Franklin Military Academy

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

KNIGHTS
FRANKLIN MILITARY ACADEMY
FOUNDED 1980
"A Knight Forever"

(H) Col. David A. Hudson, Principal
September 16, 2024

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

RPS RICHMOND
PUBLIC SCHOOLS

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

Office of The Principal

Emergency Alerts

Lock & Hide

Crisis Condition
Return to class and secure door

Lock & Teach

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

Lock & Check

Bomb threat procedures

Evacuate

Exit building due to an emergency
Take Fire Exit Route

Make Preparations To Depart For Primary/Alternate

Shelter location

Restrictive Movement

Only essential personnel may move freely

Shelter In Place

Report to designated areas
Assume required position(s)

Reverse Evacuation

Return to your facility

Normal Operation

Return to business as usual

Attention, Attention this is not a drill

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Safety At Franklin Military Academy

To ensure the safety, accountability, and smooth operation of Franklin Military Academy, the following guidelines have been established for all staff members:

1. **Work Hours**: Staff members are expected to work an eight-hour day. Your scheduled workday includes an hour for lunch and two fifteen-minute breaks, which should be taken at appropriate intervals to maintain productivity and well-being.
2. **Sign-In/Sign-Out Procedures**: For accountability purposes, all staff members must sign in upon arrival and sign out when leaving the school premises. This process is essential for maintaining accurate records and ensuring the safety of everyone on campus.
3. **Leaving School Premises**: If you need to leave the school during work hours, please ensure you sign out and sign back in upon your return. This helps us keep track of who is on campus at all times.
4. **Running Late**: If you anticipate being late to work, it is required that you send a text message to the Administration and Office Associate as soon as possible. Timely communication helps us make any necessary adjustments to ensure the continued functioning of the school day.

Your cooperation in adhering to these guidelines is essential for maintaining a safe, organized, and productive environment for our students and staff. Thank you for your commitment to Franklin Military Academy.

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

HAPPY BIRTHDAY

Tiffany Fierson – September 10th

Andrew Giffin - September 22nd

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Office of The Principal

Franklin PTSA Staff Support

Hello to all of the amazing Franklin Teachers and Staff!

On behalf of the PTSA, I want to thank you for all of the time, energy, love, and effort you all have pored into the school and the students these first few weeks of school. Our goal this year is to find more ways to support you all and the school throughout the entire year. Below, you will find a few ways we plan to give you more opportunities to receive support, please read through the entire email and let us know if there are any other ways we can support you throughout the year.

Teacher Favorite Things Form
Please take the time to fill out this form of your favorite things wish list so that we can send it out the our PTSA members, giving them an opportunity to support you and your classroom directly. Editing for this form will close on Sept 20th. An example form from last year for Maj Paschall is included in the first slides. Find a blank form and fill out with your favorite things, whatever you are comfortable sharing with the PTSA members.

PTSA Funds Request Form
If your classroom, department, organization, or sports team is looking for some extra funds this year, the PTSA may be able to help. The PTSA is asking that you fill out this form to request funds. We are asking for you to submit this request 45 days or more in advance. The PTSA only meets once per month and would like to have time to evaluate the requests and vote on them before making a decision.

Thank you and have an amazing week!
Ashley Smith
Franklin PTSA Secretary

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School Psychology Support

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

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

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

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2024-2025 COMMITTEES

AWARDS	MASTER SCHEDULE
David Hudson - Chairperson	David Hudson
Denise Claiborne	Special Loney
Gilbert Carter	Jennifer Smith Co-Chairperson
John Nunez	Melody Reives
Kieran Wilkinson	Michael Jamison
	Clinton Jefferson
	Tiffany Fierson - Chairperson
	Kathy Paschall
	Matthew Wester

ORATORICAL	RECRUITMENT
David Hudson	David Hudson
Naiia Smith	Kylie York
Andrew Giffin	Kelvin Gilliam - Chairperson
Melody Reives - Chairperson	Corey Robinson
Daniel Elie	Leon Thornton
Almitra Bryant	Clinton Jefferson

BEAUTIFICATION	LINKS
Kylie York	Naiia Smith - Chairperson
Special Loney	
Kelvin Gilliam	
Gilbert Carter	
Ciara Logan	
Clinton Jefferson	
Jonathan Ashe - Chairperson	

SENIOR CLASS	SPELLING BEE
Naiia Smith	Naiia Smith
Special Loney	Zonita James
Natalie Diaz	William Watson
Jennifer Smith	John Nunez - Chairperson
Melody Reives	Lusia Mahoney
Denise Claiborne	
Leon Thornton	
Denise - Chairperson	
Nikitra Walker	
Leon Thornton	

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GRADUATION	ART CLUB
Special Loney	Jonathan Ashe - Chairperson
Melody Reives	
Michael Jamison	
Tiffany Fierson – Chairperson	
David Hudson	
Corey Robinson	

GARDEN	WELLNESS
Special Loney	Special Loney
Natalie Diaz	Jennifer Smith
Bianca Parker	Xavier Blackman
Melody Reives - Chairperson	Shanice Clarke- Chairperson
Gilbert Carter	Lusia Mahoney
Brian Taylor	
Ciara Logan	
Jonathan Ashe	

DUNGEONS & DRAGONS	CULTURE & CLIMATE
Andrew Giffin - Chairperson	Natalie Diaz
Kieran Wilkinson	David Corey
	Daniella White
	Christal Corey
	Almitra Bryant
	Jennifer Smith - Chairperson
	Bianca Parker
	Jonathan Ashe
	Godfrey Ntherful

HOSPITALITY (SUNSHINE)	REA / VEA
Clara Bannister - Chairperson	Clara Bannister - Chairperson
Zonita James	David Corey
Brian Taylor	Theodore Dubinsky
Dr. Smith	

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TECHNOLOGY
Clara Bannister
Dwayne "Orlando" - Chairperson
Lusia Mahoney

TALENT SHOW
David Corey
Nirva Vernet
John Barclay - Chairperson
Kyle Mendez

HISTORY FAIR
John Felton
Meredith Portmess   - Chairperson
Robin Williams
John Dereu

VETERANS DAY
John Felton - Chairperson
Dwayne "Orlando"

FIELD DAY
Kylie York
John Felton
Daniella White
Xavier Blackman
Daniel Elie
Meredith Portmess
Shanice Clarke - Chairperson
Cleavester Ferrell

8TH GRADE CLASS
Christal Corey - Chairperson
Sandra Hayward-Jones
Almitra Bryant
Meredith Portmess

WOMENS HISTORY
Christal Corey
Jennifer Smith
Nirva Vernet - Chairperson

CRISIS / SAFETY & SECURITY
Jennifer Smith
Kelvin Gilliam
David Hudson
Leon Thornton - Chairperson
Natia Smith

SAT / PSAT
Jennifer Smith
Corey Robinson
Lusia Mahoney
Tiffany Frierson - Chairperson

SPORTS BOOSTER
Xavier Blackman
John Barclay
Shanice Clarke - Chairperson
Godfrey Ntherful

FCCLA
Bianca Parker - Chairperson

NHS / NJHS
Sandra Hayward-Jones
Daniel Elie
Matthew Wester - Chairperson
Gilbert Carter
Godfrey Ntherful

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FBLA	FOREIGN LANGUAGE
Melody Reives - Chairperson	Nirva Vernet - Chairperson

RTI / SBIT	ANIME
Zonita James - Chairperson	Theodore Dubinsky - Chairperson
	Michael Jamison
	John Nunez
	Kieran Wilkinson

KNIGHT RIDERS	CHESS
William Watson - Chairperson	Xavier Blackman - Chairperson
Matthew Wester	
Jonathan Ashe	

LEAD TEACHERS	SOL TESTING
Matthew Wester	Gilbert Carter
Brian Taylor	Michael Jamison - Chairperson
Robin Williams	Corey Robinson
Matt Wester	Denise Claiborne

ASVAB	RUBRICS & LEGOS
Corey Robinson - Chairperson	Lusia Mahoney - Chairperson

STEM / SCIENCE FAIR	SOCIAL MEDIA
Godfrey Ntherful - Chairperson	Kathy Paschall - Chairperson

YEARBOOK	KNIGHTS / RAIDERS
Jonathan Ashe	Clinton Jefferson
Kathy Paschall - Chairperson	Leon Thornton - Chairperson

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STUDENT APPLICATION EVAL	
Naiia Smith	
Special Loney	
Bianca Parker	
Sandra Hayward-Jones	
Denise Claiborne	
Nirva Vernet	
Dwayne "Orlando"	
Theodore Dubinsky	
William Watson - Chairperson	
Matthew Wester	
Gilbert Carter	
John Barclay	
Michael Jamison	
Ciara Logan	
Robin Williams	
Jonathan Ashe	
Kathy Paschall	
David Hudson	

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Jabberwock 2025

The Jabberwock Scholarship Pageant
is an annual scholarship & personal development program for young
ladies in both elementary (1st - 5th)
and high school (grades 11 and 12).

Throughout the program, participants will engage in cultural,
educational, and social activities.

Proceeds will support the Jabberwock program and college scholarships.

Join Us VIRTUALLY for an Orientation
Sunday, September 15, 2024
2:15 PM
Scan this QR code to request
a link to join.

SCAN ME to REGISTER!

For more information, please contact:
Ms. Anita Roane - 1stup.dstrichmond@gmail.com

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GROWTH ASSESSMENT

Next week we will be conducting the Virginia Growth Assessments for middle school reading and math. We will begin testing on 9/17 and end on Friday 9/20. On Tuesday, 9/17 we will follow the non-formation bell schedule as normal but we will not have bells on to not disrupt those students who will be taking the VGA. On Wednesday we will NOT run on the standard schedule. We will go to 1st block as normal using the standard formation bell schedule but instead of going to 2nd block at 10:29, we will go to 4th block during 2nd block's timeframe. Next we will go to 3rd block as normal, and finally we will end the day in 2nd block's class during 4th block's timeframe. Thursday and Friday we will be makeup days for students who were absent and will not disrupt the bell schedules. I hope this helps, and if there are any issues please do not hesitate to contact me.

Dates	Grade Level(s)	Assessment
September 17, 2024	6-8	1st / 2nd / 3rd Block Growth Assessment
September 18, 2024	6-8	4th Block Growth Assessment
September 19, 2024	6-8	Math Growth Assessment Make-Up Testing
September 20, 2024	6-8	Reading Growth Assessment Make-up Testing

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Office of The Principal

Strawbridge Photography

Hello,

A photographer from Strawbridge Studios will be at your school on 9/25/2024 to photograph your Fall pictures.

Please post the attached digital poster on your website and share with your parents/guardians to help advertise your picture day. Also included below is a link to post on your website and share with your parents/guardians. https://strawbridge.fotomerchanthv.com/clients/franklin-military-academy/fall-pictures-9-25-2024-82/optIn This link will allow parents to sign up to receive updates via email regarding their child's school portraits. These updates include promotions, additional deals and the ability to order more pictures at a later time. When entering student information, parents should be sure to enter the student's name as it is on file at the school.

Thank you for your assistance in helping us deliver a smooth school picture experience! We look forward to seeing you soon.

Thank you,
Strawbridge Studios, Inc.
THIS EMAIL WAS SENT FROM AN UNATTENDED ADDRESS. PLEASE DO NOT REPLY TO THIS EMAIL. REFER TO THE CONTENTS FOR CONTACT INFORMATION

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

MEMORIES THAT LAST A **LIFETIME** STRAWBRIDGE

FALL PICTURE DAY

PICTURE DAY:
DÍA DE FOTOS

Buy **online** to get personalization and/or a digital download for **free** in select packages.

Compre en linea para personalizacion o un descarga digital en ciertos paquetes.

Get More Online!

1 PICK YOUR PACKAGE(S) ELIGE SU(S) PAQUETE(S)

2 OPTIONS OPCIONES

New ! Nuevo

4 - 4x6s
4 - 3x5s
8 - 2x3s

Best Value ! Mejor Valor

Order online to choose a background on every sheet.
Haz tu pedido online para elegir un fondo en cada hoja.

A $44

3 - 8x10s
2 - 5x7s
2 - 4x6s
4 - 3x5s
8 - 2x3s

B $38

1 - 8x10
2 - 5x7s
2 - 4x6s
4 - 3x5s
8 - 2x3s

Most Popular ! Más Popular !

C $32

2 - 5x7s
2 - 4x6s
4 - 3x5s
8 - 2x3s

D $25

2 - 5x7s
4 - 3x5s
8 - 2x3s

E $22

1 - 5x7
2 - 3x5s
8 - 2x3s

F $17

4 - 3x5s
8 - 2x3s

G $12

2 - 3x5s
4 - 2x3s

+ Package +$5

FRIENDSHIP PACK
4 - 2x3s
3 - Bookmarks

Must choose your package above and bubble in the (+) bubble next to your package to get the Friendship Pack for $5.

Debes elegir tu paquete arriba y marcar la burbuja (+) al lado de tu paquete para obtener el Paquete de la Amistad por $5.

More border options online!
Más opciones de borde en línea!

2 Retouch
Retoque
$10

Includes Blemishes. Braces Not Included.
Incluye Imperfecciones. Frenillos No Incluidos.

3 Year
Año
$5
Applies to ALL Prints in Package.
Aplica a TODAS las imágenes en el paquete.
More personalization options online!
Más opciones de personalización en línea!

2.0XX-2.0XX

CHOOSE A FREE BACKGROUND

B5 B6 B7 B8

* More background options available online!
Más opciones de fondo disponibles en línea!

A LA CARTE

L $15
1 - 8x10

M $15
2 - 5x7s

N $15
4 - 3x5s

GET MORE ONLINE! ¡Comprar en línea!
Tenemos más excelentes opciones en línea.

Want to **build your own package**? Add a **name** to your prints?
Choose from more **background options**? Buy a **digital download** of your image?
Purchase **additional prints** at discounted prices? Go online for more options!

FILL IN BUBBLES COMPLETELY
Llene las burbujas completamente
Example:

3 PAY ONLINE OR PLACE PAYMENT IN ENVELOPE   STRAWBRIDGE.NET

Please do not photocopy this form

To pay online, go to www.strawbridge.net. Click Order Pictures and enter the following code:
Para pagar en línea, vaya a www.strawbridge.net. Haga clic en ordenar fotos e ingrese el código siguiente:

FM458850

Enter Online Payment Code Here:
Ingrese el código de pago en línea aquí:

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Girls Basketball Schedule 2024

ATHLETICS

Date Time	Location	Opponents
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
September23, 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

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

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	River City	Boushall vs River City
4:00p		

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

League Commissioners

Dr. Stefanie Ramsey - sramsey@rvaschools.net
Travis Amos - tamos@rvaschools.net
Please report all scores to tamos@rvaschools.net

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Soccer Schedule 2024

ATHLETICS

Date	Location	Opponents
Time		
September 19, 2024	Henderson	Dogwood vs Henderson
3:30p		
	Franklin	Albert Hill vs Franklin
4:00p		
	Brown	MLK vs Brown
3:30p		
	Boushall	River City vs Boushall
3:30p		
September23, 2024	Franklin	Dogwood vs Franklin
4:00p		
	MLK	Albert Hill vs MLK
3:30p		
	River City	Brown vs River City
3:30p		
	Henderson	Boushall vs Henderson
3:30p		
September 26, 2024	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	MLK	Dogwood vs MLK
3:30p		
	Albert Hill	Boushall vs Albert Hill
3:30p		
	Franklin	River City vs Franklin
4:00p		

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

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October 24, 2024	TBA	Tournament Round 2
TBA		
October 29, 2024	TBA	Tournament Championship
TBA		

League Commissioners

Dr. Stefanie Ramsey - sramsey@rvaschools.net
Travis Amos - tamos@rvaschools.net
Please report all scores to tamos@rvaschools.net

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FMA PRESENT

FiELD DAY

2025

9:45 AM - 3:00 PM

FRIDAY APRIL 25TH 2025

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

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September 2024
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

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THE SALVATION ARMY

BOYS & GIRLS CLUB

AFTER-SCHOOL PROGRAMS

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

ENGAGE　　**INSPIRE**　　**EMPOWER**
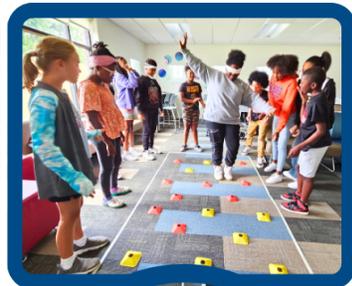
CORE PROGRAM AREAS

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

DESIGNED FOR YOUTH TO EXCEL

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

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

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

REGISTER NOW

SCAN ME!

@SalArmyRVABGC

WWW.SALVATIONARMYCENTRALVA.ORG
3701 R STREET | 804.222.3122

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Telephone (804) 780-8526
Fax (804) 780-8054

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.

RPS RICHMOND PUBLIC SCHOOLS

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PUBLIC SCHOOLS

Office of The Principal

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FENTANYL
AWARENESS

VDH VIRGINIA DEPARTMENT OF HEALTH
REVIVE!
DBHDS

VIRGINIA DEPARTMENT OF EDUCATION

DID YOU KNOW?

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

What is fentanyl?

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

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

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

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

What are the signs and symptoms of a fentanyl overdose?

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

If you suspect an overdose:

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

How to stay safe:

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

Resources for the whole family:

It Only Takes One

Overdose Prevention

Get trained to save a life: REVIVE!

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

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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

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FRANKLIN MILITARY ACADEMY

class of 2025

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.

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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

GRADUATE

Congratulations!

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Reminders

It is subject to change & updates

September 25, 2024

Fall Picture Day
Entire School

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 1st
Diwali – (Richmond Public Schools Closed)

November 15th
(All Students Need to Be In Class A)

November 5th
Election Day – (Richmond Public Schools Closed

November 27th – 29th
Thanksgiving Holiday   – (Richmond Public Schools Closed)

KNIGHTS

FRANKLIN MILITARY ACADEMY

FOUNDED 1980

"A Knight Forever"

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UPDATED

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
Sydnei Jefferson- S2

PM RTC
Richardson Armstead- S2
Keandre Franklin-S2
Love Gale-S2
James Hogan- 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
Early Release
Janae Siler- S1 & S2
Jiovanni Elliott- S1 & S2
Malik Baskins- S1
Isaiah Duguid- S1
Malachi Harrington- S1
Jeremy Jones- S1 & S2
Senya Jackson- S2
Ijon Robinson- S1 & S2
Makayla White- S1 & S2
Malachi Hall- S1
Quavarius Cruel-Randolph- S1 & S2
Isaac Dejesus- S1 & S2

Late Arrival
Nyire Rogers-Battle- S1
Immanuel Williams- S2

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FMA MIDDLE SCHOOL SOCCER TEAM

**MONDAY-THURSDAY
4:10PM-5:20PM
CPT. ELIE ROOM 103**

SCAN ME TO SIGN UP!

NO EXPERIENCE NECESSARY.
ALL MIDDLE SCHOOL STUDENTS ARE WELCOME!
MUST HAVE A PHYSICAL TO PARTICIPATE!

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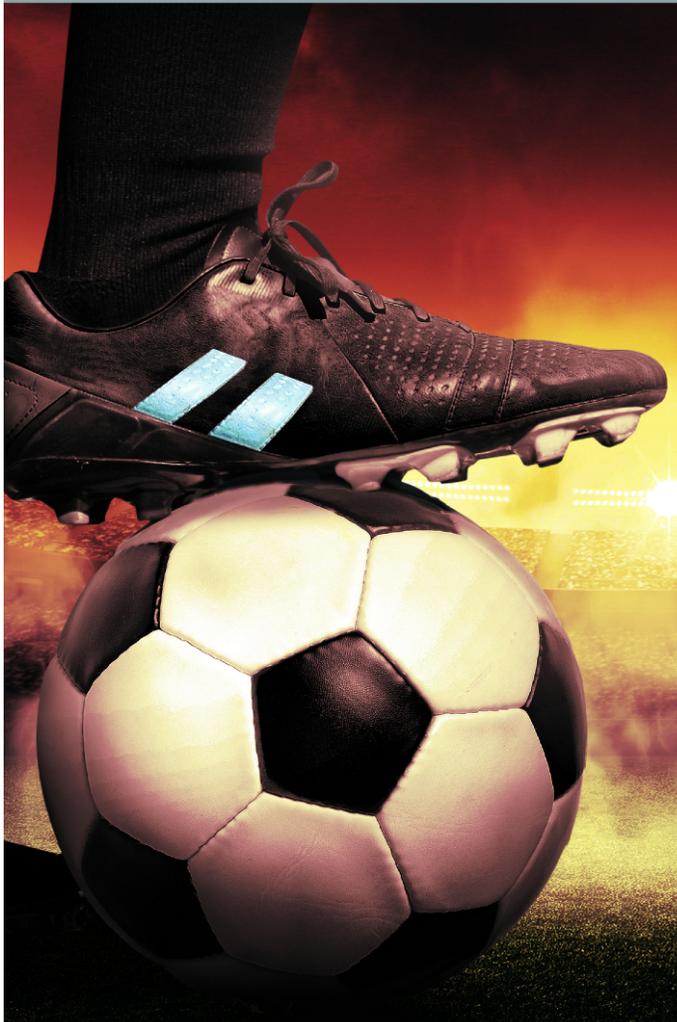
Office of The Principal

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.**
WIDA
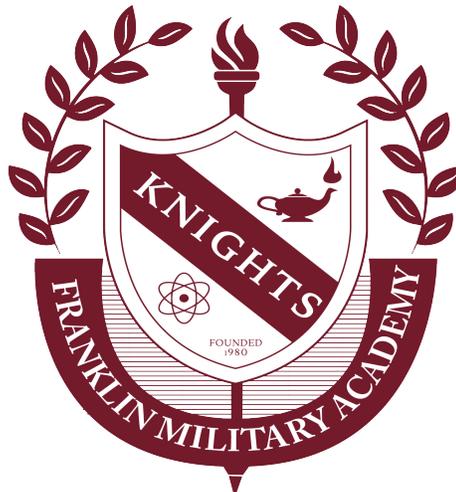
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Field Trips

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

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

September 21st	-	**Virginia State University – High School JROTC**
September 23rd	-	**James River Field Trip**
September 26th	-	**Meadowbrook High School**
September 27th	-	**Seniors – Dave & Busters**
October 2nd	-	**State Fair**
October 7th	-	**Science Museum of Virginia**
October 28th	-	**Mission Tomorrow**

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CUSTODIAN SCHEDULE
Custodial Duties

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

Crew Leader Mr. Anderson
*Everyone is to remain on their floor unless needed

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BELL SCHEDULE AT A GLANCE

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

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Office of The Principal

SY 24-25 Curriculum Updates & Resources

English Language Arts
- Literacy Website
- Secondary Reading Intervention Updates - One pager

Mathematics
- High School One-Pager
- Semester 1 instruction and assessments are 2016 standards
- Semester 2 instruction and assessments are 2023 standards
- Math Intervention Site

Science
- Secondary One-Pager

History/Social Sciences
- History Website
- (Coming Soon) High School PBA Pacing Calendar: First for RHSA

Fine Arts
- Fine Arts Team Exhibition Guidelines
- Recommended Materials
- Monthly School Rotations: Fine Arts Gallery
- Principal Guidance

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

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RICHMOND PUBLIC SCHOOLS

Office of The Principal

Curriculum Guides

English Language Arts
- English 9
- English 10
- English 11
- English 12
- Creative Writing
- Public Speaking

Mathematics
- Intensified Algebra Pacing Calendar
- Algebra I
- Geometry
- Algebra II
- AFDA   Semester 1/ Semester 2

Science
- Earth Science
- Environmental Science
- Biology I
- Chemistry
- Physics
- Biology II - Anatomy & Physiology

History/Social Sciences
- World History I
- World History II
- VA/US History
- Government
- African American Studies
- Sociology

Fine Arts
- All High School Dance
- All High School Instrumental Music
- All High School Theatre

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- All High School Visual Art

HPE
- 9th Grade Health
- 9th Grade Physical Education
- 10th Grade Health
- 10th Grade Physical Education
- Driver Education

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

Franklin Military Academy
Afterschool Activity Attendance

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

Teacher Name_____

Date _____ **Room/Location**_____

Type of Activity_____

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

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Office of The Principal

School Counselor Schedule

Week of 09/09-09/13

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

School Counselor Schedule

Week of 09/16-09/20

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

School Counselor Schedule

Week of 09/23-09/27

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

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Office of The Principal

Dr. J. Smiths' Weekly Schedule 09/16/24	
Monday	Morning bag-checks Announcements Walk through – Positive views!!! Administration Meeting Lunch Duty Observations Interview
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.

Education is not preparation for life; education is life itself.
John Dewey

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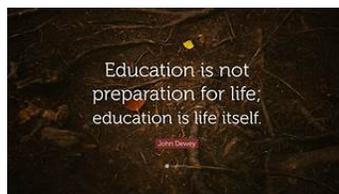
Vocabulary in Action
Word of the Week

vilify

What It Means

To vilify someone or something is to say or write very harsh and critical things about them. The word is a synonym of *defame*.

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

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Office of The Principal

From Lt. Corey Robinson

1). Virginia Tech's Center for the Enhancement of Engineering Diversity (CEED).
CEED operates the Virginia Tech engineering living learning communities
Galileo and Hypatia, which house approximately 650 freshman engineering students. Service, including
K-12 outreach, is part of the mission of the community. Virginia Tech also has many engineering-related
student organizations that are interested in working with K-12 students. Options include:

- VT student informational panels (college in general, engineering, specific engineering majors)
- Tutoring/Mentoring
- Hands on Activities
- Campus Visits

VT is very open to anything else you might want or need. This absolutely needs to benefit you, not just
provide a box for our students to check. If this would be of interest, please complete the brief form here.

VT's National Society of Black Engineers (NSBE) will be hosting its Pre-college Initiative (PCI)
program in Blacksburg on the dates listed
below. If interested, email nsbe.vt.pci@gmail.com and request to be put on their mailing list.

- Saturday, September 14th (Material Science & Chemical Engineering)
- Saturday, October 19th (Mechanical & Mining and Minerals Engineering)
- Saturday, November 16th (Computer Science, Electrical & Computer Engineering)

 VT's Wind Turbine Team and NASA Student Launch are interested in working with the K-12
community. For more information or to discuss how they might work with you please contact Makeda
Solomon makedas@vt.edu for the Wind Turbine Team and Olivia Powel oliviapowell@vt.edu for NASA
SLVT. I have also created a folder for flyers about VT's STEM outreach activities and student orgs like
those above. I realize it's empty right now!

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"A Knight Forever"

Office of The Principal

UPCOMING EVENTS:
September 28th/29th University Open House
November 2nd Virginia Tech Science Festival
November 2nd/3rd University Open House

2). 21 SEP 24. UPDATE to 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. All students participating in the military appreciation day at VA State, must turn in permission slips at the box located outside of the cafeteria as soon as possible. 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 Franklin Military cadets will be Black Military T-Shirt with Jeans and Sneakers.**

3). 9 OCT 24. PSAT Testing. All 11th Graders will conduct PSAT testing procedures on 9 OCT. The 10th graders will have an opportunity to opt-in to take the test. If you haven't done so already, students should have completed the form at the attached link prior to COB on 9/05/2004.

https://docs.google.com/forms/d/e/1FAIpQLSdVwYyZyenYJj39hsjGPR0OLLWO9y8-paGkX2mKJdWPGyPjEg/viewform

4). 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.

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

Point of Contact for the information above is Dr. Kim Lester. She can be reached via email at kimm161@vt.edu. or via phone at 540-231-7337.

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PUBLIC SCHOOLS

Office of The Principal

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

Subject to change
SPMT meetings. – 1st Wednesday of the Month
Faculty Meeting - 2nd Thursday of the Month
Instructional Meeting (PLC Meetings) – 3rd Thursday of the Month

Breaking DonorsChoose News! Spread the word!!

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

  o   All projects submitted by teachers who haven't had a project funded will receive an automatic $50 kickoff donation. **They'll also match donations during the project's first week on the site!**

     Don't have a DonorsChoose account yet? No problem! Create your account, and get your projects started now!! **Remember not to hit SUBMIT on your projects until Sunday, August 25th in order to be eligible for the Welcome Week benefits.**

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Office of The Principal

Breakfast Teams

Below is the plan for rolling-out breakfast in the cafeteria. This is not set in stone, it's a work in progress. Your recommendations and thoughts are both needed and welcomed.

- **Timing:**
  - 8:25am - All members of breakfast team are present
  - 8:30am - cafeteria is open
  - 8:55am - the cafeteria is closing down and new arrivals become *grab-&-go*. Students may be dismissed to classroom/lockers.
  - 9:00am - the cafeteria closes when the bell rings. If students have not had enough time to eat, they may carry the remainder to the classroom.

- **Rules:**
  - No student on 2nd or 3rd floor
  - All students must be in a seat
  - If a student asks to use the restroom: "yes and please come straight back."
  - If a student asks to go to a locker: "no, you'll have 10 minutes at lockers prior to class starting."
  - 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
Dubinsky	Parker	Ntherful
Karriem	Thornton	Wilkinson
Paschall	Watson	Wester

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

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![RPS Richmond Public Schools]

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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

Timeline for roll-out:

- **9/9 Monday** - Military will explain the breakfast protocol and expectations to students.
- **9/10 Tuesday** - 1st day of breakfast in the cafeteria.
- **9/10 - 9/13** - Teams 1 & 3 will commit to spending 1 full morning in the cafeteria with Team 2, to help ensure a successful establishment of rules and procedures. (Since we aren't starting this week, teams 1 & 3 will be in the cafeteria with team 2 next week)
- **10/2 Wednesday** - Meeting during formation to discuss any changes. All three teams will have had a full rotation.

11/13 Wednesday - Take another vote to determine if breakfast teams want to continue this effort.

Links Activities Dates

Tuesday, 9/17/2024 - National Voter Registration Day and FMA2 Information Session for potential female cadets that want to learn more/participate in the program during lunch. We'd like to do this like we did last year. I'll send a separate email on this.

Tuesday, 9/24/2024
Tuesday, 10/8/2024
Monday, 10/14/2024 - RPS Holiday
Tuesday, 10/22/2024
Saturday, 10/26/2024
Friday, 11/1/2024 - RPS Holiday
Tuesday, 11/12/2024
Tuesday, 12/10/2024
Tuesday, 1/14/2025
Tuesday, 1/28/2025
Tuesday, 2/11/2025
Monday, 2/17/2025 - RPS Holiday

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Tuesday, 3/11/2025
Tuesday, 3/25/2025
Monday, 4/21/2025 - RPS Holiday
Tuesday, 4/22/2025

"A Knight Forever"

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

Office of The Principal

Monday – September 16, 2024 - FORMATION SCHEDULE

- **Graduation & Administration Meeting - 2:00 p.m.**
- **Detention**
- **VIRGINIA GROWTH ASSESSMENT - 1ST, 2ND & 3RD BLOCK GRADES 6TH - 8TH**
- **School Tour – 9:30 a.m. – Mr. & Mrs. McGee**
- **Ms. Shepard - Interview – 11:00 a.m.**
- **Instructional Lead Meeting – 4:00 p.m.**
- Community Circle – September
- Students are only allowed to bring clear book bags in the class and no cell phones
- Sports physical – (See Wester and Ms. Clark) An announcement will be made for students to come to the designated area – 12:40 p.m. – 2:30 p.m.
- Staff – Ensure you are signing in and out and working eight hours. If you are running late, let Dr. Smith, Ms. Hairston, and me know through text or email. (Thanks)
- Lesson Plan Drive Link - Lesson Plans Are Due
- The administration will observe classes – Informal Observation - We will check plans, class routine, number of grades in ASPEN, and teaching, and ask about positive calls already made.
- **Vector Solutions Safe Schools -** All assigned mandatory courses must be completed by **Monday, September 30, 2024.**
- **Teachers,** for students needing **to go to their lockers at the end of 4th period, you may let them leave no more than three minutes before the dismissal bell.**
- **CIGNA INSURANCE– LOUNGE - Mr. Turner - 10:00 a.m**
- **Goal Submission Due On Friday**

Tuesday - September 17, 2024 - REGULAR SCHEDULE

- Community Circle – September
- **Detention**
- Make a positive call home to parents
- The administration will observe classes – Informal Observation - We will check plans, class routine, number of grades in ASPEN, and teaching, and ask about positive calls already made.
  MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH

- **Vector Solutions Safe Schools -** All assigned mandatory courses must be completed by **Monday, September 30, 2024.**
- **Teachers,** for students needing **to go to their lockers at the end of 4th period, you may let them leave no more than three minutes before the dismissal bell.**
- ## Goal Submission Due On Friday
- **VIRGINIA GROWTH ASSESSMENT - 1ST, 2ND & 3RD BLOCK GRADES 6TH - 8TH**
- # Links Activities Dates
  Tuesday, 9/17/2024 - National Voter Registration Day and FMA2
- Interim Are Due Online – Please Post

Wednesday - September 18, 2024 - FORMATION SCHEDULE

- Community Circle – September
- Make a positive call home to parents
- Attendance Meeting - 10:00 a.m.
- **Breakfast – 8:30 a.m. – 9:00 a.m. In The Cafeteria**
- **VIRGINIA GROWTH ASSESSMENT - 4TH BLOCK GRADES 6TH -8TH**
- The administration will observe classes – Informal Observation - We will check plans, class routine, number of grades in ASPEN, and teaching, and ask about positive calls already made.
- **Vector Solutions Safe Schools -** All assigned mandatory courses must be completed by **Monday, September 30, 2024.**
- **Teachers,** for students needing **to go to their lockers at the end of 4th period, you may let them leave no more than three minutes before the dismissal bell.**

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

Thursday – September 19, 2024 - REGULAR SCHEDULE

 Teaming Log and Calendars of Events Are Due – **Regarding academic concerns, indicate whether the students are failing or not to complete assignments.**

- Community Circle – September
- Make a positive call home to parents
- **Detention**
- **Breakfast – 8:30 a.m. – 9:00 a.m. In The Cafeteria**
- The administration will observe classes – Informal Observation - We will check plans, class routine, number of grades in ASPEN, teaching, and ask about positive calls already made.
- **VIRGINIA GROWTH ASSESSMENT - 1ST, 2ND & 3RD BLOCK GRADES 6TH - 8TH - MATH UP MATH**
- Canvas Training - During the teachers planning period
- **Vector Solutions Safe Schools - All assigned mandatory courses must be completed by Monday, September 30, 2024.**
- **Teachers,** for students needing **to go to their lockers at the end of 4th period, you may let them leave no more than three minutes before the dismissal bell.**
- **Faculty Meeting - 4:15 p.m. Make sure you have the RAPTOR APP   On Your Phone**
- **Goal Submission Due On Friday**

Friday – September 20, 2024 - FORMATION SCHEDULE

- Community Circle – September
- Make a positive call home to parents
- **VIRGINIA GROWTH ASSESSMENT - 1ST, 2ND & 3RD BLOCK GRADES 6TH - 8TH - MATH UP READING**
- **Breakfast – 8:30 a.m. – 9:00 a.m. In The Cafeteria**
- The administration will observe classes – Informal Observation - We will check plans, class routine, number of grades in ASPEN, and teaching, and ask about positive calls already made.
- **Vector Solutions Safe Schools - All assigned mandatory courses must be completed by Monday, September 30, 2024.**

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

RPS RICHMOND
PUBLIC SCHOOLS

Office of The Principal

- **Teachers, for students needing to go to their lockers at the end of 4th period, you may let them leave no more than three minutes before the dismissal bell.**

- **Goal Submission Due Today**

- **Interim Goes Home**

Saturday – September 21, 2024
- **The 6th Annual East End Music Festival**

Military Instruction
MILITARY INSTRUCTOR LESSONS FOR WEEK 16 - 20 SEP 24

LET IV – Continue with Life After High School (Personal Growth & Behaviors), Boys & Girls Club, Test

LET III – Continue with Post-Secondary Action Plan (Personal Growth & Behaviors), Boys & Girls Club, Test

LET II – Leadership, Archery, Boys & Girls Club

LET I – Traditions and Customs of JROTC Drill

MIDDLE SCHOOL – MSG Gilliam, and Mr. Felton will focus on squad drills. CPT York will focus on smoking, biofeedback, myths and Realities for 7th and 8th graders.

Language Arts
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.

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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 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.

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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
Developing Skilled Readers and Building Reading Stamina

7.DSR The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
A. Read a variety of grade-level complex text with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary **(Reading Fluency, K-12)**.
B. Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the mid-range of the grades 6-8 band. (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) **(Text Complexity, 2-12)**.
C. When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located **(Textual Evidence, K-12)**.

Reading and Vocabulary
7.RV The student will systematically build vocabulary and word knowledge based on grade seven content and texts.
7.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-seven texts and topics.
B. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meaning of words or 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, antonyms, and analogies to better understand each word.
E. Analyze the construction and meaning of figurative language, including simile, hyperbole, metaphor, and personification.
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F. Distinguish among the nuances in the meaning of connotations of words with similar denotations.
G. Use general and specialized word-reference materials, print and digital, to identify word origins and derivations, pronunciations, precise meanings, and their parts of speech.
H. Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

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

D. 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)**.
E. Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the mid-range of the grades 6-8 band. (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) **(Text Complexity, 2-12)**.
F. 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)**.
G. 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)**.
H. 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)**.

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

7.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-seven texts and topics.
B. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meaning of words or 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, antonyms, and analogies to better understand each word.

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E. Analyze the construction and meaning of figurative language, including simile, hyperbole, metaphor, and personification.
F. Distinguish among the nuances in the meaning of connotations of words with similar denotations.
G. Use general and specialized word-reference materials, print and digital, to identify word origins and derivations, pronunciations, precise meanings, and their parts of speech.
H. Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

Reading Literary Text
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.

Research
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.

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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.

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)**.

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.

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

B. Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the 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.

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,

Reading Literary Text

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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.

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, **9th**

Grade Language Arts

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

9.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.

F. Explain the meaning of literary and classical allusions and figurative language in context and analyze their roles in texts.

9.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 narratives, literary nonfiction, poetry, and drama.

9.RL.1 Key Ideas and Plot Details

A. Explain stated or implied themes, analyzing their development over the course of texts, and the relationship of characters, setting, and plot to those themes.

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.

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B. Explain how an author's specific word choices, syntax, tone, and voice shape the meaning of the text.

9.RL.3 Integration of Concepts

A. Describe how the historical or social function of a text depends on its context (e.g., cultural, situational, historical, geographical).

10th Grade Language Arts
Developing Skilled Readers and Building Reading Stamina

1. Identify and analyze the key characteristics and themes of dystopian fiction. 10.DSR A) B) D) 10. RV 1. A) 10 RL 1. C), 10 RL 2. B)

2. Understand the societal and historical contexts that influence dystopian literature. 10. RV 1. F) 10. RL 1. A), 10 RL 3. A)

3. Engage in critical thinking skills with peers including a variety of texts and forming evidence based responses. 10.DSR C) E) 10. RV 1. B) G), 10 C 1. A)

4. Develop strong thesis statements and support them with textual evidence and detailed reasoning. 10. W 1 A) i), B) i) ii) 10. W 2 A) i) ii) iii)

5. Craft well-organized argumentative essays that effectively incorporate literary analysis. 10. W 1 A) i) ii) iii) iv), 10. W 1 C), 10. W 1 D), W 2 A) v) vi)

6. Practice in addressing and refuting counterclaims within an argumentative essay. 10. W 1 A), 10. W 1 B) iii) iv)

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

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and Qualitative Analysis charts for determining complexity in the Appendix.). **(Text Complexity, 2-12).**

C. When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located **(Textual Evidence, K-12).**

D. Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.). Use this background knowledge as context for new learning. **(Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).**

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

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

Communication and Multimodal Literacies

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

12.C.1 Communication, Listening, and Collaboration

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

12.C.2 Speaking and Presentation of Ideas

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

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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 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.

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

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

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

Writing

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

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Reading

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

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

9.5 The student will read and analyze a variety of nonfiction texts.
   a) Apply knowledge of text features and organizational patterns to understand, analyze, and gain meaning from texts.
   b) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.
   c) Analyze the author's qualifications, viewpoint, and impact.
   d) Recognize an author's intended purpose for writing and identify the main idea.
   e) Summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.
   f) Identify characteristics of expository, technical, and persuasive texts.
   g) Identify a position/argument to be confirmed, disproved, or modified.
   h) Evaluate clarity and accuracy of information.

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i) Analyze, organize, and synthesize information in order to solve problems, answer questions, complete a task, or create a product.
j) Differentiate between fact and opinion and evaluate their impact.
k) Analyze ideas within and between selections providing textual evidence.
l) Use the reading strategies to monitor comprehension throughout the reading process.

AP Literature

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

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

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

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

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

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

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

AP Language

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

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

CLE 3.A Identify and explain claims and evidence within an argument.

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

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

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Math
6th Grade Mathematics
Patterns, Functions, and Algebra

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

Students will demonstrate the following Knowledge and Skills:

a) Represent a relationship between two quantities using ratios.

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

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

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

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

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

8th Grade Mathematics

Patterns, Functions, and Algebra

8.PFA.1 **The student will represent, simplify, and generate equivalent algebraic expressions in one variable.**

Students will demonstrate the following Knowledge and Skills:

a) Represent algebraic expressions using concrete manipulatives or pictorial representations (e.g., colored chips, algebra tiles), including expressions that apply the distributive property.

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Simplify and generate equivalent algebraic expressions in one variable by applying the order of operations and properties of real numbers. Expressions may need to be expanded (using the distributive property) or require combining like terms to simplify. Expressions will include only linear and numeric terms. Coefficients and numeric terms may be rational.

Algebra I

A.EO.4 The student will simplify and determine equivalent radical expressions involving square roots of whole numbers and cube roots of integers.

Students will demonstrate the following Knowledge and Skills:

a) Simplify and determine equivalent radical expressions involving the square root of a whole number in simplest form.

b) Simplify and determine equivalent radical expressions involving the cube root of an integer.

c) Add, subtract, and multiply radicals, limited to numeric square and cube root expressions.

d) Generate equivalent numerical expressions and justify their equivalency for radicals using rational exponents, limited to rational exponents of $\frac{1}{2}$ and $\frac{1}{3}$ (e.g., $\sqrt{5} = 5^{\frac{1}{2}}$; $\sqrt[3]{8} = 8^{\frac{1}{3}} = (2^3)^{\frac{1}{3}} = 2$).

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.

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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.

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.

T.TT.2 The student will find the area of any triangle and solve for the lengths of the sides and measures of the angles in a non-right triangle using the Law of Sines and the Law of Cosines.

Students will demonstrate the following Knowledge and Skills:

a) Apply the Law of Sines, and the Law of Cosines, as appropriate, to find missing sides and angles in non-right triangles.

b) Recognize the ambiguous case when applying the Law of Sines and the potential for two triangle solutions in some situations.

c) Solve problems that integrate the use of the Law of Sines and the Law of Cosines and the triangle area formula (Area $= \frac{1}{2}absinC$, where *a* and b are triangle sides and *C* is the included angle) to find the area of any triangle, including those in contextual problems.

e)

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

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Science
6th Grade Science

LS.2   The student will investigate and understand that all living things are composed of one or more cells that support life processes, as described by the cell theory. Key ideas include
   a)   the development of the cell theory demonstrates the nature of science;
   b)   cell structure and organelles support life processes;
   c)   similarities and differences between plant and animal cells determine how they support life processes;
   d)   cell division is the mechanism for growth and reproduction; and
   e)   cellular transport (osmosis and diffusion) is important for life processes.

7th Grade Science - Life Science

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

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

Earth Science
ES.4   The student will investigate and understand that there are major rock-forming and ore minerals. Key ideas include
   a)   analysis of physical and chemical properties supports mineral identification;
   b)   characteristics of minerals determine the uses of minerals; and
   c)   minerals originate and are formed in specific ways.

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Biology

BIO.7 The student will investigate and understand that populations change through time. Key ideas include

    a) evidence is found in fossil records and through DNA analysis;

    b) genetic variation, reproductive strategies, and environmental pressures affect the survival of populations;

    c) natural selection is a mechanism that leads to adaptations and may lead to the emergence of new species; and

    d) biological evolution has scientific evidence and explanations.

Anatomy Physiology

AP.6 The students will understand that the anatomical features of the skeletal system lead it to have multiple purposes in the human body.

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6th United States History to 1865

Exploration to Revolution: Pre-Columbian Times to the 1770s

USI.3   The student will demonstrate knowledge of how early cultures developed in North America by
      a)   describing how archaeologists have recovered material evidence of ancient settlements, including Cactus Hill in Virginia.
      b)   locating where the American Indians lived, with emphasis on the Arctic (Inuit), Northwest (Kwakiutl), Plains (Lakota), Southwest (Pueblo), and Eastern Woodlands (Iroquois);
      c)   describing how the American Indians used the resources in their environment.

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
      a)   analyzing the impact of the 13th, 14th, and 15th Amendments to the Constitution of the United States;
      b)   describing the impact of Reconstruction policies on the South and North;
      c)   describing the legacies of Abraham Lincoln, Robert E. Lee, and Frederick Douglass.

8th Grade Science Civics and Economics

CE.5   The student will demonstrate knowledge of the political process at the local, state, and national levels of government by
      a)   describing the functions of political parties;
      b)   comparing the similarities and differences of political parties;
      c)   analyzing campaigns for elective office, with emphasis on the role of the media;
      d)   examining the role of campaign contributions and costs;
      e)   describing voter registration and participation;
      f)   describing the role of the Electoral College in the election of the president and vice president;

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*g)   participating in simulated local, state, and/or national elections***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

Revolution and the New Nation

VUS.4   The student will demonstrate knowledge of events and issues of the Revolutionary Period by
  a) analyzing how the political ideas of John Locke and those expressed in *Common Sense* helped shape the Declaration of Independence;
  b) evaluating how key principles in the Declaration of Independence grew in importance to become unifying ideas of American democracy;
  c) describing the political differences among the colonists concerning separation from Great Britain;
  d) analyzing reasons for colonial victory in the Revolutionary War.

12th Virginia and United States Government

GOVT.3 The student will demonstrate knowledge of the concepts of democracy by
  a) recognizing the fundamental worth and dignity of the individual;
  b) recognizing the equality of all citizens under the law;
  c) recognizing majority rule and minority rights;
  d) recognizing the necessity of compromise;
  e) recognizing the freedom of the individual.

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AP Government

Unit 1 Foundations of American Government 1.3second semester

Real Richmond

RR.1&2

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Humanities Teaming Log
Standards of Learning for Electives

FACS (9/27)
FACS Exploratory I
        5 - Demonstrate work ethic
        6 - Demonstrate conflict-resolution skills
        31 - Identify influences on individual development
        32 - Explain the major traits of character development
        33 - Explain Maslow's hierarchy of needs
        34 - Set a personal goal
        35 - Describe responsibilities for personal safety
        36 -Manage transition in the school environment
        37 - Perform a task by completing the steps in a sequence
        48 - Identify nutrients, their functions, and food sources
        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
        5 - Demonstrate work ethic
        6 - Demonstrate conflict-resolution skills
        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
        50 - Demonstrate food safety and sanitation practices
        51 - Demonstrate kitchen safety
        52 - Identify food preparation terms and equipment
        53 - Perform sequential steps in all aspects of food preparation
        54 - Plan a nutritious family meal
        55 - Demonstrate dining etiquette

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Independent Living

5 - Demonstrate work ethic

6 - Demonstrate conflict-resolution skills

86 - Identify the function and sources for nutrients in food

87 - Demonstrate food safety and sanitation procedures

88 - Demonstrate the ability to prepare nutritious meals

89 - Demonstrate the ability to serve nutritious meals

90 - Identify food-preservation methods

91 - Identify preparation techniques for preserving nutritional value in food

92 - Evaluate the nutritional information of various foods

93 - Identify grocery shopping strategies

94 - Describe strategies for healthy eating

Physical Education (Middle) (9/20)

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

Motor Skill Development

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

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

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

Social and Emotional Development

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

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

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

a.   Identify and demonstrate proper etiquette, respect for the differences of others, integrity, safety and teamwork while engaging in a variety of activities.
b.   Explain the effects of sports and activities in developing respect for the unique characteristics, differences and abilities of peers.
c.   Apply conflict-resolution skills in physical activity settings.
d.   Identify an opportunity for social support in a self-selected physical activity.
e.   Apply communication skills and strategies that promote positive team/group dynamics.
f.   Apply problem-solving and critical-thinking skills in physical activity settings, both as an individual and in groups.

Physical Education (High) (9/20)
10th Grade Driver's Education Module 3 Vision and Perception

DE.5 The student will demonstrate the ability to manage visibility, time, and space to reduce driving risks and avoid collisions. Key concepts/skills include
a.   demonstrating targeting and tracking skills;
b.   synthesizing information visually from the driving environment using the Search, Evaluate and Execute in Time (SEEiT) space-management decision-making process;
c.   applying following distance, time and other space management concepts;
d.   selecting appropriate speed, maintaining adequate space, and skillfully judging time and distance to safely execute basic driving maneuvers;
         e.   estimating time and space needs for passing; and
         f.   identifying and adeptly responding to open and closed spaces and changes to line-of-sight and path-of-travel.

9th Grade Chapter 10 Nutrition

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- 9.2   The student will analyze and evaluate the relationships among healthy behaviors, disease prevention and control, and comprehensive wellness.
  c. Recognition of the value of proper nutrition, rest, and regular activity.

<u>Art</u> (10/4)

Art 7

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

7.2 The student will apply the steps of a creative process. a) Use, and record in a digital or traditional sketchbook/journal, steps of the creative process, including research to create works of art. b) Use ideas, concepts, and prior knowledge to solve artmaking challenges and create works of art.

Art 1

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

AI.15 The student will exercise increasing skill and control in the use of media and techniques.

Art 2

AII.1 The student will apply creative thinking to original artistic works. a) Select materials, media, and processes of personal interest to communicate ideas in artworks. b) Communicate a personal style and point of view in artwork.

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

Art 3
AIII.I The student will develop essential questions to guide a sustained investigation which includes synthesis of ideas, materials, and processes over time.

AIII.2 The student will apply a creative process to develop ideas and artwork. a) Develop essential questions to guide a related series of works which includes a synthesis of ideas, materials, and processes over time b) Use the creative process to develop and inform an original artistic vision/voice.

Guitar (10/4)
Beg/Intermediate Middle School Guitar:
Objective :
- HIB.16 The student will demonstrate musicianship and ensemble skills.
  - f) Maintain a steady beat at various tempos in the music literature being studied.
- HIB.3 The student will analyze, interpret, and evaluate music.
  - 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.

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

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

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

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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).

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- o g) Read and interpret standard music notation while performing music of varying styles and levels of difficulty.
- o h) Sight-read music of varying styles and levels of difficulty.
- o 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.
  - o 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.
  - o a) Identify and select an appropriate instrument.
  - o b) Identify parts of the instrument.
  - o c) Identify procedures for care of the instrument.
  - o d) Identify proper playing posture and instrument position.
  - o 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

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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)

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

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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

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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].

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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

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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.

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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.

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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.

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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

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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.

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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

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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

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cultures.

Spanish (9/20)
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
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

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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 ot 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

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what young people do in their free time
- explore, explain and reflect on how today's young intercultural citizens help create a butter 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.
   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.

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

AP CSP
Algorithms and Programming (AP)

PRG.AP.1   The student will apply computational thinking to manage complex programs.
      a.   Identify and categorize real-world problems as classification, prediction, sequential decision, logical deduction, or statistical inference problem.
      b.   Analyze a large-scale computational problem, identify generalizable patterns, and implement a computing-based solution.
      c.   Decompose large-scale computational problems into subtasks and components processes and inter-relationships.
      d.   Implement and evaluate abstractions based on their modularity, reusability, and readability.

PRG.AP.2   The student will plan and implement programs that consist of compound conditionals, complex iterations, and complex computations using a text-based programming language.
      a.   Read and interpret algorithms expressed using plain language, and pseudocode. Read and write programs that include compound conditional execution and evaluate complex Boolean conditions.
      b.   Read and write programs that accept input from a variety of sources and produce output based on that input.
      c.   Read and write programs that include pre-defined and self-defined procedures.
      d.   Read and write programs that include functions with/without parameters, and functions with/without return values.

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

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

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

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

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

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

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

e.   Modify existing program to improve functionality.

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

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

b.   Evaluate and convert data structures when appropriate.

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

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

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

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

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

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

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

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

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

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  b. Justify and communicate decisions and design elements.

PRG.AP.7 The student will interpret, adapt, test, debug, and refine algorithms for use in a particular context and evaluate for efficiency.

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

Computing Systems (CSY)

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

  a. Create programs that utilize persistent storage for program input and output.

  b. Define the role of cache memory.

  c. Analyze the impact of different types of memory on program processing speed.

  d. Conduct a cost-benefit analysis for different types of memory.

  e. Redesign a program to improve efficiency and performance.

Cybersecurity (CYB)

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

  a. Create programs that safeguard against user error.

  b. Create programs that implement encryption algorithms.

  c. Describe how software programs can meet basic requirements for security based on best practices.

  d. Describe the impact of software vulnerabilities.

  e. Evaluate methods developers use to protect unauthorized access to programs.

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

  a. Understand the role of input validation in programming.

  b. Develop code that validates input based on defined specifications.

  c. Explain common vulnerabilities in program function and their impact.

  d. Understand the impact of vulnerabilities on program function and security.

Data and Analysis (DA)

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

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

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

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

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

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

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

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

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

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

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

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

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

d.   Describe privacy considerations in the collection of data.

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

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

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

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

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

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

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

Impacts of Computing (IC)

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

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

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

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

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

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

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

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

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

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

<u>Programming</u>

1.   Exploring Programming Concepts
     a.   Describe the development of computers and current industry trends in the programming field.
     b.   Describe the development of programming languages and applications.
     c.   Describe the functions of computer hardware, computer software, and computer system components.
     d.   Identify the software development life cycle (SDLC).
     e.   Describe the integrated development environment (IDE) for a specific programming language.
     f.   Describe basic concepts of a programming language.

2.   Using Algorithmic Procedures
     a.   Analyze the problem statement.
     b.   Create possible solutions to the problem.

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      c.   Determine the best solution to the problem.

3. Implementing Programming Procedures
      a.   Design a program, using an algorithm, pseudocode, a flowchart, and/or a decision table.
      b.   Code the program, using a programming language.
      c.   Test the program with sample data.
      d.   Debug the program.
      e.   Document the program.
      f.   Implement the program.
      g.   Describe maintenance procedures.

4. Mastering Programming Fundamentals
      a.   Identify syntax errors of a given programming language.
      b.   Identify industry standards for a graphical user interface (GUI).
      c.   Create a graphical user interface that adheres to industry standards.
      d.   Code a program that will produce formatted output.
      e.   Code a program that uses mathematical operators and built-in functions.
      f.   Write a program that uses variables and constants.
      g.   Write a program that accepts user input.
      h.   Write a modular program that uses functions or methods.
      i.   Write a program that uses conditional structures.
      j.   Write a program that uses looping structures.
      k.   Write a program that uses counters and accumulators.

5. Developing Interactive Multimedia Applications
      a.   Code a program to display graphics.
      b.   Code a program to incorporate multimedia.
      c.   Code a program to animate objects.
      d.   Examine the history of game design and development.
      e.   Identify game genres.
      f.   Examine a variety of game programming platforms.
      g.   Create a storyboard.
      h.   Code a game program from the storyboard.
      i.   Create a game object.
      j.   Specify behaviors of a game object.
      k.   Develop a game program that uses a scoring method.
      l.   Create a game program with multiple levels.

6. Using Web Technology

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a. Explain how to locate resources and references to aid program development.

b. Evaluate sample code obtained from the Internet and/or other sources.

c. Develop a web page, using hypertext markup language (HTML) and cascading style sheets (CSS) and/or JavaScript.

7. Preparing for Industry Certification

a. Describe the process and requirements for obtaining industry certifications related to the Programming course.

b. Identify testing skills/strategies for a certification examination.

c. Demonstrate ability to successfully complete selected practice examinations (e.g., practice questions similar to those on certification exams).

d. Successfully complete an industry certification examination representative of skills learned in this course (e.g., MCP, IC3).

8. Developing Employability Skills

a. Identify careers in the information technology industry.

b. Describe ways that computer programs can be used in business and industry.

c. Create or update a résumé.

d. Investigate information technology educational and job opportunities.

e. Assemble a professional portfolio.

f. Describe basic employment activities.

g. Deliver an oral presentation of the professional portfolio.

h. Identify potential education and employment barriers for nontraditional groups and ways to overcome those barriers.

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