

Franklin Military Academy

2024-2025

Weekly Agenda

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



"A Knight Forever"

(H) Col. David A. Hudson, Principal
August 19, 2024

MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH





Office of The Principal

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

Emergency Alerts

Lock & Hide

Crisis Condition
Return to class and secure door

Lock & Teach

Trouble in the local area
Secure your classroom /office
Continue teaching until future notice

Lock & Check

Bomb threat procedures

Evacuate

Exit building due to an emergency
Take 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

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Fire Drills

#1 within First 10 days of School **August – September**

#2 within 20 days of School Due by **Oct 6, 2024**

#3- #10 - conduct a monthly drill

Lock-Down Drills

Lock-down Drill #1 within the first 20 days of School, **Due By Oct 7, 2024**

(pre-k & kindergarten exempt from lock-down drills within the first 60 days of school)

Lock-Down Drill #2 after 60 days of School (**December - June 2024**)

Tornado Drill

At least one per year (**Should occur in the first semester**)
(statewide drills occur in March)

Bus Evacuation Drills (**Transportation will be sending a memo out with a drill schedule**)

1 within 30 days due by **October**

1 within the second semester

Earthquake Drill (recommended, not required)

October 21, 2024

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**RPS 2024-25
School Year Calendar**

July 4	Independence Day (RPS Closed)
July 22	First Day of School for RPS200 Schools (RPS200 staff return July 15)
August 5-9	New Teacher Academy
August 12-16	Professional Learning & Teacher Planning Days
August 19	First Day of School
August 30	Labor Day Weekend Holiday (RPS Closed)
September 2	Labor Day (RPS Closed)
October 3	Rosh Hashanah (RPS Closed)
October 14	Divisionwide Professional Learning Day (Student Holiday)
October 23	End of Quarter, Student Half Day & Teacher Planning Day
November 1	Diwali (RPS Closed)
November 4	Wellness Day (RPS Closed)
November 5	Election Day (RPS Closed)
November 27-29	Thanksgiving Break (RPS Closed)
December 23-31	Winter Break (Schools Closed, see * for 12-month staff holidays)
January 1-3	Winter Break (Schools Closed, see * for 12-month staff holidays)
January 15	End of Quarter/Semester, Student Half Day & Teacher Planning Day
January 20	Martin Luther King, Jr. Day (RPS Closed)
February 17	Wellness Day (RPS Closed)
February 18	Divisionwide Professional Learning Day (Student Holiday)
March 21	End of Quarter, Student Half Day & Teacher Planning Day
March 31	Eid al-Fitr (RPS Closed)
April 1-4	Spring Break (Schools Closed)
April 4	Wellness Day (RPS Closed)
April 21	Easter Monday (RPS Closed)
May 26	Memorial Day (RPS Closed)
May 30	Last Day of School
June 2	Teacher Clerical Day
June 19	Juneteenth (RPS Closed)

COLOR LEGEND

REGULAR SCHOOL DAYS
QUARTER & SEMESTER BEGINNING AND END DATES
HOLIDAYS AND BREAKS
*12-MONTH EMPLOYEES OFF FOR HOLIDAYS & BREAKS
SUMMER FRIDAYS SCHEDULE FOR DESIGNATED STAFF
PROFESSIONAL LEARNING DAYS (SCHOOLS CLOSED FOR STUDENTS)
CAREGIVER/TEACHER CONFERENCES (SCHOOLS CLOSED FOR STUDENTS)
TEACHER PLANNING DAYS (SCHOOLS CLOSED FOR STUDENTS)

Calendar is subject to change throughout the year.
Visit rvaschools.net/calendar to check for updates.

July 2024							August 2024						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
	1	2	3	4*	5	6					1	2	3
7	8	9	10	11	12	13	4	5	6	7	8	9	10
14	15	16	17	18	19	20	11	12	13	14	15	16	17
21	22	23	24	25	26	27	18	19	20	21	22	23	24
28	29	30	31				25	26	27	28	29	30*	31

September 2024							October 2024						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2*	3	4	5	6	7			1	2	3*	4	5
8	9	10	11	12	13	14	6	7	8	9	10	11	12
15	16	17	18	19	20	21	13	14	15	16	17	18	19
22	23	24	25	26	27	28	20	21	22	23	24	25	26
29	30						27	28	29	30	31		

November 2024							December 2024						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
						1*	1	2	3	4	5	6	7
3	4*	5*	6	7	8	9	8	9	10	11	12	13	14
10	11	12	13	14	15	16	15	16	17	18	19	20	21
17	18	19	20	21	22	23	22	23*	24*	25*	26*	27*	28
24	25	26	27*	28*	29*	30	29	30	31				

January 2025							February 2025						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
				1*	2	3							1
5	6	7	8	9	10	11	2	3	4	5	6	7	8
12	13	14	15	16	17	18	9	10	11	12	13	14	15
19	20*	21	22	23	24	25	16	17*	18	19	20	21	22
26	27	28	29	30	31		23	24	25	26	27	28	

March 2025							April 2025						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
						1			1	2	3	4*	5
2	3	4	5	6	7	8	6	7	8	9	10	11	12
9	10	11	12	13	14	15	13	14	15	16	17	18	19
16	17	18	19	20	21	22	20	21*	22	23	24	25	26
23	24	25	26	27	28	29	27	28	29	30			
30	31*												

May 2025							June 2025						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
				1	2	3	1	2	3	4	5	6	7
4	5	6	7	8	9	10	8	9	10	11	12	13	14
11	12	13	14	15	16	17	15	16	17	18	19*	20	21
18	19	20	21	22	23	24	22	23	24	25	26	27	28
25	26*	27	28	29	30	31	29	30					



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Welcome Back

"Seven words that can
change a kid's life:
**'I love having you
in my class.'**"

—EDUCATOR
BRIAN MENDLER



#T2T

A birthday cake with white frosting, colorful sprinkles, and lit candles. The cake is on a glass stand. The background is a soft pink with large, out-of-focus pink balloons. The text "HAPPY BIRTHDAY" is overlaid in a large, white, serif font. Below it, the names and birthdays of three people are listed in a smaller, white, serif font. The candles are lit, and the scene is festive.

HAPPY BIRTHDAY

Kelvin Gilliam - August 23rd
Tiffany Fierson – September 10th
Andrew Giffin - September 22nd



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School Psychology Support

Dr. Felecia Friend-Harris ffriend@rvaschools.net
Lead Educational Diagnostician
(804) 397-1720

Dr. Kelly McCrowell Kelly
Lead School Psychologist kmccrowe@rvaschools.net
(804) 839-4588

Dr. Marlene Gooding mgooding@rvaschools.net
Lead School Psychologist
(804) 467-1013



MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH



Homeroom Listing 2024-2025

Grade	Alpha	Teacher	Room #
6th	A - D	Portmess	101
	E - H	Clarke	102
	I - L	Elie	103
	M - R	Dubinsky	104
	S - Z	Ashe	105
7th	A - F	Gilliam	106
	G - M	Watson	107
	N - Z	Thornton	108
8th	A - G	C. Corey	109
	H - N	White	201
	O - Z	Bryant	205
		Parker	206
9th	A - D	Smith	207
	E - H	Taylor	208
	I - L	Mahoney	209
	M - R	Paschall	210
	S - Z	Reives	302
10th	A - D	Walker	304
	E - L	Derue	305
	M - Z	Giffin	306
11th	A - K	Williams	307
	L - Z	Carter	308
12th	A - L	Wester	310
	M - Z	Barclay	311

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Franklin Military Academy

Please Join Us

First PTSA Meeting Of The Year

Back To School Night

Thursday, September 12, 2024 At 5:00 P.M.

Meet Your Cadet's Teachers & Hear About
The Upcoming School Year.

Hear About Franklin Military Academy
Title I Program & The JROTC Program.

Learn How To Join The PTSA And Meet The PTSA Board Members

Hear About This Year's PTSA Fundraisers.

BACK
TO
SCHOOL



MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH



**RICHMOND PUBLIC SCHOOLS
HEALTH SERVICES
CLINIC REFERRAL**

Student Name _____ Room #/Teacher _____

Date _____ Time: _____

<input type="checkbox"/> Headache (Dolores de cabeza)	<input type="checkbox"/> Itchy Head/Scalp (Comezón en la cabeza/cuero cabelludo)	<input type="checkbox"/> Coughing (Tos)
<input type="checkbox"/> Breathing Problem/Respiratory (Problemas respiratorios)	<input type="checkbox"/> Eye Injury (Lesiones oculares)	<input type="checkbox"/> Loss Tooth (Caída de piezas dentales)
<input type="checkbox"/> Rash (Erupción cutánea)	<input type="checkbox"/> Cut/Scrape (Cortes/rasguños)	<input type="checkbox"/> Sore Mouth (Dolor en la boca)
<input type="checkbox"/> Head Injury (Lesiones en la cabeza)	<input type="checkbox"/> Bladder Issue (Problemas en la vejiga)	<input type="checkbox"/> Sleepy/Lethargic (Adormecimiento/aletargamiento)
<input type="checkbox"/> Sore Throat (Dolor de garganta)	<input type="checkbox"/> Bowel Issue (Problemas en la vejiga)	<input type="checkbox"/> Other pain/discomfort (Otro dolor/incomodidad):
<input type="checkbox"/> Fall / Playground (Caída / Patio de juegos)	<input type="checkbox"/> Fall / Classroom (Caída / Aula)	<input type="checkbox"/> Nose bleed (Sangrado nasal)
<input type="checkbox"/> Fall / Bathroom (Caída / Baño)	<input type="checkbox"/> Fall / Hallway (Caída / Pasillo)	<input type="checkbox"/> Stomachache (Dolores de estómago)

Concern: _____

(Tear here)

-Clinical Response / Action Taken:

<input type="checkbox"/> Injury appropriately Treated (Se trató adecuadamente la lesión)	<input type="checkbox"/> Rested in Clinic / Returned to Class (Descansó en la clínica / Volvió a clases)	<input type="checkbox"/> Parent notified by phone (Padre/madre notificados por teléfono)
<input type="checkbox"/> No Fever / Returned to Class (Sin fiebre / Volvió a clases)	<input type="checkbox"/> Instructed to eat lunch and return (Se indicó que comiera el almuerzo y volviera)	<input type="checkbox"/> Prepare to go home (Se preparó para ir a su casa)
<input type="checkbox"/> Ambulance Called (Parent Notified) (Se llamó una ambulancia (se notificó a . padre/madre)	<input type="checkbox"/> Approved Breathing Treatment (Tratamiento respiratorio aprobado)	<input type="checkbox"/> Approved Medication Given (Se le dio el medicamento aprobado)
<input type="checkbox"/> Epi Pen Used (Se utilizó Epi Pen)		Other (Otro):

Nursing Notes:

If follow-up is necessary, please use other side of form



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From Richmond Public Schools' Human Resource Department Critical Information for ALL RPS Staff

1. All RPS staff are mandated reporters.
2. Any form of harassment/violence/discrimination must be reported to the Principal or designee.
 - Clarifying the designees
3. If it sex-based.
harassment/violence/discrimination, the
Principal or designee must report it to the Title
IX Coordinator within 24 hours of receiving the
report.
 - As much as possible, be specific about the
allegation



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Franklin Military Academy - Staff Information

First	Last	Email Address	Room	Phone Extensions	Subject
Javone	Anderson	janderson2@rvaschools.net	301A	123	3 rd Floor Office
Shelby	Andrews	sandrews@rvaschools.net	201A	122	CUSTODIAN
Jonathan	Ashe	jashe@rvaschools.net	105	129	ART
Clara	Bannister	cbannist@rvaschools.net	MEDIA	118	MEDIA SPECIALIST
John	Barclay	jbarclay@rvaschools.net	311	311	SCIENCE
Xavier	Blackman	xblackma@rvaschools.net	102 / GYM / B LCKR ROOM	252 / OFFICE 263	PHYSICAL EDUCATION/GYM
Almitra	Bryant	abryant5@rvaschools.net	205	205	ENGLISH
Gilbert	Carter	gcarter3@rvaschools.net	308	308	MATHEMATICS
Denise	Claiborne	dclaibor@rvaschools.net	308A	313	EXCEPTIONAL EDUCATION
Shanice	Clarke	sclarke2@rvaschools.net	102 / GYM / G LCKR ROOM	252 / OFFICE 264	PHYSICAL EDUCATION
Christal	Corey	ccorey@rvaschools.net	109	259	SCIENCE - MIDDLE SCHOOL
David	Corey	dcorey@rvaschools.net	202 BAND ROOM	202 / OFFICE 128	MUSIC - BAND & ORCHESTRA
John	Dereu	jdereu@rvaschools.net	305	305	ENGLISH
Natalie	Diaz	ndiaz@rvaschools.net	204B	204	SPANISH
Theodore	Dubinsky	tdubinsk@rvaschools.net	104	254	SOCIAL SCIENCE
Daniel	Elie	delie@rvaschools.net	103	253	ENGLISH
Randa	Elswick	relswick@rvaschools.net	CLINIC	116	NURSE
Cleavette	Ferrell	cferrell@rvaschools.net	303-A	124	CARE & SAFETY
Tiffany	Frierson	tfrierso@rvaschools.net	101A	121	SCHOOL COUNSELOR
Andrew	Giffin	agiffin@rvaschools.net	306	306	ENGLISH
Kelvin	Gilliam	kgilliam@rvaschools.net	106	256	MILITARY
Adrienne	Hairston	ahairsto@rvaschools.net	OFFICE	112	ADMIN OFFICE ASSOCIATE
Sandra	Hayward-Jones	shayward@rvaschools.net	204A	214	SPACE
David	Hudson	dhduson2@rvaschools.net	OFFICE	113	PRINCIPAL
Zonita	James	zjames@rvaschools.net	203B	203	ENGLISH/READING
Michael	Jamison	mjamiso2@rvaschools.net	204A	204	TITLE 1 MATH
Nersline	Jean	jnerslin@rvaschools.net	303-A	124	CARE & SAFETY
Clinton	Jefferson	cjeffer2@rvaschools.net	309B	314	MILITARY
Basimah	Karriem	bkarriem@rvaschools.net	MULTIPLE	117	Annual Sub
Ciara	Logan	clogan@rvaschools.net	308A	313	REGISTRAR / SISOP (OAIH)
Special	Loney	sloney@rvaschools.net	301A	123	SPECIAL EDUCATION
Lusia	Mahoney	lmahoney@rvaschools.net	209	209	MATHEMATICS
Kyle	Mendez	kmendez2@rvaschools.net	203A	212	MUSIC - GUITAR
Godfrey	Ntherful	gntherfu@rvaschools.net	303B	312	MATHEMATICS
John	Nunez	jnunez@rvaschools.net	301	301	SCIENCE
Bianca	Parker	bparker2@rvaschools.net	206A	206	FAMILY CONSUMER SCIENCE
Kathy	Paschall	kpaschal@rvaschools.net	210	210	SCIENCE
Meredith	Portmess	mbush@rvaschools.net	101	251	SOCIAL STUDIES
Melody	Reives	mreives2@rvaschools.net	302 / OFFICE	302 / OFFICE 255	BUSINESS
Corey	Robinson	crobins8@rvaschools.net	303C / OFFICE 207A	303 / 213	COMMANDANT/MILITARY
Natia	Smith	nsmith7@rvaschools.net	201	122	SOCIAL WORKER
Jennifer	Smith	jdavis5@rvaschools.net	109A	127	ASSISTANT PRINCIPAL
Naiia	Smith	nsmith6@rvaschools.net	207	207	ENGLISH
Brian	Taylor	btaylor2@rvaschools.net	208	208	CTE
Leon	Thornton	lthornto2@rvaschools.net	108	258 / OFFICE 130 OR 260	MILITARY
Nirva	Vernet	nvernet@rvaschools.net	309A	309	FRENCH
Nikitria	Walker	nwalker@rvaschools.net	304	304	SOCIAL SCIENCE
William	Watson	wwatson@rvaschools.net	107	257	MATHEMATICS
Matthew	Wester	mwester@rvaschools.net	310	310	SCIENCE
Danielle	White	dwhite4@rvaschools.net	201 CHOIR ROOM	201	MUSIC - CHOIR
Kieran	Wilkinson	kwilkin3@rvaschools.net	206A	206	SCIENCE
Robin	Williams	rwillia8@rvaschools.net	307	307	HISTORY
Stuart	Woodridge	swoolr2@rvaschools.net	CAFETERIA	119	CAFETERIA MANAGER
Kylee	York	kburrows@rvaschools.net	204 B - 1 st Semester	214	MILITARY

MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH

Reminders

It is subject to change & update

September 5, 2024

Senior Picture Day
Simply Seniors

September 25, 2024

Fall Picture Day
Entire School

August 19th

1st Day of School For Students

Allergy Meeting/Faculty Meeting

August 22nd – 4:15 p.m.

Parents, if your child has a health issue that staff needs to be aware of, please plan on attending the meeting will start at 4:15 p.m.

August 30, 2024 – September 2nd

Labor Day Weekend Holiday
No School

September 12, 2024

Back To School Night – 5:00 p.m.

October 3, 2024

Rosh Hashanah - Holiday - No School

October 14, 2024

Division Professional Development
No School For Students

October 23

End of Quarter
Picture Day For All Students
November 15
(All Students Need to Be In Class A)



MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH



Office of The Principal

Links

[Assessment Calendar](#)

[Auditorium](#)

[Data Meeting Document](#)

[Detention](#)

[FMX – Maintenance](#)

[Kickup](#)

[Pearson](#)

[SMARTFinder](#)

[Vector Solutions Safe Schools](#) - All assigned mandatory courses must be completed by **Monday, September 30, 2024.**

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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.

September 21st - Virginia State University – High School JROTC

MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH

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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RPS High School 2024-2024 Regular Bell Schedule

<i>Period</i>	<i>Time</i>	<i>Minutes</i>
Morning Arrival <i>(Breakfast in the cafeteria or from kiosks to take to 1st period)</i>	8:30 am-9:00am	30
1st Period	9:05am-10:39am	94
2nd Period	10:44am-12:18pm	94
3rd Period & Lunch	12:23pm-2:21pm	118
<u>Lunches</u>	High School 12:23 p.m.-12:48 p.m.	25
	Middle School 12:53 p.m. – 1:18 p.m.	25
4th Period	2:26pm-4:00pm	94
Dismissal	4:00pm	N/A

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RPS High School 2024-2024

Every Mon /Wed/ Fri unless otherwise announced

Staff Must Escort Students To Formation

<i>Period</i>	<i>Time</i>	<i>Minutes</i>
Arrival / Breakfast / Lockers	8:30 a.m. – 9:00 a.m.	30
Community Circles -Formation (after Nov)	9:00 a.m. 9:05 a.m.	5
1 st Period	9:05 a.m. – 10:29 a.m.	89
2 nd Period	10:34 a.m. – 12:01p.m.	89
3 rd Period and Lunches	12:03p.m. – 2:00 p.m. <i>1st Lunch 12:03 p.m. – 12:27 p.m.</i> <i>2nd Lunch 12:40 p.m. – 1:05 p. m.</i>	114 (89 instructional
4 th Period	2:000 p.m. – 3:30 p.m.	89
Formation	3:30pm – 4:00pm	30
Dismissal	4:00pm	

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RPS High School

2024-2024 Two-Hour Early Dismissal Bell Schedule

<i>Period</i>	<i>Time</i>	<i>Minutes</i>
Morning Arrival <i>(Breakfast in the cafeteria or from kiosks to take to 1st period)</i>	8:30 a.m.-9:00 a.m.	30
1st Period	9:05am-10:10am	65
2nd Period	10:15am-11:20am	65
3rd Period & Lunch	11:25am-12:55pm	90
<u>Lunches</u> <u>(see provided schedule for specific time by class)</u>	11:25am-12:00pm Grab & Go	
4th Period	1:00pm-2:00pm	60
Dismissal	2:00pm	N/A

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RPS High School
2024-2024 - 2 Hour Late Arrival

TIME	ACTIVITY
10:45 a.m. -11:00 a.m.	Morning Arrival <i>(Breakfast in the cafeteria or from kiosks to take to 1st period)</i>
1 st Period	11:05 a.m. - 12:10 a.m.
2 nd Period	12:15 pm – 1:55 p.m.
Lunch Schedule (see attached)	12:25 p.m. – 1:00 p.m.
3 rd Period	2:00 p.m. – 3:00 p.m.
4 th Period	3:00 p.m. -4 :00 p.m.
Dismissal	4:00 p.m.

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BELL SCHEDULE AT A GLANCE

	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	

MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH



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[SY 24-25 Curriculum Updates & Resources](#)

English Language Arts

- [Literacy Website](#)
- [Secondary Reading Intervention Updates - One pager](#)

Mathematics

- [High School One-Pager](#)
- Semester 1 instruction and assessments are 2016 standards
- Semester 2 instruction and assessments are 2023 standards
- [Math Intervention Site](#)

Science

- [Secondary One-Pager](#)

History/Social Sciences

- [History Website](#)
- (Coming Soon) High School PBA Pacing Calendar: First for RHSA

Fine Arts

- [Fine Arts Team Exhibition Guidelines](#)
- [Recommended Materials](#)
- [Monthly School Rotations: Fine Arts Gallery](#)
- [Principal Guidance](#)

Health, PE & Driver's Education

- Secondary curriculum documents have all been redeveloped for SY 24-25
- All are now intentionally designed to support teachers with unit based lesson planning that takes them through the entire year.
- Units may be broken down into 2-3 week increments.

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Curriculum Guides

English Language Arts

- [English 9](#)
- [English 10](#)
- [English 11](#)
- [English 12](#)
- [Creative Writing](#)
- [Public Speaking](#)

Mathematics

- [Intensified Algebra Pacing Calendar](#)
- [Algebra I](#)
- [Geometry](#)
- [Algebra II](#)
- [AFDA](#) [Semester 1/ Semester 2](#)

Science

- [Earth Science](#)
- [Environmental Science](#)
- [Biology I](#)
- [Chemistry](#)
- [Physics](#)
- [Biology II - Anatomy & Physiology](#)

History/Social Sciences

- [World History I](#)
- [World History II](#)
- [VA/US History](#)
- [Government](#)
- [African American Studies](#)
- [Sociology](#)

Fine Arts

- All High School Dance
- All High School Instrumental Music
- [All High School Theatre](#)

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- [All High School Visual Art](#)

HPE

- [9th Grade Health](#)
- [9th Grade Physical Education](#)
- [10th Grade Health](#)
- [10th Grade Physical Education](#)
- [Driver Education](#)

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We are a Food Allergy Aware Classroom!

Please do not bring **peanuts,**
tree-nuts, dairy, or
egg into the classroom!



Please wash hands.

Clean hands help you stay healthy,
and our friends safe.

Thank You!

Fire Drill

Safety Rules

Follow Your Teacher To Area In
Front of The School on 37th Street.

Face away from the building.

Make sure you are 3 or more feet
away from classmates.

Remain with your class at all times.

In the event your class is not
released by the administrator, wait
for the signal code green or the
school bell to sound before you go
back into the building.

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Franklin Military Academy

Room Number _____

Fire Exit Door _____



NOTICE



NO CELL PHONES ALLOWED



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Only Clear Book Bags Allowed



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Share Google Classroom

Dr. Jennifer Smith

Denise Claiborne

Special Loney

Michael Jaimson

Dr. Clara Bannister

Tiffany Frierson

John Felton

David Hudson

Dr. Willie Bell



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Make sure form is type with information if you have an afterschool activity.

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 _____

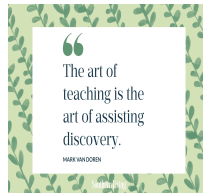
Students' Name	Parent's Telephone	Pickup Signature Make sure person picking student up is authorized. Check ID of person picking up student.

MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH

Dr. J. Smith's' Weekly Schedule 08/19/24

Monday	First Day of School ADMIN MEETING Welcome Back!! Walk through – Positive views!!! SCORE BOOKBAGS
Tuesday	Walk through – Positive views!!! Addressing schedule changes SCORE BOOKBAGS
Wednesday	Walk through – Positive views!!! Addressing schedule changes SCORE BOOKBAGS
Thursday	Walk through – Positive views!!! Addressing schedule changes SCORE BOOKBAGS
Friday	Walk through – Positive views!!! Addressing schedule changes SCORE BOOKBAGS

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 observations.



MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH



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Monday	Admin Meeting
Tuesday	Data Entry
Wednesday	Attendance Meeting
Thursday	Classroom Visits Data Entry
Friday	Data Entry

School Counselor Schedule
Week of 08/19-08/23
School Counselor Schedule

Monday	Admin Meeting
Tuesday	Data Entry Lead HS Counselor Meeting
Wednesday	Data Entry Classroom Visits
Thursday	MS Counselor Meeting Data Entry
Friday	Data Entry

Week of 08/26-08/30

School Counselor Schedule

Monday	Admin Meeting
Tuesday	SCHOOL HOLIDAY
Wednesday	Classroom Visits Data Entry
Thursday	Data Entry
Friday	Data Entry

Week of 09/02-09/06

MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH

Vocabulary in Action

Word ^{of} the Week

Mentor

Definition of mentor – make sure we mentor our cadets at Franklin.

1capitalized : a friend of Odysseus entrusted with the education of Odysseus' son Telemachus
2a : a trusted counselor or guide a *mentor* who, because he is detached and disinterested, can hold up a mirror to us

- The staff at Franklin Military Academy were great mentees to the new staff and cadets at Franklin Military Academy.

b : [tutor](#), [coach](#)

- The student sought a *mentor* in chemistry.

Please see the Community Building Circle Prompts for September below. Please share with Principals for them to share with their staff. Thank you!

[August Community Building Circles - Secondary](#)

MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH



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RPS RICHMOND
PUBLIC SCHOOLS
Chromebook Device Usage Agreement

Providing and issuing Chromebooks for instructional use by students is an important part of the Richmond Public Schools instructional program. The student will have daily access to the device to support and guide their learning. Certain guidelines are necessary to protect the Chromebook and the school network. These guidelines are also in place to ensure that this technology serves as an effective instructional tool.

- Students and their parents/guardians must agree to the following:
- The student and parent understand and have signed the Acceptable Computer System Use Policy.
 - The Chromebook is the property of Richmond Public Schools (RPS). All such issued Chromebooks shall be returned to RPS prior to the conclusion of each school year and prior to the student's withdrawal from the division, if earlier than the conclusion of the school year. Upon transferring to a school within the district, all devices shall be returned to the departing school.
 - The student agrees to follow all RPS regulations and policies governing the use of the Chromebook as well as all applicable state and federal laws, including copyright and intellectual property law pertaining to software and information.
 - The student is responsible at all times for the care and appropriate use of the issued Chromebook and must adhere to these terms each time the device is used, including when it is not on school grounds.
 - The student shall not remove or alter any RPS identification labels attached to or displayed on the Chromebook or charger. Students will not deface the device or adhere stickers to the device.
 - The student agrees to ensure the device is secure and safe. The student agrees to handle the device carefully and protect it from potential sources of damage.
 - The student must report theft, loss, damage, or malfunctioning of the Chromebook to school personnel immediately.
 - Upon request, the student agrees to immediately deliver the issued Chromebook to RPS staff for technical inspection or to verify inventory, or for any other purpose. Students will make available for inspection by any school administrator or teacher any messages, communication, or files sent or received on any RPS-issued device including, but not limited to the issued Chromebook.

The family and student will assume the risk of loss by theft, destruction, or damage. Devices reported as stolen outside of school require that parents notify police and provide a copy of an official police report to the school administration.

- Accidental Damage:
- First Incident: No fee for accidental damage to the Chromebook (School staff will issue a letter to parents)
 - Second or Subsequent Incidents: \$25.00 fee for accidental damage
- Intentional Damage or Lost/Stolen Chromebook:
- Full price of repair or replacement for an intentionally damaged device
 - Replacement cost is \$279.00
- Lost, Stolen, or Damaged AC Adapter or Chromebook Case:
- Fee of \$25.00 for AC Adapter replacement
 - Fee of \$25.00 for Chromebook Case replacement
- Device/Charger not returned by the collection date:
- \$279.00 for a Chromebook replacement
 - \$25.00 for a charger replacement
 - \$25.00 for a Chromebook Case replacement

I have read and agree to comply with these guidelines. I have read and agree to abide by all RPS policies and regulations of the use of equipment including the Acceptable Computer System Use Policy, as well as the Student Code of Responsible Ethics.

Student: I have read, understand, and agree to honor all terms of the agreement. I may be denied access to the internet and all other electronic media if I do not abide by these terms. I may be subject to disciplinary action and the confiscation of the RPS Chromebook device.

(print) Student Signature Date Student Name

Parent/Guardian: I have read and understand this agreement and give permission for the school to allow my child to use the RPS-issued Chromebook under the terms and conditions set forth above.

Parent/Guardian

Name (print) Parent/Guardian Signature Date	
Student ID Number	
School	
Chromebook Device Number	

Version Date: June 2024

Acuerdo sobre los Dispositivos Tecnológicos [Chromebooks]

El suministro y la entrega de *Chromebooks* para el uso educativo de los estudiantes es una parte importante del programa educativo de las Escuelas Públicas de Richmond. El estudiante tendrá acceso diario al dispositivo para apoyar y guiar su aprendizaje. Se requieren ciertas directrices para proteger el *Chromebook* y la red escolar. Estas directrices también se han establecido para garantizar que dicha tecnología sirva como herramienta didáctica eficaz.

Los estudiantes y sus padres/tutores legales deben aceptar lo siguiente:

- El estudiante y los padres comprenden y han firmado la Política de Uso Aceptable del Equipo de Computación.
- El *Chromebook* es propiedad de las Escuelas Públicas de Richmond (RPS). Todos los *Chromebooks* entregados deberán ser devueltos a RPS antes del final de cada año escolar o se deberán devolver los dispositivos si se retira al estudiante de la división escolar antes que concluya el año escolar. Si se transfiere a una escuela dentro del distrito, todos los dispositivos deberán ser devueltos a la escuela anterior.
- El estudiante se compromete a seguir todas las regulaciones y políticas de RPS que rigen el uso del *Chromebook*, así como todas las leyes estatales y federales aplicables, incluyendo los derechos de autor y la ley de propiedad intelectual.
- El estudiante es responsable en todo momento del cuidado y uso adecuado del *Chromebook* entregado y debe adherirse a estos términos cada vez que se utiliza el dispositivo, incluso cuando no está en las instalaciones escolares.
- El estudiante no podrá eliminar o alterar cualquier etiqueta de identificación de RPS adjunta o mostrada en el *Chromebook* o el cargador. Los estudiantes tampoco desfigurarán el dispositivo ni pegarán pegatinas en el dispositivo.
- El estudiante se compromete a garantizar la seguridad del dispositivo. El estudiante se compromete a usar el dispositivo con cuidado y a protegerlo de posibles daños.
- El estudiante debe informar de inmediato al personal de la escuela sobre el robo, pérdida, daño o mal funcionamiento del *Chromebook*.
- Cuando se solicite, el estudiante se compromete a entregar inmediatamente el *Chromebook* entregado al personal de RPS para la inspección técnica o para verificar el inventario, o por cualquier otro propósito. Los estudiantes pondrán a disposición cualquier mensaje, comunicación o archivo enviados o recibidos en cualquier dispositivo entregado por RPS a cualquier administrador de la escuela o maestro para su inspección, incluyendo, pero no limitado, al *Chromebook* entregado.

Los padres/tutores legales y el estudiante asumirán el riesgo de pérdida por robo, destrucción o daños. Los dispositivos denunciados como robados fuera de la escuela requieren que los padres/tutores legales notifiquen a la policía y proporcionen una copia del informe oficial de la policía a la administración de la escuela.

Daño accidental:

- Primer incidente: No se cobrará por daños accidentales al *Chromebook* (El personal de la escuela enviará una carta a los padres/tutores legales)
- Segundo incidente o incidentes posteriores: Multa de \$25.00 por cada daño accidental

Daño intencional, pérdida o robo del *Chromebook*:

- Precio total de reparación o reemplazo de un dispositivo dañado intencionalmente
- El precio de reemplazo es de \$279.00

Pérdida, robo o daño del adaptador de CA o la funda de *Chromebook*:

- Multa de \$25.00 por reemplazo de adaptador de CA
- Multa de \$25.00 por reemplazo de funda de *Chromebook*

Dispositivo/cargador no devuelto para la fecha de recogida:

- \$279.00 por reemplazo de *Chromebook*
- \$25.00 por reemplazo de cargador
- \$25.00 por reemplazo de funda de *Chromebook*



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Seniors Dates

August 29 - Senior Class Meeting (after lunch)
September 5 - Senior Pictures - 9am
September 12 - Car Wash Fundraiser - Back to School Night
September 27 - Senior Installation
September 28 - Senior Breakfast - 9:30am

From Lt. Corey Robinson

1). 10 SEP 24. ASVAB Testing. SY 2024-2025 ASVAB testing will be conducted on **10 September 2024**. The test will begin at **9:30am** and be conducted via ICAT (Meaning students will use their computers) in the cafeteria. Students will be reminded the day prior to ensure all Chrome Notebooks are completely charged to 100%. As a reminder to students, the ASVAB is considered a CTE prerequisite, and all Juniors and Seniors are encouraged to participate.

2). 21 SEP 24. Military Appreciation Day at Virginia State University. All high schools are invited to participate in Military Appreciation Day on the campus of Virginia State on 21 September 2024. Permission slips will be provided to all FMA high school students. Permission slips must be returned NLT 26 August 2024 to ensure proper accountability. Specific information regarding activities on campus as well as transportation arrival and departure to and from VA State is forthcoming. More to follow.

3). 12 OCT 24. FMA participation in Huguenot HS Annual Drill Meet.

4). 16 OCT 24. All Seniors are highly encouraged to participate in the upcoming **CAREER and SCHOLARSHIP FAIR**. Location will be at the First Baptist Church of Highland Park at 6801 Sheriff Road, Landover, MD 20785. Flyer and additional requirements are forthcoming.

5). 16 NOV 24 - VA State Raider Challenge Qualifier (BOBQ)

MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH

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

SPMT meetings. – 1st Wednesday of the Month

Faculty Meeting - 2nd Thursday of the Month

Instructional Meeting (PLC Meetings) – 3rd Thursday of the Month

Monday - August 19th

- Red Carpet - 8:30 am – 8:45 am – Students will go to the cafeteria until 9:05 am.
- All cell phone needs to be away after 9:00 am – No exception
- **Homeroom 9:05 am — Students will receive schedules and review daily school routine**
- **The bell will sound on a regular schedule. An announcement will be made to release students from the homeroom.**
- **Make sure attendance is taken. Do not make students present if they are not in your class. If student(s) arrive late, ensure they are marked tardy and have a note from the office. Make sure attendance is posted every period.**
- [To keep parents and students continuously updated on students' academic progress, all teachers are asked to post at least two graded assignments in ASPEN each week for at least 18 earned grades per student every nine-week marking period.] To provide opportunities for practice and feedback, all teachers are expected to assign homework regularly, provide timely feedback on homework, and award homework grades based in part on effort and completion.
- Make sure you are maintaining the seating charts in your classes
The administration will be doing walkthroughs
- Lesson plans should be in Google Docs on Thursday this week
- Make sure you are thinking of a goal for 2024-2025.
- Admin Meeting - 10:00 am.
- **Field Trips for SY 22-23**
- **Make sure students are not released from periods 1st – 4th the first fifteen minutes and the last fifteen minutes.**
- **Ensure you start your first day like you want to end your year.**
- **Staff should be standing at their doors to welcome students every period when the bell sounds.**
- **Make sure students receive a syllabus, and the parents sign it so they will know expectations in your classes**
- **Teachers/staff, please be consistent and fair.**

MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH

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- If you are not feeling well or have an emergency please make sure your time is placed in the system no less than 24 hours so we can secure a sub.
- Familiarize yourself with the emergency procedures
- Students are only allowed to bring clear book bags in the classroom. Teachers/Staff, please look at each clear book bag entering your classroom.
- Only one student is allowed to go to the restroom at a time.
- The required compliance training courses are in [Vector Solutions Safe Schools](#) to the right of the **Required Training** icon. All assigned required courses must be completed by **September 2024**.
- [August Community Building Circles - Secondary](#)
- Computer & Back Pack Issue - Due to the first of school, an announcement will be made for students to come to the cafeteria. Students must have a Chromebook form filled out by the parent or caregiver to receive a Chromebook. Backpacks/Chromebooks will be issued to all students on Monday & Tuesday

- October 3, 2024, to May 15, 2024 - 9:30 am to 2:00 pm. Field trips **MUST** be turned in ten days before the trip, or they will not be accepted

Make a positive call home to parents

Tuesday - August 20th REGULAR SCHEDULE

- **Homeroom 8:30 am – 9:10 am – Students will receive schedules and review daily school routine**
- **The bell will sound on a regular schedule. An announcement will be made to release students from the homeroom.**
- **Students will receive lockers on Thursday**
- The required compliance training courses are in [Vector Solutions Safe Schools](#) and are to the right of the **Required Training** icon. All assigned required courses must be completed by **September 29, 2024**.
- **Grab & Go Breakfast – Students who are eating breakfast need to finish by 9:00 am.**
- **All cell phone needs to be away after 9:00 am – No exception**

Make a positive call home to parents

Wednesday - August 21st FORMATION SCHEDULE

- **Homeroom 8:30 am– 9:10 am – Students will receive lockers**

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- **The bell will sound on a regular schedule. An announcement to release students from homeroom will be made.**
- **Students will receive lockers**
- **Grab & Go Breakfast** – Students eating breakfast need to finish by 9:00 am.
- **All cell phone needs to be away after 9:00 am – No exception**
- **Attendance Meeting – 10:00 am.**
- The required compliance training courses are located in [Vector Solutions Safe Schools](#) to the right of the **Required Training** icon. All assigned required courses must be completed by **September 29, 2024.**
- **Formation schedule – 3:30 pm – 4:00 pm.**

Make a positive call home to parents

Thursday – August 23rd

REGULAR SCHEDULE

- **Homeroom 8:30 – 9:10 am – Students will receive lockers**
- **The bell will sound on a regular schedule. An announcement to release students from homeroom will be made.**
- **Grab & Go Breakfast** – Students eating breakfast need to finish by 9:00 am.
- **All cell phone needs to be away after 9:00 am – No exception**
- **Lockers will be issued**
- **Faculty Meeting – 4:15 pm – Auditorium – Parents/Caregivers & Staff**
- The required compliance training courses are in [Vector Solutions Safe Schools](#) to the right of the **Required Training** icon. All assigned required courses must be completed by **September 29, 2024.**
- **Teaming Log and Calendars of Events Are Due** – In the area of academic concerns, please indicate the students that are failing and not completing assignments.

Friday – August 24th

- **Homeroom 8:30 – 9:10 am – Students will receive lockers**
- **The bell will sound on a regular schedule. An announcement to release students from homeroom will be made.**

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- **Kick up Meeting - Administration. – 10:00 a.m.**
- **No Show Blintz – 1:00 p.m.**
- **Grab & Go Breakfast – Students eating breakfast need to finish by 9:00 am.**
- **All cell phone needs to be away after 9:00 am – No exception**
- **SCORE Meeting With Students - Administration & Nurse**
- **Emergency Plans Are Due – Dr. Smith**

First Day of School Attendance Procedures and No Show

This communication outlines procedures for attendance on the first day of school and the "No Show" designation.

First Day of School Procedures

High school and middle school teachers must record attendance on ASPEN and paper for each period.

All school-based office staff responsible for maintaining our attendance database/records need to ensure that attendance information for the first day is updated on ASPEN by the end of the school day so that students will not be erroneously designated as inactive.

If students are absent but SISOPs/registrars know the student's whereabouts are outside of RPS and have the official documentation, then the appropriate withdrawal procedures should be used to make the student inactive and document the reason for withdrawal.

On the evening of the first day of school, ICTS will programmatically No Show all students who have been marked absent. This will make the students inactive and remove their schedule from ASPEN. Therefore, SISOPS/registrars should print schedules for high school and middle school students marked absent on the first day of school so they will not have to rebuild schedules from scratch.

No Show Students

Beginning the second day of school, Attendance Officers and School Social Workers will collaborate with school staff, CIS, and other stakeholders to resolve the whereabouts of all students identified as No Show. SISOPs will need to work continuously to ensure student information is updated accurately and in a timely manner.

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Military Instruction

MILITARY INSTRUCTOR LESSONS FOR WEEK 19 - 23 AUG 24

LET IV – Introductions, Leaders Expectations, Policy and Procedures, Goal Testing

LET III – Introductions, Leaders Expectations, Policy and Procedures, Goal Testing

LET II – Leadership Competencies, Physical Fitness, Boys & Girls Club

LET I – Introduction to RATS Company, Policy and Procedures

MIDDLE SCHOOL – MSG Gilliam, and Mr. Felton continue to work on Introductions and Policy and Procedures, CPT York will focus on All about Me and Introducing Life Skills

WEARING OF THE MILITARY UNIFORM

The term “**requirements**” and “**properly**” used herein, is defined as being in accordance with Department of the Army regulations, First ROTC Region and Franklin Military Academy policy.

In accordance with **Cadet Command Regulation 670-1**: Uniform Wear and Appearance

In accordance with **Cadet Command Regulation 145-2**: Standardization and execution of the Junior Reserve Officers Training Corps (JROTC)

Personal Appearance.

As part of the Army’s commitment to improve the wellbeing of personnel and making everyone feel included, changes to grooming and uniform appearance standards have been implemented in Cadet Command Regulation 670-1. JROTC is a uniformed organization which is judged, in part, by how a cadet wears a prescribed uniform and maintains their personal appearance. Therefore, neat and groomed cadets are fundamental to the Franklin Military Academy JROTC program and contribute to building discipline, pride, and spirit, all of which are essential to an effective program.

General. This uniform wear policy applies to all uniform wear days and the maximum uniform wear grade is 100 points each week. **The wearing of hoody’s while in uniform is prohibited at all times. Cadets will wear their issued black jackets with liner during cold weather months.**

1. HAIR. Proper hairstyles for JROTC cadets do not include extreme fades. The SAI and AI will make final decisions on questionable hairstyles. The Army has repealed its ban on “multiple hairstyles” so females can combine cornrows, braids, twists, and locs, however, hair cannot be no greater than ½ inch width. Female cadets’ hair is styled or pinned so that it does not touch the top of the collar or obscure the cadet’s eyes. Male cadets’ hair is worn neatly trimmed. It may not touch the ears or collar, or obscure a cadet’s eyes. Sideburns may not extend no lower than the bottom of the ear opening with the base ending in a clean-shaven horizontal line. Facial hair is limited to mustaches. No portion of the mustache that extends beyond the corners of the mouth may fall below a line parallel to the bottom of the lower lip.

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Goatees, beards, rat tails, bunny tails, or other prominent protrusions of hair below the normal hairline are not authorized.

2. PONYTAILS. Medium-length ponytails must extend more than 1-inch from the scalp and cannot exceed the lower edge of the collar in all uniforms. Medium-length ponytails are only authorized for wear on the back of the scalp and cannot exceed the head's width or interfere with the proper wear of the cadet's headgear. Ponytails are authorized while wearing the ACU, however, longer ponytails must be tucked inside the ACU top so cadets can still conduct their mission.

HAIR HIGHLIGHTS, ROOT GROWTH. Females can wear highlights if the colors blend together naturally and it presents a natural appearance versus "vast difference" and is NOT a prohibited color. Under current regulation, cadets are authorized to dye, tint, or bleach their hair. However, the color of their hair must be uniform and NOT detract from their professional appearance. Unnatural colors include but are not limited to, PURPLE, BLUE, PINK, GREEN, ORANGE, BRIGHT RED, FLUORESCENT or NEON colors.

3. JEWELRY. Female cadets may wear 1 earring in each ear with the Class A and Class B uniforms. No earrings are authorized with the Class C uniform (ACU). Earrings may not exceed ¼ inch in diameter. They may be of gold, silver, or white pearl; unadorned and spherical. No other facial jewelry is authorized, i.e., lip rings, nose rings, eyebrow piercings, etc. Male cadets may not wear earrings or facial jewelry of any kind, i.e., lip rings, nose rings, eyebrow piercings, etc. No jewelry may appear exposed on uniforms. Cadets may wear a wristwatch, a wrist identification bracelet, and not more than two rings.

4. FINGERNAILS/LIPSTICK. Although the Army approved the additional colors of lipstick, cadets must present a professional appearance at all times while in uniform. Extreme colors and nail shapes such as coffin, ballerina, and stiletto nails are prohibited while in uniform. **Unnatural colors include but are not limited to, PURPLE, BLUE, PINK, GREEN, ORANGE, BRIGHT RED, FLUORESCENT or NEON colors.** Fingernails will be kept short and clean. Male cadets may not wear fingernail polish.

5. GROOMING. As stated earlier, the maximum uniform grade is 100 points. Grooming requires the cadets to clean their hair, teeth, and bodies. It also includes taking care of their clothing – both civilian and uniform. Cadets are required to keep their uniforms clean and wrinkle free. Uniform shirts are worn tucked into trousers at all times. Cadets must wear a white crew-neck T-shirt with the Class A and Class B uniforms. Cadets must wear a tan crew-neck T-shirt with the Class C uniform (ACU). Cadets must wear dress black crew-length socks and are issued black shoes with the Class A and Class B uniforms. Cadets must wear issued boots with the Class C uniform. Cadets must wear all issued rank, awards, and decorations on the Class A and Class B uniforms. The Army Instructors (AI), will issue all required uniform items to the cadets EXCEPT for black dress shoes, socks, and white t-shirts to middle school cadets. High school cadets are issued complete uniforms to include black socks and white t-shirts. Cadets, parents, and or guardians are encouraged to coordinate with the Senior Army Instructor (SAI) prior to a uniform malfunction so that leadership can assist cadets ahead of time.

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6. TURN-IN. At the end of the 2024-2024 school year, all seniors will be instructed to turn in All uniforms to the Army Instructors, date TBD. All uniforms must be sent to the cleaners and turned in to JROTC in the packaging from the cleaners. Failure to do so will result in a \$20 service fee.

Student's Signature

Parent's/Guardian Signature

MILITARY INSTRUCTOR LESSONS FOR WEEK 1 (21 - 25 AUG 2024):

LET IV – Discuss Unifor Policy, Course Syllabus, Google Classroom (Posting Assignments), Cadet Portfolio, Class Rules, Grading Scale

LET III – Discuss Uniform Policy, Course Syllabus, Google Classroom(Posting Assignments), Cadet Portfolio, Class Rules, Grading Scale

LET II - Introductions, Issue Uniforms, SCORE Meeting

LET I - Introduction to JROTC, Uniform Fitting

MIDDLE SCHOOL - CPT (H) York and SFC Gilliam will be teaching Introduction to Franklin Military Academy

UPCOMING COLOR GUARD EVENTS:

TBD

Language Arts

Developing Skilled Readers and Building Reading Stamina

6.DSR The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.

- A. Read a variety of grade-level complex text with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding when necessary (**Reading Fluency, K-12**).

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- B. Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grade 6-8 band (See the Quantitative and Qualitative Analysis chart for determining complexity in the Appendix.) (**Text Complexity, 2-12**).
- C. When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (**Textual Evidence, K-12**).
- D. Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity level so students can read the texts independently, with peers, or with modest support.). Use this background knowledge as context for new learning (**Deep Reading on Topics to Build Knowledge and Vocabulary, K-12**).
- E. Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (**Reading Strategies 3-12**).

6.C.1 Communication, Listening, and Collaboration

- A. Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade six topics and texts. This includes:
 - i. Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.
 - ii. Working respectfully by building on others' ideas and showing value for others' ideas and contributions.
 - iii. Asking relevant questions to clarify others' perspectives.
 - iv. Communicating agreement or tactful disagreement with others' ideas, using carefully constructed responses.
 - v. Paraphrasing and summarizing key ideas being discussed by using ample evidence, examples, or details to support opinions and conclusions.
 - vi. Evaluating the effectiveness of participant interactions and one's own contributions to the collaborative work.

6.C.2 Speaking and Presentation of Ideas

- A. Report orally on a topic or present an opinion. This includes:
 - i. Clearly communicating information in an organized or succinct manner.
 - ii. Providing evidence to support the main idea.
 - iii. Using language, vocabulary, and style appropriate to the audience, topic, and purpose.
 - iv. Using verbal communication skills, such as volume, tone, and enunciation to enhance the overall message.
 - v. Using nonverbal skills, such as proper posture and stance, gestures, and eye movement to enhance the overall message.
 - vi. Encouraging audience participation through planned interactions (e.g., questioning, discussion, gathering responses, and movement).
 - vii. Referencing source material as appropriate during the presentation.

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7th Grade Language Arts - SOL Test

Developing Skilled Readers and Building Reading Stamina

7.DSR The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.

- A. Read a variety of grade-level complex text with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary (**Reading Fluency, K-12**).
- B. Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the mid-range of the grades 6-8 band. (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (**Text Complexity, 2-12**).
- C. When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (**Textual Evidence, K-12**).
- D. Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.). Use this background knowledge as context for new learning (**Deep Reading on Topics to Build Knowledge and Vocabulary, K-12**).
- E. Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (**Reading Strategies, 3-12**).

***Note: These standards will be applied when students are reading, writing, collaborating, and researching as described in the remaining standards.**

Communication and Multimodal Literacies

7.C The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.

7.C.1 Communication, Listening, and Collaboration

- A. Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade seven topics and texts. This includes:
 - i. Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.
 - ii. Working effectively and respectfully by building on others' ideas, actively contributing relevant and well-supported ideas and opinions, and sharing responsibility for the collaborative work.

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- iii. Asking and responding to probing questions and providing appropriate feedback within structured discussions.
- iv. Communicating agreement or tactful disagreement with others' ideas using carefully constructed statements.
- v. Paraphrasing, summarizing, and writing reflectively in response to the ideas being discussed.
- vi. Evaluating the effectiveness of participant interactions and one's own contributions to small group activities.

7.C.2 Speaking and Presentation of Ideas

- A. Report orally on a topic or text or present an opinion. This includes:
 - i. Clearly communicating information in an organized and succinct manner.
 - ii. Providing evidence to support the main ideas, including pertinent descriptions, facts, details, and examples.
 - iii. Adjusting verbal and nonverbal communication skills appropriate to audience, topic, and purpose to enhance the overall message.
 - iv. Responding to audience questions and comments with relevant evidence, observations, and ideas.
 - v. Referencing source material as appropriate during the presentation.
- B. Memorize and recite a poem demonstrating inflection and meaningful expression that is appropriate to the tone and voice of the selection.

8th Grade Language Arts - SOL Test

Developing Skilled Readers and Building Reading Stamina

8.DSR The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.

- A. Read a variety of grade-level complex text with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary (**Reading Fluency, K-12**).
- B. Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 6-8 band (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (**Text Complexity, 2-12**).
- C. When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (**Textual Evidence, K-12**).
- D. Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.) Use this

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background knowledge as context for new learning (**Deep Reading on Topics to Build Knowledge and Vocabulary, K-12**).

- E. Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (**Reading Strategies, 3-12**).

***Note: These standards will be applied when students are reading, writing, collaborating, and researching as described in the remaining standards.**

Communication and Multimodal Literacies

8.C The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.

8.C.1 Communication, Listening, and Collaboration

- A. Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eight topics and texts. This includes:
- Listening actively, offering and seeking ideas, and setting guidelines for presentations and discussions.
 - Working effectively and respectfully by actively contributing relevant and well-supported ideas and opinions and sharing responsibility for the collaborative work.
 - Asking clarifying questions and responding appropriately to others' questions to encourage discussion, foster understanding, and maintain focus on the topic.
 - Communicating agreement or tactful disagreement with others' ideas, using carefully constructed responses.
 - Thoughtfully paraphrasing and summarizing ideas made during discussions.
 - Acknowledging new insights expressed by others, and, when justified, modifying their own views.
 - Valuing contributions made by each group member while exhibiting a willingness to make necessary concessions to accomplish a common goal.
 - Using self-reflection to evaluate one's own role in preparation and participation in small-group activities.

8.C.2 Speaking and Presentation of Ideas

- A. Deliver collaborative and individual formal and informal interactive presentations This includes:
- Clearly communicating information in an organized and succinct manner.
 - Incorporating pertinent descriptions, facts, details, and examples to support the main ideas.
 - Using language and vocabulary appropriate to the audience, topic, and purpose, including speaking clearly at an understandable pace with appropriate tone and volume.
 - Responding to audience questions and comments with relevant evidence, observations, and ideas.
 - Referencing source material as appropriate during the presentation.

9th Grade Language Arts

MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH

Developing Skilled Readers and Building Reading Stamina

9.DSR The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.

- A. Read a variety of grade-level complex text with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary (**Reading Fluency, K-12**).
- B. Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grades 9-10 band. (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (**Text Complexity, 2-12**).
- C. When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (**Textual Evidence, K-12**).
- D. Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.). Use this background knowledge as context for new learning (**Deep Reading on Topics to Build Knowledge and Vocabulary, K-12**).
- E. Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (**Reading Strategies, 3-12**).

***Note: These standards will be applied when students are reading, writing, collaborating, and researching as described in the remaining standards.**

9.C.1 Communication, Listening, and Collaboration

- A. Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade nine topics and texts. This includes:
 - i. Applying a variety of strategies to listen actively and speak purposefully and respectfully.
 - ii. Setting guidelines for group presentations and discussions.
 - iii. Incorporating all group members in the development of new understandings, making decisions, and solving problems.
 - iv. Setting clear goals and deadlines and defining individual roles as needed.
 - v. Responding thoughtfully and tactfully with evidence to diverse perspectives, including challenging, clarifying, or verifying ideas and conclusions.
 - vi. Summarizing points of agreement and disagreement.
 - vii. Using reflection to evaluate one's own role and the process in paired or small-group activities.

9.C.2 Speaking and Presentation of Ideas

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- A. Report orally on a topic or text or present an opinion. This includes:
 - i. Choosing vocabulary, language and tone appropriate to the topic, audience, and purpose.
 - ii. Using listening and speaking strategies effectively with awareness of verbal and nonverbal cues (e.g., using body language to indicate attentiveness, and giving appropriate feedback).
 - iii. Analyzing the effectiveness of one's presentation, including introduction, central idea, organization, and conclusion.
- B. Memorize and accurately recite a short selection from a longer text demonstrating inflection and meaningful expression that is appropriate to the tone and voice of the selection.

10th Grade Language Arts

Developing Skilled Readers and Building Reading Stamina

10.DSR The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.

- A. Read a variety of grade-level complex text with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary (**Reading Fluency, K-12**).
- B. Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 9-10 band (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (**Text Complexity, 2-12**).
- C. When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (**Textual Evidence, K-12**).
- D. Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.). Use this background knowledge as context for new learning (**Deep Reading on Topics to Build Knowledge and Vocabulary, K-12**).
- E. Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (**Reading Strategies, 3-12**).

***Note: These standards will be applied when students are reading, writing, collaborating, and researching as described in the remaining standards.**

10.C.1 Communication, Listening, and Collaboration

- A. Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade ten topics and texts. This includes:
 - i. Applying a variety of strategies to listen actively and speak purposefully and respectfully.

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- ii. Setting guidelines for group presentations and discussions.
- iii. Incorporating all group members in the development of new understandings, making decisions, and solving problems.
- iv. Setting clear goals and deadlines and defining individual roles as needed.
- v. Responding thoughtfully, respectfully, and tactfully with evidence to diverse perspectives.
- vi. Summarizing points of agreement and disagreement.
- vii. Assessing, evaluating critically, and using information accurately for a common purpose or goal.
- viii. Using reflection to evaluate one's own role in the process in pairs or small-group activities.

10.C.2 Speaking and Presentation of Ideas

- A. Report orally on a topic or text or present an opinion. This includes:
 - i. Choosing vocabulary, language, and tone appropriate to the topic, audience, and purpose.
 - ii. Using active listening and speaking strategies effectively with awareness of verbal and nonverbal cues (e.g., appropriate facial expressions and posture).
 - iii. Evaluating the effectiveness of presentations, including the introduction, central ideas, organization, and conclusion.
- B. Memorize and accurately recite a speech with intonation, meaningful expression, and emotion that conveys the intended mood (e.g., inspiration, motivation, conviction).

11th Grade Language Arts – SOL Test

11.W.1 Modes and Purposes for Writing

- A. Write extended pieces that:
 - i. Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.
 - ii. Adopt an organizational structure that clarifies relationships among ideas and concepts.
 - iii. Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.
 - iv. Provide a concluding section that follows from the information or explanation presented.
 - B. Write analyses that:
 - i. Develop a thesis that demonstrates knowledgeable judgments.
 - ii. Interpret and investigate evidence from various sources and texts to draw reasonable conclusions that support the writer's position or assertion.
 - iii. Examine and evaluate processes and/or problems to propose solutions.
 - iv. Organize claims, counterclaims, and evidence in a sustained and logical sequence that explains how the credible evidence supports well-defined points of view.
 - C. Write to describe personal qualifications for potential occupational or educational opportunities, producing clear and coherent writing in which the development, organization, and style match the intended audience and purpose of the workplace and/or post-secondary education and language in informal and formal contexts.
 - D. Choose appropriate modes and blend multiple forms of writing by routinely engaging in the production of shorter and longer pieces that adapt writing content, technique, and voice for a
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range of audiences, purposes, and tasks (e.g. summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

11.W.2 Organization and Composition

- A. Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:
 - i. Composing a thesis statement that clearly communicates the writer's position or assertion.
 - ii. Organizing claims, counterclaims, and evidence in a sustained and logical sequence to exhibit unity.
 - iii. Effectively contextualizing evidence from sources with proper introduction and thorough explanation.
 - iv. Applying varied transitions and sentence structures to connect ideas within and across paragraphs.
 - v. Elaborating ideas clearly through purposeful and precise word choice.

11.W.3 Usage and Mechanics

- A. Revise writing for clarity of content, accuracy, and depth of information.
- B. Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.
- C. Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).
- D. Write and revise to a standard acceptable both in the workplace and in post-secondary education.

Language Usage

11.LU The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.

11.LU.1 Grammar

- A. Use verbal phrases to achieve sentence conciseness and variety in speaking and writing.
- B. Use complex sentence structure to infuse sentence variety in writing.
- C. Differentiate and apply active and passive voice to convey a desired effect in speaking and writing.

11.LU.2 Mechanics

- A. Use commas, semi-colons, and colons correctly in complex sentences in writing.
- B. Write and edit work so that it conforms to the guidelines in style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
- C. Spell correctly, consulting reference materials to check as needed.

Communication and Multimodal Literacies

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11.C The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.

11.C.1 Communication, Listening, and Collaboration

- A. Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eleven topics and texts. This includes:
 - i. Applying a variety of strategies to listen actively and speak purposefully and respectfully.
 - ii. Demonstrating the ability to work effectively by coming to a consensus, exercising flexibility, making necessary compromises, and presenting alternate views.
 - iii. Responding thoughtfully and tactfully with evidence to diverse perspectives.
 - iv. Summarizing points of agreement and disagreement.
 - v. Assessing, evaluating critically, and using information accurately to fulfill a task.
 - vi. Using reflection to evaluate one's own role in the group process in small-group activities.

11.C.2 Speaking and Presentation of Ideas

- A. Report orally on a topic or text or present an opinion. This includes:
 - i. Selecting the modes and purposes for presentations and synthesizing multiple streams of information.
 - ii. Choosing diction and tone appropriate to the topic, audience, and purpose.
 - iii. Using a variety of active listening and speaking strategies, with awareness of intent and impact of verbal and nonverbal cues.
 - iv. Utilizing rhetorical techniques (e.g., ethos, pathos, and logos), repetition, and figurative language to deliver a message.
 - v. Anticipating and addressing alternative or opposing perspectives and counterclaims using counter arguments and rebuttals, as appropriate.
 - vi. Evaluating the content and effectiveness of presentations; that includes the introduction, organization, strengths/weaknesses in evidence and reasoning, and conclusion.

12th Grade Language Arts Writing
Developing Skilled and Building Reading Stamina

12.DSR. The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.

- A. Read a variety of grade-level complex text with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary (**Reading Fluency, K-12**).

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- B. Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 11-12 band to generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.). **(Text Complexity, 2-12).**
- C. When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located **(Textual Evidence, K-12).**
- D. Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.). Use this background knowledge as context for new learning. **(Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).**
- E. Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others **(Reading Strategies, 3-12).**

***Note: These standards will be applied when students are reading, writing, collaborating,**

Communication and Multimodal Literacies

12.C The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.

12.C.1 Communication, Listening, and Collaboration

- A. Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade twelve topics and texts. This includes:
 - i. Applying a variety of strategies to listen actively and speak purposefully and respectfully.
 - ii. Responding thoughtfully and tactfully with evidence to diverse perspectives.
 - iii. Summarizing points of agreement and disagreement.
 - iv. Selecting and applying multimodal tools to design and develop presentation content appropriate for topic and purpose.
 - v. Evaluating the content of presentations, including introduction, organization, strengths/weaknesses and evidence and reasoning, and conclusion.
 - vi. Using reflection to evaluate one's own role in the group process in small group activities.

12.C.2 Speaking and Presentation of Ideas

- A. Report orally on a topic or text or present an opinion. This includes:
 - i. Selecting the modes and purposes for presentations and synthesizing multiple streams of information.
 - ii. Choosing appropriate vocabulary, language, and tone for a selected topic, purpose, context, and audience when speaking and presenting.

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- iii. Incorporating various rhetorical devices to enhance purpose and strengthening clarity of ideas.
 - iv. Anticipating and addressing alternative or opposing perspectives and counterclaims and rebuttals, as appropriate.
 - v. Monitoring audience engagement effectively and adjusting delivery accordingly during presentations.
 - vi. Evaluating the content and effectiveness of one's presentations, including the introduction, organization, strengths/weaknesses and evidence and reasoning, and conclusion.
- B. Memorize and recite an excerpt or monologue from a dramatic work portraying the emotions and motivations of the character through voice and body language that conveys the intended tone and mood of the selection.

Title I

Reading

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

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

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

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

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

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

Writing

- l) Revise writing for clarity of content including specific vocabulary and information.

Reading

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

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

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

- a) Identify the characteristics that distinguish literary forms.
- b) Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.
- c) Interpret how themes are connected across texts.
- d) Compare and contrast the use of rhyme, rhythm, sound, imagery, and other literary devices to convey a message and elicit the reader's emotion.
- e) Analyze the cultural or social function of a literary text.
- f) Explain the relationship between the author's style and literary effect.
- g) Explain the influence of historical context on the form, style, and point of view of a written work.
- h) Compare and contrast authors' use of literary elements within a variety of genres.

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- 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.

AP Literature

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

AP Language

3.A Identify and explain claims and evidence within

an argument.

CLE 4.A Develop a paragraph that includes a claim and evidence supporting the claim.

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Math

6th Grade Mathematics

Introduction Week - Relationship Building and Classroom Expectations

Algebra I

Introduction Week - Relationship Building and Classroom Expectations

Geometry

Introduction Week - Relationship Building and Classroom Expectations

Algebra II

Introduction Week - Relationship Building and Classroom Expectations

Probability & Statistics

Introduction Week - Relationship Building and Classroom Expectations

Math Analysis / Pre-Calculus

Introduction Week - Relationship Building and Classroom Expectations

AP Calculus Introduction Week

Relationship Building and Classroom Expectations

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Science

6th Grade Science

- LS.1 The student will demonstrate an understanding of scientific and engineering practices by
- a) asking questions and defining problems
 - ask questions and develop hypotheses to determine relationships between independent and dependent variables
 - offer simple solutions to design problems
 - b) planning and carrying out investigations
 - independently and collaboratively plan and conduct observational and experimental investigations; identify variables, constants, and controls where appropriate and include the safe use of chemicals and equipment
 - evaluate the accuracy of various methods for collecting data
 - take metric measurements using appropriate tools and technologies including the use of microscopes
 - c) interpreting, analyzing, and evaluating data
 - identify, interpret, and evaluate patterns in data
 - construct, analyze, and interpret graphical displays of data
 - compare and contrast data collected by different groups and discuss similarities and differences in their findings
 - consider limitations of data analysis and/or seek to improve precision and accuracy of data
 - use data to evaluate and refine design solutions
 - d) constructing and critiquing conclusions and explanations
 - construct explanations that include qualitative or quantitative relationships between variables
 - construct scientific explanations based on valid and reliable evidence obtained from sources (including the students' own investigations)
 - differentiate between a scientific hypothesis and theory
 - e) developing and using models
 - construct and use models and simulations to illustrate, predict, and/or explain observable and unobservable phenomena, life processes, or mechanisms
 - evaluate limitations of models

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- f) obtaining, evaluating, and communicating information
 - read scientific texts, including those adapted for classroom use, to obtain scientific and/or technical information
 - gather, read, and synthesize information from multiple appropriate sources and assess the credibility, accuracy, and possible bias of each publication
 - construct, use, and/or present an argument supported by empirical evidence and scientific reasoning

7th Grade Science - Life Science

Physical Science

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

- a) asking questions and defining problems
 - ask questions that require empirical evidence to answer
 - develop hypotheses indicating relationships between independent and dependent variables
 - offer simple solutions to design problems
- b) planning and carrying out investigations
 - independently and collaboratively plan and conduct observational and experimental investigations; identify variables, constants, and controls where appropriate and include the safe use of chemicals and equipment
 - evaluate the accuracy of various methods for collecting data
 - take metric measurements using appropriate tools and technologies
 - apply scientific ideas or principles to design, construct, and/or test a design of an object, tool, process or system
- c) interpreting, analyzing, and evaluating data
 - construct and interpret data tables showing independent and dependent variables, repeated trials, and means
 - construct, analyze, and interpret graphical displays of data and consider limitations of data analysis
 - apply mathematical concepts and processes to scientific questions
 - use data to evaluate and refine design solutions to best meet criteria
- d) constructing and critiquing conclusions and explanations
 - construct scientific explanations based on valid and reliable evidence obtained from sources (including the students' own investigations)
 - construct arguments supported by empirical evidence and scientific reasoning
 - generate and compare multiple solutions to problems based on how well they meet the criteria and constraints
 - differentiate between a scientific hypothesis, theory, and law
- e) developing and using models

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- construct, develop, and use models and simulations to illustrate and/or explain observable and unobservable phenomena
- evaluate limitations of models
- f) obtaining, evaluating, and communicating information
 - read scientific texts, including those adapted for classroom use, to determine the central idea and/or obtain scientific and/or technical information
 - gather, read, and synthesize information from multiple appropriate sources and assess the credibility, accuracy, and possible bias of each publication
 - construct, use, and/or present an oral and written argument supported by empirical evidence and scientific reasoning

Earth Science

- ES.1 The student will demonstrate an understanding of scientific and engineering practices by
- a) asking questions and defining problems
 - ask questions that arise from careful observation of phenomena, examination of a model or theory, or unexpected results, and/or to seek additional information
 - determine which questions can be investigated within the scope of the school laboratory or field experience
 - generate hypotheses based on research and scientific principles
 - make hypotheses that specify what happens to a dependent variable when an independent variable is manipulated
 - define design problems that involve the development of a process or system with multiple components and criteria
 - b) planning and carrying out investigations
 - individually and collaboratively plan and conduct observational and experimental investigations
 - plan and conduct investigations to test design solutions in a safe and ethical manner including considerations of environmental, social and personal effects
 - select and use appropriate tools and technology to collect, record, analyze, and evaluate data
 - c) interpreting, analyzing, and evaluating data
 - construct and interpret data tables showing independent and dependent variables, repeated trials, and means
 - construct, analyze, and interpret graphical displays of data and consider limitations of data analysis
 - apply mathematical concepts and processes to scientific questions
 - use data in building and revising models, supporting explanations of phenomena, or testing solutions to problems
 - analyze data using tools, technologies, and/or models in order to make valid and reliable scientific claims or determine an optimal design solution
 - d) constructing and critiquing conclusions and explanations
 - make quantitative and/or qualitative claims based on data

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- construct and revise explanations based on valid and reliable evidence obtained from a variety of sources, including students' own investigations, models, theories, simulations, and peer review
- apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena or design solutions
- construct arguments or counterarguments based on data and evidence
- differentiate between a scientific hypothesis, theory, and law
- e) developing and using models
 - evaluate the merits and limitations of models
 - develop, revise, and/or use models based on evidence to illustrate or predict relationships
 - construct and interpret scales, diagrams, classification charts, graphs, tables, imagery, models, including geologic cross sections and topographic profiles
 - read and interpret topographic and basic geologic maps and globes, including location by latitude and longitude
- f) obtaining, evaluating, and communicating information
 - compare, integrate, and evaluate sources of information presented in different media or formats to address a scientific question or solve a problem
 - gather, read, and evaluate scientific and/or technical information from multiple sources, assessing the evidence and credibility of each source
 - communicate scientific and/or technical information about phenomena and/or a design process in multiple formats

Biology

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

- a) asking questions and defining problems
 - ask questions that arise from careful observation of phenomena and/or organisms, from examining models and theories, and/or to seek additional information
 - determine which questions can be investigated within the scope of the school laboratory or field to determine relationships between independent and dependent variables
 - generate hypotheses based on research and scientific principles
 - make hypotheses that specify what happens to a dependent variable when an independent variable is manipulated
- b) planning and carrying out investigations
 - individually and collaboratively plan and conduct observational and experimental investigations
 - plan and conduct investigations or test design solutions in a safe and ethical manner including considerations of environmental, social, and personal effects
 - determine appropriate sample size and techniques
 - select and use appropriate tools and technology to collect, record, analyze, and evaluate data
- c) interpreting, analyzing, and evaluating data

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- construct and interpret data tables showing independent and dependent variables, repeated trials, and means
- construct, analyze, and interpret graphical displays of data
- use data in building and revising models, supporting an explanation for phenomena, or testing solutions to problems
- analyze data using tools, technologies, and/or models to make valid and reliable scientific claims or determine an optimal design solution
- d) constructing and critiquing conclusions and explanations
 - make quantitative and/or qualitative claims regarding the relationship between dependent and independent variables
 - construct and revise explanations based on valid and reliable evidence obtained from a variety of sources including students' own investigations, models, theories, simulations, and peer review
 - apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena and design solutions
 - compare and evaluate competing arguments or design solutions in light of currently accepted explanations and new scientific evidence
 - construct arguments or counterarguments based on data and evidence
 - differentiate between a scientific hypothesis and theory
- e) developing and using models
 - evaluate the merits and limitations of models
 - develop, revise, and/or use models based on evidence to illustrate or predict relationships
 - develop and/or use models to generate data to support explanations, predict phenomena, analyze systems, and/or solve problems
- f) obtaining, evaluating, and communicating information
 - compare, integrate, and evaluate sources of information presented in different media or formats to address a scientific question or solve a problem
 - gather, read, and evaluate scientific and/or technical information from multiple authoritative sources, assessing the evidence and credibility of each source
 - communicate scientific and/or technical information about phenomena in multiple formats

Anatomy Physiology

AP.2 The student will investigate and understand that there is an organization of the human body.

[Content Guidelines](#)

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6th United States History to 1865

Syllabus and Procedures

Geography

- USI.1 The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to
- identify and interpret primary and secondary source documents to increase understanding of events and life in United States history to 1865;
 - make connections between the past and the present;
 - sequence events in United States history from pre-Columbian times to 1865;
 - interpret ideas and events from different historical perspectives;
 - evaluate and discuss issues orally and in writing;
 - analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events;
 - distinguish between parallels of latitude and meridians of longitude;
 - interpret patriotic slogans and excerpts from notable speeches and documents;
 - identify the costs and benefits of specific choices made, including the consequences, both intended and unintended, of the decisions and how people and nations responded to positive and negative incentives.
- USI.2 The student will use maps, globes, photographs, pictures, or tables to
- locate the seven continents and five oceans;
 - locate and describe the location of the geographic regions of North America: Coastal Plain, Appalachian Mountains, Canadian Shield, Interior Lowlands, Great Plains, Rocky Mountains, Basin and Range, and Coastal Range;
 - locate and identify the water features important to the early history of the United States: Great Lakes, Mississippi River, Missouri River, Ohio River, Columbia River, Colorado River, Rio Grande, St. Lawrence River, Atlantic Ocean, Pacific Ocean, and Gulf of Mexico;
 - recognize key geographic features on maps, diagrams, and/or photographs.

7th United States History to Present

- USII.1 The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to
- analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history from 1865 to the present;
 - make connections between the past and the present;

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- c) sequence events in United States history from 1865 to the present;
- d) interpret ideas and events from different historical perspectives;
- e) evaluate and debate issues orally and in writing;
- f) analyze and interpret maps that include major physical features;
- g) use parallels of latitude and meridians of longitude to describe hemispheric location;
- h) interpret patriotic slogans and excerpts from notable speeches and documents;
- i) identify the costs and benefits of specific choices made, including the consequences, both intended and unintended, of the decisions and how people and nations responded to positive and negative incentives.

Geography

- USII.2 The student will use maps, globes, photographs, pictures, or tables for
- a) explaining how physical features and climate influenced the movement of people westward;
 - b) explaining relationships among natural resources, transportation, and industrial development after 1865;
 - c) locating the 50 states and the cities most significant to the historical development of the United States.

Grade Science Civics and Economics

- CE.2 The student will demonstrate knowledge of the foundations of American constitutional government by
- a) explaining the fundamental principles of consent of the governed, limited government, rule of law, democracy, and representative government;
 - b) explaining the significance of the charters of the Virginia Company of London, the Virginia Declaration of Rights, the Declaration of Independence, the Articles of Confederation, the Virginia Statute for Religious Freedom, and the Constitution of the United States, including the Bill of Rights;
 - c) identifying the purposes for the Constitution of the United States as stated in its Preamble;
 - d) identifying the procedures for amending the Constitution of Virginia and the Constitution of the United States.

9th Grade Geography

- WHII.2 The student will demonstrate an understanding of the political, cultural, geographic, and economic conditions in the world about 1500 A.D. (C.E.) by
- a) locating major states and empires;
 - b) describing artistic, literary, and intellectual ideas of the Renaissance;

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- c) describing the distribution of major religions;
- d) analyzing major trade patterns;
- e) citing major technological and scientific exchanges in the Eastern Hemisphere.

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

Early America: Early Claims, Early Conflicts

VUS.2 The student will describe how early European exploration and colonization resulted in cultural interactions among Europeans, Africans, and American Indians.

12th Virginia and United States Government

Not Taught This Semester

AP Government

Unit 1 Foundations of American Government 1.3second semester

Real Richmond

Syllabus and Procedures, Period 1

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Humanities Teaming Log

Date: Aug 19, 2024

Standards of Learning for Electives

FACS (8/30)

FACS Exploratory I

- 1 - Demonstrate creativity and innovation.
- 2 - Demonstrate critical thinking and problem-solving.
- 38 - Demonstrate positive communication techniques to express individual feelings, needs, and ideas.
- 39 - Demonstrate ways of getting along with others.
- 40 - Demonstrate positive ways to resolve disagreements.

FACS Exploratory II

- 1 - Demonstrate creativity and innovation.
- 2 - Demonstrate critical thinking and problem-solving.
- 34 - Demonstrate examples of caring, respectful, and responsible behaviors.
- 35 - Demonstrate characteristics of positive relationships.
- 36 - Create strategies for handling peer pressure.
- 37 - Use communication skills that express feelings, needs, and ideas.
- 38 - Explain the consequences of positive and negative behaviors in communication.
- 39 - Set goals for individuals and families.
- 40 - Demonstrate social etiquette.

Independent Living

- 1 - Demonstrate creativity and innovation.
- 2 - Demonstrate critical thinking and problem-solving.
- 39 - Identify the meaning of work and the meaning of family.
- 40 - Identify strategies for balancing work and family roles.
- 41 - Describe the interplay between work life and family life.
- 42 - Explain how social, economic, and technological changes and trends affect work and family dynamics.

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

44 - Evaluate how one's values influence his/her decision-making.

Physical Education (High) (8/23)

10th grade Driver's Education Module 1 Licensing Responsibilities

- DE.1 The student will demonstrate an understanding of Virginia traffic laws, licensing procedures, and other responsibilities associated with the driving privilege.
 - a) graduated driver licensing requirements and types of licenses;
 - b) traffic safety information in the Virginia Driver's Manual
 - c) the motor vehicle section of the Code of Virginia
 - d) the organ- and tissue-donation designation process
 - e) interaction with law enforcement
 - f) responsibilities at a crash scene.

9th Grade Health Chapter 1 Basis of Health

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

- d) Describe the prevalence, causes, and long-term consequences of unhealthy eating, sleep deprivation, extended screen time, and sedentary lifestyle.

9.2 The student will explain the impact of health risks and identify strategies and resources to limit risk.

- d) Explain the physical, mental, and academic benefits of proper nutrition, sleep and rest, physical activity, maintaining a healthy body weight, and other personal wellness behaviors

Art (8/30)

Art 7

7.1 The student will apply creative thinking to communicate ideas, experiences, and narratives in works of art.

7.2 The student will apply the steps of a creative process. a) Use, and record in a digital or traditional sketchbook/journal, steps of the creative process, including

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research to create works of art. b) Use ideas, concepts, and prior knowledge to solve artmaking challenges and create works of art.

Art 1

AI.1 The student will apply creative thinking to original artistic works. a) Communicate personal ideas in works of art by selecting media and incorporating appropriate elements of art and principles of design. b) Employ a variety of subject matter, including symbols and metaphors, to represent ideas about personal, cultural, or social concepts.

Art 2

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.

Art 3

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.

CTE (8/30)

Computer Solutions

- Introduction to basic computer concepts and terminology.
- Understanding the components of a computer system (hardware, software, peripherals).
- Familiarity with operating systems and their functions.
- Basic navigation and file management skills.

AP CSP

- Introduction to computer science principles and course expectations.

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- Understanding the impact of computing on society, economy, and culture.
- Exploration of computing innovations and their global effects.
- Introduction to computational thinking practices (problem-solving, abstraction, and algorithms).

Programming

- Introduction to programming concepts (variables, input/output, syntax).
- Understanding programming languages (basic types, history, and applications).

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