Franklin Military Academy
2024-2025
Weekly Agenda
The Home of the Mighty Knights
Going From Good To Great

KNIGHTS

FRANKLIN MILITARY ACADEMY

FOUNDED
1980

"A Knight Forever"

(H) Col. David A. Hudson, Principal
August 26, 2024

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

RPS RICHMOND
PUBLIC SCHOOLS

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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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

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

Hear About This Year's PTSA Fundraisers.

BACK TO SCHOOL

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THE SALVATION ARMY

BOYS & GIRLS CLUB

AFTER-SCHOOL PROGRAMS

FOR CHILDREN AND TEENS OF ALL INTERESTS (AGES 6-18)

ENGAGE   **INSPIRE**   **EMPOWER**

CORE PROGRAM AREAS

- Arts & Sports
- Career & Education
- Character & Leadership
- Health & Life Skills
- Fitness & Recreation
- Spiritual Development

DESIGNED FOR YOUTH TO EXCEL

- STEM lab
- Swim lessons
- Recording studio
- Team sports
- Rec leagues
- Daily meal

- Field Trips
- Teen Center
- College prep
- Money Matters
- Homework help
- Life Empowerment

REGISTER NOW

SCAN ME!

COST: $75 monthly + one-time $15 registration fee

@SalArmyRVABGC

WWW.SALVATIONARMYCENTRALVA.ORG
3701 R STREET | 804.222.3122

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School Vaccination Clinics

Vaccine clinics for Middle and High School Students

August 28 - October 2

Available immunizations: Tdap, MenACWY

Details & Locations

- **Lucille Brown MS**
  - August 28, 10 a.m. - 2:30 p.m
- **Richmond HS of the Arts**
  - August 29, 10 a.m. - 2:30 p.m.
- **Thomas Jefferson HS**
  - September 4, 9:30 a.m. - 1 p.m.
- **Albert Hill MS**
  - September 4, 1:30 - 3 p.m.
- **Boushall MS**
  - September 5, 9:30 a.m. - 2:30 p.m.
- **Richmond Alternative School**
  - September 10, 9 a.m. - 12 p.m.

- **Franklin Military Academy**
  - September 10, 1 - 3 p.m.
- **Armstrong HS**
  - September 12, 10 a.m. - 2:30 p.m.
- **Richmond Community HS**
  - September 17, 10 a.m. - 12:30 p.m.
- **Open HS**
  - September 17, 1 - 3 p.m.
- **Huguenot HS**
  - September 19, 10 a.m. - 2:30 p.m.

- **Dogwood MS**
  - September 24, 9 a.m. - 12:00 p.m.
- **John Marshall HS & Henderson MS @ JMHS**
  - September 25, 9:30 a.m. - 3 p.m.
- **Martin Luther King, Jr. MS**
  - October 1, 9 a.m. - 12 p.m.
- **River City MS**
  - October 2, 10 a.m. - 2:30 p.m.

Contact **healthservices@rvaschools.net** to learn more.

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FENTANYL AWARENESS

VDH VIRGINIA DEPARTMENT OF HEALTH
REVIVE!
DBHDS

VIRGINIA DEPARTMENT OF EDUCATION

DID YOU KNOW?

More than **2,000 people** in the Commonwealth of Virginia died from opioid-related deaths in 2023.
Over **150 people die each day** in the United States from opioids like fentanyl.

What is fentanyl?

Fentanyl is a dangerous opioid often mixed with other drugs without your knowledge. Even in small doses, fentanyl can be deadly.

- Fentanyl is the biggest contributor to overdose deaths in Virginia - most people who died of a drug overdose took a drug containing fentanyl.

"**Two milligrams** of fentanyl can be lethal depending on a person's body size, tolerance, and past usage."

Quote & Image from
Facts About Fentanyl
https://www.dea.gov/resources/facts-about-fentanyl

What are the signs and symptoms of a fentanyl overdose?

- Small, constricted pupils
- Sleepiness, in a daze, or loss of consciousness
- Slow, weak breathing or not breathing at all; choking or gurgling sounds
- Limp body
- Cold, clammy, or discolored skin, especially lips and nails, which may turn blue

If you suspect an overdose:

- ## Get help immediately! Call 911!
- Naloxone/Narcan, available in many schools, may reverse the effects of the overdose, thus saving a person's life.

How to stay safe:

- Remember to say NO. Even if offered by a friend, it doesn't mean the pill is safe.
- Stay informed. Learn about the risks of fentanyl and other dangerous substances.
- Ask for help. If you or a friend struggle with drug use, seek the help of a trusted adult, school counselor, coach, or your school's nurse.

Resources for the whole family:

It Only Takes One
Overdose Prevention
Get trained to save a life: REVIVE!

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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. 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)**

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Links

Assessment Calendar
Auditorium
Data Meeting Document
Detention
FMX – Maintenance
Graduation Vault
No Show
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

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CUSTODIAN SCHEDULE
Custodial Duties

Names	Vacant 3rd floor	Ms. Andrews 1st floor	2nd 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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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	

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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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<u>Curriculum Guides</u>

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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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.**

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Dr. J. Smiths' Weekly Schedule 08/26/2024	
Monday	School Visit – Culture and Climate Security Check-ins Morning Announcements Climate Walks Lunch Duty
Tuesday	Security Check-ins Morning Announcements Climate Walks Lunch Duty
Wednesday	Security Check-ins Morning Announcements Climate Walks Attendance Meeting Lunch Duty
Thursday	Security Check-ins Morning Announcements Climate Walks Lunch Duty
Friday	Security Check-ins Morning Announcements Climate Walks Lunch Duty

Please ensure that your google classrooms are set up and accessible. Be sure to send your links to all persons coming into your classroom. This is a basic schedule: Go to link to sign up for goals and observation
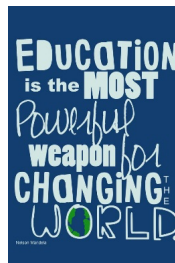
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Monday	Admin Meeting
Tuesday	Data Entry
Wednesday	Attendance Meeting
Thursday	Classroom Visits Data Entry
Friday	Data Entry

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

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Vocabulary in Action Word of the Week

Jeremiad

What It Means

Jeremiad refers to a long cautionary or angry rant about something. It can also refer to a similarly prolonged lamentation, or expression of great sorrow or deep sadness.

// His *jeremiad* about trivial problems with the campsite didn't go over well with his friends.

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

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. **Transportation will arrive at FMA on the morning of 21 September NLT 8:00AM. Buses will depart FMA NLT 8:30AM. Parents are asked to have cadets at FMA NLT 7:30AM. Buses should return to FMA on 21 September NLT 5:00PM. Uniform for all cadets will be Black/Grey Military T-Shirt (Supported by the U.S. Army/NG) with OCP trousers and Boots or Sneakers.**

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)

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UPCOMING EVENTS

10 SEP 24 - ASVAB Testing Juniors and Seniors

21 SEP 24 - Seniors Participating in Career and Scholarship Fair in Landover, MD

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

16 OCT 24 - Seniors Participating in Career and Scholarship Fair in Landover, MD

16 NOV 24 - VA State RAIDER Challenge Qualifier (BOBQ)

UPCOMING COLOR GUARD ACTIVITY:

SEP 24 - FMA Installation Ceremony

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

Breaking DonorsChoose News! Spread the word!!

- **From Sunday, August 25 – Saturday, August 31:**

  o All projects submitted by teachers who haven't had a project funded will receive an automatic $50 kickoff donation. **They'll also match donations during the project's first week on the site!**
  Don't have a DonorsChoose account yet? No problem! Create your account, and get your projects started now!! **Remember not to hit SUBMIT on your projects until Sunday, August 25th in order to be eligible for the Welcome Week benefits.**

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Monday - August 26th - FORMATION SCHEDULE
- Community Circle – August
- Homeroom – 9:00 a.m. – 9:10 a.m.
- Make a positive call home to parents
- Score & Hygiene Meeting - 3:15 p.m. Females In The Cafeteria - Males In The Auditorium

Tuesday - August 27th - REGULAR SCHEDULE
- Community Circle – August
- Make a positive call home to parents
- Timekeeper Meeting - Hairston
- Dr. Bell Visit - 8:30 a.m.

Wednesday - August 28th - FORMATION SCHEDULE
- Community Circle – August
- Make a positive call home to parents
- Attendance Meeting

Thursday – August 29th - REGULAR SCHEDULE
Teaming Log and Calendars of Events Are Due – Regarding academic concerns, and indicate whether the students are failing or not completing assignments.
- Community Circle – August
- Make a positive call home to parents
- Franklin B.O.Y Visit – 11:15 a.m. – 1:15 p.m.
- Senior Class Meeting – 1:30 p.m. Cafeteria

Friday – August 30th - FORMATION SCHEDULE
- Community Circle – August
- Make a positive call home to parents

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Military Instruction

MILITARY INSTRUCTOR LESSONS FOR WEEK 19 - 23 AUG 24

MILITARY INSTRUCTOR LESSONS FOR WEEK 26 - 29 AUG 24
LET IV – Portfolios and Interviews, Boys & Girls Club, Goal Testing, Lesson Test

LET III – Portfolios and Interviews, Boys and Girls Club, Goal Testing, Lesson Test

LET II – Uniform Issues, Drill & Ceremony, Boys & Girls Club

LET I – Custom & Courtesy, Drill & Ceremony

MIDDLE SCHOOL – MSG Gilliam, and Mr. Felton continue to work on Introduction to School Logo and Drill & Ceremony, CPT York will focus on Drill & Ceremony and Introducing Life Skills and Self Respect

UPCOMING COLOR GUARD EVENTS:
TBD

Language Arts

Reading Literary Text
6.RL The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include short stories, literary nonfiction, novels, poetry, and drama.
6.RL.1 Key Ideas and Plot Details
   A. Summarize texts, including determining the central theme of stories, plays, or poems, and how they are conveyed through specific details.
   B. Describe plot developments in stories and dramas by examining the exposition, initiating event, central conflict, rising action, climax, falling action, and resolution.
   C. Differentiate between internal and external conflicts (e.g., individual vs. Individual, individual vs. Nature, individual vs. Society, individual vs. Technology, and individual vs. Self) and explain how they impact character development and plot.
   D. Explain how static and dynamic characters impact the plot.

Explain the role of the protagonist and antagonist on plot events

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7th Grade Language Arts - SOL Test

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.
    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.

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.

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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)**.

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)**.

Reading Literary Text
8.RL The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include short stories, literary nonfiction, novels, poetry, and drama.
8.RL.1 Key Ideas and Plot Details
   A. Analyze and explain the development of theme(s) over the course of texts and their relationship to the characters, settings, plots, and overall messages.
   B. Explain how different plot patterns (e.g., comedy, drama, tragedy) and subplots create meaning and examine their influence on characters, theme, pacing, and point of view.
   C. Justify the decisions and actions of dynamic versus static characters using dialogue or specific events from the text.

8.RL.2 Craft and Style
   A. Interpret the meaning and analyze the impact of poetic elements in prose and poetry (e.g., rhyme, rhythm, repetition, alliteration, and onomatopoeia) on the reader.
   B. Analyze how the elements of an author's style (e.g., dialogue, sentence structure and word choices) are used to influence and develop tone and voice.
   C. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Analyze how an author's use of literary devices including foreshadowing, flashback,

8.W.2 Organization and Composition
   A. Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:
      i. Composing a thesis statement that states a position or explains the purpose.
      ii. Establishing a central idea that aligns with the thesis and maintaining an organized structure and formal style to fit form and topic, providing elaboration and unity throughout the writing and maintaining a consistent point of view.
      iii. Stating and defending conclusions or positions with reasons and precise, relevant evidence and complete explanation of how evidence and details support a position addressing counterclaims when appropriate.
      iv. Using appropriate and varied transitions to signal shifts in writing to clarify the relationships among ideas and concepts.
      v. Developing voice and tone by using language that provides vivid and precise vocabulary to enhance the meaning of the writing.

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      vi.   Expanding and embedding ideas to create sentence variety.
      vii.   Providing a concluding statement or section.

9ᵗʰ Grade Language Arts

9.RV The student will systematically build vocabulary and word knowledge based on grade nine content and texts.

9.RL.2 Craft and Style

A. Analyze the use of rhyme, rhythm, sound, imagery, and other literary devices in poetry to convey a message and elicit a reader's emotions.
B. Explain how an author's specific word choices, syntax, tone, and voice shape the meaning of the text.
C. Explain the point of view and distinguish between what is implied or intended because of the use of hyperbole, irony, sarcasm, and understatement.

9.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.   Establishing, supporting, and maintaining a central idea with evidence throughout a piece of writing, organizing ideas in a logical sequence to exhibit unity.
    iii.   Using transitions, precise vocabulary, and sentence variety to create a cohesive structure that shows the relationship between arguments, evidence, and ideas.
    iv.   Using background knowledge to expand ideas and add depth, utilizing reference materials when necessary.
    v.   Identifying and addressing counterarguments and providing a rebuttal where appropriate.

9.W.3 Usage and Mechanics

A. Revise writing for clarity of content, accuracy, and adequate elaboration.
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).

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.

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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
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.
D.

10th Grade Language Arts
10.RL.1 Key Ideas and Plot Details
A. Analyze the development of universal themes (e.g., survival of the fittest, coming of age, power of love) prevalent in world literature (e.g., short stories, poems, plays, novels, and literary nonfiction) of different cultures and eras.
B. Analyze how authors structure texts to advance the plot, explaining how each event gives rise to the next or foreshadows a future event.
C. Describe the different character roles in literary texts (e.g., foil, tragic, hero) and their impact on the theme.
D. Identify and explain how dramatic conventions (e.g., soliloquy, aside, narration, direct address to the audience) contribute to the theme and effect of plays from various cultures.

10.LU.1 Grammar
A. Use, edit, and revise parallel structure across complex sentences and paragraphs in writing.
B. Use complex sentence structure (made up of main and subordinate clauses and subordinating conjunctions) to infuse sentence variety in writing.
C. Recognize and use active and passive voice to convey a desired effect in speaking and writing.
D. Use subordination, coordination, apposition, and other devices to indicate the relationship between ideas clearly.
E. Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade ten topics and texts. This includes:
  a. Applying a variety of strategies to listen actively and speak purposefully and respectfully.

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

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.
   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.

Reading Informational Text
10.RI The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
10.RI.1 Key Ideas and Confirming Details
A. Explain how authors organize an analysis or series of ideas or events, including the order in which points are made, how they are introduced and developed, and the connections that are drawn among them.
B. Compare characteristics of the information from informational, historical, scientific, and technical texts and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams.
C. Evaluate the argument and specific claims in texts, examining whether the reasoning is valid, the evidence is relevant, and whether there are any false or unsupported statements.

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10.RI.2 Craft and Style

A. Analyze how authors use structure to explain relationships among concepts in a text, including how key sentences, paragraphs, and sections of texts contribute to the whole.

B. Analyze key terms (e.g., words and phrases, technical terminology) and ideas of historical, scientific, and technical texts to clarify the relationships and understandings among key concepts.

C. Analyze the author's purpose and impact of literary techniques such as hyperbole, analogy, and paradox as they appear in texts.

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 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.

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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
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.

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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).**

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).**

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*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.
   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.

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

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

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

Writing

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

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Reading

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

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

9.5 The student will read and analyze a variety of nonfiction texts.
   a) Apply knowledge of text features and organizational patterns to understand, analyze, and gain meaning from texts.
   b) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.
   c) Analyze the author's qualifications, viewpoint, and impact.
   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.

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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

CHR 1.A Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives.

SET 2.A Identify and describe specific textual details that convey or reveal a setting.

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

STR 3.B Explain the function of a particular sequence of events in a plot.

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

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

LAN 7.A Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself.

AP Language

RHS 1.B Explain how an argument demonstrates understanding of an audience's beliefs, values, or needs.

RHS 2.B Demonstrate an understanding of an audience's beliefs, values, or needs.

CLE 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.

CLE 3.B Identify and describe the overarching thesis
of an argument, and any indication it provides of the
argument's structure

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Math
6th Grade Mathematics
Patterns, Functions, and Algebra

6.PFA.1 The student will use ratios to represent relationships between quantities, including those in context.

Students will demonstrate the following Knowledge and Skills:

a) Represent a relationship between two quantities using ratios.

b) Represent a relationship in context that makes a comparison by using the notations $\frac{a}{b}$, *a:b*, and *a* to *b*.

c) Represent different comparisons within the same quantity or between different quantities (e.g., part to part, part to whole, whole to whole).

d) Create a relationship in words for a given ratio expressed symbolically.

e) Create a table of equivalent ratios to represent a proportional relationship between two quantities, when given a ratio.

f) Create a table of equivalent ratios to represent a proportional relationship between two quantities, when given a contextual situation.

8th Grade Mathematics

8.MG.3 The student will apply translations and reflections to polygons in the coordinate plane.

Students will demonstrate the following Knowledge and Skills:

a) Given a preimage in the coordinate plane, identify the coordinates of the image of a polygon that has been translated vertically, horizontally, or a combination of both.

b) Given a preimage in the coordinate plane, identify the coordinates of the image of a polygon that has been reflected over the x- or *y*-axis.

c) Given a preimage in the coordinate plane, identify the coordinates of the image of a polygon that has been translated and reflected over the x- or *y*-axis or reflected over the *x*- or *y*-axis and then translated.

d) Sketch the image of a polygon that has been translated vertically, horizontally, or a combination of both.

e) Sketch the image of a polygon that has been reflected over the *x*- or *y*-axis.

f) Sketch the image of a polygon that has been translated and reflected over the *x*- or *y*-axis, or reflected over the *x*- or *y*-axis and then translated.

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g) Identify and describe transformations in context (e.g., tiling, fabric, wallpaper designs, art).

Algebra I
Expressions and Operations

A.EO.1 The student will represent verbal quantitative situations algebraically and evaluate these expressions for given replacement values of the variables.

Students will demonstrate the following Knowledge and Skills:

a) Translate between verbal quantitative situations and algebraic expressions, including contextual situations.
b) Evaluate algebraic expressions which include absolute value, square roots, and cube roots for given replacement values to include rational numbers, without rationalizing the denominator.

Geometry
G.RLT.1 The student will translate logic statements, identify conditional statements, and use and interpret Venn diagrams.

Students will demonstrate the following Knowledge and Skills:

a) Translate propositional statements and compound statements into symbolic form, including negations ($\sim p$, read "*not p*"), conjunctions ($p \wedge q$, read "*p and q*"), disjunctions ($p \vee q$, read "*p or q*"), conditionals ($p \rightarrow q$, read "*if p then q*"), and biconditionals ($p \leftrightarrow q$, read "*p if and only if q*"), including statements representing geometric relationships.
b) Identify and determine the validity of the converse, inverse, and contrapositive of a conditional statement, and recognize the connection between a biconditional statement and a true conditional statement with a true converse, including statements representing geometric relationships.
c) Use Venn diagrams to represent set relationships, including union, intersection, subset, and negation.
d) Interpret Venn diagrams, including those representing contextual situations.

Algebra II
Introduction Week - Relationship Building and Classroom Expectations

Probability & Statistics
Introduction Week - Relationship Building and Classroom Expectations

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Trigonometry
T.TT.1 The student will determine the sine, cosine, tangent, cotangent, secant, and cosecant of the acute angles in a right triangle and use these ratios to solve for missing sides and angle measures, including application in contextual problems.

Students will demonstrate the following Knowledge and Skills:

a) Define and represent the six triangular trigonometric ratios (sine, cosine, tangent, cosecant, secant, and cotangent) of an angle in a right triangle.

b) Describe the relationships between side lengths in special right triangles (30°-60°-90° and 45°-45°-90°).

c) Use the trigonometric functions, the Pythagorean Theorem, the Law of Sines, and the Law of Cosines to solve contextual problems.

d) Represent and solve contextual problems involving right triangles, including problems involving angles of elevation and depression.

AP Pre Calculus
AP Pre - Calculus - CED (Course and Exam Description) Topics 1.1-3

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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.2   The student will investigate and understand that matter is composed of atoms. Key ideas include
a) our understanding of atoms has developed over time;
b) the periodic table can be used to predict the chemical and physical properties of matter; and
c) the kinetic molecular theory is used to predict and explain matter interactions.

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

Earth Science
ES.2   The student will demonstrate an understanding that there are scientific concepts related to the origin and evolution of the universe. Key ideas include
a) the big bang theory explains the origin of universe;
b) stars, star systems, and galaxies change over long periods of time;
c) characteristics of the sun, planets and their moons, comets, meteors, asteroids, and dwarf planets are determined by materials found in each body; and
d) evidence from space exploration has increased our understanding of the structure and nature of our universe.

Biology
BIO.6 The student will investigate and understand that modern classification systems can be used as organizational tools for scientists in the study of organisms. Key ideas include
a) organisms have structural and biochemical similarities and differences;
b) fossil record interpretation can be used to classify organisms;
c) developmental stages in different organisms can be used to classify organisms;
d) Archaea, Bacteria, and Eukarya are domains based on characteristics of organisms;
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e) the functions and processes of protists, fungi, plants, and animals allow for comparisons and differentiation within the Eukarya kingdoms; and
f) systems of classification are adaptable to new scientific discoveries.

Anatomy Physiology

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

AP.5 The students will understand that the anatomical features of the integumentary systems allow for multiple purposes in the human body

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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
   a) identify and interpret primary and secondary source documents to increase understanding of events and life in United States history to 1865;
   b) make connections between the past and the present;
   c) sequence events in United States history from pre-Columbian times to 1865;
   d) interpret ideas and events from different historical perspectives;
   e) evaluate and discuss issues orally and in writing;
   f) analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events;
   g) distinguish between parallels of latitude and meridians of longitude;
   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.

USI.2   The student will use maps, globes, photographs, pictures, or tables to
   a) locate the seven continents and five oceans;
   b) 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;
   c) 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;
   d) 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
   a) analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history from 1865 to the present;
   b) 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.

Reconstruction: 1865 to 1877

USII.3 The student will demonstrate knowledge of the effects of Reconstruction on American life by
a) analyzing the impact of the 13th, 14th, and 15th Amendments to the Constitution of the United States;
b) describing the impact of Reconstruction policies on the South and North;
c) describing the legacies of Abraham Lincoln, Robert E. Lee, and Frederick Douglass.

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

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Syllabus and Procedures, Period 1

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Humanities Teaming Log
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 (Middle) (8/30)

- **7.1 The student will identify and explain essential health concepts to understand personal health.**

    f)   Explain the concept of active transportation (e.g., walking, biking).
    i) Identify resources in the community that are dedicated to promoting health.

- **7.3   The student will promote healthy schools, families, and communities.**
  f) Design and promote safe walking and bike routes to and from school or another location in the community.

    j) Evaluate and promote a healthcare product or service for students, families, schools, or communities that will help others to make positive health choices.

- **8.1   The student will identify and explain essential health concepts to demonstrate an understanding of personal health.**
    f) Evaluate the physical, mental, and social health benefits of physical activity.

- 8.2   The student will apply health concepts and skills to the management of personal and family health.
    f) Assess the health risks of a sedentary lifestyle.
    h) Describe preventive health measures.
    n) Identify personal stress-management skills that help respond to different kinds of stress.

- 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.

- 9.3 The student will demonstrate skills to advocate for personal and community health.
  d) Design a wellness plan for physical activity, sleep, rest, and nutrition to meet current health goals.

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.

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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 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.

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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.I 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.

Guitar (8/30)

Beg/Intermediate Middle School Guitar:
Objective :
MIB.2c
- Monitor individual practice and progress toward goals.
MIB.14a-e
- Identify and select an appropriate instrument.
- Identify parts of the instrument.
- Identify procedures for care of the instrument.
- Identify proper playing posture and instrument position.
- Understand procedures for basic tuning of the instrument with a visual aid or electronic tuner.

- Guitar class introduction:
  o Spotify
  o Soundtrap (music making DAW)
  o Creative journal/listening activity

High School Guitar:
Objective :
- HIB.15a,g
  The student will demonstrate proper instrumental techniques.

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a) Identify correct hand positions, finger/slide placement, fingerings/positions, and finger/slide patterns.
g) Guitar student—right-hand techniques (finger style, pick style, arpeggio patterns with varying combinations of pulgar, indicio, medio, anular [pima]); and left hand techniques (first position, finger technique).

- HIB.6a,b
  The student will explore historical and cultural influences of music.
  a) Identify the cultural influences, musical styles, composers, and historical periods associated with the music literature being studied.
  b) Describe the importance of composers' use of style, cultural influences, and historical context for the interpretation of works of music.

Key vocabulary: Frets, Head, Neck, Body, Strings, Nut, Sound Hole, Bridge, Saddle, Neck Joint, Rosette, Fingerboard J.S. Bach, Andres Segovia, pegs, romantic, pulgar/indice

Choir (9/30)

Class(es): Middle School Beginner & High School Beginner
VA SOL(s): 2020 Music Standards of Learning
MCB 1. The student will create music as a means of individual expression.

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

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

a) Compose a four-measure rhythmic-melodic variation.

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b) Improvise simple rhythmic and melodic examples in call-and response styles.

c) Create, write and perform rhythmic and melodic variations of four-measure

selections taken from but not limited to songs, exercises, or etudes.

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

a) Compose an eight-measure rhythmic-melodic variation.

b) Create and perform simple rhythmic and melodic examples using call-and-response

and basic improvisation.

c) Compose, improvise and perform rhythmic and melodic variations of eight- to

twelve-measure excerpts based upon original ideas or musical works.

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

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

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

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

b) Refine choral music ideas and skills collaboratively with peers and the teacher

through ongoing feedback.

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

HCI. 2 The student will apply steps of a creative process.

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

b) Refine choral music ideas and skills collaboratively with peers and the teacher by

giving and receiving constructive criticism to improve performance.

c) Research and document findings of inquiry related to choral music.

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

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

c) Describe performances of music using music terminology.

d) Examine accepted criteria used for critiquing musical performances.

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HCB 3. The student will analyze, interpret, and evaluate choral music.
   a) Describe the social cultural and historical context of music.
   b) Describe works of music using inquiry skills and music terminology.
   d) Describe performances of music using music terminology
HCI.3 The student will analyze, interpret, and evaluate choral music.
   a) Describe social, cultural and historical context of works of music.
   b) Interpret works of music using inquiry skills and music terminology.
   c) Apply accepted criteria for evaluating works of music.
   d) Apply accepted criteria for critiquing music performances.
MCB 4. The student will formulate and justify personal responses to music.
   a) Identify reasons for preferences among works of music using music
   terminology.
   HCB 4. The student will formulate and justify personal responses to music.
   a)Describe personal criteria used for determining the quality of a work of
   music or
   importance of a musical style.
   b) Explain preferences for different works of music using music
   terminology.
   c) Identify ways in which music evokes sensory, emotional, and
   intellectual responses,
   including ways in which music can be persuasive
HCI.4 The student will formulate and justify personal responses to music.
   a) Describe personal emotional and intellectual responses to works of
   music using music
   terminology.
   b) Analyze ways in which music can evoke emotion and be persuasive.
MCB 5. The student will identify and apply collaboration and communication
skills for music
rehearsal and performance.
   a) Identify concert etiquette.
   b) Identify skills needed for cooperating and collaborating as a singer
   during rehearsal.
   c) Identify active listening for rehearsal, performance, and as an audience
   member.

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

a) Participate in a variety of performances [(from HCI 5.) and other music activities].

b) Cooperate and collaborate as a singer in a rehearsal.

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

HCI.5 The student will describe and demonstrate collaboration skills and concert etiquette as a performer.

a) Participate in a variety of performances and other music activities.

b) Cooperate and collaborate as a singer in rehearsal.

c) Apply active listening in rehearsal and performance.

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

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

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

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

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

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

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

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

b) Compare and contrast a variety of musical periods and styles.

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

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HCB 7. The student will identify the value of musical performance to the school community.
HCI. 7 The student will describe how musicians, consumers of music, and music advocates
impact the community.

HCB.8 The student will describe ethical standards as applied to the use of intellectual property.
HCI.8 The student will describe ethical standards as applied to the use of intellectual property.
HCB.9 The student will identify career options in music and discuss the future of music-related
careers.
HBI.9 The student will compare and contrast career options in music.
MCB 10. The student will explore ways in which new media and technology influence the
development and performance of music and musical styles
HCB 10. The student will describe ways in which innovative tools and media influence the
development of vocal music and choral styles
HCI.10 The student will explore a variety of innovative media, tools, and processes to create,
edit, present, and/or understand new works of music.
MCB 11. The student will identify the relationship of choral music to the other fine arts.
HCB.11 The student will describe relationships of vocal music to the other fine arts and other
fields of knowledge.
HCI.11 The student will make cross-curricular connections to explore how music works together
with other disciplines to develop innovative solutions to problems.
MCB 12. The student will demonstrate music literacy.
 a) Identify, define, and use basic standard notation for pitch, rhythm, meter, dynamics,
 and other elements of music.

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b) Notate student-created compositions using standard notation.
c) Echo, read, count, and notate rhythmic patterns.
d) Sight-sing eight-measure melodic patterns while maintaining a steady beat.
e) Differentiate by sight call-and-response songs, canons, and partner songs

MCI 12. The student will demonstrate music literacy.
e) Identify components of a vocal score.

HCB 12. The student will demonstrate music literacy.
a) Identify the components of a vocal score.
b) Read and count rhythmic patterns.
c) Identify the function of accidentals.
d) Define the rules for identifying key signatures.
e) Sight-sing eight-measure, stepwise melodic patterns using
f) Define the rules for identifying time signatures in duple and triple meters.
g) Demonstrate basic conducting patterns.
h) Identify dynamic markings, including pp, p, mp, mf, f, ff, crescendo, and decrescendo.
i) Identify tempo markings, including presto, allegro, andante, adagio, rallentando,
ritardando, and accelerando.
j) Identify fermata, repeat sign, da capo, dal segno, coda, and fine.
k) Notate student-created compositions using standard notation

HCI.12 The student will demonstrate music literacy.
a) Identify the components of a vocal score.
b) Read and count rhythmic patterns.
c) Apply the rules for identifying key signatures.
d) Sight-sing eight-measure, diatonic melodic patterns in two parts using stepwise and
tonic triad skips with appropriate solmization.
e) Sing major and minor scales using appropriate solmization.
f) Demonstrate basic conducting patterns in duple meter.
g) Write four-measure melodic phrases from dictation.

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h) Demonstrate understanding of the grand staff.
i) Notate student-created compositions using standard notation.
MCB 13. The student will develop aural skills.
a) Identify diatonic intervals.
c) Identify similar and contrasting musical phrases and sections.
MCI 13. The student will demonstrate aural skills.
b) Distinguish ascending half-step and whole-step intervals
c) Identify same and different melodic patterns.
HCB.13 The student will demonstrate aural skills.
a) Recognize and demonstrate diatonic intervals (M2, M3, P4, P5, octave).
b) Distinguish major and minor tonalities.
c) Identify similar and contrasting musical phrases and sections.
d) Differentiate melodic and harmonic patterns.
e) Write simple four-measure rhythmic phrases from dictation.
HCI.13 The student will demonstrate aural skills.
a) Recognize and demonstrate diatonic intervals (m2, m3, M6, m7).
b) Identify ascending and descending halfstep and whole-step intervals.
c) Identify and explain simple musical forms.
d) Write eight-measure rhythmic phrases.
e) Write four-measure melodic phrases from dictation.
f) Identify a cappella vs. accompanied singing.
MCB 14. The student will demonstrate vocal techniques and choral skills.
a) Use proper posture and breathing techniques that support vocal production.
b) Identify components of the vocal anatomy and vocal health.
c) Develop vocal agility and range through vocal exercises.
d) Use correct intonation.
e) Blend with other singers on the same vocal part.
f) Use proper diction (e.g., pure vowel sounds, diphthongs, and consonants with
emphasis on beginning and ending consonants).
g) Sing an assigned vocal part in a small group.
MCI 14. The student will demonstrate vocal techniques and choral skills.
i) Sing in at least one language other than English.

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HCB 14. The student will demonstrate vocal techniques and choral skills.
    a) Use proper posture and breathing techniques for choral singing that support vocal
production.
    b) Identify components of the vocal anatomy and vocal health.
    c) Develop vocal agility and range by singing appropriate vocal exercises.
    d) Demonstrate proper diction (e.g., pure vowel sounds, diphthongs, consonants).
    e) Blend with other singers on the same vocal part using correct intonation.
    f) Sing an assigned vocal part in an ensemble.
    g) Sing music literature with and without accompaniment in at least one language other
than English.
    h) Exhibit audition skills.

HCI.14 The student will demonstrate vocal techniques and choral skills.
    a) Consistently use proper posture and breathing techniques that support vocal
production.
    b) Investigate components of the vocal anatomy and vocal health.
    c) Demonstrate the difference between head voice and chest voice.
    d) Strengthen vocal independence, agility, and range by singing appropriate vocal
exercises.
    e) Consistently use proper diction (e.g., pure vowel sounds, diphthongs, voiced and
unvoiced consonants).
    f) Blend with other singers across sections using correct intonation.
    g) Sing an assigned vocal part in simple harmony or in ensemble.
    h) Sing music literature with and without accompaniment in at least one language other
than English.
    i) Exhibit audition skills.

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

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a) Interpret tempo markings (allegro, andante, adagio).
b) Perform, from musical scores and rhythmic exercises, rhythmic patterns that include
whole notes, dotted half notes, half notes, dotted quarter notes, quarter notes, eighth
notes, sixteenth notes, and corresponding rests.
c) Interpret dynamic markings (p, mp, mf, f, crescendo, decrescendo).
e) Respond to basic conducting patterns and interpretive gestures

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

a) Interpret the components of a vocal score, dynamic markings, tempo markings,
musical road signs/form features, and articulations, style, and phrasing.
b) Respond to basic conducting patterns and interpretive gestures.
c) Consistently use facial and physical expressions that reflect the mood and style of the
music.

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

HCI.16 The student will respond to music with movement by applying various styles of
choreography to different musical compositions.

French (9/26)

Francais I - WL .2 The student will understand simple spoken and written French
presented through a variety of media and based on familiar topics

1. Identify key words, cognates and some formulaic expressions when listening and
reading.
2. Comprehend simple, culturally authentic oral and written materials that use
familiar vocabulary and formulaic expressions with significant contextual support.

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3. Follow simple instructions, such as classroom procedures or directions for using
computers and other classroom technology.
VAWL3.1.NL:Greet peers and teachers.
VAWL3.1.NM: Greet and leave people in a polite way.
VAWL3.1.NH: Exchange simple information using texts, graphs, or pictures.

STANDARD 3 : Investigate Intercultural Products, Practices and Perspectives
(Interpersonal
Mode)

4.1.NM Ask and answer a few simple oral or signed questions about typical
products and practices to help understand perspectives in native and other cultures,
such as invitations, special occasions, and reasons for celebrations; rooms in a house,
house design, and what makes a house a home.

Francais II - Standards 3. NH. Identify typical products and practices related to familiar, everyday life to help understand perspectives of native and other cultures.
WL 3. 2 - The student will present information orally and in writing in French, combining learned and original language in connected sentences and paragraphs on
familiar topics.
    1. Relate in some detail the main ideas from level-appropriate print or non-print
    materials.
    2. Present information, using structures that reflect present, past, and immediate
    future time.

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3. Demonstrate attention to accurate intonation and pronunciation.
4. Demonstrate attention to accurate word order, punctuation, accents and other

diacritical marks, and spelling.

VAWL- 2.1.IM: Exchange information about familiar content topics, such as art

projects, number talks, or items of personal need.

VAWL - L2.1.IH: Exchange information using cultural triangles to show the

relationship among products, practices, and perspectives.

French III -

Standards 3. NH. Identify typical products and practices related to familiar, everyday

life to help understand perspectives of native and other cultures.

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

familiar topics.

    1. Relate in some detail the main ideas from level-appropriate print or non-print

    materials.

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

    future time.

    3. Demonstrate attention to accurate intonation and pronunciation.

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

    IC - 1. Communicate in spontaneous spoken, written or signed conversations

    on familiar topics.

    2. Exchange information using connected sentences and a variety of questions

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VAWL3.2.NL: List favorite toys or holidays and compare them to other
cultures.
VAWL3.2.NM: Rank favorite cartoon characters or movies and compare
them to other
cultures.

<u>Spanish</u> (8/30)

1. Spanish 1 - Unit: Preliminar, ¡HOLA! (Preliminary, Hello!)
    a. WRITING - Write a message using saludos and despedidos (greetings
    and
    farewells)
    b. READING - Reading dialogues between people using the phrases in
    vocabulary
    and terms list
    c. SPEAKING - formative assessments will be given in the form of
    speaking
    assessments. Students will be called on randomly to answer questions
    about
    themselves and people they know.

2. **Spanish 2** - Review of Spanish 1
    a. WRITING - Students will have formative assessments in the way of
    various
    activities to review what they learned in Spanish 1
    b. READING - Students will read dialogues with various characters using
    the
    phrases and vocabulary words they learned in Spanish 1.
    c. SPEAKING - formative assessments will be given in the form of
    speaking
    assessments. Students will be called on randomly to answer questions
    about
    themselves and people they know.

3. **Spanish 3** - Review of Spanish 1 and Spanish 2 grammar
    a. WRITING - Students will have various assignments covering Spanish 1
    and 2

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vocabulary and phrases.
b. READING - Students will read dialogues with various characters using the
phrases and vocabulary words they learned in Spanish 1. They will also read
brief stories.
c. SPEAKING - formative assessments will be given in the form of speaking
assessments. Students will be called on randomly to answer questions about
themselves and people they know.

CTE (8/30)

Computer Solutions

1. Using Word Processing Software to Solve Problems
   a. Format existing documents.
   b. Describe the writing process.
   c. Create documents.
2. Using Spreadsheet Software to Solve Problems
   a. Identify the structure of a spreadsheet.
   b. Input data and formulas.
   c. Edit data within the spreadsheet.
   d. Create graphs and charts to visually represent data.
   e. Apply spreadsheet skills to solve a problem.
3. Using Database Software to Solve Problems
   a. Identify the structure of a database.
   b. Create a database by defining fields and designing formats.
   c. Apply database skills to solve a problem.
4. Using Technologies to Solve Problems
   a. Identify emerging technologies available to solve specified problems.
   b. Identify local and worldwide network communication systems.
   c. Use electronic search strategies to retrieve and evaluate relevant electronic information.
   d. Explore coding skills to solve real-world problems.
5. Solving Ethical and Security Problems Relating to Technology
   a. Identify security issues related to hardware, software, and data.

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b.   Explore problems involving integrity, courtesy, and confidentiality related to information and communication systems.
c.   Identify the effect of regulations such as copyright and licensing agreements in computer software applications.
6.   Solving Problems Relating to Computer Maintenance
      a.   Identify safety precautions associated with computer use.
      b.   Describe the care necessary for internal and external storage devices.
      c.   Describe methods of preventing the spread of computer viruses.
7.   Using Presentations to Solve Problems
      a.   Identify presentation applications.
      b.   Identify the components of an effective presentation.
      c.   Build a multimedia presentation.
      d.   Apply a multimedia presentation to solve a problem.

AP CSP
Algorithms and Programming (AP)
PRG.AP.1   The student will apply computational thinking to manage complex programs.
      a.   Identify and categorize real-world problems as classification, prediction, sequential decision, logical deduction, or statistical inference problem.
      b.   Analyze a large-scale computational problem, identify generalizable patterns, and implement a computing-based solution.
      c.   Decompose large-scale computational problems into subtasks and components processes and inter-relationships.
      d.   Implement and evaluate abstractions based on their modularity, reusability, and readability.
PRG.AP.2   The student will plan and implement programs that consist of compound conditionals, complex iterations, and complex computations using a text-based programming language.
      a.   Read and interpret algorithms expressed using plain language, and pseudocode. Read and write programs that include compound conditional execution and evaluate complex Boolean conditions.
      b.   Read and write programs that accept input from a variety of sources and produce output based on that input.
      c.   Read and write programs that include pre-defined and self-defined procedures.
      d.   Read and write programs that include functions with/without parameters, and functions with/without return values.

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e.   Read and write programs that consist of modular division, random number generation, substring manipulation and processing of individual characters.

f.   Integrate external code with Application Programming Interface (APIs) and library calls.

PRG.AP.3   The student will use the iterative design process to create, test, and refine programs using a text-based programming language.

a.   Trace the execution of iterative and recursive algorithms, illustrating output and changes in values of named variables.

b.   Develop and systematically use a series of test cases to verify that a program performs according to its design specifications, including edge cases and all branches.

c.   Use code review to evaluate the correctness, readability, and usability of a program.

d.   Use debugging tools and user feedback to refine programs.

e.   Modify existing program to improve functionality.

PRG.AP.4   The student will create programs that demonstrate an understanding of the data structures.

a.   Use linear data structures: arrays, lists, and non-linear data structures.

b.   Evaluate and convert data structures when appropriate.

c.   Read and write programs that store, process, and manipulate 1D and 2D collections.

d.   Identify how and when to use search and sort algorithms.

e.   Read and write programs that include search and sort algorithms.

PRG.AP.5   The student will create programs that demonstrate an understanding of the interactions between classes and object-oriented design.

a.   Define the role of inheritance, polymorphism, and encapsulation in object-oriented programming languages.

b.   Use classes with instance data and methods to satisfy a design specification.

c.   Organize programs methodically using comments and other organizational structures so that others can understand, interpret, and modify the program.

PRG.AP.6   The student will explain and justify program design and development decisions.

a.   Explain the software life cycle and how it applies to the iterative design process.

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b.   Justify and communicate decisions and design elements.
PRG.AP.7   The student will interpret, adapt, test, debug, and refine algorithms for use in a particular context and evaluate for efficiency.

a.   Use Big O notation to compare the benefits and drawbacks of using
   different algorithms for a particular process.

Computing Systems (CSY)
PRG.CSY.1 The student will evaluate the relationship between storage, processing, and efficiency, and analyze the role in program development.

a.   Create programs that utilize persistent storage for program input and
   output.
b.   Define the role of cache memory.
c.   Analyze the impact of different types of memory on program processing
   speed.
d.   Conduct a cost-benefit analysis for different types of memory.
e.   Redesign a program to improve efficiency and performance.

Cybersecurity (CYB)
PRG.CYB.1 The student will evaluate current and emerging programming security practices.

a.   Create programs that safeguard against user error.
b.   Create programs that implement encryption algorithms.
c.   Describe how software programs can meet basic requirements for security
   based on best practices.
d.   Describe the impact of software vulnerabilities.
e.   Evaluate methods developers use to protect unauthorized access to
   programs.

PRG.CYB.2 The student will write or adapt a program to avoid common vulnerabilities.

a.   Understand the role of input validation in programming.
b.   Develop code that validates input based on defined specifications.
c.   Explain common vulnerabilities in program function and their impact.
d.   Understand the impact of vulnerabilities on program function and
   security.

Data and Analysis (DA)
PRG.DA.1   The student will evaluate the tradeoffs between a variety of data organization and storage options.

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a.   Identify and compare data organization methods: variables, arrays, lists, trees, and schemas.

b.   Assess and compare data storage options such as databases, file systems, local storage, and cloud storage, for scalability, reliability, privacy, and cost.

c.   Evaluate the impact of data organization and storage choices on program performance, efficiency, and resource utilization.

PRG.DA.2   The student will use a variety of data types and structures in representing programmatic solutions to real-world problems.

a.   Research and describe real-world reasoning problems that a reasoning algorithm can be used to sort data.

b.   Read data summaries and visualizations and explain/translate into nontechnical terms for various audience groups.

c.   Collect, use, and manipulate data from a variety of types and structures.

d.   Utilize data analysis to create programmatic solutions and draw conclusion based on the results.

PRG.DA.3   The student will identify data biases in the data collection process and describe privacy concerns surrounding data collection and processing.

a.   Use the data cycle in the collection and processing of data as part of the development of a program.

b.   Describe how the data collection process should be focused, relevant, and limited to the scope of the project.

c.   Analyze data to identify outliers or missing variables that could result in data biases.

d.   Describe privacy considerations in the collection of data.

PRG.DA.4   The student will use a programming language to develop a data visualization.

a.   Identify libraries and other resources that enable the visualization of data inputs.

b.   Compare and contrast the methods of creating data visualizations, including programming languages and application software.

c.   Develop a data visualization using a programming language's data processing function.

d.   Create visualizations for descriptive and inferential statistical analysis based on the context and intended audience.

e.   Apply mathematical operations and algorithms to manipulate and extract insights from data sets.

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f.   Justify the design, use, and effectiveness of different forms of data visualizations.

Impacts of Computing (IC)

PRG.IC.1   The student will examine the ramifications of technical and ethical design decisions when developing applications.

a.   Use a design document to explain the reasoning for the design decisions made when developing an application.

b.   Research the effects of technical design decisions on overall program function.

c.   Examine and explain the impacts of unintended consequences related to program design.

PRG.IC.2   The student will use data to analyze the impact of screen time on one's mental and physical health.

a.   Use statistical data to analyze the relationship between excessive screen time and attention span.

b.   Analyze screen time usage data and propose recommendations to promote healthy habits.

c.   Examine and discuss the impact of screen time and social media on academic or workplace performance.

PRG.IC.3   The student will expand computer science career explorations with work-based learning experiences.

a.   Engage in work-based learning experiences involving computer science.

Programming

1.   Exploring Programming Concepts

a.   Describe the development of computers and current industry trends in the programming field.

b.   Describe the development of programming languages and applications.

c.   Describe the functions of computer hardware, computer software, and computer system components.

d.   Identify the software development life cycle (SDLC).

e.   Describe the integrated development environment (IDE) for a specific programming language.

f.   Describe basic concepts of a programming language.

2.   Using Algorithmic Procedures

a.   Analyze the problem statement.

b.   Create possible solutions to the problem.

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c.   Determine the best solution to the problem.
3.   Implementing Programming Procedures
   a.   Design a program, using an algorithm, pseudocode, a flowchart, and/or a decision table.
   b.   Code the program, using a programming language.
   c.   Test the program with sample data.
   d.   Debug the program.
   e.   Document the program.
   f.   Implement the program.
   g.   Describe maintenance procedures.
4.   Mastering Programming Fundamentals
   a.   Identify syntax errors of a given programming language.
   b.   Identify industry standards for a graphical user interface (GUI).
   c.   Create a graphical user interface that adheres to industry standards.
   d.   Code a program that will produce formatted output.
   e.   Code a program that uses mathematical operators and built-in functions.
   f.   Write a program that uses variables and constants.
   g.   Write a program that accepts user input.
   h.   Write a modular program that uses functions or methods.
   i.   Write a program that uses conditional structures.
   j.   Write a program that uses looping structures.
   k.   Write a program that uses counters and accumulators.
5.   Developing Interactive Multimedia Applications
   a.   Code a program to display graphics.
   b.   Code a program to incorporate multimedia.
   c.   Code a program to animate objects.
   d.   Examine the history of game design and development.
   e.   Identify game genres.
   f.   Examine a variety of game programming platforms.
   g.   Create a storyboard.
   h.   Code a game program from the storyboard.
   i.   Create a game object.
   j.   Specify behaviors of a game object.
   k.   Develop a game program that uses a scoring method.
   l.   Create a game program with multiple levels.
6.   Using Web Technology

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a. Explain how to locate resources and references to aid program development.
b. Evaluate sample code obtained from the Internet and/or other sources.
c. Develop a web page, using hypertext markup language (HTML) and cascading style sheets (CSS) and/or JavaScript.

7. Preparing for Industry Certification
a. Describe the process and requirements for obtaining industry certifications related to the Programming course.
b. Identify testing skills/strategies for a certification examination.
c. Demonstrate ability to successfully complete selected practice examinations (e.g., practice questions similar to those on certification exams).
d. Successfully complete an industry certification examination representative of skills learned in this course (e.g., MCP, IC3).

8. Developing Employability Skills
a. Identify careers in the information technology industry.
b. Describe ways that computer programs can be used in business and industry.
c. Create or update a résumé.
d. Investigate information technology educational and job opportunities.
e. Assemble a professional portfolio.
f. Describe basic employment activities.
g. Deliver an oral presentation of the professional portfolio.
h. Identify potential education and employment barriers for nontraditional groups and ways to overcome those barriers.

- Demonstrate critical thinking and problem-solving
- Demonstrate initiative and self-direction.
- Demonstrate work ethic.

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