

Franklin Military Academy

2024-2025

Weekly Agenda

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



"A Knight Forever"



(H) Col. David A. Hudson, Principal
September 3, 2024

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

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

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

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

A birthday cake with white frosting, colorful sprinkles, and lit candles. The cake is on a glass stand. The background is pink with large pink balloons.

HAPPY BIRTHDAY

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

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



"A Knight Forever"

Girls Basketball Schedule 2024



<u>Date</u>	<u>Time</u>	<u>Location</u>	<u>Opponents</u>
September 19, 2024	3:30p	Dogwood	Henderson vs Dogwood
	4:00p	Franklin	Albert Hill vs Franklin
	3:30p	Brown	MLK vs Brown
	3:30p	Boushall	River City vs Boushall
	3:30p		
September 23, 2024	4:00p	Franklin	Dogwood vs Franklin
	3:30p	MLK	Albert Hill vs MLK
	3:30p	River City	Brown vs River City
	3:30p	Henderson	Boushall vs Henderson
	3:30p		
September 26, 2024	3:30p	Albert Hill	Dogwood vs Albert Hill
	3:30p	Boushall	MLK vs Boushall
	3:30p	Brown	Franklin vs Brown
	3:30p	Henderson	River City vs Henderson
	3:30p		
September 30, 2024	3:30p	MLK	Dogwood vs MLK
	3:30p	Albert Hill	Boushall vs Albert Hill

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



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

Office of The Principal

	Franklin	River City vs Franklin
4:00p		
	Brown	Henderson vs Brown
3:30p		
October 7, 2024	Dogwood	River City vs Dogwood
3:30p		
	Albert Hill	Henderson vs Albert Hill
3:30p		
	Franklin	MLK vs Franklin
4:00p		
	Boushall	Brown vs Boushall
3:30p		
October 10, 2024	Dogwood	Boushall vs Dogwood
3:30p		
	Brown	Albert Hill vs Brown
3:30p		
	River City	MLK vs River City
4:00p		
	Henderson	Franklin vs Henderson
3:30p		
October 17, 2024	Dogwood	Brown vs Dogwood
3:30p		
	River City	Albert Hill vs River City
4:00p		
	MLK	Henderson vs MLK
3:30p		
	Boushall	Franklin vs Boushall
3:30p		
October 21, 2024	Henderson	Dogwood vs Henderson
3:30p		
	Albert Hill	Franklin vs Albert Hill
3:30p		
	MLK	Brown vs MLK
3:30p		
	River City	Boushall vs River City
4:00p		

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



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October 24, 2024 TBA	TBA	Tournament Round 1
October 28, 2024 TBA	TBA	Tournament Round 2
October 30, 2024 TBA	TBA	Tournament Championship

League Commissioners

Dr. Stefanie Ramsey - sramsey@rvaschools.net

Travis Amos - tamos@rvaschools.net

*****Please report all scores to tamos@rvaschools.net*****

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

Soccer Schedule 2024



<u>Date</u>	<u>Location</u>	<u>Opponents</u>
September 19, 2024		
3:30p	Henderson	Dogwood vs Henderson
4:00p	Franklin	Albert Hill vs Franklin
3:30p	Brown	MLK vs Brown
3:30p	Boushall	River City vs Boushall
September 23, 2024		
4:00p	Franklin	Dogwood vs Franklin
3:30p	MLK	Albert Hill vs MLK
3:30p	River City	Brown vs River City
3:30p	Henderson	Boushall vs Henderson
September 26, 2024		
3:30p	Albert Hill	Dogwood vs Albert Hill
3:30p	Boushall	MLK vs Boushall
3:30p	Brown	Franklin vs Brown
3:30p	Henderson	River City vs Henderson
September 30, 2024		
3:30p	MLK	Dogwood vs MLK
3:30p	Albert Hill	Boushall vs Albert Hill
4:00p	Franklin	River City vs Franklin
MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH		



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Office of The Principal

	Brown	Henderson vs Brown
3:30p		
October 7 2024	River City	Dogwood vs River City
4:00p	Albert Hill	Henderson vs Albert Hill
3:30p	Franklin	MLK vs Franklin
4:00p	Boushall	Brown vs Boushall
3:30p		
October 10, 2024	Boushall	Dogwood vs Boushall
3:30p	Brown	Albert Hill vs Brown
3:30p	River City	MLK vs River City
4:00p	Henderson	Franklin vs Henderson
3:30p		
October 17, 2024	Brown	Dogwood vs Brown
3:30p	River City	Albert Hill vs River City
4:00p	MLK	Henderson vs MLK
3:30p	Boushall	Franklin vs Boushall
3:30p		
October 21, 2024	Henderson	Dogwood vs Henderson
3:30p	Albert Hill	Franklin vs Albert Hill
3:30p	MLK	Brown vs MLK
3:30p	River City	Boushall vs River City
4:00p		
October 22, 2024	TBA	Tournament Round 1
TBA		

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October 24, 2024
TBA

TBA

Tournament Round 2

October 29, 2024
TBA

TBA

Tournament Championship

League Commissioners

Dr. Stefanie Ramsey - sramsey@rvaschools.net

Travis Amos - tamos@rvaschools.net

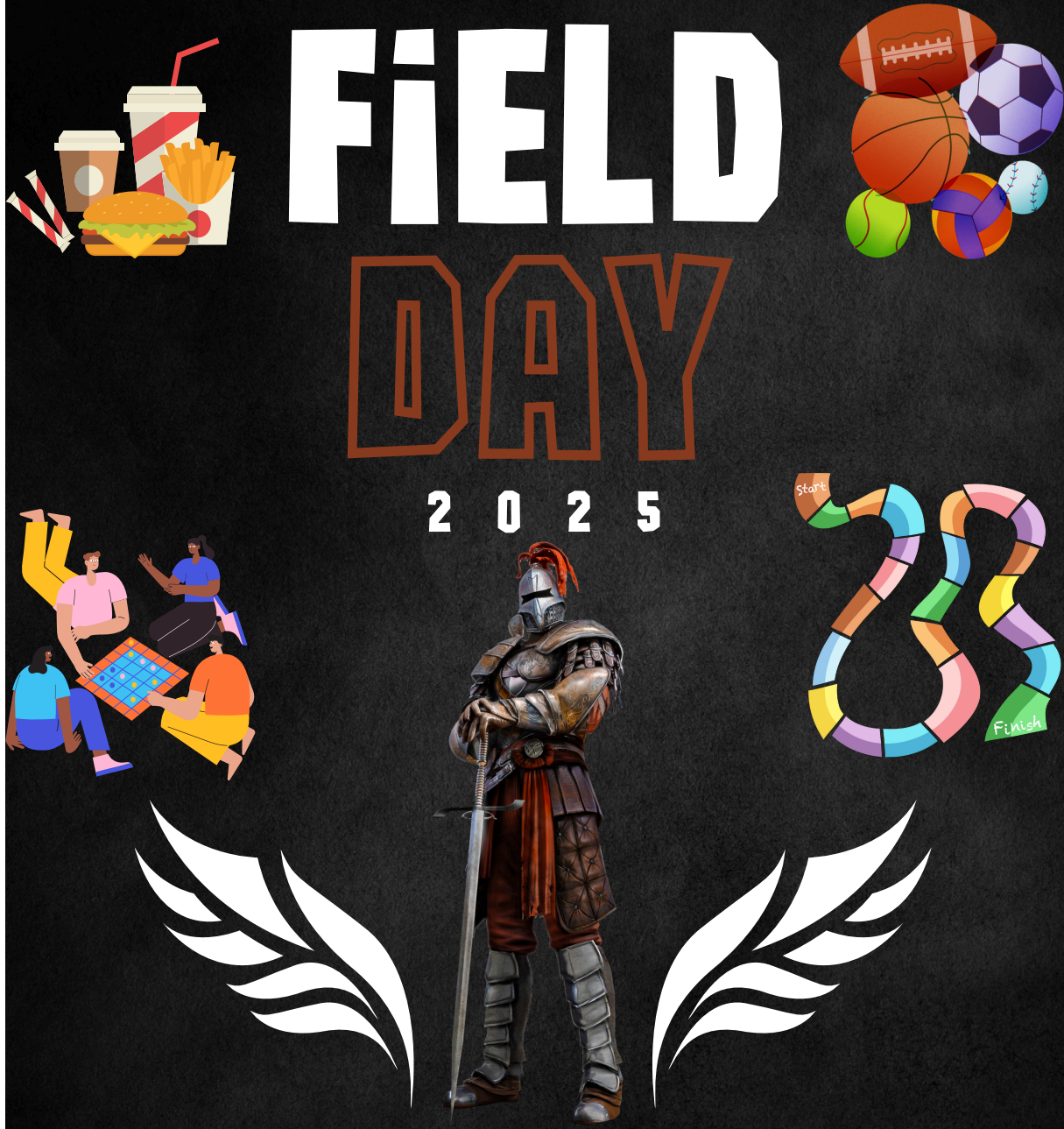
*****Please report all scores to tamos@rvaschools.net*****

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

FMA PRESENT

FIELD DAY

2025



FRIDAY APRIL 25TH
2025

9:45 AM - 3:00 PM

701 N 37TH ST,
RICHMOND, VA 23223 |
PHONE: (804) 780-8526



Office of The Principal

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

Location: FMA Media Center

Date: 9/5/2024

Time	Name
9:30 AM Yazmine Jackson	Janae Siler
9:40 AM Kobe Deguzman	Jiovanni Elliott
9:50 AM Amare Maccombie	Raymond Allen
10:00 AM Carter Brown	Myasia Bridy
10:10 AM Chelsea Clarke	Quatilyha Santiago
10:20 AM Sydnei Jefferson	Ana Jones
10:30 AM Arianna Simpkins	Tanner Sulanke
10:40 AM Makayla White	Jo'lai Gale
10:50 AM Nylah Crawley	Angela Romero
11:00 AM Senya Jackson	Yenifer Reyes Hernandez
11:10 AM Zamora Carter	Kayana Clark
11:20 AM Isaac DeJesus	Quavarius Cruel Randolph
11:30 AM Taron Durham	Aries Franklin
11:40 AM Jeremy Jones	Malik Baskins
11:50 AM Ijon Robinson	Christopher DeJesus Pinzon
12:00 PM Alexander Moya	Jaylon Prosise
12:10 PM Rakeem Ballou	Leon Davis
12:20 PM Isaiah Duguid	Malachi Hall
12:30 PM Malachi Harrington	James Hicks
12:40 PM Nyire Rogers Battle	Jamar Leeper
12:50 PM Adrian London	Justin Murphy
1:00 PM Quadir Linton Muldor	Immanuel Williams

September 2024

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

Speciality Schools Timeline

October 2024

- 14 (Mon): School Applications open for Specialty/Governor's Schools and Open Enrollment
- 15 (Tue): **CodeRVA** Open House
- 17 (Thu): **Appomattox Regional Governor's School** Open House 6:00 - 8:30 PM
- 26 (Sat): **Maggie L. Walker Governor's School** Open House 8:00 AM
- TBD: [10/1 - 10/14] Middle School presentations - School Applications info shared by SS / GS staff and students

November 2024

- 6 (Wed): **Open High School** Open House
- [Tentative] Week of 4th: LIEP/Evening Support Sessions
- [Tentative] Week of 18th: EPP/Evening Support Session
- 21 (Thu): **Richmond Community High School** Open House
- 25 (Mon): **Franklin Military Academy** Open House

December 2024

- 2 (Mon): Specialty School/Governor's School applications due

January 2025

- 11 (Sat): **ARGS** Adjudication Day
- 13 (Mon) - 24 (Fri): **Open HS** Evaluation Days
- 25 (Sat): **Maggie Walker** Adjudication Day
- 31 (Fri): Open Enrollment applications due
- TBD: **FMA** Evaluation Days

February 2025

- 1 (Sat): **Open HS** Evaluation Day (make-up day)
- TBD: **Community** Evaluation Days

March 2025

- 7 (Fri): School Applications results posted online

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

Franklin Military Academy Please Join Us

First PTSA Meeting Of The Year

Back To School Night

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

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

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

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

Hear About This Year's PTSA Fundraisers.

BACK
TO
SCHOOL





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

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

REGISTER
NOW



SCAN
ME!

@SalArmyRVABGC



WWW.SALVATIONARMYCENTRALVA.ORG
3701 R STREET | 804.222.3122

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.

FENTANYL AWARENESS



**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!



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

Seniors Dates

Class of 2025 Important Dates

September 2024			
Event	Date	Time	Location
Senior Pictures	9/5/24	9:30am - 1:00pm	Media Center
Car Wash	9/12/24	4:00pm-6:00pm	Parking Lot
Senior Installation Practice	9/26/24	TBD	Auditorium
Senior Installation and Outing	9/27/24	10:00am-2:00pm	Auditorium and Dave and Busters
Senior Parent Information Session	9/28/24	9:30am	Cafeteria
October 2024			
Event	Date	Time	Location
Fall Festival	10/5/24	TBD	TBD
Infinite Scholars	10/12/24		Main Street Train Station
November 2024			
Event	Date	Time	Location
Homecoming 2024 (Spirit Week)	11/11-15/24	N/A	N/A
Alumni Cookout	11/15/24	TBD	Back Field
Homecoming Dance	11/16/24	6:00pm-10:00pm	Cafeteria
December 2024			
Event	Date	Time	Location
Holiday Movie	12/20/24	2:00pm-4:00pm	TBD

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



FRANKLIN MILITARY ACADEMY

2025

class of

Senior Installation Ceremony

**Please join us as
we induct senior
class officers and
celebrate the Class
of 2025!!!**



**September 27th
10:00am**

FMA Auditorium
701 North 37th Street
Richmond, VA 23223

Students are to wear all black attire:
slacks, long sleeved shirt, tie or bowtie, dress or skirt.
All attendees are subject to security screening and search.



You are cordially invited to

Senior Parent Information Session

Franklin Military Academy

Saturday, September 28, 2024
9:30am

Seniors and 1 guest


class of
2025



Congratulations!

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)



"A Knight Forever"



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Office of The Principal

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

AM RTC

M. Guerra-Samayoa- S2

Curtis Hayes- S2

Joel Sloan- S1

Darius Hogan- S1

Xzavier Jones- S1

Rakeem Ballou- S2

Quadir Linton-Muldor- S1

Yennifer Reyes-Hernandez- S2

PM RTC

Richardson Armstead- S2

Keandre Franklin-S2

Love Gale-S2

James Hogan- S2

Elijah Nelson- S2

Antoine Parker- S2

Brian Reyes-Hernandez- S2

Addason Rickman- S2

Raymond Allen- S1

Carter Brown- S1

ECA Students

Kobe Deguzman- C/O 2025

Jiovanni Elliott- C/O 2025

Yazmine Jackson- C/O 2025

Amare' Maccombie- C/O 2025

Janae Siler- C/O 2025

Michael Amoreti-Ramos- C/O 2026

David Avula- C/O 2026

Jayden Harrington- C/O 2026

Sonia Marquez- C/O 2026

Carlos Melendez Linares- C/O 2026

Darrell Vaughan- C/O 2026

Links

[Assessment Calendar](#)

[Auditorium](#)

[Community Circle – August](#)

[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.



"A Knight Forever"

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

Office of The Principal

Field Trips

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

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

September 21st	-	Virginia State University – High School JROTC
September 27th	-	Seniors – Dave & Busters
October 2nd	-	State Fair



"A Knight Forever"

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

CUSTODIAN SCHEDULE

Custodial Duties

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

Crew Leader Mr. Anderson

*Everyone is to remain on their floor unless needed



"A Knight Forever"

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

BELL SCHEDULE AT A GLANCE

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

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



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.

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

Curriculum Guides

English Language Arts

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

Mathematics

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

Science

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

History/Social Sciences

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

Fine Arts

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

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

Office of The Principal

- All High School Visual Art

HPE

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



"A Knight Forever"

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

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

Franklin Military Academy Afterschool Activity Attendance

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

Teacher Name _____

Date _____ **Room/Location** _____

Type of Activity _____

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

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

Dr. J. Smiths' Weekly Schedule 09/03/24

Monday	Labor Day!! No School
Tuesday	Morning bag-checks Announcements Walk through – Positive views!!! Administration Meeting Lunch Duty Observations
Wednesday	Morning bag-checks Announcements Walk through – Positive views!!! Attendance Meeting 10:00 Lunch Duty Observations
Thursday	Morning bag-checks Announcements Walk through – Positive views!!! Lunch Duty Observations
Friday	Morning bag-checks Announcements Walk through – Positive views!!! Lunch Duty Observations

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



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

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

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

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

Week of 08/26-08/30

School Counselor Schedule

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

Week of 09/02-09/06

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

Vocabulary in Action

Word ^{of} _{the} Week

skirl

What It Means

Skirl means "to play the bagpipes" when the subject of the sentence is a person, as in "the piper skirled." When bagpipes are the subject (as in "the bagpipes skirled"), *skirl* means "to emit the high shrill tone of the chanter," with *chanter* referring to the reed pipe on which the bagpipe's melody is played.

// The attention of the parade-goers was fully captured the instant the bagpipers began *skirling*.

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. 15th Annual RVA College Scholarship Fair. All Seniors are highly encouraged to participate in the upcoming **15TH ANNUAL RVA CAREER and SCHOLARSHIP FAIR**, Located 1500 Main Street, Richmond, VA 23219. Flyers are posted at each floor throughout the school. Seniors and parents are asked to pre-register at www.infinitescholar.org from now until October 10, 2024. Attendance requirements include: A printed email confirmation **MUST** be presented at entrance of the fair, required health protocol will be strictly enforced, students must ensure they have a minimum of 10 copies of their portfolio, and the uniform for **ALL FMA students is CLASS A uniform**. Please stand by for more information on Transportation resources.

4). 16 NOV 24 - VA State Raider Challenge Qualifier (BOBQ)

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 - Seniors participating in 15TH Annual RVA College Scholarship Fair

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

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

Office of The Principal

UPCOMING COLOR GUARD ACTIVITY:

27 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:**
 - 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.**

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

Breakfast Teams – Starts September 10th

- **Prior to our 1st breakfast in the cafeteria**
Rules and expectations are delivered by admin/military during formation, prior to our first breakfast in the cafeteria, including grade-level seating and then reiterated for the next 4 formations.
- **On the 1st week:**
Members from Teams 2 & 3 commit to spending 2 mornings in the cafeteria with team 1, to help ensure a successful establishment of rules and procedures.
- **Timing:**
 - 8:50am, the cafeteria is closing down and arrivals become grab and go
 - 9:00am, the cafeteria closes
 - Any late buses would be admin/security. if their table is clean. All students are released at 9:00am and have 5 minutes at their lockers, with class starting at 9:05am.
- **Rules:**
 - No student on 2nd or 3rd floor
 - If a student asks to use the restroom: “yes and please come straight back”
 - Student asks to see a teacher: “No, you cannot visit teachers during breakfast”
 - If teachers would like to see students, they must come and pick them up.
- **Positions**
 - 1 at front doors
 - 1 at back doors
 - 2 circulating
 - 1 on M street stair - stop students from going upstairs, keep students moving in the hall
 - 1 on N street stair - stop students from going upstairs, keep students moving in the hall
 - Center stair monitored by security team and/or admin

Team 1	Team 2	Team 3
C. Cory	Dereu	Felton
Claiborne	Diaz	Loney
D. Cory	Elie	N. Smith
Dubinski	Parker	Ntherful
Karriem	Thornton	?
Paschall	Watson	Wester

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

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Week Starting	Team	Week Starting	Team
September 2	1	January 20	1
September 9	2	January 27	2
September 16	3	February 3	3
September 23	1	February 10	1
September 30	2	February 17	2
October 7	3	February 24	3
October 14	1	March 3	1
October 21	2	March 10	2
October 28	3	March 17	3
November 4	1	March 24	1
November 11	2	April 7	2
November 18	3	April 14	3
November 25	1	April 21	1
December 2	2	April 28	2
December 9	3	May 5	3
December 16	1	May 12	1
January 6	2	May 19	2
January 13	3	May 26	3

Questions/thoughts?

- Schedule meeting after 3rd rotation to assess how things are going
- Roll out
 - Starting 9/10
 - Rules explained during 9/9 formation
 - Breakfast teams and admin meet briefly on 9/6 during formation
- Vote in a few months on whether to continue
- What is the morning cadence currently?
 - 95% in by 9am
 - 85% in by 8:50am
 -

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

Monday – September 2, 2024 - FORMATION SCHEDULE

- **Holiday**
- [Community Circle – September](#)

Tuesday - September 3, 2024 - REGULAR SCHEDULE

- [Community Circle – September](#)
- Graduation/Administration Meeting - 10:00 a.m. Hudson, Smith, Frierson & Jamison
- Make a positive call home to parents
- Extended Day Starts – 4:00 p.m. – 5:30 p.m. - Staff, please ensure students are always supervised and escort students to the cafeteria after announcements. Make sure the extended day form is filled out.

Wednesday - September 4, 2024 - FORMATION SCHEDULE

- [Community Circle – September](#)
- Make a positive call home to parents
- Attendance Meeting - 10:00 a.m.
- Extended Day Starts – 4:00 p.m. – 5:30 p.m. - Staff, please ensure students are always supervised and escort students to the cafeteria after announcements are made. Make sure the extended day form is filled out.

Thursday – September 5, 2024 - 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 – September](#)
- Make a positive call home to parents
- Senior Picture Day – See Schedule In The Agenda
- New Accreditation Model Discussion – FMA – 9:00 a.m.
- Faculty Meeting 4:15 p.m.

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

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Friday – September 6, 2024 - FORMATION SCHEDULE

- [Community Circle – September](#)
- Make a positive call home to parents

Military Instruction

MILITARY INSTRUCTOR LESSONS FOR WEEK 3 - 6 SEP 24

LET IV – Continue with Portfolios and Interviews, Boys & Girls Club, Goal Testing, Lesson Test

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

LET II – Focus on Leadership, Conduct Raiders Obstacle Course, Rope Drill Instructions

LET I – Focus on Leadership, Drill & Ceremony Procedures

MIDDLE SCHOOL – MSG Gilliam, and Mr. Felton will focus on Leadership and Drill & Ceremony procedures. CPT York will focus on Drill & Ceremony procedures and Franklin Military Academy Emblem and Creed.

Language Arts

Developing Skilled Readers and Building Reading Stamina

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

- A. Read a variety of grade-level complex text with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding when necessary (**Reading Fluency, K-12**).
- B. Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grade 6-8 band (See the Quantitative and Qualitative Analysis chart for determining complexity in the Appendix.) (**Text Complexity, 2-12**).

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

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

Reading and Vocabulary

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

6.RV.1 Vocabulary Development and Word Analysis

- A. Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-six texts and topics.
- B. Use context and sentence structure to determine multiple meanings of words and clarify the meanings of unfamiliar words and phrases.
- C. Apply knowledge of Greek and Latin roots and affixes to predict the meaning of unfamiliar words.
- D. Use the relationship between particular words, including synonyms and antonyms to better understand each word.
- E. Explain the construction and meaning of figurative language, including simile, hyperbole, metaphor, and personification.
- F. Clarify the meaning of an unknown word or select the applicable definition of a word from a text by using word reference materials.
- G. Use general and specialized word-reference materials, print and digital, to identify word origins, derivations, and pronunciations.
- H. Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

Developing Skilled Readers and Building Reading Stamina

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

- A. Read a variety of grade-level complex text with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading
MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH

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to confirm or self-correct word recognition and understanding when necessary (**Reading Fluency, K-12**).

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

6.RV.1 Vocabulary Development and Word Analysis

- A. Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-six texts and topics.
- B. Use context and sentence structure to determine multiple meanings of words and clarify the meanings of unfamiliar words and phrases.
- C. Apply knowledge of Greek and Latin roots and affixes to predict the meaning of unfamiliar words.
- D. Use the relationship between particular words, including synonyms and antonyms to better understand each word.
- E. Explain the construction and meaning of figurative language, including simile, hyperbole, metaphor, and personification.
- F. Clarify the meaning of an unknown word or select the applicable definition of a word from a text by using word reference materials.
- G. Use general and specialized word-reference materials, print and digital, to identify word origins, derivations, and pronunciations.
- H. Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

7th Grade Language Arts - SOL Test Reading Literary Text

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

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7.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.

7.RL.1 Key Ideas and Plot Details

- A. Describe stated or implied themes of texts and analyze their development throughout the texts using specific details.
- B. Analyze how the central conflict and key elements (e.g., exposition, initiating event, rising action, climax, falling action, and resolution) impact plot development.
- C. Explain how static and dynamic characters and the roles of protagonist and antagonist influence plot events.

7.RL.2 Craft and Style

- A. Analyze how elements of authors' styles (e.g., word choice, dialogue, form, voice, rhyme, rhythm, and/or sound devices) contribute to meaning in various forms of prose and poetry.
- B. Analyze how the elements of an author's style (e.g., word choice, sentence structure, dialogue, figurative language, imagery) are used to influence and develop tone.
- C. Explain how an author develops the points of view of different characters in a text (e.g., first-person, third person limited, third-person omniscient) and how they affect the reader's interpretation of a text.

7.RL.3 Integration of Concepts

- A. Explain how particular elements of stories or dramas interact including how settings shape and influence characters and plot.
- B. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

7.R The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade seven content and texts, solve problems, and support cross-curricular learning.

7.R.1 Evaluation and Synthesis of Information

- A. Formulate questions about a research topic, broadening or narrowing the inquiry as necessary.
- B. Collect, organize, and synthesize information from multiple sources using various notetaking formats.
- C. Evaluate and analyze the relevance, validity, and credibility of each source (primary, secondary, digital, and print), determining what information to include and exclude.
- D. Quote, summarize, and paraphrase research findings from primary and secondary sources, avoiding plagiarism by using own words and following ethical and legal guidelines.
- E. Organize and share findings in formal and informal oral written formats.
- F. Give credit for information quoted or paraphrased, using standard citations (e.g., author, article title and webpage, and publication date).
- G. Demonstrate ethical and responsible use of all sources, including the Internet, Artificial Intelligence (AI), and new technologies, as they develop.

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

Office of The Principal

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

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 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.

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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.
 - 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.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.

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- 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.
 - 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.

9.RI.1 Key Ideas and Confirming Details

- A. Analyze the development of main ideas over the course of texts, including how they emerge, are shaped, and are refined by specific details to help reveal the author's intended purpose for writing.
- B. Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.
- C. Distinguish among, facts, reasoned judgments, and/or speculation in texts to determine where a position/argument is to be confirmed, disproved, or modified.

10th Grade Language Arts

Developing Skilled Readers and Building Reading Stamina

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

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

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

10.RV The student will systematically build vocabulary and word knowledge based on grade ten content and text.

10.RV.1 Vocabulary Development and Word Analysis

- A. Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
- B. Use context and sentence structure to clarify the literal and figurative meanings of words and phrases.
- C. Use structural analysis of roots, affixes, and etymology to clarify the meanings of unfamiliar and complex words.
- D. Discriminate between the connotative and denotative meanings and interpret the connotation(s).
- E. Identify and explain idiomatic language in context.
- F. Explain the meaning of literary and classical allusions and figurative language in context and analyze their roles in texts.
- G. Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

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

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Reading Literary Text

10.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 literary nonfiction (including world, British, and American literature), narratives, poetry, and drama, with an emphasis on world literature.

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 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.

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. Maintain consistent verb tense when speaking and writing.

10.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. Introducing and developing central idea(s), and organizing ideas in a logical sequence to exhibit unity.
 - iii. Defending a position using sufficient reasons with evidence from credible sources as support.
 - iv. Embedding narrative techniques (e.g., anecdotes, dialogue, and description) to develop and enhance writing.
 - v. Using transitions effectively to connect ideas within and across paragraphs.
 - vi. Elaborating ideas clearly through intentional word choice and varied sentence structure.

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10.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).

11th Grade Language Arts – SOL Test

2nd Semester

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.

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

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- 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)**.

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

Title I

Reading

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

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

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

- a) Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.

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- 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.

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.

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

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

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

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

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.

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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

A.EO.3 The student will derive and apply the laws of exponents.

Students will demonstrate the following Knowledge and Skills:

- a) Derive the laws of exponents through explorations of patterns, to include products, quotients, and powers of bases.
- b) Simplify multivariable expressions and ratios of monomial expressions in which the exponents are integers, using the laws of exponents.

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

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.

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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

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

- LS.3 The student will investigate and understand that there are levels of structural organization in living things. Key ideas include
- a) patterns of cellular organization support life processes;
 - b) unicellular and multicellular organisms have comparative structures; and
 - c) similar characteristics determine the classification of organisms.

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

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- d) evidence from space exploration has increased our understanding of the structure and nature of our universe.

ES.3 The student will investigate and understand that Earth is unique in our solar system. Key ideas include

- a) Earth supports life because of its relative proximity to the sun and other factors; and
- b) the dynamics of the sun-Earth-moon system cause seasons, tides, and eclipses.

Biology

BIO.6 The student will investigate and understand that modern classification systems can be used as organizational tools for scientists in the study of organisms. Key ideas include

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

Anatomy Physiology

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

6th United States History to 1865

Syllabus and Procedures

Geography

- USI.2 The student will use maps, globes, photographs, pictures, or tables to
- locate the seven continents and five oceans;
 - locate and describe the location of the geographic regions of North America: Coastal Plain, Appalachian Mountains, Canadian Shield, Interior Lowlands, Great Plains, Rocky Mountains, Basin and Range, and Coastal Range;
 - locate and identify the water features important to the early history of the United States: Great Lakes, Mississippi River, Missouri River, Ohio River, Columbia River, Colorado River, Rio Grande, St. Lawrence River, Atlantic Ocean, Pacific Ocean, and Gulf of Mexico;
 - recognize key geographic features on maps, diagrams, and/or photographs.

7th United States History to Present

Reconstruction: 1865 to 1877

- USII.3 The student will demonstrate knowledge of the effects of Reconstruction on American life by
- analyzing the impact of the 13th, 14th, and 15th Amendments to the Constitution of the United States;
 - describing the impact of Reconstruction policies on the South and North;
 - 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
- explaining the fundamental principles of consent of the governed, limited government, rule of law, democracy, and representative government;
 - 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;

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- 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

- WHI.3 The student will demonstrate knowledge of ancient river valley civilizations, including those of Mesopotamia, Egypt, the Indus River Valley, and China and the civilizations of the Hebrews, Phoenicians, and Nubians, by
- a) locating these civilizations in time and place;
 - b) describing the development of social, political, and economic patterns, including slavery;
 - c) explaining the development of religious traditions;
 - d) describing the origins, beliefs, traditions, customs, and spread of Judaism;
 - e) explaining the development of language and writing.

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

Not taught this semester

11th VA/US History

Syllabus and Procedures, 2- 3 Interaction and Colonization Assessment 4ab Revolutionary Period

12th Virginia and United States Government

Not Taught This Semester

AP Government

Unit 1 Foundations of American Government 1.3second semester

Real Richmond

Syllabus and Procedures, Period 1

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Humanities Teaming Log

Standards of Learning for Electives

Standards of Learning for Electives

FACS (9/13)

FACS Exploratory I

3 - Demonstrate initiative and self-direction

4 - Demonstrate integrity

48 - Identify nutrients, their functions, and food sources

49 - Interpret information found on food labels

50 - Describe common food allergies and dietary needs

57 - Identify personal resources

58 - Identify strategies for earning and saving money

59 - Explain the relationship between education/training and income

60 - Demonstrate comparison shopping techniques useful in lifelong decision-making

61 - Explain the importance of consumer safety

FACS Exploratory II

3 - Demonstrate initiative and self-direction

4 - Demonstrate integrity

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40 - Demonstrate social etiquette.

31 - Describe the developmental characteristics of early adolescence

32 - Identify factors and conditions that influence individual and family development

33 - Describe factors that influence the development of self-esteem, self-concept, and personality

75 - Use the FCCLA planning process

Independent Living

3 - Demonstrate initiative and self-direction

4 - Demonstrate integrity

45 - Explain the benefits of establishing and maintaining healthy relationships.

46 - Identify the situational guidelines that influence behavior in interpersonal relationships.

47 - Identify conflict-resolution methods.

48 - Evaluate conflict-prevention and management techniques.

49 - Identify aspects of mental illness that can affect healthy relationships.

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) (9/6)

7.3 The student will apply concepts and principles of training and fitness-planning skills to improve physical fitness.

- a. Identify safe practices for improving physical fitness.**
- b. Complete a self-assessment of health-related fitness and develop a comprehensive personal fitness plan, including SMART (specific, measurable, attainable, realistic, timely) goals, an action plan that incorporates the FITT (frequency, intensity, time, and type of exercise) principle and to meet the Centers for Disease Control and Prevention's Physical Activity Guidelines for Americans, timeline, documentation of activities inside and outside school, roadblocks/barriers and solutions, midyear and end-of-year assessments, and reflection on progress for improving at least two self-selected components of health-related fitness.**
- c. Identify and apply concepts of fitness improvement using various resources, including available technology, to evaluate, monitor, and record activities for a fitness plan.**

- d. Calculate resting, activity, and recovery heart rate and describe its relationship to aerobic fitness.**
- e. Describe the differences between aerobic and anaerobic activities and provide three examples of each.**
- f. Explain the role of perseverance in achieving fitness goals.**

7.5 The student will describe rate of perceived exertion and nutrients (energy) needed for a variety of activities and explain the importance of sleep for energy balance.

- a. Explain the connection between an RPE scale and heart rate, and the body's response to physical activity.**
- b. Define and describe the anaerobic and aerobic energy systems.**
- c. Identify the nutrients needed for optimal aerobic and anaerobic capacity and for muscle strength and endurance.**
- d. Calculate resting heart rate (RHR) and describe its relationship to aerobic fitness and an RPE scale.**

8.1 The student will apply and demonstrate movement concepts and skills in small-sided games/sports, rhythmic, dance, lifetime, and recreational activities.

a) Demonstrate and apply movement forms to a variety of cooperative and tactical activities that include dynamic and unpredictable situations with a focus on defensive strategies, including reducing space, transitioning from offense to defense quickly, and selecting appropriate tactics to gain a defensive advantage.

c) Demonstrate skill-related components of fitness (agility, balance, coordination, power, reaction time, and speed) specific to various activities.

d) Demonstrate and explain the role of balance (center of support, center of gravity, and planes of motion) in a variety of activities.

e) Demonstrate physiological principles of warm-up, cool down, overload, specificity, and progression to improve performance.

g) Analyze movement performance/progressions (i.e., practice, self or peer assessment, correct, practice at a higher level, and reassess) of a specific skill and use feedback to learn or improve the movement skills of self and others.

8.3 The student will apply self-assessment skills and use technology to create and implement a personal fitness plan to improve or maintain personal fitness.

a. Complete a self-assessment of current fitness levels and develop a comprehensive personal fitness plan, including SMART (specific, measurable, attainable, realistic, timely) goals, an action plan that incorporates the FITT (frequency, intensity, time and type of exercise) principle, a timeline, documentation of activities inside and outside of school, roadblocks/barriers and solutions, midyear and end-of-year assessments, and reflection on progress for improving at least three components of health-related fitness.

b. Describe how an RPE scale can be used to adjust workout intensity during physical activity.

c. Use a variety of resources, including available technology tools and prior fitness data, to evaluate, monitor, and record activities for personal fitness improvement.

8.5 The student will explain the relationship of caloric intake, caloric expenditure, and body composition.

a. Describe the relationship between inadequate caloric intake and health risk factors.

b. Explain the role of energy balance in weight management and body composition.

9.2 The student will explain the structures and functions of the body and how they relate to and are affected by human movement.

f) Apply the concepts and principles of levers, force, motion, and rotation to a variety of activities.

9.3 The student will evaluate current fitness behaviors and demonstrate achievement and maintenance of a health-enhancing level of personal fitness by designing, implementing, self-assessing, and modifying a personal fitness program.

h) Define and describe terms and activities associated with fitness, including set, repetition, isometric, isotonic, isokinetic, core, and upper-body exercises and lower-body exercises.

i) Apply physiological principles of warm-up, cool down, overload, specificity, and progression.

9.4 The student will explain and demonstrate the skills needed to be safe, responsible, and respectful in all physical activity settings.

g) Apply best practices for participating safely in physical activity, exercise, and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).

h) Analyze and compare psychological benefits derived from various physical activities (e.g., decreased stress and anxiety, increased self-esteem, increased mental alertness, improved mood).

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

a. Demonstrate and apply developmentally appropriate movement forms and skill combinations competently in a variety of cooperative and tactical activities that include dynamic and unpredictable situations.

b. Demonstrate offensive and defensive strategies and tactics, including creating open space, skilled movement,

speed, accuracy, and selection of appropriate skills/tactics to gain an offensive or defensive advantage through modified games/sports.

c. Demonstrate basic abilities and safety precautions in recreational pursuits (e.g., inline skating, orienteering, hiking, cycling, ropes courses, backpacking, canoeing, rock climbing).

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

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

b. Create guidelines and demonstrate how to solve problems and resolve conflicts in activity settings.

c. Explain the importance of cooperating with classmates, and demonstrate supportive behaviors that promote feelings of inclusion and safety of others.

9.1 The student will perform all basic movement skills and demonstrate movement and biomechanical principles in a variety of activities that may include outdoor pursuits,

fitness activities, dance and rhythmic activities, aquatics, individual performance activities, and games and sports (net/wall, striking/fielding, and goal/target[s]).

b) Design, implement, evaluate, and modify a practice plan for a self-selected skill, including the motor learning process of analysis of performance, application of principles of movement and training, goal setting, and improvement of personal skills through practice, correction, practicing at a higher level, and reassessment.

9.2 The student will explain the structures and functions of the body and how they relate to and are affected by human movement. Analyze and evaluate proficient and efficient movement in relation to how movement is directed, including the type of muscle action that directs a movement (concentric, eccentric, and isometric), the direction the body part moves relative to its joints (abduction, adduction, flexion, and extension), and planes of motion.

e) Analyze movement performance and use feedback to learn or to improve the movement skills of self and others.

Physical Education (High) (9/6)

9th grade health Taking charge of your health

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

Disease Prevention/Health Promotion

a) Identify common types of chronic disease including diabetes, heart disease, cancer, obesity, and stroke.

b) Define herd immunity and explain how immunizations can prevent the spread of diseases.

c) Describe the importance of health habits that promote vision, hearing, and dental health.

10th grade Driver's Education Module 1 Licensing Responsibilities

DE.1 The student will demonstrate an understanding of Virginia traffic laws, licensing

procedures, and other responsibilities associated with the driving privilege.

a) graduated driver licensing requirements and types of licenses;

b) traffic safety information in the Virginia Driver's Manual

c) the motor vehicle section of the Code of Virginia

d) the organ- and tissue-donation designation process

e) interaction with law enforcement

f) responsibilities at a crash scene.

Art

Guitar (10/4)

Beg/Intermediate Middle School Guitar:

Objective :

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

o.f) Maintain a steady beat at various tempos in the music literature being studied.

.HIB.3 The student will analyze, interpret, and evaluate music.

o.a) Propose a definition of music and support that definition.

- b) Describe and interpret diverse works of music using inquiry skills and music terminology.
- c) Describe accepted criteria used for evaluating works of music.
- HIB.12 The student will demonstrate music literacy.
 - c) Sing selected lines from music being studied.
 - f) Identify and perform music written in binary, ternary, and theme-and-variations forms.
 - g) Define and identify music terminology found in the music literature being studied.

•HIB.15a,g

The student will demonstrate proper instrumental techniques.

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, indice, 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.

Classroom materials/Lessons:

Essential Elements book: (using copies)

- .Clapping rhythms**
- .Sight reading melodies**
- .Playing chords (simplified and full)**
- .Teacher-student play along**

Jerry Snyder's Guitar School book: (using copies)

- .Chord/rhythm guitar practice**
- .Expanding chord knowledge**
- .Teacher-student play along**

Guitar Basics Workouts book: (using copies)

- .Reading standard notation**
- .Playing along to CD (using the record player)**

Repertoire:

- .Begin new repertoire for Hispanic Heritage assembly**

Creative Journal (last 15 minutes of class)

- Daily actively listening exercise (using notebooks to respond to a prompt)**
 - Prompts are decided during class time on the basis of how far the class has gotten. Prompts are premade by the teacher and are chosen selectively to compliment the lesson that is being learned that day**

High School Guitar:

Objective :

- MIB.2 The student will apply a creative process for music.**
 - a) Identify and apply steps of a creative process in a variety of contexts in music.**
 - b) Collaboratively identify and examine inquiry-based questions related to music.**
 - c) Monitor individual practice and progress toward goals.**

• MIB.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 through listening, performing, and studying.

b) Describe ways in which culture influences the development of instruments, instrumental music, and instrumental music styles.

- .MIB.7 The student will explore the functions of music, including the use of music as a form of expression, communication, ceremony, and entertainment.**
- .MIB.8 The student will examine and apply digital citizenship skills related to intellectual property as it relates to music.**
- .MIB.10 The student will identify ways in which culture and technology influence the development of music and musical styles, including the ways sound is manipulated.**
- .MIB.12 The student will demonstrate music literacy.**
 - a) Identify, define, and use basic standard and instrument specific notation for pitch, rhythm, meter, articulation, dynamics, and other elements of music.**
 - d) Echo, read, count (using a counting system), and perform simple rhythms and rhythmic patterns, including whole notes, half notes,**

quarter notes, eighth notes, dotted half notes, dotted quarter notes, and corresponding rests.

- **e) Identify, read, and perform music in simple meters (2 4 , 3 4 , 4 4 , C).**
 - **g) Read and interpret standard music notation while performing music of varying styles and levels of difficulty.**
 - **h) Sight-read music of varying styles and levels of difficulty.**
 - **i) Guitar student— read and create chord diagrams; read and perform basic rhythm guitar using G, G7, C, D, D7, Dm, A, A7, Am, E, E7, Em, and FM7 chords in first position.**
- .MIB.13 The student will identify and demonstrate half-step and whole-step patterns in order to read, notate, understand and perform scales, key signatures, and/or chords.**
- **c) Guitar student—one-octave ascending and descending major, natural and harmonic minor scales up to three sharps/one flat; a chromatic scale; one-octave pentatonic scale; open position chords; power chords with roots on the sixth and fifth strings; a I-IV-V7 chord progression in the keys of C, G, D, and**

A major, and A and E minor; and 12-bar blues in a variety of keys.

.MIB.14 The student will demonstrate preparatory instrumental basics and playing procedures.

- **a) Identify and select an appropriate instrument.**
- **b) Identify parts of the instrument.**
- **c) Identify procedures for care of the instrument.**
- **d) Identify proper playing posture and instrument position.**
- **e) Understand procedures for basic tuning of the instrument with a visual aid or electronic tuner.**

.MIB.15a,g

a) Identify correct hand positions, finger/slide placement, fingerings/positions, and finger/slide patterns.

g) Guitar student—correct left hand position and finger placement, right hand position and techniques (finger style only)

Classroom materials/Lessons:

Essential Elements book: (using copies)

.Clapping rhythms

- **Sight reading melodies**
- **Playing chords (simplified and full)**
- **Teacher-student play along**

Jerry Snyder's Guitar School book: (using copies)

- **Chord/rhythm guitar practice**
- **Expanding chord knowledge**
- **Teacher-student play along**

Guitar Basics Workouts book: (using copies)

- **Reading standard notation**
- **Playing along to CD (using the record player)**

Repertoire:

- **Begin new repertoire for Hispanic Heritage assembly**

Creative Journal (last 15 minutes of class)

- **Daily actively listening exercise (using notebooks to respond to a prompt)**
 - **Prompts are decided during class time on the basis of how far the class has gotten. Prompts are premade by the teacher and are chosen selectively to compliment the lesson that is being learned that day**

Choir (10/4)

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

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.

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.**

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.

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.

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.**
- 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.

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.

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.

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.

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.

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

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.

Spanish

SPANISH 1

● **Unit Summary**

a. Unidad 1: Identidades instructs students on the basics of self-expression through the use of the verb SER (to be) and the verb GUSTAR (to like). Students will learn how to ask simple questions to build conversation skills. Students will also learn about students their age from the Spanish-speaking world, broadening their cultural lens.

- **Essential Questions**

- a. **Who am I? How does what I do define who I am?**

- b. **How am I similar to and different from young people in the Spanish-speaking world?**

- c. **How do language and music shape identity?**

- **Student Learning Objectives**

I can...

- a. **interact to express your identity, ask for and give personal information and**

- express preferences about activities**

- b. **interpret images, video, audio, and print texts in Spanish to gain insights into identity**

- c. **ask for and present basic information about myself**

- d. **investigate, explain, and reflect on the role of language and music in shaping identity in Paraguay, in Texas, and in my community**

SPANISH 2

- **Unit Summary**

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

a. Unidad 1: De vuelta a clases instructs students to exchange information about academic and extracurricular activities in school. Students will review present tense regular and irregular verbs, learn to make comparisons, and discuss school rules using hay que and tener que. Students will also compare school culture and activities to those in the Spanish-speaking world.

● Essential Questions

- b. What helps students engage in their school community?**
- c. What factors support student learning and success?**
- d. How do schools in different cultural contexts meet the needs of their students?**

● Student Learning Objectives

I can...

- exchange information about academic and extracurricular offerings at my school**

- **read and listen to information about a variety of schools in Spanish-speaking cultures to draw comparisons with my own**
- **present my school to visiting students and advise them how to be successful in my school**

Spanish 3

- **Unit Summary**
 - a. **Los jóvenes de hoy instructs students to describe how they spend their free time and compare it to that of those in the Spanish-speaking world. Students will review the preterite and imperfect tenses, verbs like gustar, and ser and estar. Students will also explore how today's young intercultural citizens help to create a better world.**
- **Essential Questions**
 - a. **What helps students engage in their school community?**
 - b. **What factors support student learning and success?**
 - c. **How do schools in different cultural contexts meet the needs of their students?**

- **Student Learning Objectives**

I can...

- **interact with some young Spaniards to express how my free time is similar or different to theirs**
- **interpret videos, blogs and podcasts of Spanish teenagers to learn about Spain and what young people do in their free time**
 - **explore, explain and reflect on how today's young intercultural citizens help create a better world**

Band

CTE EPF

CTE Programming (10/4)

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.**

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

- 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.**

- 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.

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.**
- 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.

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.**

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.**
 - 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**
 - 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.