

# Franklin Military Academy 2024 Weekly Agenda Women History Month



**David Hudson, Principal**

**March 18, 2024**

**Congratulations History Department  
2024 History Fair**

**1<sup>st</sup> Place 3 D  
2<sup>nd</sup> Place Overall**



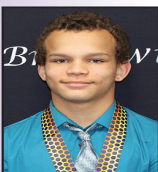




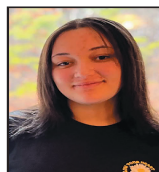
# CONGRATULATIONS

## 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



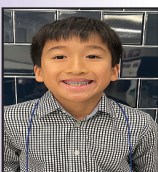
**Colin Lerch**  
Blessed Sacrament-  
Huguenot School  
Grade 5  
CATHOLIC DIOCESE



**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



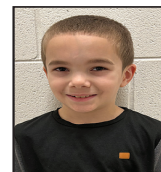
**Jillian Smith**  
Central High  
School  
Grade 7  
KING AND QUEEN  
COUNTY



**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 Sajeew**  
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



Richmond Times-Dispatch



# HAPPY BIRTHDAY

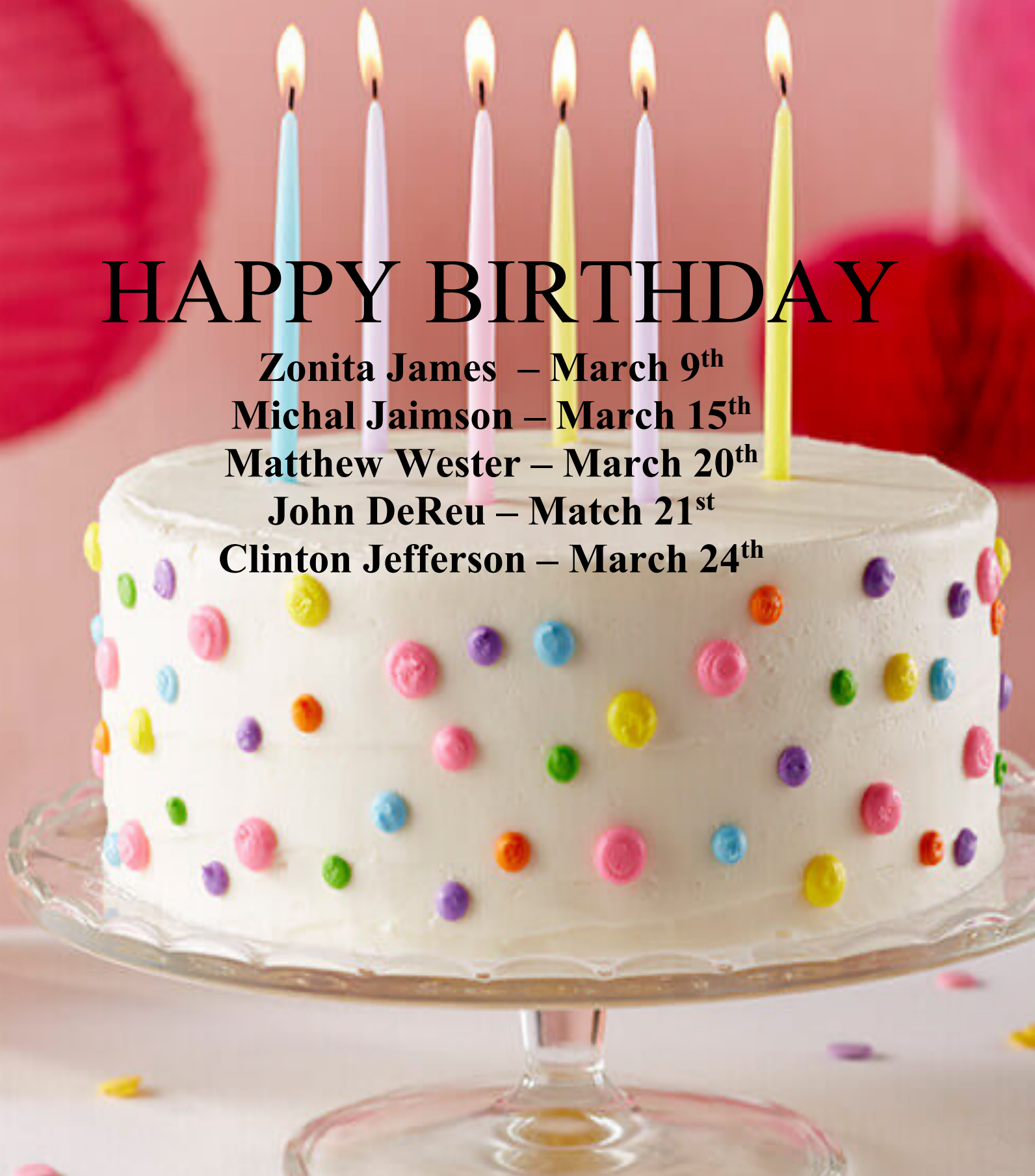
**Zonita James – March 9<sup>th</sup>**

**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

	<b>Regular Bell</b>	<b>Formation Bell</b>	<b>2-Hour Early Release</b>
<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	



*"A Knight Forever"*

## 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





*Office of The Principal*

TO: TEACHERS/STAFF  
FROM: DAVID A. HUDSON  
RE: PARENT CONFERENCE  
DATE: March 18, 2024

Your conference with the parent is an exchange of information. Hopefully, you have already started having the opportunity to share positive communication with the parents/caregivers before the conference.

Before the conference, think about special questions or concerns you have. Talk to other teachers to get ideas. You might want to make a list. Be prepared to let the parent know about the student's... Apparent special interests and skills. Tell at least two positives.

Show the parent the portfolio/grades you have on their child. Discuss briefly any concerns. You might want to ask questions such as:

- Is the child studying at home in the evenings?
- What is your homework schedule? What happens at home if he doesn't complete it?

Is the child having any problems? What are they? How can I help? Have you thought about tutoring or getting extra help?

- How often do you review the tests/assignments?

*Office of The Principal*

- What can I do to help him with his behavior? How do you discipline him at home?
- How can I get in touch with you or make an appointment to meet with you again? What is your current address, phone number, work number, and emergency number? (This information is vital for our records)
- Think of your relationship with the parent as if you are the parent discussing your child with you. If it would make you upset with a teacher, don't say it!! In other words, put yourself in the parent's shoes.
- Be an active listener. Understand the parent's frustrations as well as your own. General Rule: Keep calm and make sure you listen and not only hear. The parent may give you clues to a solution to a problem without even realizing it (soccer practice, latch key, going to a friend's house until I get home, etc.)
- Let the parent vent his feelings and emotions. Ask open-ended questions rather than getting defensive. Try to get the parent to see the problem, state your point of view in a friendly manner, and then offer to work with the parent for the child's benefit.
- Be sure to introduce yourself in a warm manner, no matter what you really think of the student. You set the tone. The parent should feel comfortable. "I'm glad you're here." (Not a bad way to start the conference.)
- Be prepared: Be sure that you have the student's grades, work samples, copies



*Office of The Principal*

of notes sent home and copies of any office referrals. Will you need an interpreter? Arrange for this in advance.

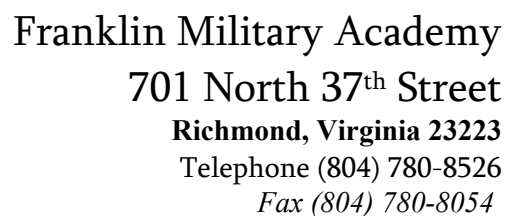
- Don't put the parent on the defensive. Be objective, not subjective. As Jack Webb use to say on Dragnet, "Just the facts, mam."
- Check out the student's cumulative folder. Make notes of previous problems. Use this only if the parent tries to make you out to be the bad guy: "My child has never had problems until this year." It's not important to know why; it's just to keep everyone honest.
- Let parents know that education is a partnership between the home and the school for the good of the child.
- The very existence of a problem does not mean that there is a solution. Causes of many problems can be deep-seated. Trying to solve every problem is not possible. Your role is to demonstrate to the parent what you have experienced with the child.
- Never tell a parent that the child needs therapy or that they should seek medical advice. You can refer the parent to the school nurse or counselor if they ask for your opinion on such matters.
- Never say something like this: "This is a pretty bad class and when your child acts up, it just makes it more difficult for me." Don't ever let the parent think that you're having management difficulties. Don't ever look for sympathy.
- Be sure to tell the parent some positive things about the child.
- Quite often, we most remember the last thing we hear. Conclude your conference in a positive manner. Review any solutions or courses of action

*Office of The Principal*

that were discussed and agreed to.

- Sometimes the conference could be the beginning of the solution. If the parent seemed hostile during the conference, you might need to tell her that now that you've met, you'd like to think about the things discussed and meet again the following week. If the parent accepts the conference, it will almost guarantee a positive atmosphere.
- During the time in between, you could ask for advice, if necessary. If the parent declines a second conference, don't get angry, just realize that you've done what you can and let administration know.
- Remember to thank the parents for sharing their concerns and listening to yours.





# PARENT CONFERENCE SIGN IN SHEET

DATE \_\_\_\_\_

[illegible]

**Letter Given To Parent  
March 18, 2024**

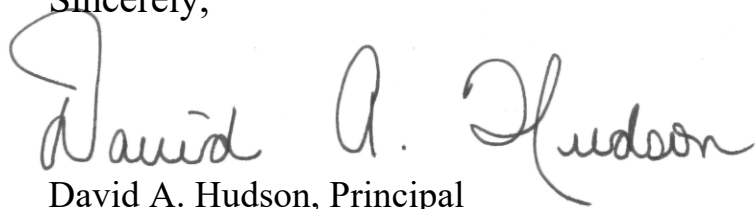
**Parent-Teacher & Caregiver Conference**

**March 22, 2024 (2 Hour Early Dismissal For Students )**

**Parent Teacher & Caregiver Conference – 2:30 p.m. – 4:30 p.m.**

We hope this schedule will allow each parent to attend the parent/caregiver conference on Friday, March 22, 2024 from 2:30 p.m. – 4:30 p.m. You should schedule a conference with your child's teacher if your child received a D or an F or behavioral issues to talk with teachers. Please contact your child's teacher if you feel a conference is needed. The teachers will contact parents if they think a conference is required. I have enclosed a list of all the staff email accounts. Please let me know if you are unable to reach a teacher. I appreciate your support in ensuring your child/our student succeeds at Franklin Military Academy.

Sincerely,

  
David A. Hudson, Principal



*Office of The Principal*

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

## 2023-2024 - Staff Email

First	Last	Email Address	Subject
Jonathan	Ashe	jashe@rvaschools.net	ART
Clara	Bannister	cbannist@rvaschools.net	MEDIA SPECIALIST
John	Barclay	jbarclay@rvaschools.net	SCIENCE
Nathaniel	Belton	nbelton@rvaschools.net	CUSTODIAN
Xavier	Blackman	xblackma@rvaschools.net	PHYSICAL EDUCATION/GYM
Almitra	Bryant	abryant5@rvaschools.net	ENGLISH
Kylee	Burrows	kburrows@rvaschools.net	MILITARY
Gilbert	Carter	gcarter3@rvaschools.net	MATHEMATICS
Denise	Claiborne	dclaibor@rvaschools.net	EXCEPTIONAL EDUCATION
Shanice	Clarke	sclarke2@rvaschools.net	PHYSICAL EDUCATION
Christal	Corey	ccorey@rvaschools.net	SCIENCE – MIDDLE SCHOOL
David	Corey	dcorey@rvaschools.net	MUSIC - BAND & ORCHESTRA
Dwayne	Dick	ddick@rvaschools.net	ITRT
Rafael	Day	rday@rvaschools.net	OFFICE
John	Dereu	jdereu@rvaschools.net	ENGLISH
Natalie	Diaz	ndiaz@rvaschools.net	SPANISH
Theodore	Dubinsky	tdubinsk@rvaschools.net	SOCIAL SCIENCE
Daniel	Elie	delie@rvaschools.net	ENGLISH
Randa	Elswick	relswick@rvaschools.net	NURSE
John	Fellton	jfelton@rvaschools.net	INSTRUCTIONAL ASSISTANT
Ka'lulani	Foust	Kfoust007@gmail.com	EXCEPTIONAL EDUCATION
Tiffany	Frierson	tfrierso@rvaschools.net	SCHOOL COUNSELOR
Andrew	Giffin	agiffin@rvaschools.net	ENGLISH
Kelvin	Gilliam	kgilliam@rvaschools.net	MILITARY
Adrianne	Hairston	ahairsto@rvaschools.net	ADMIN OFFICE ASSOCIATE
Constance	Haskins	chaskins@rvaschools.net	CUSTODIAN
Sandra	Hayward-Jones	shayward@rvaschools.net	SPACE
David	Hudson	dhudson2@rvaschools.net	PRINCIPAL
Zonita	James	zjames@rvaschools.net	ENGLISH/READING
Michael	Jamison	mjamiso2@rvaschools.net	TITLE 1 MATH
Clinton	Jefferson	cjeffer2@rvaschools.net	MILITARY
Haeyun	Kim	hkim@rvaschools.net	MATHEMATICS
Ciara	Logan	clogan@rvaschools.net	REGISTRAR / SISOP (OAIII)
Special	Loney	sloney@rvaschools.net	SPECIAL EDUCATION
Kyle	Mendez	kmendez2@rvaschools.net	MUSIC - GUITAR
John	Nunez	jnunez@rvaschools.net	SCIENCE
Bianca	Parker	bparker2@rvaschools.net	FAMILY CONSUMER SCIENCE
Kathy	Paschall	kpaschal@rvaschools.net	SCIENCE
James	Patterson	jpatters@rvaschools.net	CUSTODIAN
Meredith	Portmess	mbush@rvaschools.net	SOCIAL STUDIES
Melody	Reives	mreives2@rvaschools.net	BUSINESS
Corey	Robinson	crobins8@rvaschools.net	COMMANDANT/MILITARY
Mary	Simons	msimons@rvaschools.net	MATHEMATICS
Natia	Smith	nsmith7@rvaschools.net	SOCIAL WORKER
Jennifer	Smith	jdavis5@rvaschools.net	ASSISTANT PRINCIPAL
Naiia	Smith	nsmith6@rvaschools.net	ENGLISH





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

*Office of The Principal*

Brian	Taylor	btaylor2@rvaschools.net	CTE
Leon	Thornton	lthornto2@rvaschools.net	MILITARY
Rosemary	Tucker	rtucker2@rvaschools.net	SCIENCE
Nirva	Vernet	nvernet@rvaschools.net	FRENCH
Nikitria	Walker	nwalker@rvaschools.net	SOCIAL SCIENCE
William	Watson	wwatson@rvaschools.net	MATHEMATICS
Matthew	Wester	mwester@rvaschools.net	SCIENCE
Danielle	White	dwhite4@rvaschools.net	MUSIC - CHOIR
Robin	Williams	rwillia8@rvaschools.net	HISTORY
Stuart	Woolridge	swoolri2@rvaschools.net	CAFETERIA MANAGER
Kylee	York	<a href="mailto:kburrows@rvaschools.net">kburrows@rvaschools.net</a>	MILITARY LEADERSHIP

*Office of The Principal*

Staff and Caregivers,

We strive to follow the RPS Wellness Policy and promote healthy habits and well-being for all students, and wanted to remind everyone of the “Smart Snacks” allowed in school — and most importantly, *why* they’re the snacks in our building.

RPS participates in the [National School Lunch Program](#). We encourage caregivers to pack healthy and nutritious snacks that supplement our nutritional goals. During classroom socials, birthdays, incentives and other celebratory gatherings, we recommend **Smart Snacks** like:

- **Fresh fruits and vegetables:** Offer a variety of colorful fruits and vegetables like apples, bananas, carrots, or celery sticks.
- **Whole-grain crackers with cheese:** These provide a good source of complex carbohydrates and protein.
- **Yogurt with fruit:** A good source of calcium and protein, with the added benefit of natural fruit sugars.
- **Trail mix:** Seeds and dried fruit provide a balanced blend of protein, healthy fats, and fiber.
- **Hard-boiled eggs:** A convenient and protein-rich snack option.

Providing RPS students with healthy snacks can offer numerous benefits, including sustained energy levels, improved concentration, and the establishment of lifelong healthy eating habits. We understand that this may be a slight change to what families and schools are accustomed to, however, even small changes can make a big difference.

The RPS Wellness Office kindly requests that you refrain from sending or bringing the following items into RPS Schools:

- Candy, chewing gum, and sugary drinks (including soda, sports drinks, and juice boxes): These items lack essential nutrients and can contribute to hyperactivity.
- Chips, fried snacks, and processed foods: These are often high in unhealthy fats, sodium, and sugar, offering minimal nutritional value.
- Baked goods with excessive sugar or frosting such as doughnuts, cupcakes, cookies

Explore [RPS School Menus](#) to plan ahead for meals. For additional resources and healthy snack options please review [Smart Snack](#) Guidance for Schools. Smart Snacks can be conveniently purchased online from the [Amazon Smart Snacks Storefront](#) when supplying school events or fundraisers.

Thank you for your continued support in promoting healthy choices for our students.

Sincerely,

Renesha Parks

RPS Chief Wellness Officer

Office of The Principal

School Year 23-24

## Supporting School and Student Achievement

### Accreditation and Graduation Requirements

AP, Honors, IB, DE, WBL, CTE	How to Fulfill Both Requirements	CCCRI
<p><b><u>Earn credit for one of the following;</u></b></p> <p>(i) complete an Advanced Placement, honors, International Baccalaureate, or dual enrollment course; or</p> <p>(ii) complete a high-quality work-based learning experience, as established by Board guidance on work-based learning; or</p> <p>(iii) earn a career and technical education credential approved by the board, except when a career and technical education credential in a particular subject area is not readily available or appropriate or does not adequately measure student competency, in which case the student shall receive satisfactory competency-based instruction in the subject area to satisfy the advanced studies diploma requirements. The career and technical education credential, when required, could include the successful completion of an industry certification, a state licensure examination, a national occupational competency assessment, or the Virginia workplace readiness assessment.</p>	<p><b>Advanced Placement Course Credit</b></p> <p><b>International Baccalaureate Course Credit</b></p> <p><b>Dual Enrollment Course Credit</b></p> <p><b>High Quality WBL</b></p> <p><b>CTE Finisher/Credential-</b> earned two or more standard credits for a state-approved sequence in a CTE program AND combine that with an appropriate CTE credential</p> <p>----- NOT QUALIFIED TO MEET BOTH STANDARDS</p> <p>*HONORS COURSE *EARNING A CTE CREDENTIAL WITHOUT BEING A COMPLETER (CREDENTIAL + TWO STANDARD CREDITS)</p>	<p><b><u>Meet at least one of five qualifying criteria:</u></b></p> <p>1. Credit for an Advanced Placement (AP), International Baccalaureate (IB), Cambridge, or a dual enrollment course;</p> <p>2. Career and Technical Education (CTE) finisher (earned two or more standard credits for a state-approved sequence in a CTE program) and earning a CTE credential;</p> <p>3. Completion of a Work-Based Learning (WBL) experience;</p> <p>4. Completion of a service-learning experience; or</p> <p>5. Completion of three JROTC Courses and earning a CTE credential.</p>
<b>GRADUATION REQUIREMENT</b>		<b>ACCREDITATION STANDARD</b>



*Office of The Principal*

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





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)

SUMMER EXPLORATIONS  
RPS RICHMOND  
PUBLIC SCHOOLS

Now Hiring  
Summer School Teachers



## Summer School Pay Rates

**Certified Teachers:** \$40/hour

**Early Intervention Assistants (EIAs) and Instructional Assistants (IAs):** Rate + 1/2

### Summer Overview and Staffing Needs

**High School: June 10-July 18**

- Mon-Thurs, 8 a.m.-3:45 p.m.
- Online HPE 9 & 10:
  - 4 hours per day
- Positions Needed:
  - Core Content Teachers
  - Health & P.E.
  - Driver's Ed Theory
  - Behind the Wheel
  - End-of-Course Remediation

**Middle School: June 10-July 11  
(Grade 8 through July 18)**

- Mon - Thurs, 8:45 a.m.-3:45 p.m.
- Positions Needed:
  - 6-8 Math, ELA & Science Teachers
  - Fine Arts Teachers
  - Health & P.E. Teachers
  - CTE & STEM Teachers

**Elementary School: June 10-July 11**

- Mon - Thurs, 7:45 a.m.-2:45 p.m.
- Positions Needed:
  - K-5 Teachers
  - Librarians
  - Fine Arts Teachers (Music, Dance, Visual Arts, Theatre)
  - Health & P.E. Teachers
  - Early Intervention Assistants (EIAs) & Instructional Assistants

**K-12 Exceptional  
Ed. & LIEP  
Teachers Needed**

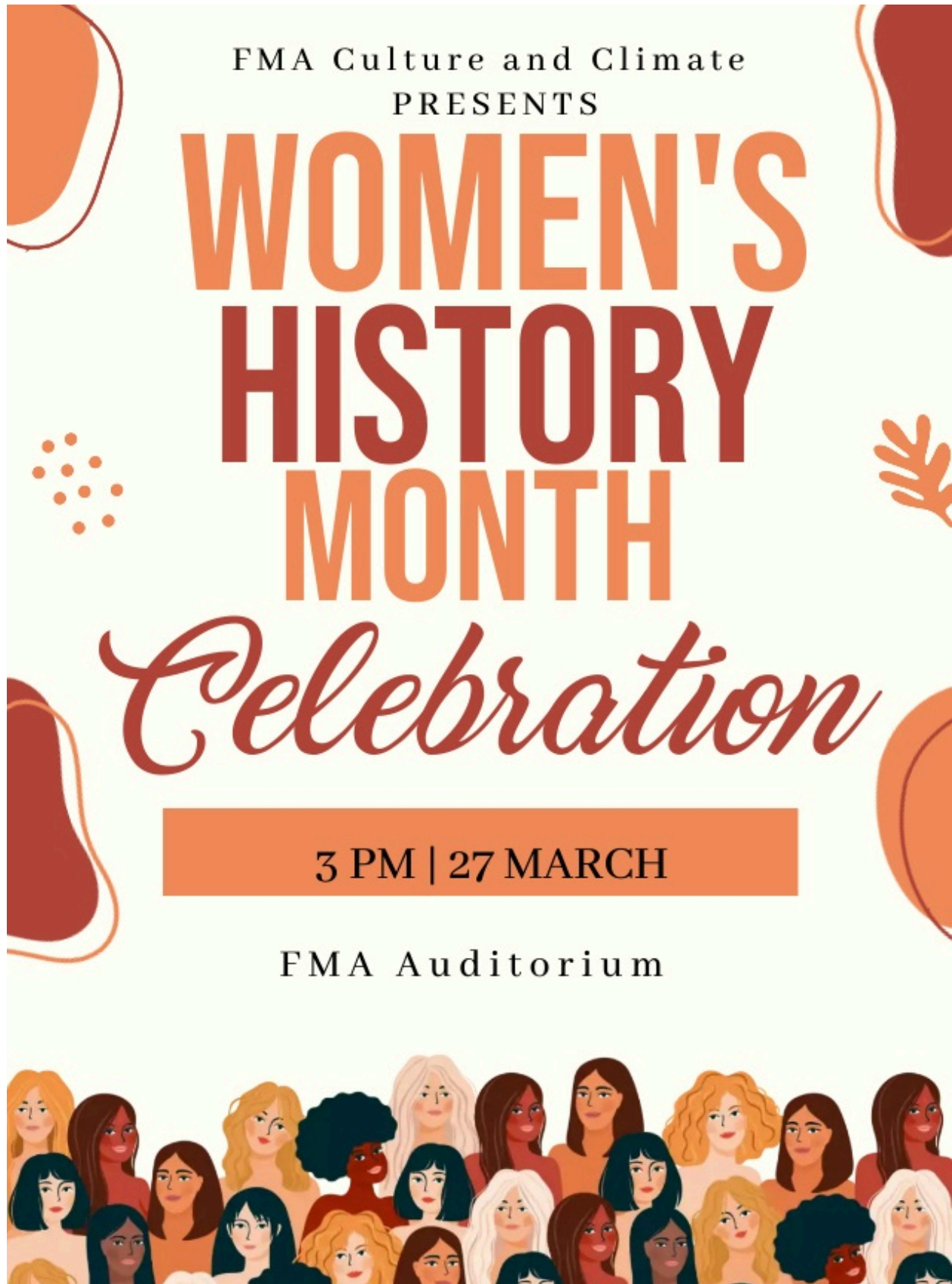
Scan the QR code below to  
complete the interest form:



**Preschool: June 10-July 11**

- Mon - Thurs, 7:45 a.m.-2:45 p.m.
- Positions Needed:
  - Preschool Teachers
  - Kindergarten Certified Teachers
  - Instructional Assistants

Questions? Contact  
[summerschool@rvaschools.net](mailto:summerschool@rvaschools.net)



FMA SCHOOL COUNSELING  
DEPARTMENT PRESENTS

# SAT SCHOOL TEST DAY

## What To Bring

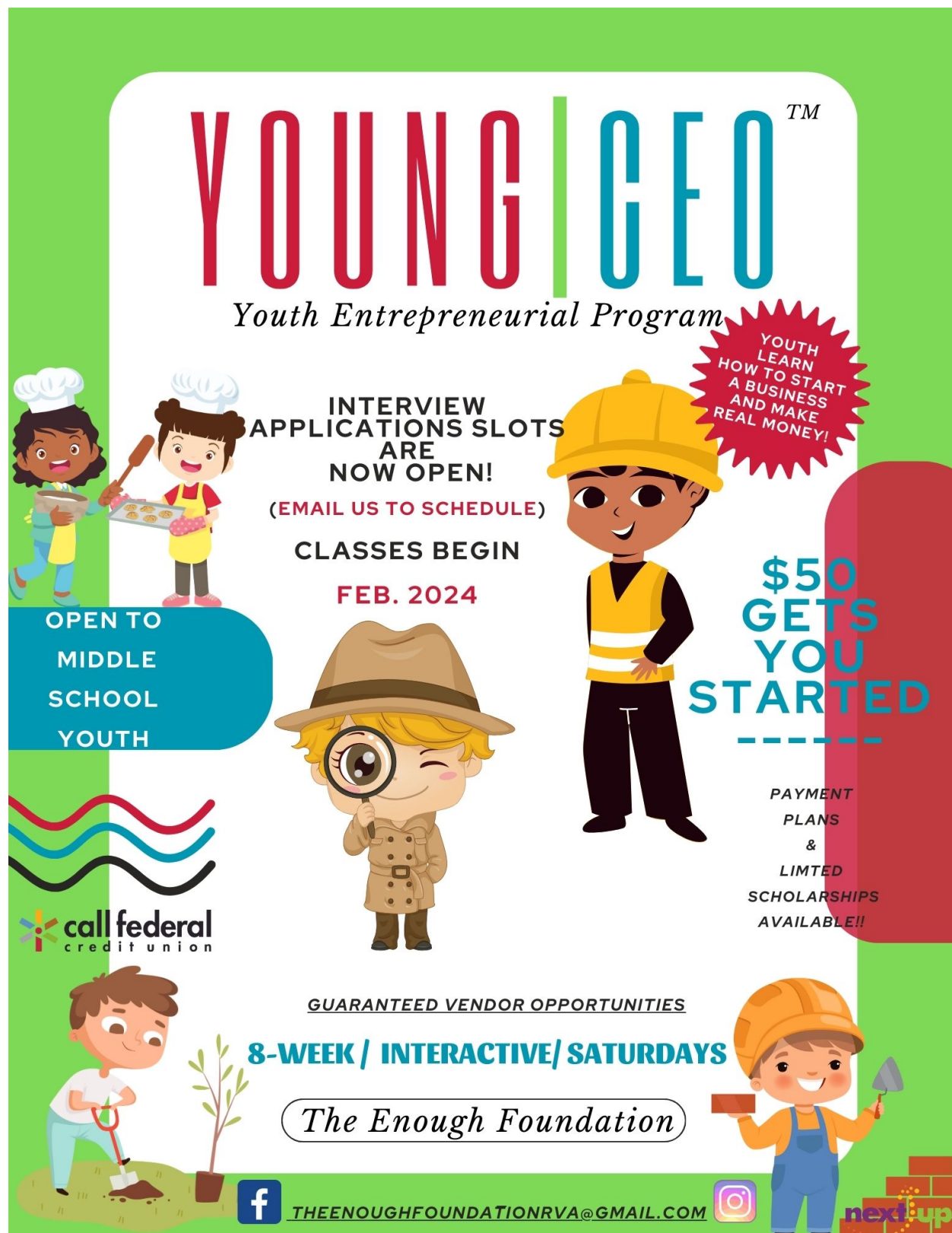
- Positive Mind & Attitude
- Collegeboard log in information
- Chromebook & Charger

**ONLY** 11th grade  
students will test

**MARCH 26, 2024**







**YOUNG | GEO™**  
*Youth Entrepreneurial Program*

**INTERVIEW APPLICATIONS SLOTS ARE NOW OPEN!**  
(EMAIL US TO SCHEDULE)

**CLASSES BEGIN FEB. 2024**

**OPEN TO MIDDLE SCHOOL YOUTH**

**\$50 GETS YOU STARTED**

**PAYMENT PLANS & LIMITED SCHOLARSHIPS AVAILABLE!!**

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

**GUARANTEED VENDOR OPPORTUNITIES**

**8-WEEK / INTERACTIVE / SATURDAYS**

*The Enough Foundation*

**call federal credit union**

**THEENOUGHFOUNDATIONRVA@GMAIL.COM**

**next up!**

The poster features several illustrations: two girls in chef hats, a boy in a yellow hard hat and safety vest, a girl in a brown trench coat and hat holding a magnifying glass, a boy digging in the dirt with a shovel, and a boy in a yellow hard hat and overalls holding a brick and a trowel. There are also wavy lines in red, blue, and black, and a small tree in a pot.



## 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**



# SPRING 2024 GAME CHANGER CITYWIDE WRITING COMPETITION

PARTICIPANT MUST BE A RICHMOND PUBLIC SCHOOL STUDENT TO PARTICIPATE

## WRITING TOPICS:

*"Are Voting Rights Essential For The 21st Century American? Why Or Why Not?"*

*"What Would You Change To Make America Better For You And Your Family?"*

## RULES

ALL ENTRIES MUST BE SUBMITTED TO: [becomeagamechanger@gmail.com](mailto:becomeagamechanger@gmail.com)  
BY MARCH 29, 2024. ELEMENTARY ENTRIES MAY BE HANDWRITTEN. ALL OTHER ENTRIES MUST BE TYPED AND DOUBLE SPACED TO QUALIFY.

*FINALIST MUST BE PRESENT TO READ THEIR COMPOSITIONS. PARTICIPANTS MUST BE PRESENT TO RECEIVE CERTIFICATES OR AWARDS. CEREMONY WILL BE HELD AT 6PM, WEDNESDAY APRIL 17, 2024 AT ARMSTRONG HIGH SCHOOL.*

ELEMENTARY STUDENTS MINIMUM 100 WORDS  
MIDDLE SCHOOL STUDENTS MINIMUM 250 WORDS  
HIGH SCHOOL STUDENTS MINIMUM 500 WORDS  
1500 WORD MAXIMUM FOR ALL ENTRIES

## PRIZES

ELEMENTARY	1ST PLACE \$100.00
	2ND PLACE \$50.00
	3RD PLACE \$25.00
MIDDLE	1ST PLACE \$200.00
	2ND PLACE \$100.00
	3RD PLACE \$50.00
HIGH	1ST PLACE \$300.00
	2ND PLACE \$150.00
	3RD PLACE \$75.00

For questions, please contact Rev. Garry Callis at (804)554-5885 or email to: [becomeagamechanger@gmail.com](mailto:becomeagamechanger@gmail.com).  
Sponsorship opportunities available.



# 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"*

*Dr. J. Smiths' Weekly Schedule 03/18/2024*

Monday	Morning Announcements Walk-throughs Climate Walks
Tuesday	Eligibility Meeting Morning Announcements Walk-throughs Climate Walks
Wednesday	Morning Announcements Walk-throughs Climate Walks
Thursday	Morning Announcements Walk-throughs Climate Walks
Friday	AP Meeting out of Building

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



"Thank you" is the best prayer that anyone could say. I say that one a lot. "Thank you" expresses extreme gratitude, humility, understanding.

ALICE WALKER, WRITER, POET AND SOCIAL ACTIVIST

**School Counselor Schedule**

**Week of 03/19-03/22**

<b>Monday</b>	Admin. Meeting
<b>Tuesday</b>	Master Schedule Work Session IEP Meetings
<b>Wednesday</b>	Attendance Meeting
<b>Thursday</b>	504 Meetings MS Counselor Meeting Pathful Platform
<b>Friday</b>	ASPEN scheduling meeting Data Entry

**Week of 03/25-03/29**

<b>Monday</b>	Admin. Meeting Counselors CNU Meeting
<b>Tuesday</b>	SAT School Test Day
<b>Wednesday</b>	Attendance Meeting: 10:00a.m. Graduation Impact Meeting
<b>Thursday</b>	MS Counselor Meeting Grad Coordinator Meeting
<b>Friday</b>	ASPEN scheduling meeting Data Entry

**Week of 04/01-04/05**

<b>Monday</b>	SCHOOL HOLIDAY
<b>Tuesday</b>	SCHOOL HOLIDAY
<b>Wednesday</b>	SCHOOL HOLIDAY
<b>Thursday</b>	SCHOOL HOLIDAY
<b>Friday</b>	SCHOOL HOLIDAY



**FMA 8th Grade Class**

**\$3**

# Spring Fling

## Spirit Week

<b>MAR 25</b>	<b>Tourist Day</b>	<b>MON</b>
	Wear school appropriate Beach attire, Hawaiian shirts, Sunglasses, Straw hats, flip flops ect.	
<b>MAR 26</b>	<b>Twin Day</b>	<b>TUE</b>
	Dress in maatching outfits with your besties!	
<b>MAR 27</b>	<b>Senoir Citzen Day</b>	<b>WED</b>
	Time flies from 6-8th grade. Dress as an older version of yourself!	
<b>MAR 28</b>	<b>Throwback Thursday</b>	<b>THU</b>
	Dress as your favoirite era, 80s, 90s, or 2000s	
<b>MAR 29</b>	<b>Senior Skip Day</b>	<b>FRI</b>
	No school!!! Enjoy your Spring Break!	

**Middle School Sign Up  
with Maj Paschall**

**High School Sign Up  
with Maj Claiborne**

Made with PosterMyWall.com



*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](mailto:teacherleaderpathways@rvaschools.nef)**.  
***Note: You must be signed into your RPS account to access the form.***



*"A Knight Forever"*

## **10 Famous Teachers In History & Female Educators Who Changed The World**

Shreya Goswami | Jun 02, 2021

Priests, prophets, philosophers and pioneers—these were the earliest teachers and educators the history of humankind has seen. A glimpse at the same history will make you realise that for the most part, these teachers were men. If you were to go looking for inspiring teachers throughout the antiquity, the middle ages, and even in the 1800s, you'd be hard-pressed to find women among their ranks.

Where did all the (female) teachers go?

And yet, this does not take away from the undeniable fact that women have been the primary caregivers and teachers to entire families and communities throughout the history of time. It's just that their role wasn't considered to be a professional one, like it was in the case of men throughout humankind's history of teaching and education. Women's work was limited to the household to a large extent, and even when they could venture out to work, the highly honoured and respected title of 'teacher' was reserved for men.

This pattern, however, started to gradually—and painstakingly—change during the 1800s. During the course of the 19th century, teaching and education transformed into women's work precisely because it was now considered to be a respectable profession for women looking to earn a living. The need for education for women was also more recognised, and of course there had to be a work force that met this demand for female education. Grammar schools to finishing schools and nursing schools, women teachers and educators emerged all over the world.

The most famous teachers in the history of time

Today, women make up the largest segment of teachers and educators across the world. That's just how far we have come in this field. Along the way, there have been many teachers who have not only made pathbreaking contributions as educators, but also managed to inspire generations of women to go forward and achieve their best. The following are some of the most famous female teachers in the history of time, along with some whose contributions have been immense, and therefore, they deserve more fame than they currently receive.



### Florence Nightingale

If you've ever been thankful to nurses today for saving your life, treating your loved ones or just guiding you through an illness, you owe a lot of gratitude to 'The Lady With The Lamp', as Florence Nightingale was known. This Victorian British nurse and statistician is celebrated as the mother of modern nursing, and not just because she founded the St Thomas' Hospital and the Nightingale Training School for Nurses in 1860—the first modern school that trained professional nurses. Nightingale's experiences as a nurse during the Crimean War helped her discover that lack of sanitation in infirmaries and hospitals cause secondary infections, which in turn can be a huge cause of death for those who are wounded or diseased. Her work revolutionised the healthcare sector in the 19th century and is still considered to be a bottom line where quality patient care and sanitation is concerned.





Anne Sullivan – Helen Keller

“The most important day I remember in all my life is the one on which my teacher, Anne Mansfield Sullivan, came to me. I am filled with wonder when I consider the immeasurable contrast between the two lives which it connects,” wrote Helen Keller, about the teacher and lifelong companion who changed her life. The story of Anne Sullivan and Helen Keller—perhaps the most famous teacher-student duo since Aristotle and Plato—is so famous that it has inspired books, plays and movies around the world.

In 1887, Sullivan took charge of a young Keller, who had started to lose her eyesight around the age of 19 months. Sullivan was partially blind herself, and had been educated at the Perkins School for the Blind in Boston. She soon introduced her pupil to her alma mater, from where Keller went on to study at Radcliffe College, Harvard University. Keller was the first deafblind person in the world to earn a Bachelor of Arts degree. She is equally famed for her lectures and books on a wide range of subjects, including women’s rights, labour rights, the rights of those with disabilities, and even world peace.

*Office of The Principal*



#### Savitribai Phule

Can you ever list female educators without paying homage to the pioneering woman who is credited to be one of the first female teachers of India? Savitribai Phule was illiterate when she got married, and her husband, the renowned social reformer, Jyotirao Phule, was the first open the doors of education for her. She then trained further at the American missionary, Cynthia Farrar's institution, and at the Normal School in Pune. Once she finished her own education, Phule established one of the first schools for girls in India along with her husband and her friend, Fatima Begum Sheikh. A prolific author, Dalit activist and poet, Phule's contributions towards women's education in India have been too immense for words.





### Maria Montessori

Doesn't the very name of Montessori remind you of children and their education? This is because the Montessori method of educating young children was pioneered by the Italian educator, Maria Montessori. Montessori aspired to be an engineer, but ended up studying medicine at the Sapienza University of Rome, from where she graduated in 1896 (yes, she was one of Italy's first female physicians). She then went on to study children with cognitive delays and learning disabilities, which formed the basis of her pedagogy. Montessori revolutionised the way children, especially those with intellectual disabilities, are educated, so much so that by 1910, Montessori schools were established all across Western Europe and then the world.



Emma Hart Willard

Emma Hart Willard is credited as the founder of Troy Femal Seminary, the first school for young women in the United States, in 1821. Willard was herself educated at local schools and began her teaching career in 1804, which she retired from for a short period of time after getting married. Willard not only opened the first school for women at her home, but also wrote extensively on the differences in the education offered to men and women, making her one of the pioneers of female education and women's rights to education at the same time. On the other hand, Willard was not a supporter of the women's suffrage movement because she believed educating women was more important than getting them the right to vote without sufficient access to education. Throughout her life, Willard fought to get women access to the same quality of education that men had.





### Catherine Ferguson

Can an educator be illiterate and still influential? Catherine Ferguson showed through her extraordinary life that they can. Born into slavery in 1779, this American educator was able to purchase her freedom at the age of 16 for \$200. Though illiterate, she gathered all the poor and neglected children from her New York neighbourhood, and invited them home for religious instruction every Sunday. Thus, the first Sunday School of New York was founded. She later changed her location to Murray Street, and her philanthropic venture found immense appreciation from people across the city. Her work soon extended to providing religious instruction and moral guidance to adults as well. Though not that well-known outside of the US, Ferguson's fame deserves to be global.



#### Katherine Dunham

Katherine Dunham was an American dancer, choreographer and anthropologist who revolutionised American dance in the 1930s by creating the Dunham Technique, which includes the nuances of Black dances and rituals in modern dance choreography, movements and productions. Born to an African-American father and French-Canadian mother, Dunham was one of the first African American women to study at the University of Chicago, where she studied anthropology and researched the dances of the African diaspora to pioneer the term 'dance anthropology'. After submitting her thesis in 1936, Dunham quit academics to start a prolific dancing career by teaming up with the famous theatrical designer, John Pratt. Dunham went on to open a dance school in Chicago in 1944, and the famous Dunham School in New York in 1945, where biggies like Marlon Brando trained. Nicknamed the 'Matriarch of Black Dance', Dunham appeared in many movies during her lifetime, where she showcased her unique dancing style.



*Office of The Principal*



#### Christa McAuliffe

Sharon Christa McAuliffe's claim to international fame is not just because she was an American teacher after whom schools and scholarships are named—or because she was posthumously awarded the Congressional Space Medal of Honor in 2004. She is known, most popularly, as the woman scheduled to be the first teacher in space after she was selected to participate in the NASA 'Teacher in Space' Project. Selected from among over 11,000 applicants, McAuliffe was planning to conduct experiments and teach lessons as a member of the space shuttle, Challenger. However, the shuttle broke apart minutes after launch, killing everybody on board. Despite her tragic and untimely death, McAuliffe is celebrated as a teacher whose potential remained unfortunately untapped.



Link copied!!



## Field Trips

Staff, make sure all trips are educational and relaxed to the curriculum. The trip must be in the hours from 10:00 am – 2:00 pm. If a trip is scheduled after 2:00 pm, the earliest a bus can reach you is 5:00 pm Teachers,

If you're going on a field trip, I need students' names at least a day before the trip before exiting the building. Classes going on the trip will not be released to go on the trip until all staff receive the names of attending the trip. This creates a considerable attendance and safety problem.

### **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

### **JOHN MARSHALL COURT**

#### **CBM**

9:30am-3:30pm  
March 23, 2024  
Hudson

### **LIBBIE HILL LIBRARY**

#### **March 26<sup>TH</sup>**

10:00 a.m. – 2:00 P.M.  
Ms. Reives

### **Kings Dominion**

10:00 a.m. – 7:00 p.m.  
March 28, 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>



*Office of The Principal*

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

Ms. Paschall & Ms. Tucker

**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

**VCU JAMES BLACK MUSIC CENTER**

April 19<sup>th</sup> – 10:00 a.m. – 2:00 p.m.

Mr. Mendez



*"A Knight Forever"*

## **PLCs and the 4 Essential Questions of Learning**

What do Professional Learning Communities do? Professional Learning Communities give time & structure for teachers to grow professionally by asking the essential questions of learning. These questions may seem simple, and they are, but they have proven to have a significant impact on student learning when asked and answered regularly by a team of teachers who teach a common course.

### **Essential Questions of Learning:**

Question 1: What is it we expect students to learn?

Question 2: How will we know when they have learned it?

Question 3: How will we respond when they don't learn?

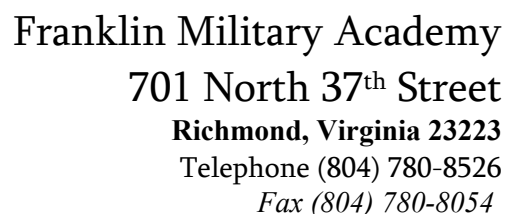
Question 4: How will we respond when they already know it?

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

Question 2: How will we know when our students have learned it? What artifacts will we accept as evidence that our students have learned what they were supposed to learn or can do what they are supposed to be able to do? Question 2 speaks to the development and use of common formative assessments. It also addresses the power of these assessments to inform students and teachers about their progress towards an intended learning target.

Question 3: How will we respond when there is evidence that our students are not learning? By asking Question 3, PLCs are forced to focus on each student who is not meeting the intended learning target. It is not enough to simply look at the grade average in the class, or to be satisfied with "most" students getting it. One of the tenets of PLCs is a belief that ALL students can learn at high levels. This means that teachers in a PLC will do everything in their power to ensure that all students meet or exceed the essential learnings.

Question 4: How will we respond when they already know it? What systems and strategies do we have in place to allow students to accelerate or deepen their learning beyond the articulated curriculum? Much like students who struggle in school are often marginalized, students who have already mastered the desired skills are told to wait for the rest of the class to catch up. Question 4 forces PLC members to look at the evidence of student learning, for each and every student, and come up with creative ways to challenge students to take the next step in their learning.



# Franklin Military Academy Afterschool Activity Attendance

Teacher Name \_\_\_\_\_

**Date** \_\_\_\_\_ **Room/Location** \_\_\_\_\_

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

[illegible]



*Office of The Principal*

## **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.

--

--



*"A Knight Forever"*

## **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!



*"A Knight Forever"*

*Office of The Principal*

## 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



*"A Knight Forever"*

# Vocabulary in Action

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

### Women History

#### What It Means

##### **Definition of**

**Women's history** is the study of the role that women have played in history and the methods required to do so. It includes the study of the history of the growth of woman's rights throughout recorded history, personal achievement over a period of time, the examination of individual and groups of women of historical significance, and the effect that historical events have had on women. Inherent in the study of women's history is the belief that more traditional recordings of history have minimized or ignored the contributions of women to different fields and the effect that historical events had on women as a whole; in this respect, women's history is often a form of historical revisionism, seeking to challenge or expand the traditional historical consensus.



**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

*Office of The Principal*

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 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.

*Office of The Principal*

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

**THE 4 FOCUS AREAS FOR VISIT INCLUDE:**

- \* **Drones in Action** - from flight simulations to programming challenges, students engage in a hands-on exploration of drone technology
- \* **3D Printing Odyssey** - Witness the magic of bringing digital designs to life, fostering creativity and design thinking
- \* **Robotic Adventure** - Building programming robotics, students embark on a journey into the exciting world of robotics
- \* **Immersive Learning Environments** - ETI provides a dynamic and stimulating atmosphere that encourages collaboration, critical thinking, and problem solving.

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

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

**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](#).

*Office of The Principal*

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](#).

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**)



*"A Knight Forever"*

*Office of The Principal*

## 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](#)



*Office of The Principal*

- [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](#).



## 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.

## **Checkpoint Assessments**

### **Spring Interim Assessments Week of March 18<sup>th</sup>**

#### **UPCOMING EVENTS**

**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)

## **Monday – March 18<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**
- **Order Your 2023-2024 Yearbook**
- **Administrative & Graduation Meeting 2:00 p.m.**
- **Work through Administration**
- **Shadow Day - High & Middle School - Student**
- **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](#)**
- **Drop Everything and Check Coding Data/Attendance Clean-up/School Counseling Notebooks of Credits & Transcript**
- **Start placing numerical grades online – Grades are due on line by March 30<sup>th</sup>**

*Office of The Principal*

- **Parents & Caregivers Conference On Friday - It is a must to meet with parents of students with behavioral and academic problems – Early Release 2:00 p.m.**

## **Tuesday – March 19<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 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](#)
- **Start placing numerical grades online – Grades are due on line by March 30<sup>th</sup>**
- **Parents & Caregivers Conference On Friday - It is a must to meet with parents of students with behavioral and academic problems – Early Release 2:00 p.m.**

## **Wednesday – March 20<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**



*Office of The Principal*

- Staff with a 1<sup>st</sup> period need to be on time
- The administration will be doing walkthroughs
- Attendance Meeting 10:00 am.
- **Start placing numerical grades online – Grades are due on line by March 30th**
- Order Your 2023-2024 Yearbook
- Work through Administration
- Spring Interims Starts For Middle School March 18<sup>th</sup>
- [SOL Blueprints](#)
- [SOL Released Tests](#)
- [SOL Review](#)
- Franklin Military Support – 8:30 a.m.
- Newkirk, Chaun – To See Mr. Carter at 12:30 p.m.
- **Parents & Caregivers Conference On Friday - It is a must to meet with parents of students with behavioral and academic problems – Early Release 2:00 p.m.**

## Thursday – March 21<sup>st</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
- Order Your 2023-2024 Yearbook
- **Career Day: 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

*Office of The Principal*

contact me via email at [crobins8@rvaschools.net](mailto:crobins8@rvaschools.net). Please see the flyer and remember to SAVE THE DATE!

- **Spring Interims Starts For Middle School March 18<sup>th</sup>**
- [SOL Blueprints](#)
- [SOL Released Tests](#)
- [SOL Review](#)
- **Start placing numerical grades online – Grades are due on line by March 30<sup>th</sup>**
- **Department Meetings – 4:15 p.m.**
- **Principals' Meeting – John Marshall High School**
- **Parents & Caregivers Conference On Friday - It is a must to meet with parents of students with behavioral and academic problems – Early Release 2:00 p.m.**

## RPS High School

### 2024 Two-Hour Early Dismissal Bell Schedule

<i>Period</i>	<i>Time</i>
<b>Morning Arrival</b> <i>(Breakfast in the cafeteria or from kiosks to take to 1st period)</i>	<b>8:45am-9:00am</b>
<b>1<sup>st</sup> Period</b>	<b>9:05am-10:10am</b>
<b>2<sup>nd</sup> Period</b>	<b>10:15am - 11:20am</b>
<b>3<sup>rd</sup> Period &amp; Lunch</b>	<b>11:25 am - 12:55pm</b>
<b><u>Lunch Schedule Below</u></b>	<b>11:25 am – 12:00 pm</b>
<b>4<sup>th</sup> Period</b>	<b>1:00 p.m. - 2:00pm</b>

*Office of The Principal*

<b>Dismissal</b>	<b>2:00pm</b>
------------------	---------------

### **Early Release Schedule**

Please ensure that you go to lunch on time so that we stay on schedule. The times listed are the time you are to arrive in the cafeteria. Please place garbage cans outside of rooms by the end of lunch.

#### **Middle School Lunch 11:25 a.m.-12:00 p.m. - Main Hall Way Entrance Line**

Elie	11:27 a.m.
Bryant	11:28 a.m.
James	11:31 a.m.
Portmess	11:34 a.m.
Carter/Jamison	11:38 a.m.
Paschall	11:40 a.m.
Diaz	11:43 a.m.
Clarke	11:45 a.m.
Parker	11:50 a.m.
Taylor	11:55 a.m.
Carter 308	12:00 p.m.
Gilliam/York	12:05 p.m.

#### **High School Lunch 11:25 am-12:00 p.m. – Entrance Near SGT Thornton’s Class**

Walker	11:27 a.m.
Williams	11:28 a.m.

*Office of The Principal*

Kim/Corey	11:31 a.m.
Simon	11:34 a.m.
Barclay	11:38 a.m.
Wester	11:40 a.m.
Vernet	11:43 a.m.
Blackman	11:45 a.m.
Ashe	11:50 a.m.
Reives	11:55 a.m.
Hayward Jones/White	12:00 p.m.
Robinson	12:05 p.m.

## Friday – March 22<sup>nd</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
- 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](#)



*Office of The Principal*

- **Grab & Go Lunch – Teachers Lunch 2:00 p.m. – 2:30 p.m. – Conference with parents/caregivers – 2:30 p.m. – 4:30 p.m.**
- **Start placing numerical grades online – Grades are due on line by March 30<sup>th</sup>**
- **Assistant Principals' Meeting 9:00 a.m. -12:00 p.m. – River City**
- **Parents & Caregivers Conference On Friday - It is a must to meet with parents of students with behavioral and academic problems – Early Release 2:00 p.m.**

## **Saturday – March 23<sup>rd</sup>**

- **Saint Christopher's Track Meet - 10:00 a.m. – 2:00 p.m. Barclay**
- **John Marshall Court - Mock Trial. – CBM Youth Group – 10:00 a.m. – 2:00 p.m.**

# **Military Instruction**

## **MILITARY INSTRUCTOR LESSONS FOR 18 - 22 March 2024**

**LET IV** – Leadership (Strategies for Teaching), Boys & Girls Club, Physical Activity, Test

**LET III** – Leadership (Leading Meetings), Boys & Girls Club, Physical Activity, Test

**LET II** – Leadership, Boys & Girls Club, D&C, Physical Activity

**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 Phonetic Alphabets and 7th graders will focus on Women's History Month Presentations.

# **Language Art**

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.

*Office of The Principal*

- c) Interpret information presented in diverse media formats and explain how it contributes to the topic.
- d) Craft and publish audience-specific media messages.

### **Reading**

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

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

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

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

## **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.

*Office of The Principal*

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

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

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

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

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

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

*Office of The Principal*

### Reading

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

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

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

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

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

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

*Office of The Principal*

- 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.
- 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.



*Office of The Principal*

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.

## **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.

*Office of The Principal*

- 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.
- 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.

*Office of The Principal*

- c) Distinguish between active and passive voice.
- d) Use colons correctly.
- e) Analyze the writing of others and suggest how writing might be improved.

### Research

10.8 The student will find, evaluate, and select credible resources to create a research product.

- a) Verify the accuracy, validity, and usefulness of information.
- b) Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.
- c) Evaluate and select evidence from a variety of sources to introduce counter claims and to support claims.
- d) Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
- e) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.
- f) Demonstrate ethical use of the Internet.

## 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.

### 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.

*Office of The Principal*

- 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.

**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.

*Office of The Principal*

- 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.
- 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.



*Office of The Principal*

- f) Use word-reference materials to determine meanings and etymology.
- g) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

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

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

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

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

*Office of The Principal*

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

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

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

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

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



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

*Office of The Principal*

- 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.

*Office of The Principal*

## **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.

*Office of The Principal*

# 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

### Polygons and Circles

- G.9 The student will verify and use properties of quadrilaterals to solve problems, including practical problems.
- G.10 The student will solve problems, including practical problems, involving angles of convex polygons. This will include determining the
- a) sum of the interior and/or exterior angles;
  - b) measure of an interior and/or exterior angle; and
  - c) number of sides of a regular polygon.

## 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.



*Office of The Principal*

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

Not Taught This Semester

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

Not taught this semester

## **AP Statistic**

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.4 The student will investigate and understand that the periodic table is a model used to organize elements based on their atomic structure. Key uses include
- a) symbols, atomic numbers, atomic mass, chemical groups (families), and periods are identified on the periodic table; and
  - b) elements are classified as metals, metalloids, and nonmetals.
- PS.9 The student will investigate and understand that there are basic principles of electricity and magnetism. Key ideas include
- a) an imbalance of charge generates static electricity;
  - b) materials have different conductive properties;
  - c) electric circuits transfer energy;
  - d) magnetic fields cause the magnetic effects of certain materials;
  - e) electric current and magnetic fields are related; and
  - f) many technologies use electricity and magnetism.

## **Earth Science**

*Office of The Principal*

- ES.7 The student will investigate and understand that plate tectonic theory explains Earth's internal and external geologic processes. Key ideas include
- a) convection currents in Earth's interior lead to the movement of plates and influence the distribution of materials in Earth's layers, and may impact the magnetic field;
  - b) features and processes occur within plates and at plate boundaries;
  - c) interaction between tectonic plates causes the development of mountain ranges and ocean basins; and
  - d) evidence of geologic processes is found in Virginia's geologic landscape.

## **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;
  - 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 page)

## **Chemistry**

- CH.2 The student will investigate and understand that elements have properties based on their atomic structure. The periodic table is an organizational tool for elements based on these properties. Key information pertaining to the periodic table includes
- a) average atomic mass, isotopes, mass number, and atomic number;
  - b) nuclear decay;
  - c) trends within groups and periods including atomic radii, electronegativity, shielding effect, and ionization energy;
  - d) electron configurations, valence electrons, excited electrons, and ions; and
  - e) historical and quantum models.

## **AP Biology**

*Office of The Principal*

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.5 The student will demonstrate knowledge of the factors that shaped colonial America by

- a) describing the religious and economic events and conditions that led to the colonization of America;
- b) describing life in the New England, Mid-Atlantic, and Southern colonies, with emphasis on how people interacted with their environment to produce goods and services, including examples of specialization and interdependence;
- c) describing colonial life in America from the perspectives of large landowners, farmers, artisans, women, free African Americans, indentured servants, and enslaved African Americans;
- d) identifying the political and economic relationships between the colonies and Great Britain.

## **7<sup>th</sup> United States History to Present** Turmoil and Change: 1890s to 1945

USII.5 The student will demonstrate knowledge of the changing role of the United States from the late nineteenth century through World War I by

- a) explaining the reasons for and results of the Spanish American War;
- b) describing Theodore Roosevelt's impact on the foreign policy of the United States;

- c) explaining the reasons for the United States' involvement in World War I and its international leadership role at the conclusion of the war.

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

- CE.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.

## **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;
- 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 15, 2024**

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

## **Standards of Learning for Electives**

### **FACS (4/12)**

#### **Independent Living**

**Demonstrate respect for diversity**

**Demonstrate customer service skills**

- Distinguish between wants and needs
- Develop short- and long-term personal goals.
- Use the FCCLA planning process to achieve individual and group goals.
- Evaluate sources of consumer information
- Identify strategies for a planned buying process
- Describe consumer rights and responsibilities
- Describe the importance of the fundamental principles of economics on personal finances
- Evaluate personal banking services
- Identify savings and investment options
- Identify the influence of a credit report
- Describe identity theft
- Identify strategies for making decisions about debt
- Identify strategies for managing risk
- List legal documents related to home, personal, and family management
- Develop a spending plan

## **Physical Education (Middle) (3/22)**

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

**Mental Wellness/Social and Emotional Skills**

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

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

**Mental Wellness/Social and Emotional Skills**

**Edited by SCRUM Team 06/18**

- p) Describe how culture, media, and other external factors influence perceptions about body image.**
  - q) Explain the importance of understanding the feelings and perspectives of others.**
  - r) Identify protective and risk factors for mental illnesses and challenges.**
  - s) Describe strategies to work through adversity and challenges.**
  - t) Analyze internal factors, such as responses to criticism or stress, which influence emotional and social health.**
  - u) Identify ways to set and communicate personal boundaries and how to respect the boundaries of others.**
- 6.3 The student will develop personal strategies and skills for personal, social, and community health.**
- Mental Wellness/Social and Emotional Skills**
- a) Analyze the influence of the media on issues related to body image.**

*Office of The Principal*

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

## **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

*Office of The Principal*

**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
- 

## **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.

*Office of The Principal*

II.14 The student will perform music from a variety of cultures, styles, and historical periods. The student will demonstrate knowledge of the instrument being studied.

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

IB.19 The student will read and notate music.

- Use a syllable, number, or letter system to read and write simple pitch notation in the appropriate clef.
- Use a syllable, number, or letter system to read and write rhythmic patterns that include whole, dotted half, half, dotted quarter, quarter, and eighth notes and rests in simple meter.
- Identify, define, and demonstrate standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
- The students will learn methods to enhance the effectiveness of their practice time. The students will be assessed on the parts of their instrument of study.
- Students will learn the parts of the instrument that they will study.
- Intermediate and advanced students will start learning sheet music.
- High school students will review major and chromatic scales and work on ensemble sound.

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

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.

*Office of The Principal*

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

*Office of The Principal*

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.

*Office of The Principal*

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

MCI 12. The student will demonstrate music literacy.

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

MCAD 12. The student will demonstrate music literacy.

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

HCB 12. The student will demonstrate music literacy.

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

HCI 12. The student will demonstrate music literacy.

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

MCB 13. The student will develop aural skills.

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

MCI 13. The student will demonstrate aural skills.

- b) Distinguish ascending half-step and whole-step intervals



*Office of The Principal*

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) Identity ascending and descending half-step and whole-step intervals. f)

Identify a cappella vs. accompanied singing.

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

c) Develop vocal agility and range through vocal exercises.

d) Use correct intonation.

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

f) Use proper diction (e.g., pure vowel sounds, diphthongs, and consonants with emphasis on beginning and ending consonants).

g) Sing an assigned vocal part in a small group.

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.

*Office of The Principal*

- 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.

*Office of The Principal*

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

## **Spanish ()**

### **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

*Office of The Principal*

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.

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.

*Office of The Principal*

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.
- 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.



*Office of The Principal*

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**

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

a) Select materials, media, and processes of personal interest to communicate ideas in artworks.

b) Communicate a personal style and point of view in artwork.

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

a) Refine and edit original works of art.

b) Expand the use of a digital or traditional process art portfolio to include research, inquiry, preliminary sketches, completed works, critical writings, and reflections.

AII.12 The student will employ elements of art and principles of design to effectively communicate the intended meaning in works of art and design.

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

## **Art III Advanced Intermediate**

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

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

a) Develop essential questions to guide a related series of works which includes a synthesis of ideas, materials, and processes over time

b) Use the creative process to develop and inform an original artistic vision/voice.

c) Maintain a digital or traditional process art portfolio that demonstrates inquiry research, fluency of ideas, flexibility of thought, connections, concepts, media exploration, and processes.

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

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

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

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

## **Art 7**

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

a) Color—harmonious chromatic relationships.

b) Line—contrast, gradation.

c) Space—positive, negative.

d) Emphasis—focal point, dominance.

e) Proportion—actual, exaggerated.

## **Art I Foundations**

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

a) Develop personal questions for inquiry.

b) Research.

c) Brainstorm.

d) Develop preliminary sketches.

e) Plan.

f) Refine.

g) Reflect.

*Office of The Principal*

h) Maintain and use a process art portfolio (e.g., sketchbook/journal and digital or traditional working portfolio) for planning and as a resource in the artmaking process.

i) Recognize the role of exhibition as part of the creative process.

AI.12 The student will select and apply elements of art and principles of design to communicate meaning in works of art.

### **Art II Intermediate**

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

a) Select materials, media, and processes of personal interest to communicate ideas in artworks.

b) Communicate a personal style and point of view in artwork.

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

a) Refine and edit original works of art.

b) Expand the use of a digital or traditional process art portfolio to include research, inquiry, preliminary sketches, completed works, critical writings, and reflections.

AII.12 The student will employ elements of art and principles of design to effectively communicate the intended meaning in works of art and design.

### **Art III Advanced Intermediate**

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

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

a) Develop essential questions to guide a related series of works which includes a synthesis of ideas, materials, and processes over time

b) Use the creative process to develop and inform an original artistic vision/voice.

c) Maintain a digital or traditional process art portfolio that demonstrates inquiry research, fluency of ideas, flexibility of thought, connections, concepts, media exploration, and processes.

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

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

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

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

## **CTE (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.



*Office of The Principal*

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

- 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.