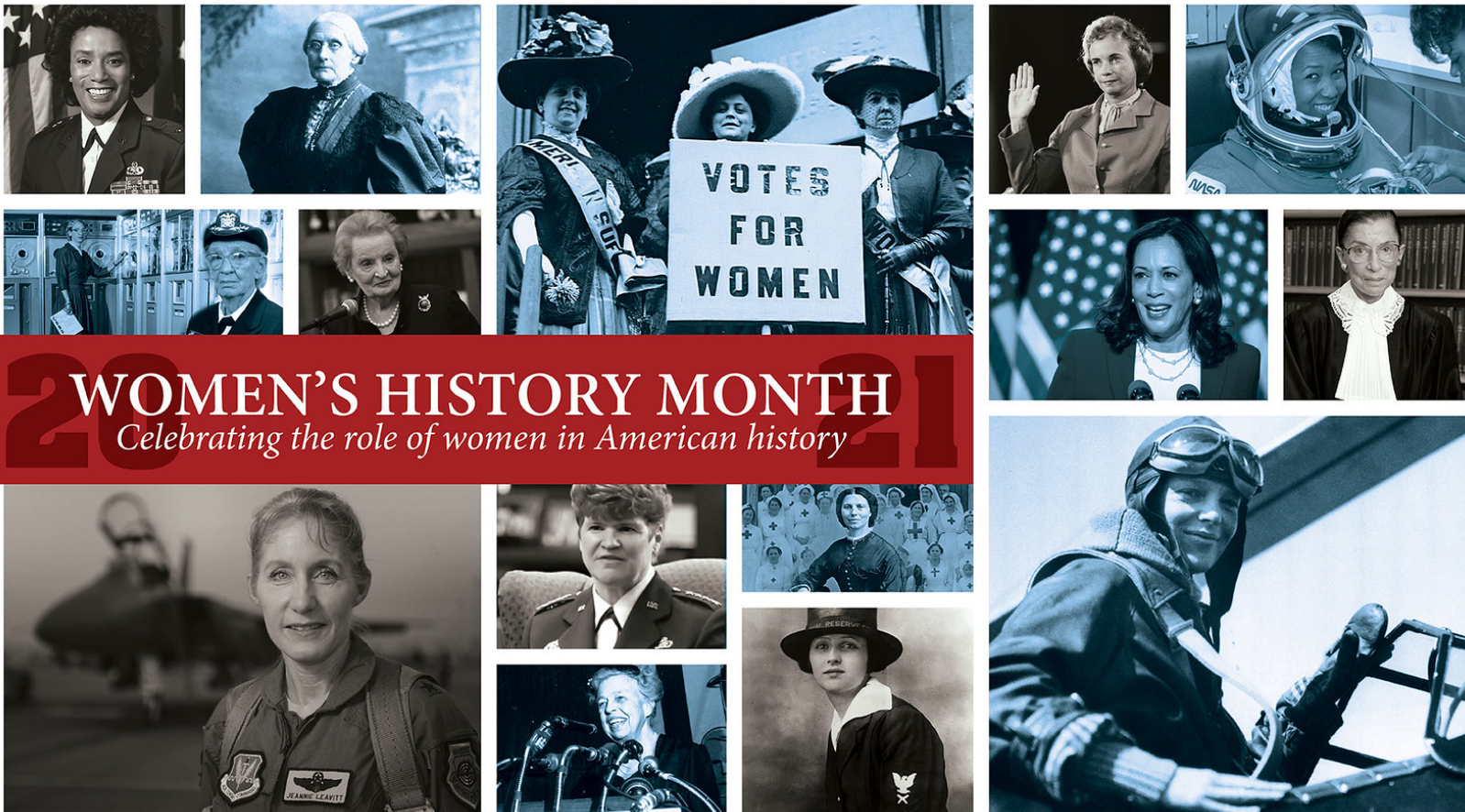


Franklin Military Academy

2024

Weekly Agenda

Women History Month



David Hudson, Principal
March 25, 2024

Congratulations Music Department



Ms. White

I just wanted to inform you on the accomplishment of Franklin Military's HS Choir. Today at the VCDA Stage Assessment the choir ranked II-Excellent on the stage performance and with the sight-reading portion. This is the first time in my tenure that the choir has been rated/graded Excellent across the board. I am super proud of the students!





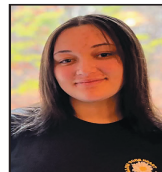
CONGRATULATIONS

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



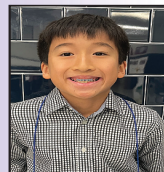
Colin Lerch
Blessed Sacrament-
Huguenot School
Grade 5
CATHOLIC DIOCESE



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



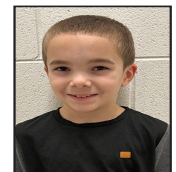
Jillian Smith
Central High
School
Grade 7
KING AND QUEEN
COUNTY



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



Violet Verdeja



Jeremiah



Max Ullman



Chloe Sharpe

Richmond Times-Dispatch



HAPPY BIRTHDAY

Zonita James – March 9th

Michal Jaimson – March 15th

Matthew Wester – March 20th

John DeReu – Match 21st

Clinton Jefferson – March 24th

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

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

Office of The Principal

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

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



Bell Schedule

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



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



Franklin Military Academy
2nd Annual

EASTER
Egg hunt

Join us on

March 28th @12pm

for some egg-citing fun!

(Franklin's Track Field)
(Henry L. Marsh)



AP Exam Schedule: Spring 2024

Date	Exam	Time	Students
Monday, 6-May	AP US Government 17 students	8:00 AM*	Brown, Henry Burwell, Jonae Davis, JahMyia Goodwyn, Isaiah Jefferson, Michael Jones, Kayden Williams, Gerald Wingfield, Carsha Alas-Calito, Keylee Branch, Tyrone Brown, A'kyla Cox, Julene Goodwin, Toni Jackson, Brianna Maday Abdi, Ashley Taylor, Arviet Williams, Ahmear
Tuesday, 7-May	AP Statistics 20 students	12:00 PM	Carter, Zamora Clarke, Chelsea Crawley, Nylah Davis, JahMyia Goodwin, Toni Jackson, Yazmine Jefferson, Michael Prosise, Jaylon Romero-Rivera, Angela Siler, Janae Alas-Calito, Keylee Branch, Tyrone Burwell, Jonae Clark, Kayana Cruel-Randolph, Quavarius Gale, Jo'lai Hall, Malachi Jones, Ana Santiago, Quatilyha Sydnor, Javeon
Wednesday, 8-May	AP Literature 15 students	8:00 AM*	Alas-Calito, Keylee Brown, A'kyla Brown, Henry Burwell, Jonae Davis, JahMyia Gilchrist, Destinee Goodwin, Toni Goodwyn, Isaiah Jackson, Brianna Maday Abdi, Ashley Taylor, Arviet Whiting, Geonni Williams, Ahmear Williams, Gerald

Office of The Principal

			Wingfield, Carsha
Thursday, 9-May	AP Environmental Science 4 students	8:00 AM*	Branch, Tyrone Cox, Julene Goodwyn, Isaiah Jefferson, Sydnei
Friday, 10-May	AP US History 21 students	8:00 AM*	Bridy, Myasia DeJesus, Isaac Franklin, Aries Gale, Jo'lai Hall, Malachi Harrington, Malachi Hicks Jr., James Jefferson, Sydnei Jones, Ana Jones, Jeremy Linton-Muldor, Quadir London, Adrian Moya, Alexander Murphy, Justin Reyes-Hernandez, Yenifer Rogers-Battle, Nyire Romero-Rivera, Angela Santiago, Quatilyha Simpkins, Arianna Sulanke, Tanner Williams, Izrell
Monday, 13-May	AP Calculus AB 4 students	8:00 AM*	Goodwyn, Isaiah Williams, Ahmear Williams, Gerald Wingfield, Carsha
	AP Precalculus 8 students	12:00 PM	Cox, Julene DeJesus, Isaac Duguid, Isaiah Elliott, Jiovanni London, Adrian Maccombie, Amare' Rogers-Battle, Nyire Sulanke, Tanner
Tuesday, 14-May	AP Language 23 students	8:00 AM*	Bridy, Myasia Clarke, Chelsea Cruel-Randolph, Quavarius DeJesus-Pinzon, Christopher Hicks Jr., James Jones, Jeremy London, Adrian Santiago, Quatilyha Sulanke, Tanner White, Makayla Williams, Izrell Brown, Carter Davis, Leon Franklin, Aries Jackson, Senya

Office of The Principal

			Jefferson, Sydnei Jones, Ana Linton-Muldor, Quadir Moya, Alexander Prosise, Jaylon Reyes-Hernandez, Yenifer Robinson, Ijon Romero-Rivera, Angela
Wednesday, 15-May	AP Computer Science Principles 8 students	12:00 PM	Alas-Calito, Keylee Buwell, Jonae Davis, JayMyia Goodwin, Toni Goodwyn, Isaiah Hall, Malachi Williams, Ahmear Williams, Gerald
Thursday, 16-May	AP Biology 18 students	12:00 PM	Alas-Calito, Keylee Bridy, Myasia Burwell, Jonae Franklin, Aries Jackson, Brianna Jones, Jeremy Jordan, Randolph Linton-Muldor, Quadir Maday Abdi, Ashley Moya, Alexander Robinson, Ijon Rogers-Battle, Nyire Romero-Rivera, Angela Santiago, Quatilyha Simpkins, Arianna Williams, Ahmear Williams, Gerald Wingfield, Carsha
Friday, 17-May	AP Physics 1 10 students	8:00 AM*	Brown, Henry Deguzman, Kobe DeJesus, Isaac Duguid, Isaiah Gale, Jo'lai Harrington, Malachi Jackson, Senya London, Adrian Murphy, Justin Sulanke, Tanner

* students will need to secure transportation to arrive at school for an 8:00 am start time

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><u>Earn credit for one of the following:</u></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>Advanced Placement Course Credit</p> <p>International Baccalaureate Course Credit</p> <p>Dual Enrollment Course Credit</p> <p>High Quality WBL</p> <p>CTE Finisher/Credential- 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><u>Meet at least one of five qualifying criteria:</u></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>
GRADUATION REQUIREMENT		ACCREDITATION STANDARD



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@rvschools.net.

FMA Culture and Climate
PRESENTS

WOMEN'S HISTORY MONTH

Celebration

3 PM | 27 MARCH

FMA Auditorium



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 | GEOTM

Youth Entrepreneurial Program

INTERVIEW
APPLICATIONS SLOTS
ARE
NOW OPEN!

(EMAIL US TO SCHEDULE)

CLASSES BEGIN

FEB. 2024

OPEN TO
MIDDLE
SCHOOL
YOUTH

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

\$50
GETS
YOU
STARTED

PAYMENT
PLANS
&
LIMITED
SCHOLARSHIPS
AVAILABLE!!

GUARANTEED VENDOR OPPORTUNITIES

8-WEEK / INTERACTIVE / SATURDAYS

The Enough Foundation

call federal
credit union



THEENOUGHFOUNDATIONRVA@GMAIL.COM



next up!



JTB-APO iLead Law & Leadership Conference, Richmond

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

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

APRIL 10, 2024

**UNIVERSITY OF RICHMOND,
SCHOOL OF LAW**

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



2023 – 2024 FMA MIDDLE SCHOOL TENNIS

PRACTICE & MATCH SCHEDULE



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

***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
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.
Sponsorship opportunities available.





*The Junior Reserve Officers' Training Corps
(JROTC)
of Richmond Public Schools*

Invites you to their

Military Ball

**Gregg-Adams Officer Club
Battle Drive Building #9009
Fort Gregg-Adams, VA 23801**

Saturday, April 13, 2024 at

4:00 p.m. to 9:00 p.m.

Cost: \$35.00

**Military Attire
Mess, Dress Blue, or Class "A"
Formal Attire for Civilians**

***Male Cadets:* Class "A" uniform with gray shirt and black necktie or plain white shirt with collar and black bow tie.**

***Female Cadets:* Floor Length Formal Evening Gown or Class "A" uniform with gray shirt and black neck tab or plain white shirt with collar and black neck tab.**

RSVP: (804) 780-6221

RPS JROTC Military Ball Dress Code Suggestions

The Military Ball is a formal and special night for cadets. We hope to maintain the integrity and formality of this night by implementing these simple dress code suggestions; as such any students not appropriately dressed will be subject to being turned away at the door. There are hundreds of beautiful, tasteful, and appropriate dresses available for this occasion. If you have questions concerning your dress, it is your responsibility to seek prior approval from a JROTC Instructor.

- Dresses may be strapless (if they fit properly and has proper coverage) or include spaghetti straps.
- Dresses may be backless, as long as they are not cut too low. (Instructor discretion)
- 2-piece dresses may only show a modest amount of midriff.
- Dresses may not have a slit that exceeds mid-thigh.
- Dresses may not be cut below the bust line.
- Undergarments should not be visible. See-through apparel is not permitted.

Acceptable Dress Styles



Not Appropriate Dress Styles



Reminders (Update)

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

Specialty School Graduations

Graduation

Virginia Union University - Living and Learning Center

1813-1899 Bath Street | Richmond, VA 23220

Wednesday, May 29, 2024 – Graduation

3:00 p.m Franklin Military Academy (12:00 p.m. Dismissal)

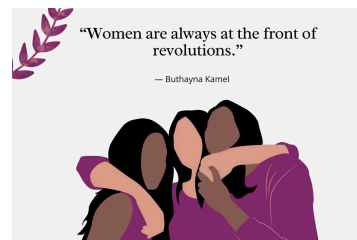


"A Knight Forever"

Dr. J. Smiths' Weekly Schedule 03/25/2024

Monday	Morning Announcements Walk-throughs Climate Walks
Tuesday	SAT DAY – Out of building Morning Announcements
Wednesday	Morning Announcements Walk-throughs Climate Walks Attendance Meeting Women's History Program
Thursday	Morning Announcements Walk-throughs Climate Walks Henry Marsh Visits
Friday	Good Friday!!! Wellness Day No School

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



School Counselor Schedule

Week of 03/19-03/22

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

Week of 03/25-03/29

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

Week of 04/01-04/05

Monday	SCHOOL HOLIDAY
Tuesday	SCHOOL HOLIDAY
Wednesday	SCHOOL HOLIDAY
Thursday	SCHOOL HOLIDAY
Friday	SCHOOL HOLIDAY

FMA 8th Grade Class

\$3

Spring Fling

Spirit Week

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

**Middle School Sign Up
with Maj Paschall**

**High School Sign Up
with Maj Claiborne**

Made with PosterMyWall.com

Here are women who changed the world

Here are the 12 women who changed the world

- **Jane Austen (1775 – 1817)**

“The person, be it gentleman or lady, who has not pleasure in a good novel, must be intolerably stupid.”

Portrait of Jane Austen circa 1790



The OG rom-com queen, Jane Austen defined an **entire literary genre** with her shrewd social observations and wit. Born into a family of eight children in England, Austen started writing her now classic novels, such as ***Pride and Prejudice*** and ***Sense and Sensibility***, in her teens.

Her novels are funny, endearing, and questioned women’s roles within society. Austen had to hide her identity as the author of some of the **most popular novels** of her day and it wasn’t until her death that her brother, Henry, revealed to the public that she was the real author. Her literary influence remains and the **themes and lessons** from her novels still hold up today.

2. Queen Elizabeth

Elizabeth II is Queen of the United Kingdom and 14 other Commonwealth realms. Elizabeth was born in Mayfair, London, as the first child of the Duke and Duchess of York. Her father acceded to the throne in 1936 upon the abdication of his brother, King Edward VIII, making Elizabeth the heir presumptive. Wikipedia

Children: Charles, Prince of Wales, Prince Andrew, Duke of York, Anne, Princess Royal, Prince Edward, Earl of Wessex Trending

Born: April 21, 1926 (age 95 years), Mayfair, London, United Kingdom

Full name: Elizabeth Alexandra Mary Windsor

Spouse: Prince Philip, Duke of Edinburgh (m. 1947–2021)

Grandchildren: Prince Harry, Duke of Sussex, MORE

Parents: Queen Elizabeth The Queen Mother, George VI

Siblings: Princess Margaret, Countess of Snowdon



3. Maya Angelou (1928 – 2014)

“I’ve learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.”

Maya Angelou in 1970

Maya Angelou is one of the most influential women in American history and was a poet, singer, memoirist, and civil rights activist, whose award-winning memoir ***I Know Why the Caged Bird Sings*** made literary history as the first nonfiction best-seller by an African-American woman.



Angelou had a difficult childhood. As a black woman growing up in Stamps, Arkansas, Maya experienced **racial prejudices and discrimination** all throughout her life. At the age of seven, Angelou was assaulted by her mother’s boyfriend, who was then killed by her uncles as revenge. The incident traumatised Angelou to the point that she became a virtual mute for many years.

I Know Why the Caged Bird Sings **as well as her other works** have been one of the loudest voices in the civil rights movement, and explore subjects such as identity, rape, racism, and literacy, and illustrate **how strength of character** and a love of literature can help overcome racism and trauma.

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4. Queen Elizabeth I (1533 – 1603)

“Though the sex to which I belong is considered weak you will nevertheless find me a rock that bends to no wind.”

The Armada portrait of Queen Elizabeth I painted in 1588

Elizabeth called herself ‘The Virgin Queen’ because she **chose to marry her country** instead of a man. It might seem like ancient history now, **but Queen Elizabeth I** is one of the most **successful monarchs in British history**, and under her, England became a major European power in politics, commerce and the arts.

Elizabeth had a **rocky road to the throne** and technically should never have been allowed to reign, both because she was a woman and because her mother was Anne Boleyn, the **much-hated ex-wife of Henry VIII**.

However, Elizabeth I proved all the naysayers wrong and has become one of the greatest female leaders. Known for her intelligence, cunning and hot-temper, ‘The Virgin Queen’ was one truly one of the great women in history.



5. Catherine the Great (1729 – 1796)



“Power without a nation's confidence is nothing.”

Portrait of Catherine the Great painted in 1780

Catherine the Great is one of the world's great historical figures and the Prussian-born Queen is one of the more ruthless women to make this list.

Stuck in a loveless marriage to the King of Russia, Catherine orchestrated a coup to overthrow her wildly unpopular husband Peter III, and then named herself Empress of the Russian Empire in 1762.

Catherine is credited for modernising Russia and established the first state-funded school for girls, reeled back the power of the church within the state and encouraged the development of the economy, trade and the arts.

She is also known for her **healthy sexual appetite**, having numerous lovers right up until her death who she would often gift with an abundance of jewels and titles before sending them on their way to make room for their replacement. Now there's a woman **who knows what she wants**.

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6. Sojourner Truth (1797 – 1883)

“Truth is powerful and it prevails.”

Sojourner Truth

Sojourner Truth is one of the **most inspirational black women** in America’s history and her words belong to one of the **most famous speeches by any woman**. An African-American abolitionist and women’s rights activist, Truth delivered a **now famous speech** at the Ohio Women’s Right’s Convention in Akron, 1851, that has come to be known as “Ain’t I a Woman?”

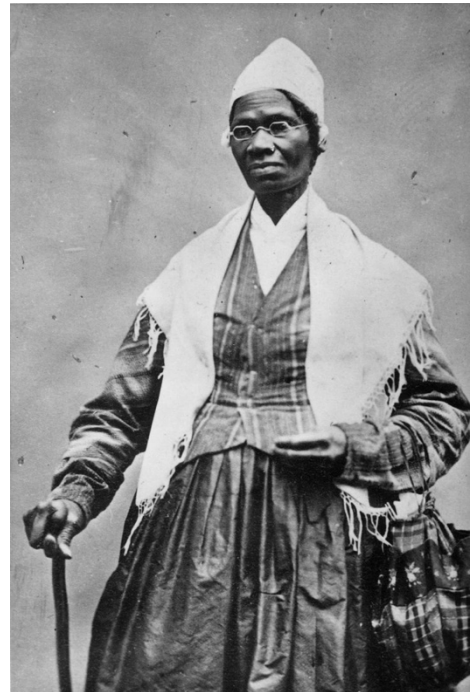
Truth was separated from her family at the age of nine and was subsequently sold for auction **as a slave along** with a flock of sheep for \$100. In 1829, Truth escaped to freedom with her infant daughter Sophia, but her other two children had to be left behind.

Truth began to advocate for the **rights of women and African Americans** in the late 1840’s and was known for giving passionate speeches about **women’s rights, prison reform and universal suffrage**. Truth, who died in Michigan in 1883, is known as one of the foremost leaders of the abolition movement and one of the earliest advocates for women’s rights.

7. Rosa Parks (1913 – 2005)

“I would like to be remembered as a person who wanted to be free... so other people would be also free.”

Rosa Parks 1955 mug shot



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Rosa Parks was on a bus in Montgomery, Alabama in 1955, when the bus driver asked her to stand up and give her seat to a white man. Parks, a black seamstress, refused and in doing so sparked an entire civil rights **movement in America**.

Born in 1913, Parks moved to Alabama at age 11, and attended a laboratory school at the Alabama State Teachers' College for Negroes, until she had to leave in 11th grade to care for her ill grandmother.

Before 1955, Parks was a member of Montgomery's African-American community and in 1943 joined the Montgomery chapter of the NAACP, where she became chapter secretary.

In 1955, Alabama was still **governed by segregation laws** and had a policy for municipal buses where **white citizens only** were allowed to sit in the front, and black men and women had to sit in the back. On December 1st, there were no more seats left in the white section, so the bus conductor told the four black riders to stand and give the white man a whole row. Three obeyed, Parks did not.

Parks was subsequently arrested, and her **actions sparked a wave of protests** across America. When she died at the age of 92 on October 24, 2005, she became the first woman in the nation's history to lie in state at the U.S. Capitol.

8. Malala Yousafzai (1997 - Present)

"I tell my story not because it is unique, but because it is the story of many girls."

Malala Yousafzai displays her medal and diploma during the Nobel Peace Prize awards ceremony in 2014

Malala Yousafzai was born in Pakistan on July 12, 1997. Yousafzai's father was a teacher and ran an **all-girls school in her village**, however when the Taliban took over her town they enforced a ban on all girls going to school. In 2012, at the age of 15, Malala publicly spoke out on **women's rights to education** and as a result, a gunman boarded her school bus and shot the young activist in the head. Malala survived. Yousafzai moved to the UK where she has become a fierce presence on the world stage and became the youngest ever recipient of the **Nobel Peace Prize** in 2014, at 17 years old. Malala is



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currently studying Philosophy, Politics and Economics at the University of Oxford.

9. Marie Curie (1867 – 1934)



“Nothing in life is to be feared, it is only to be understood. Now is the time to understand more, so that we may fear less.”

Marie Curie in 1906

Polish-born Marie Curie was a pioneering physicist and scientist, who coined the term radioactivity, discovered two new elements (radium and polonium) and developed a portable x-ray machine.

Curie was the first person (not woman) who has won two separate Noble Prizes, one for physics and another for

chemistry, and to this day Curie is the only person, regardless of gender, to receive Noble prizes for two different sciences.

Curie faced near constant adversity and discrimination **throughout her career**, as science and physics was such a male-dominated field, but despite this, her research remains relevant and has influenced the world of science to this day.¹⁰ **Ada Lovelace (1815 – 1852)**

“That brain of mine is something more than merely mortal; as time will show.”



An Alfred Edward Chalon watercolor of Ada Lovelace painted in 1840

Ada Lovelace was an **English mathematician** and the world's first computer programmer. Lovelace was born into privilege as the daughter of a **famously unstable romantic poet**, Lord Byron (who left her family when Ada was just 2 months old) and Lady Wentworth.

Ada was a charming **woman of society who** was friends with people such as **Charles Dickens**, but she is most famous for being the first person ever to publish an algorithm intended for a computer, her genius being years ahead of her time.

Lovelace died of cancer at 36, and it took nearly a century after her death for people to appreciate her notes on Babbage's Analytical Engine, which became recognised as the first description for computer and software, ever.

11. Edith Cowan (1861 – 1932)



"Women are very desirous of their being placed on absolutely equal terms with men. We ask for neither more nor less than that."

Edith Cowan

Her face is on our \$50 dollar note and she has a University named after her in Western Australia, but what you may not know is that Edith Cowan was Australia's first ever female member of parliament and a fierce **women's rights activist**.

Edith's childhood was traumatic, to say the least. Her mother died while giving birth when Cowan was just seven years old, and her father was **accused and then convicted** of murdering his second wife when she was 15 and was subsequently executed.

From a young age Edith was a **pioneer for women's rights**, and her election to parliament at 59 in 1921, was both unexpected and controversial.

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During her time in parliament Cowan pushed through legislation which allowed women to be **involved in the legal profession**, promoted migrant welfare and sex education in schools and placed mothers on equal position with fathers when their children died without having made a will.

Edith died at age 70, but her legacy remains to this day.

12. Amelia Earhart (1897 – 1939)

“Women must try to do things as men have tried. When they fail, their failure must be but a challenge to others.”

Amelia Earhart stands in front of her bi-plane called 'Friendship' in Newfoundland on June 14, 1928



Amelia Earhart was the definition of a rule breaker. An American aviator who became the first woman to fly solo across the Atlantic and the first person ever to fly solo from Hawaii to the US, Amelia was a pioneering aviator and a true female trailblazer.

Earhart **refused to be boxed in by her gender** from a young age, born in Kansas in 1897 Amelia played basketball growing up, took auto repair courses and briefly attended college. In 1920, Earhart began flying lessons and quickly became determined to receive her pilot's license, passing her flight test in December 1921.

Earhart set multiple aviation records, but it was her attempt at being the first person to circumnavigate the globe which led to her **disappearance and presumed death**. In July 1937, Earhart disappeared somewhere over the Pacific, and was declared dead in absentia in 1939. Her plane wreckage has never been found and to this day, her disappearance remains one of the **greatest unsolved mysteries** of the twentieth century.

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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.

Hudson

LIBBIE HILL LIBRARY

March 26TH

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 7th – April 8th

Ms. Paschall & Ms. Tucker

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

10:00 a.m. – 2:00 p.m.

April 16th

Dr. Bannister

VCU JAMES BLACK MUSIC CENTER

April 19th – 10:00 a.m. – 2:00 p.m.

Mr. Mendez



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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.

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Richmond, Virginia 23223
 Telephone (804) 780-8526
Fax (804) 780-8054

Franklin Military Academy Afterschool Activity Attendance

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

Teacher Name _____

Date _____ **Room/Location** _____

Type of Activity_____

[illegible]

Data Meetings

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

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

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

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Care and Safety Associate weekly Agenda 2024

Care and Safety Associate (CSA) Cleavester Ferrell

Franklin Military Academy Security

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



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CUSTODIAN SCHEDULE

Custodial Duties

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

Crew Leader Mr. Anderson

*Everyone is to remain on their floor unless needed



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Vocabulary in Action

Word ^{of} _{the} Week

proximity

Definition of What It Means

Proximity is the quality or state of being near or [proximate](#). The word *proximity* is synonymous with [closeness](#).

// The apartment's *proximity* to hiking trails is a definite plus.

School Day Starts 8:30 am – 4:30 pm.

Certified Staff has to work 8hrs a Day

Let me know if you are arriving or leaving early

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

From LTC Robinson

1). **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 9th, 10th, and 11th 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 9th, 10th and 11th grade (males only) again on **28 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.

2). **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.

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

THE 4 FOCUS AREAS FOR VISIT INCLUDE:

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* **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)

4). SUPPORT to the 4TH ROTC BRIGADE BEST of the BEST RAIDER CHALLENGE MEET. The Best of the Best Raider Challenge Meet will be conducted on **20 APRIL 2024** 10301 Pocahontas State Park, Chesterfield, VA 23832.

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

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

Free bus transportation from and to Richmond will be provided for Session 2. A bus will pick up students in Richmond on Sunday, June 23 and return on Saturday, June 29. Thanks to sponsorship by the [Bradley Department of Electrical and Computer Engineering](#), CEED was able to provide scholarships for students in Richmond/Henrico County for the first and second session. Scholarship awards are based on self-reported financial information in the parent form. The cost for the residential program is \$750. Session 2 is free due to sponsorship from [Wing](#), the [Kevin T. Crofton Department of Aerospace and Ocean Engineering](#), [Mid-Atlantic Aviation Partnership](#) the [Institute for Critical Technology and Applied Science](#).

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

Please provide feedback to **Dr. Kim Lester** email at kimml61@vt.edu or phone **(540) 231-7337** to let her know if you would be willing to forward this opportunity to parents and students, and if there is any other information you need. You can download [flyers](#) for this and our other summer programs and

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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

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

09 APR 24 - ASVAB Testing

20 APR 24 - 4th BDE Best of the Best Bob Raider Challenge Competition

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

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**](#)

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- [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](#)
- [Tabeleau](#)
- [Tracker Attendance](#)
- [Tutors Information](#)
- [Order Your 2023-2024 Yearbook](#)

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

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Daily Norms

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

Checkpoint Assessments

Spring Interim Assessments Week of March 18th

Curriculum & Instruction

Science & Math Presentation

ELA & History Presentation

High School ELA Resources:

- Writing Cumulative Review Package
- Writing Bootcamp- Condensed Version of Cumulative Review
- Reading Cumulative Review Package
- RPS Style Guide
- Gmail Signature Set-up



Monday – March 25th

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 9:45 am.
- Spring Interims Starts For Middle School March 18th
- [SOL Blueprints](#)
- [SOL Released Tests](#)
- [SOL Review](#)
- **Start placing numerical grades online – Grades are due online by March 27th**
- Digital readiness check with all juniors – Ms. Frierson - After Lunch
- Middle School Career Investigations Assembly – 10:00 am – 11:00 am.
- Tourist Day - Spring Fling
- Ms. Frierson - Readiness meeting in the a.m. with 11th-grade students - An announcement will be

Tuesday – March 26th

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
- Order Your 2023-2024 Yearbook
- Spring Interims Starts For Middle School March 18th
- [SOL Blueprints](#)
- [SOL Released Tests](#)
- [SOL Review](#)

- **Start placing numerical grades online – Grades are due online by March 27th**
- **Twin Day - Spring Fling**

Wednesday – March 27th

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
- Order Your 2023-2024 Yearbook
- **Attendance Meeting 10:00 am.**
- [SOL Blueprints](#)
- [SOL Released Tests](#)
- [SOL Review](#)
- **Start placing numerical grades online – Grades are due online by March 27th**
- **Senior Citizens Day - Spring Fling**

Thursday – March 28th

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
- Order Your 2023-2024 Yearbook
- **Spring Interims Starts For Middle School March 18th**
- [SOL Blueprints](#)
- [SOL Released Tests](#)
- [SOL Review](#)
- **PTSA - High School Movie Showing – 2:00 pm –**





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- **Teachers need to be present to supervise students during the movie**
- **Easter Egg Hunt**
- **Report Cards Go Home**
- **Throw Back Thursday - Spring Fling**

Friday – March 29th

FORMATION SCHEDULE

- No School

Military Instruction

MILITARY INSTRUCTOR LESSONS FOR 25 - 29 March 2024

LET IV – Continue with Leadership (Strategies for Teaching), Boys & Girls, Test

LET III – Continue with Leadership (Leading Meetings), Boys & Girls Club, Test

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

LET I – Drill & Ceremony, First Aid

MIDDLE SCHOOL – SFC Gilliam, CPT York and CPT Felton will focus on the following:
The 6th and 7th Grade will focus on All About Me, Army History, and Introduction to Military Leadership.

Language Art – On Pace

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

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

Reading

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

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

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

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- 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.

7th Grade Language Arts - SOL Test

Reading

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

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

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

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

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

8th Grade Language Arts - SOL Test

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.

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

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

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

9th Grade Language Arts

Reading

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

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

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

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

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

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

- a) Apply knowledge of text features and organizational patterns to understand, analyze, and gain meaning from texts.
- b) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.
- c) Analyze the author's qualifications, viewpoint, and impact.
- d) Recognize an author's intended purpose for writing and identify the main idea.
- e) Summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.
- f) Identify characteristics of expository, technical, and persuasive texts.
- g) Identify a position/argument to be confirmed, disproved, or modified.
- h) Evaluate clarity and accuracy of information.
- i) Analyze, organize, and synthesize information in order to solve problems, answer questions, complete a task, or create a product.
- j) Differentiate between fact and opinion and evaluate their impact.
- k) Analyze ideas within and between selections providing textual evidence.
- l) Use the reading strategies to monitor comprehension throughout the reading process.

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10th Grade Language Arts

Reading

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

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

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

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

Writing

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

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

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

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

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

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.

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.
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- c) Evaluate and select evidence from a variety of sources to introduce counter claims and to support claims.
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- 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.

12th Grade Language Arts

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

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

Writing

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

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

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- 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.
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- g) Revise writing for clarity of content, depth of information, and technique of presentation.
- h) Write and revise to a standard acceptable both in the workplace and in postsecondary education.
- i) Write to clearly describe personal qualifications for potential occupational or educational opportunities.

Title I

Reading

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

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

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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.
- 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.

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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.

- 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.

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

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AP Literature

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

Explain the function of a character changing or remaining unchanged.

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

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

Explain the function of conflict in a text.

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

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

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

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

Demonstrate control over the elements of composition to communicate clearly

Math

6th Grade Mathematics

Measurement and Geometry

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

8th 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
- sum of the interior and/or exterior angles;
 - measure of an interior and/or exterior angle; and
 - number of sides of a regular polygon.

Algebra II

Expressions and Operations

- AII.1 The student will
- add, subtract, multiply, divide, and simplify rational algebraic expressions;
 - add, subtract, multiply, divide, and simplify radical expressions containing rational numbers and variables, and expressions containing rational exponents; and
 - factor polynomials completely in one or two variables.

Trig. & Probability & Statistics

Not Taught This Semester

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Math Analysis / Pre-Calculus

Not taught this semester

AP Statistic

Unit 3 - Collecting Data

Science

6th Grade Science

LS.3 The student will investigate and understand that there are levels of structural organization in living things. Key ideas include

- a) patterns of cellular organization support life processes;
- b) unicellular and multicellular organisms have comparative structures; and
- c) similar characteristics determine the classification of organisms.

7th Grade Science - Life Science

PS.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

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

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- d) evidence of geologic processes is found in Virginia's geologic landscape.

Biology

BIO.3 The student will investigate and understand that cells have structure and function. Key ideas include

- a) the cell theory is supported by evidence;
- b) structures in unicellular and multicellular organisms work interdependently to carry out life processes;
- c) cell structures and processes are involved in cell growth and division;
- d) the structure and function of the cell membrane support cell transport; and
- e) specialization leads to the development of different types of cells.

Anatomy & Physiology

AP.15 The students will understand that the urinary system is composed of osmoregulatory organs. (on pace)

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

Unit 4: Cell Communication and Cell Cycle (on pace)

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

AP Physics

AP Physics 1, Unit 3: Circular Motion and Gravitation (behind pace)

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

AP Environmental Science

AP Physics 1, Unit 3: Circular Motion and Gravitation (behind pace)

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

6th 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.

7th 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 8th 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;

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- c) explaining and/or simulating the lawmaking process;
- d) describing the roles and powers of the executive branch.

9th Grade Geography

Not Taught This Semester

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

Era VI: Age of Revolutions, 1650 to 1914 A.D. (C.E.)

WHII.6 The student will demonstrate knowledge of scientific, political, economic, and religious changes during the sixteenth, seventeenth, and eighteenth centuries by

- a) describing the Scientific Revolution and its effects;
- b) describing the Age of Absolutism, including the monarchies of Louis XIV and Peter the Great;
- c) assessing the impacts of the English Civil War and the Glorious Revolution on democracy;
- d) explaining the political, religious, and social ideas of the Enlightenment and the ways in which they influenced the founders of the United States;
- e) describing the French Revolution;
- f) describing the expansion of the arts, philosophy, literature, and new technology.

WHII.7 The student will demonstrate knowledge of the Latin American revolutions of the nineteenth century by

- a) describing the colonial system as it existed by 1800;
- b) identifying the impact of the American and French Revolutions on Latin America;
- c) explaining the contributions of Toussaint L'Ouverture and Simón Bolívar;
- d) assessing the impact of the Monroe Doctrine.

11th Grade Virginia & United States History

Expansion and Reform: 1788 to 1860

VUS.6 The student will demonstrate knowledge of the major events from the last decade of the eighteenth century through the first half of the nineteenth century by

- a) explaining the principles and issues that prompted Thomas Jefferson to organize the first opposition political party;
- b) identifying the economic, political, and geographic factors that led to territorial expansion and its impact on the American Indians;

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- c) examining the reasons why James Madison asked Congress to declare war on Great Britain in 1812 and how this divided the nation;
- d) relating the changing character of American political life in “the age of the common man” (Jacksonian Era) to increasing popular participation in state and national politics;
- e) describing the cultural, economic, and political issues that divided the nation, including tariffs, slavery, the abolitionist and women’s suffrage movements, and the role of the states in the Union.

12th Virginia and United States Government

GOVT.1 The student will demonstrate mastery of the social studies skills responsible citizenship requires, including the ability to

- a) analyze primary and secondary source documents;
- b) create and interpret maps, diagrams, tables, charts, graphs, and spreadsheets;
- c) analyze political cartoons, political advertisements, pictures, and other graphic media;
- d) distinguish between relevant and irrelevant information;
- e) evaluate information for accuracy, separating fact from opinion;
- f) identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model;
- 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

Standards of Learning for Electives

FACS (4/12)

Independent Living

- 8 - Demonstrate respect for diversity**
- 9 - Demonstrate customer service skills**
- 50 - Distinguish between wants and needs**
- 51 - Develop short- and long-term personal goals.**
- 52 - Use the FCCLA planning process to achieve individual and group goals.**
- 55 - Evaluate sources of consumer information**
- 56 - Identify strategies for a planned buying process**
- 57 - Describe consumer rights and responsibilities**
- 58 - Describe the importance of the fundamental principles of economics on personal finances**
- 59 - Evaluate personal banking services**
- 60 - Identify savings and investment options**
- 61 - Identify the influence of a credit report**
- 62 - Describe identity theft**
- 63 - Identify strategies for making decisions about debt**
- 64 - Identify strategies for managing risk**
- 65 - List legal documents related to home, personal, and family management**
- 66 - Develop a spending plan**

Physical Education (Middle) (3/28)

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

g) Demonstrate basic offensive and defensive strategies in noncomplex, modified, and small-sided activities.

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

7.1 The student will demonstrate competence and apply movement concepts in modified versions of various game/sport, rhythmic, dance, lifetime, and recreational activities.

Motor Skill Development

b) Demonstrate offensive and defensive strategies and tactics, including creating open space, skilled movement, speed, accuracy, and selection of appropriate skills/tactics to gain an offensive or defensive advantage through modified games/sports.

d) Identify and demonstrate dance steps selected by the teacher or student in folk, social, multicultural, contemporary, and line dances.

7.4 The student will demonstrate and apply skills to work independently and with others in physical activity settings.

Social and Emotional Development

a) Apply safety procedures, rules, and appropriate etiquette in physical activity settings by self-officiating modified physical activities/games.

7.2 The student will understand and apply movement principles and concepts and knowledge of major body structures.

Anatomical Basis of Movement

a) Identify the “core muscles,” including pelvic, lower back, hips, gluteal muscles, and abdomen, and explain their role in stabilizing movement.

b) Apply biomechanical principles (e.g., center of gravity, base of support) to understand and perform skillful movements.

c) Describe the anatomical planes of motion in which movement occurs, including sagittal plane, frontal plane, and transverse plane.

d) Analyze skill patterns and movement performance of self and others, detecting and correcting mechanical errors for selected movements.

e) Apply knowledge of anatomy and joint types to accurately describe skill- and fitness-based movements, such as throwing/catching, striking, lunges and push-ups.

Physical Education (High)

Guitar (3/29)

High School Guitar

Objective:

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

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

HIB.12 The student will demonstrate music literacy.

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

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

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

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

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

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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 (3/29)

Understanding the Role of Producers and Consumers in a Market Economy

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.**

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- 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)

IB.1, II.1 The student will demonstrate proper posture, embouchure, hand position, and playing position.

IB.2, II.2 The student will produce tones that are clear, free of tension, sustained, and unwavering in pitch.

II.3 The student will adjust intonation and match pitches.

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

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

IB.16 The student will demonstrate knowledge of the instrument being studied.

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

IB.19 The student will read and notate music.

- Use a syllable, number, or letter system to read and write simple pitch notation in the appropriate clef.

- Use a syllable, number, or letter system to read and write rhythmic patterns that include whole, dotted half, half, dotted quarter, quarter, and eighth notes and rests in simple meter.

- Identify, define, and demonstrate standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.

- The students will learn methods to enhance the effectiveness of their practice time.

The students will be assessed on the parts of their instrument of study.

- Students will learn the parts of the instrument that they will study.
- Intermediate and advanced students will start learning sheet music.

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

Choir (3/29)

MCB 1. The student will create music as a means of individual expression. a) Compose a four-measure rhythmic-melodic variation.

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

HCB 1. The student will use music composition as a means of creative expression. a) Compose a four-measure rhythmic-melodic variation.

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

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

a) Identify and apply steps of a creative process in a variety of contexts in choral music.

b) Refine choral music ideas and skills collaboratively with teacher feedback

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

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

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

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

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

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

c) Describe performances of music using music terminology.

d) Examine accepted criteria used for critiquing musical performances.

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

a) Describe the social cultural and historical context of music.

b) Describe works of music using inquiry skills and music terminology.

d) Describe performances of music using music terminology

e) Examine accepted criteria used for critiquing musical performances.

MCB 4. The student will formulate and justify personal responses to music. a) Identify reasons for preferences among works of music using music terminology. b) Identify ways in which music evokes sensory, emotional, and intellectual responses, including ways in which music can be persuasive.

HCB 4. The student will formulate and justify personal responses to music. a) Describe personal criteria used for determining the quality of a work of music or importance of a musical style.

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b) Explain preferences for different works of music using music terminology. c) Identify ways in which music evokes sensory, emotional, and intellectual responses, including ways in which music can be persuasive

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

a) Identify concert etiquette.

b) Identify skills needed for cooperating and collaborating as a singer during rehearsal.

c) Identify active listening for rehearsal, performance, and as an audience member.

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

a) Participate in a variety of performances [(from HCI 5.) and other music activities]. b) Cooperate and collaborate as a singer in a rehearsal.

c) Demonstrate active listening in rehearsal, performance, and as an audience member

MCB 6. The student will explore historical and cultural influences of music a) Identify the cultural influences, musical styles, composers, and historical periods associated with the music literature being studied.

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

HCB 6. The student will explore 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.

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a) Identify, define, and use basic standard notation for pitch, rhythm, meter, dynamics, and other elements of music.

b) Notate student-created compositions using standard notation.

c) Echo, read, count, and notate rhythmic patterns.

d) Sight-sing eight-measure melodic patterns while maintaining a steady beat. e)

Differentiate by sight call-and-response songs, canons, and partner songs

MCI 12. The student will demonstrate music literacy.

e) Identify components of a vocal score.

f) Identify key signatures.

MCAD 12. The student will demonstrate music literacy.

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

HCB 12. The student will demonstrate music literacy.

a) Identify the components of a vocal score.

b) Read and count rhythmic patterns.

c) Identify the function of accidentals.

d) Define the rules for identifying key signatures.

e) Sight-sing eight-measure, stepwise melodic patterns using

h) Identify dynamic markings, including pp, p, mp, mf, f, ff, crescendo, and decrescendo.

i) Identify tempo markings, including presto, allegro, andante, adagio, rallentando, ritardando, and accelerando.

k) Notate student-created compositions using standard notation

HCI 12. The student will demonstrate music literacy.

c) Apply the rules for identifying key signatures.

h) Demonstrate understanding of the grand staff.

MCB 13. The student will develop aural skills.

a) Identify diatonic intervals.

c) Identify similar and contrasting musical phrases and sections.

MCI 13. The student will demonstrate aural skills.

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

c) Identify the same and different melodic patterns.

MCAD.13 The student will demonstrate aural skills.

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

HCB 13. The student will demonstrate aural skills.

a) Recognize and demonstrate diatonic intervals (M2, M3, P4, P5, octave). d)

Differentiate melodic and harmonic patterns.

e) Write simple four-measure rhythmic phrases from dictation.

HCI 13. The student will demonstrate aural skills.

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

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

c) Develop vocal agility and range through vocal exercises.

d) Use correct intonation.

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

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

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

MCI 14. The student will demonstrate vocal techniques and choral skills. a) Maintain proper posture and breathing techniques that support vocal production. c) Strengthen vocal agility and range by singing developmentally appropriate vocal exercises.

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

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

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

HCB 14. The student will demonstrate vocal techniques and choral skills. a) Use proper posture and breathing techniques for choral singing that support vocal production.

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

c) Develop vocal agility and range by singing appropriate vocal exercises. d) Demonstrate proper diction (e.g., pure vowel sounds, diphthongs, consonants). e) Blend with other singers on the same vocal part using correct intonation. f) Sing an assigned vocal part in an ensemble.

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

h) Exhibit audition skills.

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

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

b) Investigate components of vocal anatomy and vocal health.

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

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

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

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

i) Exhibit audition skills.

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

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

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

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

e) Respond to basic conducting patterns and interpretive gestures

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

a) Interpret the components of a vocal score, dynamic markings, tempo markings, musical road signs/form features, and articulations, style, and phrasing. b) Respond to basic conducting patterns and interpretive gestures.

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

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

Spanish (3/29)

Spanish 1:

Students will be able to describe their surroundings and explore how the diverse natural and urban environments of Richmond shape their life. They will describe different geographical settings and weather in their region, learn vocabulary related to communities, and practice the usage of the verbs "ser" and "estar" for the present progressive tense.

- **ACTFL Standards: Communication Standard - Interpersonal Communication, Connections Standard - Comparisons**
- **Virginia Department of Education World Language Spanish Standards for Spanish 1: Standard 1.1 - Students will develop the ability to understand and interpret written and spoken language on a variety of topics.**

Spanish 2:

Students will be able to describe community locations, modes of transportation, give directions using commands, and compare community structures between the US and Spanish-speaking countries using the preterite tense.

- **ACTFL Standards:**
 - **Communication: Communicate information, concepts, and ideas with substantial accuracy and coherence.**
 - **Cultures: Demonstrate understanding of the perspectives of the Spanish-speaking cultures.**
- **Virginia Department of Education World Language Spanish Standards for Spanish 2:**

- **Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.**
- **Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.**

Spanish 3

Students will be able to identify and describe vocabulary related to the characteristics of a sustainable community, analyze how ecological habits influence a sustainable community, and differentiate between present tense and preterite tense verbs in Spanish

- **ACTFL Standards: Communication, Cultures**
- **Virginia Department of Education World Language Spanish Standards: 1.1, 1.3, 2.1, 3.1, 4.1**

French (3/29)

French I

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

- 1. Participate in sustained exchanges that reflect major time frames.**
 - 2. Exchange detailed information on familiar topics in a variety of interpersonal contexts.**
 - 3. Use nonverbal communication, paraphrasing, and circumlocution to convey and comprehend messages in level-appropriate French.**
- STANDARD 1: Investigate Intercultural Products, Practices and Perspectives (Interpersonal Mode)**
- 4. Share how products and practices of public and personal interest are related to perspectives of native and other cultures.**
 - 4. Share how global products and practices are related to perspectives of native and other cultures.**

French II -

Intercultural Communication , Interpretive

Communication and Interpersonal Communication - ACTFL Standards

Making Connections through Language

FIL.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.

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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.

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.

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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.**
- 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.

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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.**

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- h) Maintain and use a process art portfolio (e.g., sketchbook/journal and digital or traditional working portfolio) for planning and as a resource in the artmaking process.**
- i) Recognize the role of exhibition as part of the creative process.**

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

Art II Intermediate

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

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

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

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

a) Refine and edit original works of art.

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

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

Art III Advanced Intermediate

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

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

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

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

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

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

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

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

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

CTE (3/29)

Keyboarding

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

Programming

- **Basic Syntax:** Understanding the syntax and structure of programming languages like Python, Java, JavaScript, or others depending on the course curriculum.
- **Problem Solving:** Developing the ability to break down problems into smaller, manageable parts and systematically solve them using programming concepts and techniques.
- **Algorithmic Thinking:** Learning to design algorithms to solve specific problems efficiently, including understanding concepts like loops, conditionals, and functions.
- **Debugging:** Acquiring skills to identify and fix errors (bugs) in code through debugging techniques such as testing, tracing, and troubleshooting.
- **Data Structures:** Familiarity with fundamental data structures like arrays, lists, stacks, queues, and dictionaries, as well as understanding when and how to use them.
- **Logical Reasoning:** Developing logical and analytical thinking skills essential for writing effective code and creating algorithms.
- **Collaboration and Communication:** Working effectively in teams to solve problems, share code, give feedback, and communicate ideas clearly and professionally.



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- **Creativity:** Encouraging creativity in problem-solving and project development, including the ability to think outside the box and create innovative solutions.
- **Ethical and Responsible Computing:** Understanding the ethical implications of technology and programming, including issues related to privacy, security, intellectual property, and digital citizenship.
- **Continuous Learning:** Cultivating a growth mindset and a passion for lifelong learning in the field of computer science and programming.