In a nutshell, COW is an educational enrichment, leadership development, character building, and physical fitness program for minority male high school students with promise to achieve excellence in their lives. So often, minority young men with promise fail to achieve their potential. COW is designed to help ignite young men's passion for growth and success. If you would like more information regarding the COW program, visit the website at [www.cow4life.org](http://www.cow4life.org).

**5). 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.

**6). UNLOCKING TOMORROW'S INNOVATIONS.** Do you want to know more about the latest advancement in technology? Emerging Technologies Institute (ETI) performs research,

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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)

**7). 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 7<sup>th</sup> and 8<sup>th</sup> 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 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 31<sup>st</sup>. Decisions will be emailed by Friday, April 19<sup>th</sup>. The online application can be found [here](#).



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Please provide feedback to **Dr. Kim Lester** email at [kimml61@vt.edu](mailto: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**

**16 MAR 24** - Church Hill Rotary 5K Run

**21 MAR 24** - Franklin Military Academy Career Fair

**27 MAR 24** - College Orientation Workshop Brief to 9th, 10th, 11th Grade Males

**09 APR 24** - ASVAB Testing

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



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## Links

- [About APwith WE Service](#)
- [Assessment Calendar](#)
- [Attendance Tracker](#)
- [Auditorium Availability Sheet \(Spring 24\)](#)
- [Blueprint](#)
- [Check Point Data Illuminate](#)
- [Check Point Participation](#)
- [Cohort Team Meeting](#)
- [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](#)
- [Ed Tech – Mr. Orlando](#)
- [FMA Google Classroom With Links](#)
- [\\*Franklin Data Response Cycle \(Need To Do\)](#)
- [FMA Detention Link](#)
- [FMA Lesson Plans & Assessments Link](#)
- [Go Guardian Professional Development](#)
- [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](#)
- [\[SOL Blueprints\]\(#\)](#)
- [SOL Released Tests](#)
- [\[SOL Review\]\(#\)](#)
- [Tabeau](#)
- [Tutors Information](#)
- [Order Your 2023-2024 Yearbook](#)

## 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			
<a href="#">Letter to Principals</a>	<a href="#">Letter to Instructional Leads</a>	Letter to Parents (English) (Coming Soon)	Letter to Parents (Spanish) (Coming Soon)
Important Documents			
<a href="#">RPS History Fair Guidelines and Procedures Booklet</a>			
Electronic Submission Links: Documentaries, Performances, and Research Papers			
<a href="#">Elementary Performances</a>	<a href="#">Secondary Performances</a>	<a href="#">Secondary Documentaries</a>	<a href="#">Secondary Research Paper</a>



## **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 1<sup>st</sup> – 4<sup>th</sup> 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.**

**Upcoming Assessments - March 11<sup>th</sup>**  
**SOL Writing Assessment - 8<sup>th</sup> & 11<sup>th</sup>.**  
**Checkpoint Assessment s**  
**Spring Interim Assessments Week of March 18<sup>th</sup>**

**Monday – March 11<sup>th</sup>**

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

- **Detention**
- **All cell phones/earbuds/headphones need to be away after 9:00 am – No exception**
- **The administration will be doing walkthroughs**
- **All students must be in the cafeteria during lunch. If you need a student, please alert the administration**
- **Staff need to be at their classroom doors during the change of classes**
- **Please do not allow students to visit your classes**
- **Staff with a 1<sup>st</sup> period need to be on time**
- **Order Your 2023-2024 Yearbook**
- **Hudson's Goal Meeting – Superintendent**
- **Administrative & Graduation Meeting 2:00 p.m.**
- **Work through Administration**
- **Shadow Day - High & Middle School - Student**
- **The SOL Assessments for non-writing are just around the corner. Please ensure you plan using the Virginia Department of Education framework and the blueprint. Make sure your assessments and lesson plans are aligned.**
- **For Field trips to be approved, they must focus on the SOLs.**
- **Spring Interims Starts For Middle School March 18<sup>th</sup>**
- **[SOL Blueprints](#)**
- **[SOL Released Tests](#)**
- **[SOL Review](#)**

## **Tuesday – March 12<sup>th</sup>**

### **REGULAR SCHEDULE**

- **Detention**
- All cell phones/earbuds/headphones need to be away after 9:00 am – No exception
- The administration will be doing walkthroughs
- All students must be in the cafeteria during lunch. If you need a student, please alert the administration
- Staff need to be at their classroom doors during the change of classes
- Please do not allow students to visit your classes
- Staff with a 1<sup>st</sup> period need to be on time
- **PTSA Meeting** - Meeting ID. - [meet.google.com/stt-hywb-wny](https://meet.google.com/stt-hywb-wny)
- The SOL Assessments for non-writing are just around the corner. Please ensure you plan using the Virginia Department of Education framework and the blueprint. Make sure your assessments and lesson plans are aligned.
- For Field trips to be approved, they must focus on the SOLs.
- Spring Interims Starts For Middle School March 18<sup>th</sup>
- [SOL Blueprints](#)
- [SOL Released Tests](#)
- [SOL Review](#)

## **Wednesday – March 13<sup>th</sup>**

### **FORMATION SCHEDULE**

- **Detention**
- All cell phones/earbuds/headphones need to be away after 9:00 am – No exception
- The administration will be doing walkthroughs
- All students must be in the cafeteria during lunch. If you need a student, please alert the administration
- Staff need to be at their classroom doors during the change of classes
- Please do not allow students to visit your classes
- Staff with a 1<sup>st</sup> period need to be on time
- The administration will be doing walkthroughs
- Attendance Meeting 10:00 am.
- [Order Your 2023-2024 Yearbook](#)
- Work through Administration

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- **SOL Testing – Writing**
- **The SOL Assessments for non-writing are just around the corner. Please ensure you plan using the Virginia Department of Education framework and the blueprint. Make sure your assessments and lesson plans are aligned.**
- **For Field trips to be approved, they must focus on the SOLs.**
- **Spring Interims Starts For Middle School March 18<sup>th</sup>**
- [SOL Blueprints](#)
- [SOL Released Tests](#)
- [SOL Review](#)

## **Thursday – March 14<sup>th</sup>**

### **REGULAR SCHEDULE**

- **Detention**
- **All cell phones/earbuds/headphones need to be away after 9:00 am – No exception**
- **The administration will be doing walkthroughs**
- **All students must be in the cafeteria during lunch. If you need a student, please alert the administration**
- **Staff need to be at their classroom doors during the change of classes**
- **Please do not allow students to visit your classes**
- **Staff with a 1<sup>st</sup> period need to be on time**
- **The administration will be doing walkthroughs**
- **SOL Testing – Writing**
- **Order Your 2023-2024 Yearbook**
- **The SOL Assessments for non-writing are just around the corner. Please ensure you plan using the Virginia Department of Education framework and the blueprint. Make sure your assessments and lesson plans are aligned.**
- **For Field trips to be approved, they must focus on the SOLs.**
- **Spring Interims Starts For Middle School March 18<sup>th</sup>**
- [SOL Blueprints](#)
- [SOL Released Tests](#)
- [SOL Review](#)



## **Friday – March 15<sup>th</sup>**

### **FORMATION SCHEDULE**

- **Detention**
- **All cell phones/earbuds/headphones need to be away after 9:00 am – No exception**
- **The administration will be doing walkthroughs**
- **All students must be in the cafeteria during lunch. If you need a student, please alert the administration**
- **Staff need to be at their classroom doors during the change of classes**
- **Please do not allow students to visit your classes**
- **Staff with a 1<sup>st</sup> period need to be on time**
- **The administration will be doing walkthroughs**
- **Order Your 2023-2024 Yearbook**
- **Graduation Vault Due**
- **Spring Interims Starts For Middle School March 18<sup>th</sup>**
- **The SOL Assessments for non-writing are just around the corner. Please ensure you plan using the Virginia Department of Education framework and the blueprint. Make sure your assessments and lesson plans are aligned.**
- **For Field trips to be approved, they must focus on the SOLs.**
- **[SOL Blueprints](#)**
- **[SOL Released Tests](#)**
- **[SOL Review](#)**

# **Military Instruction**

### **MILITARY INSTRUCTOR LESSONS FOR 11 - 15 March 2024**

**LET IV** – Leadership Accomplishment, SwimRVA, Boys & Girls Club, Test

**LET III** – Command & Staff Roles, SwimRVA, Boys & Girls Club, Test

**LET II** – Leadership, CPR (First Aide), SwimRVA

**LET I** – Stationary Movements, Marching Techniques, Team Building & Drill

**MIDDLE SCHOOL** – SFC Gilliam, CPT York and CPT Felton will focus on the following:  
The 6th graders will focus on Mae C Jemison while the 7th graders will focus on Women's History Month Projects.

## Language Art

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

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

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

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

### Reading

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

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

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

- a) Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.
- b) Describe cause and effect relationships and their impact on plot.

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- 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.

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

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- h) Compare/contrast details in literary and informational nonfiction texts.
- i) Make inferences and draw conclusions based on the text.
- j) Use reading strategies to monitor comprehension throughout the reading process.

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

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

## **8<sup>th</sup> Grade Language Arts - SOL Test**

### **Reading**

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

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

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



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- 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.

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

### **Reading**

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

- a) Use structural analysis of roots, affixes, synonyms, and antonyms to understand complex words.
- b) Use context, structure, and connotations to determine meanings of words and phrases.
- c) Discriminate between connotative and denotative meanings and interpret the connotation.

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

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

### **Reading**

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

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

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

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

### **Writing**

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

- a) Engage in writing as a recursive process.
- b) Plan and organize writing to address a specific audience and purpose.
- c) Adjust writing content, technique, and voice for a variety of audiences and purposes.

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

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

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

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



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### 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

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

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

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

- a) Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.
- b) Describe cause and effect relationships and their impact on plot.
- c) Explain how an author uses character development to drive conflict and resolution.
- d) Differentiate between first and third person point-of-view.

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- 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.

**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.
- c) Make inferences and draw logical conclusions using explicit and implied textual evidence.

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

**Reading**

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

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

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

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

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- 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.



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## **AP Literature**

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

Explain the function of a character changing or remaining unchanged.

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

Explain the function of a significant event or related set of significant events in a plot.

Explain the function of conflict in a text.

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

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

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

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

Demonstrate control over the elements of composition to communicate clearly.

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# Math

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

### Measurement and Geometry

- 6.7 The student will
- a) derive  $\pi$  (pi);
  - b) solve problems, including practical problems, involving circumference and area of a circle; and
  - c) solve problems, including practical problems, involving area and perimeter of triangles and rectangles.

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

- 8.10 The student will solve area and perimeter problems, including practical problems, involving composite plane figures.

## Algebra I

## SOL Review

## Geometry

- G.7 The student, given information in the form of a figure or statement, will prove two triangles are similar.

## 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 2 - Exploring Two-Variable Quantitative Data;

Unit 3 - Collecting Data

## **Science**

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

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

- PS.3 The student will investigate and understand that matter has properties and is conserved in chemical and physical processes. Key ideas include
- a) pure substances can be identified based on their chemical and physical properties;
  - b) pure substances can undergo physical and chemical changes that may result in a change of properties;
  - c) compounds form through ionic and covalent bonding; and
  - d) balanced chemical equations model the conservation of matter.

## **Earth Science**

- ES.5 The student will investigate and understand that igneous, metamorphic, and sedimentary rocks can transform. Key ideas include
- a) Earth materials are finite and are transformed over time;
  - b) the rock cycle models the transformation of rocks;
  - c) layers of Earth have rocks with specific chemical and physical properties; and
  - d) plate tectonic and surface processes transform Earth materials.
- ES.6 The student will investigate and understand that resource use is complex. Key ideas include
- a) global resource use has environmental liabilities and benefits;
  - b) availability, renewal rates, and economic effects are considerations when using resources;
  - c) use of Virginia resources has an effect on the environment and the economy; and
  - d) all energy sources have environmental and economic effects.

## **Biology**

- BIO.6 The student will investigate and understand that modern classification systems can be used as organizational tools for scientists in the study of organisms. Key ideas include
- a) organisms have structural and biochemical similarities and differences;

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- b) fossil record interpretation can be used to classify organisms;
- c) developmental stages in different organisms can be used to classify organisms;
- d) Archaea, Bacteria, and Eukarya are domains based on characteristics of organisms;
- e) the functions and processes of protists, fungi, plants, and animals allow for comparisons and differentiation within the Eukarya kingdoms; and
- f) systems of classification are adaptable to new scientific discoveries.

## **Anatomy Physiology**

AP.14 The students will understand that the function of the digestive system is digestion and absorption of nutrients. (on pace)

## **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**

Unit 3: Cellular Energetics (on pace)

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

## **AP Physics**

AP Physics 1, Unit 2: Dynamics (a little behind pace)

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

## **AP Environmental Science**

AP Environmental Science, Unit 4: Earth Systems and Resources (on pace)

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



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

- 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.

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

- CE.6 The student will demonstrate knowledge of the American constitutional government at the national level by
- a) describing the structure and powers of the national government;
  - b) explaining the principle of separation of powers and the operation of checks and balances;
  - c) explaining and/or simulating the lawmaking process;
  - d) describing the roles and powers of the executive branch.

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

Not Taught This Semester

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

- WHII.5 The student will demonstrate knowledge of the status and impact of global trade on regional civilizations of the world after 1500 A.D. (C.E.) by
- a) describing the location and development of the Ottoman Empire;
  - b) describing India, including the Mughal Empire and coastal trade;
  - c) describing East Asia, including China and the Japanese shogunate;
  - d) describing Africa and its increasing involvement in global trade;
  - e) describing the growth of European nations, including the Commercial Revolution and mercantilism.

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

- VUS.5 The student will demonstrate knowledge of the issues involved in the creation and ratification of the Constitution of the United States and how the principles of limited government, consent of the governed, and the social contract are embodied in it by
- a) explaining the origins of the Constitution, including the Articles of Confederation;
  - b) identifying the major compromises necessary to produce the Constitution, and the roles of James Madison and George Washington;
  - c) examining the significance of the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom in the framing of the Bill of Rights;
  - d) assessing the arguments of Federalists and Anti-Federalists during the ratification debates and their relevance to political debate today;
  - e) appraising how John Marshall's precedent-setting decisions established the Supreme Court as an independent and equal branch of the national government.

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

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- f) identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model;
  - 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 for Electives**

# Humanities

**Date: Mar 8, 2024**

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

## **Standards of Learning for Electives**

### **FACS (3/15)**

**Independent Living**

**Independent Living**

**Demonstrate listening and speaking skills**

**Demonstrate respect for diversity**

- Distinguish between wants and needs
- Develop short- and long-term personal goals.
- Use the FCCLA planning process to achieve individual and group goals.
- Research career options within the family and consumer sciences (FCS)  
career clusters/pathways
- Set short- and long-term career goals related to career choice
- Evaluate sources of consumer information
- Identify strategies for a planned buying process
- Describe consumer rights and responsibilities

### **Physical Education (Middle) (3/15)**

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

**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.**



## **Physical Education (High)**

### **Guitar (3/29)**

High School Guitar

Objective:

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

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

**HIB.12 The student will demonstrate music literacy.**

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

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

- a) Identify the characteristic sound of the instrument being studied.
- b) Balance instrumental timbres.
- c) Make adjustments to facilitate correct intonation.
- d) Match dynamic levels and playing style.
- e) Respond to conducting patterns and gestures
- f) Maintain a steady beat at various tempos in the music literature being studied.

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

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

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

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

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

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

**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:**

- Continue repertoire for All-City Guitar Ensemble performance (RPS Fine Arts Festival - Saturday March 9th, Rehearsal 10:30-11:00am, performance 11:30-12:00pm at Huguenot HS)
  - Pavana (Gaspar Sanz)
  - The Water is Wide (English Folk tune)
  - Blues in A (Standard)
- 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

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## **EPC** ()

### **SPACE** (3/29)

#### **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 (3/29)**

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.

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- High school students will review major and chromatic scales and work on ensemble sound.

## **Choir (3/29)**

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.
- l. 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

- 5. 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.

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- 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.

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

- c) Develop vocal agility and range through vocal exercises.

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- 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.
4. 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.
4. 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 (3/15)**

### **Spanish 1:**

Students will be able to exchange information about life at school, including people, places, calendars, schedules, and student activities, and present information about their own lives at school. They will investigate and reflect on how a country's educational system mirrors cultural values and perspectives.

- **ACTFL Standards:**
  - Communication: Interpersonal, Interpretive, Presentational
  - Cultures: Cultural Perspectives, Practices, Products
- **Virginia Department of Education World Language Spanish Standards for Spanish 1:**
  - Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
  - Standard 1.2: Students understand and interpret spoken and written language on a variety of topics.



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### **Spanish 2:**

Students will be able to use vocabulary related to academic and extracurricular activities in school in Spanish. They will review regular and irregular present tense verbs, learn the terminology to make comparisons, and discuss school rules using "hay que" and "tener que". Additionally, they will compare school culture and activities to those in the Spanish-speaking world.

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 be able to identify and discuss vocabulary related to family, homes, and household chores and responsibilities, as well as reflect on the cultural aspects of their own family, and envision their ideal family unit in the future. Students will learn the future tense.

- **ACTFL Standards:**
  - Communication: Interpersonal, Interpretive, and Presentational Modes
  - Connections: Relating to Other Disciplines and Acquiring Information
- **Virginia Department of Education World Language Spanish Standards for Spanish 3:**
  - 1.1: Interact using spoken and written language in Spanish
  - 3.1: Understand the practices, perspectives, and products of Hispanic cultures

## **1(3/29)**

### **French I**

French I. 1.NL - The student will initiate, sustain, and close oral and written exchanges in French, applying familiar vocabulary and structures to new situations.

1. Participate in sustained exchanges that reflect major time frames.
2. Exchange detailed information on familiar topics in a variety of interpersonal contexts.
3. Use nonverbal communication, paraphrasing, and

circumlocution to convey and comprehend messages in level-appropriate French.

**STANDARD 1: Investigate Intercultural Products, Practices and Perspectives**  
(Interpersonal

Mode)

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

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

French II -

Intercultural Communication , Interpretive

Communication and Interpersonal Communication - ACTFL Standards

Making Connections through Language

FII.NM8 The student will use information acquired in the study of French and information acquired in other subject areas to reinforce one another.

NM- 10. The student will give examples of the influence of French and francophone culture(s) on other subject areas.

NM-12. The student will compare information acquired in other subject areas to topics discussed in French class.

French III - **STANDARD 14: Investigate Intercultural Products, Practices and Perspectives (Interpersonal Mode)**

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

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

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Standards SOL 10.4, 10.5 - The students will read, comprehend, and analyze a variety of fictional texts including narratives, literary nonfiction, poetry, and drama.

c) Interpret how themes are connected across texts

d) Compare and contrast the bank and the post office e) Analyze the cultural or social function of a literary text f) Explain the relationship between the author's style and literary effect l'imparfait et le PC

Standards 3. NH. Identify typical products and practices related to familiar, everyday life to help understand perspectives of native and other cultures.

WL 3. 2 - The student will present information orally and in writing in French, combining learned and original language in connected sentences and paragraphs on familiar topics.

WL3.2. Present information, using structures that reflect present, past, and immediate future time.

WL3 3. Demonstrate attention to accurate intonation and pronunciation.

WL4.1. Demonstrate attention to accurate word order, punctuation, accents and other diacritical marks, and spelling.

## **Art (3/29)**

### **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.

**6.2 The student will apply steps of a creative process.**

- a) Use, and record in a digital or traditional sketchbook/journal, steps of the creative process, including brainstorming, preliminary sketching, planning, reflecting, peer critiquing, refining, and elaborating, to create works of art.
- b) Explain the relationship between artmaking processes and finished products.

### **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.

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- c) Space—positive, negative.
- d) Emphasis—focal point, dominance.
- e) Proportion—actual, exaggerated.

7.13 The student will use a variety of compositional techniques, including perspective, to create the illusion of space within the picture plane

7.15 The student will refine media techniques to demonstrate developing technical skill.

### **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.

AI.15 The student will exercise increasing skill and control in the use of media and techniques.

### **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.

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

### **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.

### **Art 7**

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**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 (3/29)**

### **Keyboarding**



- **Keyboarding Proficiency:** Students should be able to demonstrate proficient typing skills, including accuracy and speed, using standard keyboarding techniques.
- **Technology Integration:** Competencies may involve integrating keyboarding skills into various technology applications, such as word processing, data entry, and internet browsing.
- **Digital Citizenship:** Understanding concepts related to digital citizenship, including responsible and ethical use of technology, proper online communication, and respecting intellectual property rights.
- **Productivity Tools:** Utilizing keyboarding skills to efficiently use productivity tools such as word processing software, spreadsheets, and presentation software.
- **Problem-Solving:** Applying keyboarding skills to solve technological problems and troubleshoot issues encountered while using digital tools.
- **Adaptability:** Being able to adapt keyboarding techniques to different devices and input methods, including traditional keyboards, touchscreens, and voice input.
- **Collaboration:** Using keyboarding skills to collaborate effectively with peers on digital projects and assignments.

### **Programming**

- **Basic Syntax:** Understanding the syntax and structure of programming languages like Python, Java, JavaScript, or others depending on the course curriculum.
- **Problem Solving:** Developing the ability to break down problems into smaller, manageable parts and systematically solve them using programming concepts and techniques.
- **Algorithmic Thinking:** Learning to design algorithms to solve specific problems efficiently, including understanding concepts like loops, conditionals, and functions.
- **Debugging:** Acquiring skills to identify and fix errors (bugs) in code through debugging techniques such as testing, tracing, and troubleshooting.

- Data Structures: Familiarity with fundamental data structures like arrays, lists, stacks, queues, and dictionaries, as well as understanding when and how to use them.
- Logical Reasoning: Developing logical and analytical thinking skills essential for writing effective code and creating algorithms.
- Collaboration and Communication: Working effectively in teams to solve problems, share code, give feedback, and communicate ideas clearly and professionally.
- Creativity: Encouraging creativity in problem-solving and project development, including the ability to think outside the box and create innovative solutions.
- Ethical and Responsible Computing: Understanding the ethical implications of technology and programming, including issues related to privacy, security, intellectual property, and digital citizenship.
- Continuous Learning: Cultivating a growth mindset and a passion for lifelong learning in the field of computer science and programming.