RPS RICHMOND PUBLIC SCHOOLS

Office of The Principal

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

National Hispanic Heritage Month
Franklin Military Academy

(H) Col. David A. Hudson, Principal
September 23, 2024

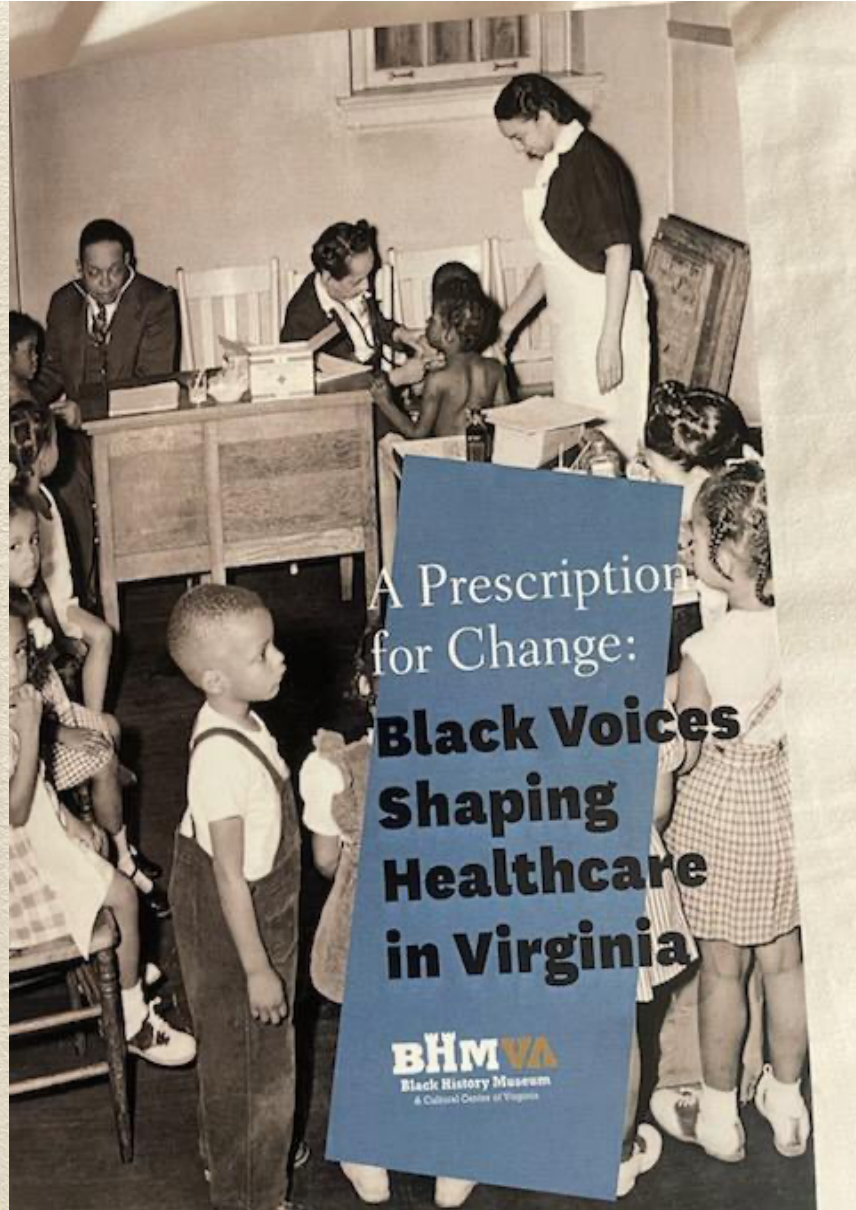**MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH**

RPS RICHMOND PUBLIC SCHOOLS

Office of The Principal

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

Congratulations Ms. Karriem

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

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

Office of The Principal

Emergency Alerts

Lock & Hide

Crisis Condition
Return to class and secure door

Lock & Teach

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

Lock & Check

Bomb threat procedures

Evacuate

Exit building due to an emergency
Take Fire Exit Route

Make Preparations To Depart For Primary/Alternate

Shelter location

Restrictive Movement

Only essential personnel may move freely

Shelter In Place

Report to designated areas
Assume required position(s)

Reverse Evacuation

Return to your facility

Normal Operation

Return to business as usual

Attention, Attention this is not a drill

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

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

RPS RICHMOND
PUBLIC SCHOOLS

Office of The Principal

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

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

HAPPY BIRTHDAY

Tiffany Fierson – September 10th

Andrew Giffin - September 22nd

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.

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

RPS 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

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

Office of The Principal

- All High School Theatre
- All High School Visual Art

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

School Psychology Support

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

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

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

"A Knight Forever"

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

RPS RICHMOND PUBLIC SCHOOLS

Office of The Principal

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

Influential Hispanic Americans Who Have Made History

For Hispanic Heritage Month, discover the accomplishments and lasting legacy of these politicians, entertainers, scientists, and activists.

There isn't an industry in which Hispanic Americans haven't made their mark in history, with some of the most iconic politicians, singers, actors, athletes, and celebrities coming from Hispanic descent.

With September 15 through October 15 marking Hispanic Heritage Month, we're celebrating 15 of the most notable Hispanic Americans whose influence has touched everything from pop culture to politics.

Rita Moreno
Rita Moreno won an Oscar for her performance in 1961's *West Side Story*.
Getty Images

Rita Moreno, 91, has been a household name for decades, ever since she captivated audiences with her fierce portrayal of Anita in 1961's *West Side Story*. Moreno would go on to cement her name in history by winning the Best Supporting Actress Oscar for the role, becoming the first Hispanic American woman to win an Academy Award.

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

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

Julián Castro is an American lawyer and politician from San Antonio, Texas. A member of the Democratic Party, he was the youngest member of President Obama's cabinet, serving as the 16th United States Secretary of Housing and Urban Development from 2014 to 2017. Wikipedia
Born: 1974 (age 50 years), San Antonio, TX
Previous offices: United States Secretary of Housing and Urban Development (2014–2017), MORE
Spouse: Erica Lira Castro (m. 2007)
Party: Democratic Party
Education: Stanford University, Thomas Jefferson High School, Harvard Law School

Carmelo Kyam Anthony is an American former professional basketball player. Anthony played 19 seasons in the National Basketball Association and was named an NBA All-Star ten times and an All-NBA Team member six times.

Pedro Pascal

Most widely recognized for his leading roles in *The Mandalorian* and *The Last of Us*, Pedro Pascal is a famous actor known for being an internet heartthrob and for portraying father figures. The Chilean-American actor's family fled Chile during the Pinochet dictatorship, ultimately moving to San Antonio, Texas, where Pascal was raised. He has also appeared in shows like *Game of Thrones* and *Narcos*, and he received Emmy and Golden Globe nominations for his work on *The Last of Us.*

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

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

2024-2025 COMMITTEES

AWARDS
David Hudson - Chairperson
Denise Claiborne
Gilbert Carter
John Nunez
Kieran Wilkinson

MASTER SCHEDULE
David Hudson
Special Loney
Jennifer Smith Co-Chairperson
Melody Reives
Michael Jamison
Clinton Jefferson
Tiffany Fierson - Chairperson
Kathy Paschall
Matthew Wester

ORATORICAL
David Hudson
Naiia Smith
Andrew Giffin
Melody Reives - Chairperson
Daniel Elie
Almitra Bryant

RECRUITMENT
David Hudson
Kylie York
Kelvin Gilliam - Chairperson
Corey Robinson
Leon Thornton
Clinton Jefferson

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

LINKS
Naiia Smith - Chairperson

SENIOR CLASS
Naiia Smith
Special Loney
Natalie Diaz
Jennifer Smith
Melody Reives
Denise Claiborne
Leon Thornton
Denise - Chairperson
Nikitra Walker
Leon Thornton

SPELLING BEE
Naiia Smith
Zonita James
William Watson
John Nunez - Chairperson
Lusia Mahoney

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

RICHMOND PUBLIC SCHOOLS

RPS RICHMOND PUBLIC SCHOOLS

Office of The Principal

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

GRADUATION
Special Loney
Melody Reives
Michael Jamison
Tiffany Fierson – Chairperson
David Hudson
Corey Robinson

ART CLUB
Jonathan Ashe - Chairperson

GARDEN
Special Loney
Natalie Diaz
Bianca Parker
Melody Reives - Chairperson
Gilbert Carter
Brian Taylor
Ciara Logan
Jonathan Ashe

WELLNESS
Special Loney
Jennifer Smith
Xavier Blackman
Shanice Clarke- Chairperson
Lusia Mahoney

DUNGEONS & DRAGONS
Andrew Giffin - Chairperson
Kieran Wilkinson

CULTURE & CLIMATE
Natalie Diaz
David Corey
Daniella White
Christal Corey
Almitra Bryant
Jennifer Smith - Chairperson
Bianca Parker
Jonathan Ashe
Godfrey Ntherful

HOSPITALITY (SUNSHINE)
Clara Bannister - Chairperson
Zonita James
Brian Taylor
Dr. Smith

REA / VEA
Clara Bannister - Chairperson
David Corey
Theodore Dubinsky

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

TECHNOLOGY	TALENT SHOW
Clara Bannister	David Corey
Dwayne "Orlando" - Chairperson	Nirva Vernet
Lusia Mahoney	John Barclay - Chairperson
	Kyle Mendez

HISTORY FAIR	VETERANS DAY
John Felton	John Felton - Chairperson
Meredith Portmess - Chairperson	Dwayne "Orlando"
Robin Williams	
John Dereu	

FIELD DAY	8TH GRADE CLASS
Kylie York	Christal Corey - Chairperson
John Felton	Sandra Hayward-Jones
Daniella White	Almitra Bryant
Xavier Blackman	Meredith Portmess
Daniel Elie	
Meredith Portmess	
Shanice Clarke - Chairperson	
Cleavester Ferrell	

WOMENS HISTORY	CRISIS / SAFETY & SECURITY
Christal Corey	Jennifer Smith
Jennifer Smith	Kelvin Gilliam
Nirva Vernet - Chairperson	David Hudson
	Leon Thornton - Chairperson
	Natia Smith

SAT / PSAT	SPORTS BOOSTER
Jennifer Smith	Xavier Blackman
Corey Robinson	John Barclay
Lusia Mahoney	Shanice Clarke - Chairperson
Tiffany Frierson - Chairperson	Godfrey Ntherful

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

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

RICHMOND PUBLIC SCHOOLS

Office of The Principal

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

FBLA
Melody Reives - Chairperson

RTI / SBIT
Zonita James - Chairperson

FOREIGN LANGUAGE
Nirva Vernet - Chairperson

ANIME
Theodore Dubinsky - Chairperson
Michael Jamison
John Nunez
Kieran Wilkinson

KNIGHT RIDERS
William Watson - Chairperson
Matthew Wester
Jonathan Ashe

CHESS
Xavier Blackman - Chairperson

LEAD TEACHERS
Matthew Wester
Brian Taylor
Robin Williams
Matt Wester

SOL TESTING
Gilbert Carter
Michael Jamison - Chairperson
Corey Robinson
Denise Claiborne

ASVAB
Corey Robinson - Chairperson

RUBRICS & LEGOS
Lusia Mahoney - Chairperson

STEM / SCIENCE FAIR
Godfrey Ntherful - Chairperson

SOCIAL MEDIA
Kathy Paschall - Chairperson

YEARBOOK
Jonathan Ashe
Kathy Paschall - Chairperson

KNIGHTS / RAIDERS
Clinton Jefferson
Leon Thornton - Chairperson

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

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

Office of The Principal

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	

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

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

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

Mental Health Event

Smith, Natia

Planning to end Suicide Prevention Awareness Month with a bang! On September 27, 2024 during both high school lunch and middle school lunch. I will be coordinating a mental health event in collaboration with community providers of VCU's AYA Research Team.

The following activities are planned. Again, this is during lunch not to disturb instruction time.

- Table Ideas (3): Would need 3 tables or 1 long table with 6 chairs
    - Idea: Maybe get some small gift bags and hand out a prize for completing each station
    - **Affirmation Station** - students write their own affirmations
        - Materials:
            - Markers
            - Maybe do a big sheet of paper on the table, write "I AM" and have the students write their own adjectives on it to make a big visual
            - Prize: motivational stress ball
    - **Education Station** (Fact or Fiction) - students spin a wheel that has numbers written on it. Whatever number they land on will correlate with a question. They get a prize for participating
        - Materials:
            - Spinning Wheel
            - List of Fact or Fiction questions related to suicide/general mental health
            - Prize: suicide prevention sticker
    - **Relaxation Station** - have the 50 Ways to Take a Break handout and get students to identify their favorite coping skill (for a prize?)
        - Materials:
            - 50 Ways to Take a Break handout (see below)
            - Prize: pocket journals

"A Knight Forever"

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

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

Office of The Principal

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**

PICTURE DAY:
DÍA DE FOTOS:

RPS RICHMOND
PUBLIC SCHOOLS

Office of The Principal

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

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!**

RPS RICHMOND PUBLIC SCHOOLS

Office of The Principal

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

Girls Basketball Schedule 2024

ATHLETICS

Date / Time	Location	Opponents
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
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

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

Office of The Principal

	Franklin	MLK vs Franklin
4:00p		
	Boushall	Brown vs Boushall
3:30p		
October 10, 2024	Dogwood	Boushall vs Dogwood
3:30p		
	Brown	Albert Hill vs Brown
3:30p		
	River City	MLK vs River City
4:00p		
	Henderson	Franklin vs Henderson
3:30p		
October 17, 2024	Dogwood	Brown vs Dogwood
3:30p		
	River City	Albert Hill vs River City
4:00p		
	MLK	Henderson vs MLK
3:30p		
	Boushall	Franklin vs Boushall
3:30p		
October 21, 2024	Henderson	Dogwood vs Henderson
3:30p		
	Albert Hill	Franklin vs Albert Hill
3:30p		
	MLK	Brown vs MLK
3:30p		
	River City	Boushall vs River City
4:00p		
October 24, 2024 TBA	TBA	Tournament Round 1
October 28, 2024 TBA	TBA	Tournament Round 2
October 30, 2024 TBA	TBA	Tournament Championship

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

RPS RICHMOND PUBLIC SCHOOLS

Office of The Principal

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

Soccer Schedule 2024

ATHLETICS

Date Time	Location	Opponents
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
3:30p	Albert Hill	Boushall vs Albert Hill
4:00p	Franklin	River City vs Franklin
3:30p	Brown	Henderson vs Brown
October 7 2024 4:00p	River City	Dogwood vs River City
3:30p	Albert Hill	Henderson vs Albert Hill
4:00p	Franklin	MLK vs Franklin

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

RICHMOND PUBLIC SCHOOLS

Office of The Principal

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

3:30p	Boushall	Brown vs Boushall
October 10, 2024	Boushall	Dogwood vs Boushall
3:30p		
	Brown	Albert Hill vs Brown
3:30p		
	River City	MLK vs River City
4:00p		
	Henderson	Franklin vs Henderson
3:30p		
October 17, 2024	Brown	Dogwood vs Brown
3:30p		
	River City	Albert Hill vs River City
4:00p		
	MLK	Henderson vs MLK
3:30p		
	Boushall	Franklin vs Boushall
3:30p		
October 21, 2024	Henderson	Dogwood vs Henderson
3:30p		
	Albert Hill	Franklin vs Albert Hill
3:30p		
	MLK	Brown vs MLK
3:30p		
	River City	Boushall vs River City
4:00p		
October 22, 2024	TBA	Tournament Round 1
TBA		
October 24, 2024	TBA	Tournament Round 2
TBA		
October 29, 2024	TBA	Tournament Championship
TBA		

September 2024

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

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

Office of The Principal

Speciality Schools Timeline

October 2024

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

November 2024

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

December 2024

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

January 2025

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

February 2025

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

March 2025

- ➤ 7 (Fri): School Applications results posted online

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

RPS RICHMOND PUBLIC SCHOOLS

Office of The Principal

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

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

RPS RICHMOND PUBLIC SCHOOLS

Office of The Principal

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

Seniors Dates
Class of 2025 Important Dates

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

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

RPS RICHMOND PUBLIC SCHOOLS

Office of The Principal

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

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.

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

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

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!

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

RPS RICHMOND
PUBLIC SCHOOLS

Office of The Principal

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

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)

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

Office of The Principal

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

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

Office of The Principal

Links

AP Curriculum Information
Assessment Calendar
Auditorium
Community Circle – August
Data Meeting Document
Detention
FMX – Maintenance
Graduation Vault
No Show
Kickup
Pearson
SMARTFinder
TalentED – Goal, Evaluation and Personal Information
Vector Solutions Safe Schools - All assigned mandatory courses must be completed by **Monday ,September 30, 2024.**
WIDA

"A Knight Forever"

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

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 1st	-	**Seniors - To University of Richmond - College Visit**
October 1st	-	**Henricus Historical Park**
October 2nd	-	**State Fair**
October 7th	-	**Science Museum of Virginia**
October 7th	-	**Math Trip – Dewey Gottwald Center at Science Museum**
October 11th	-	**Holocaust Museum**
October 23rd	-	**2024 – VACRAO College Fair – Tech Center**
October 28th	-	**Mission Tomorrow**

"A Knight Forever"

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

RICHMOND PUBLIC SCHOOLS

Office of The Principal

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

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

"A Knight Forever"

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

BELL SCHEDULE AT A GLANCE

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

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

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

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

Franklin Military Academy
Afterschool Activity Attendance

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

Teacher Name_____

Date _____ **Room/Location**_____

Type of Activity_____
_____

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

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

RPS RICHMOND
PUBLIC SCHOOLS

Office of The Principal

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

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

RPS RICHMOND
PUBLIC SCHOOLS

Office of The Principal

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

Dr. J. Smiths' Weekly Schedule 09/23/24	
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	**Meeting - Out of building** **Informal Observations** **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.

NATIONAL HISPANIC HERITAGE MONTH
MES NACIONAL DE LA HERENCIA HISPANA

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

RPS **RICHMOND** PUBLIC SCHOOLS

Office of The Principal

Vocabulary in Action
Word of the Week

winnow

1. blow a current of air through (grain) in order to remove the chaff.
   "a combine cuts, threshes, and winnows the grain in one operation"

2.
   LITERARY
   (of the wind) blow.
   "the autumn wind winnowing its way through the grass"

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

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!

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

"A Knight Forever"

Office of The Principal

UPCOMING EVENTS

21 SEP 24 - High School cadets to include 8th Graders will Participating in VA State Military Appreciation Day

27 SEP 24 - Seniors Installation Ceremony & Outing

28 SEP 24 - Seniors and Parents Information & Breakfast

09 OCT 24 - Juniors conduct PSAT Testing

12 OCT 24 - Seniors participating in 15TH Annual RVA College Scholarship Fair

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

UPCOMING COLOR GUARD ACTIVITY:

27 SEP 24 - FMA Installation Ceremony

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.

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

Office of The Principal

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)

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:**

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

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

"A Knight Forever"

Office of The Principal

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, 9/24/2024
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
Tuesday, 3/11/2025
Tuesday, 3/25/2025
Monday, 4/21/2025 - RPS Holiday
Tuesday, 4/22/2025

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

PSAT TESTING

REMEMBER!
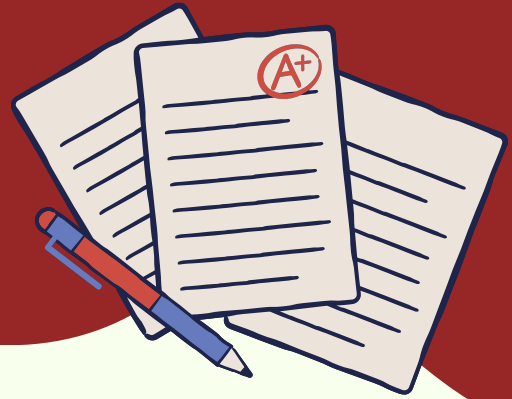
Who?
11th Grade

Make sure you are at school...
Wednesday
OCTOBER 9TH, 2024

ATTENTION PLEASE!

If you are in the 10th grade and would like to take the test, please sign up with this google form:

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

Grade Terms - High
2024-2025 SY - Grade Input Window dates

Progress	Start Date	End Date	Term	Start Date	End Date
IN1	09/19/24	09/26/24	MP1	10/23/24	11/08/24
IN2	12/02/24	12/09/24	MP2	01/15/25	01/29/25
IN3	02/19/25	02/26/25	MP3	03/21/25	04/11/25
IN4	04/30/25	05/07/25	MP4	05/19/25	05/30/25

Grades Due September 25th

Monday – September 23, 2024 - FORMATION SCHEDULE

- **Graduation & Administration Meeting -9:30 a.m.**
- **Detention**
  Community Circle – September
- 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.**
- **Grades are due online on September 25**
- **A student will be shadowing**

Tuesday - September 24, 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.
- **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.**
- **Grades are due online September 25**

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

Wednesday - September 26, 2024 - FORMATION SCHEDULE

- Community Circle – September
- **Detention**
- Make a positive call home to parents
- Attendance Meeting - 10:00 am.
- 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.**
- **Grades are due online on September 25**
- **Picture Day – Class A – The Military Staff Will Assist - Auditorium**
- **VACRAO College Fair Information Session – 12th Grade. – 9:30 am.**
- **Upward Bound Recruitment- 9th Grade – 3:15 - Frierson**

Thursday – September 27, 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**
- 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

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

- Senior Installation Practice will occur on Thursday, September 26, 2024 during 3rd period. Also, students and teachers in grades 9-11 are invited to attend the ceremony on Friday, September 27, 2024, at 10:00 am.
- **Grades due online on September 25**
- **Principals' Meeting - MLK**

Friday – September 28, 2024 - FORMATION SCHEDULE

- Community Circle – September
- Make a positive call home to parents
- **Breakfast – 8:30 am – 9:00 am. 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.**
- **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.**
- **Senior Installation – 9:30 am.**
- **Planning to end Suicide Prevention Awareness Month with a bang! On September 27, 2024, during high school and middle school lunches. I will coordinate a mental health event with community providers of VCU's AYA Research Team. (Ms. Smith – Social Worker)**
- **Title IX Meeting - Administration – Hugenot High School**
- **Interim Goes Home**

Saturday – September 29, 2024

- **Seniors' Breakfast - 9:30 am.**

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

RPS RICHMOND PUBLIC SCHOOLS

Office of The Principal

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.
   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

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

Office of The Principal

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.

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

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

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

Office of The Principal

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.
   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

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

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

Office of The Principal

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.

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.

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

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

Office of The Principal

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.
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.

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

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

Office of The Principal

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.

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

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

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

Office of The Principal

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
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.

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

Office of The Principal

    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.

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).

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

Office of The Principal

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)

11th Grade Language Arts – SOL Test
2nd Semester

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

12.DSR. The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
   A. Read a variety of grade-level complex text with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary **(Reading Fluency, K-12).**
   B. Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 11-12 band to generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.). **(Text Complexity, 2-12).**
   C. When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting

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

concise

detailed

deep

simple

complex

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

RPS RICHMOND PUBLIC SCHOOLS

Office of The Principal

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.
   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.

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

Office of The Principal

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.

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.

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

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

Office of The Principal

    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.

Reading

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

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

Office of The Principal

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.
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.

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

k) Analyze ideas within and between selections providing textual evidence.
l) Use the reading strategies to monitor comprehension throughout the reading process.

AP Literature

1.A Identify and describe what specific textual details

reveal about a character, that character's perspective, and that character's motives.

CHR
1 .B Explain the function of a character changing or
remaining unchanged.

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

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

STR
3.F Explain the function of conflict in a text.

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

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

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

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

LAN

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

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

Office of The Principal

7.E Demonstrate control over the elements of composition to communicate clearly.**AP Language**

1.A Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.

Explain how the organization of a text creates unity and coherence and reflects a line of reasoning.

REO 6.B Use transitional elements to guide the reader through the line of reasoning of an argument.

STL 7.A Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.

STL 8.A Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.

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.

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

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

RPS RICHMOND
PUBLIC SCHOOLS

Office of The Principal

Math
6th Grade Mathematics

6.NS.1 The student will reason and use multiple strategies to express equivalency, compare, and order numbers written as fractions, mixed numbers, decimals, and percents.

Students will demonstrate the following Knowledge and Skills:

a) Estimate and determine the percent represented by a given model (e.g., number line, picture, verbal description), including percents greater than 100% and less than 1%.*

b) Represent and determine equivalencies among decimals (through the thousandths place) and percents incorporating the use of number lines, and concrete and pictorial models.*

c) Represent and determine equivalencies among fractions (proper or improper) and mixed numbers that have denominators that are 12 or less or factors of 100 and percents incorporating the use of number lines, and concrete and pictorial models.*

d) Represent and determine equivalencies among decimals, percents, fractions (proper or improper), and mixed numbers that have denominators that are 12 or less or factors of 100 incorporating the use of number lines, and concrete and pictorial models.*

e) Use multiple strategies (e.g., benchmarks, number line, equivalency) to compare and order no more than four positive rational numbers expressed as fractions (proper or improper), mixed numbers, decimals, and percents (decimals through thousandths, fractions with denominators of 12 or less or factors of 100) with and without models. Justify solutions orally, in writing or with a model. Ordering may be in ascending or descending order.*

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.

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

Office of The Principal

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
Equations and Inequalities

A.EI.1 The student will represent, solve, explain, and interpret the solution to multistep linear equations and inequalities in one variable and literal equations for a specified variable.

Students will demonstrate the following Knowledge and Skills:

a) Write a linear equation or inequality in one variable to represent a contextual situation.

b) Solve multistep linear equations in one variable, including those in contextual situations, by applying the properties of real numbers and/or properties of equality.

c) Solve multistep linear inequalities in one variable algebraically and graph the solution set on a number line, including those in contextual situations, by applying the properties of real numbers and/or properties of inequality.

d) Rearrange a formula or literal equation to solve for a specified variable by applying the properties of equality.

e) Determine if a linear equation in one variable has one solution, no solution, or an infinite number of solutions.

f) Verify possible solution(s) to multistep linear equations and inequalities in one variable algebraically, graphically, and with technology to justify the reasonableness of the answer(s). Explain the solution method and interpret solutions for problems given in context.

Geometry
Reasoning, Lines, and Transformations

G.1   The student will use deductive reasoning to construct and judge the validity of a logical argument consisting of a set of premises and a conclusion. This will include
   a)   identifying the converse, inverse, and contrapositive of a conditional statement;
   b)   translating a short verbal argument into symbolic form; and
   c)   determining the validity of a logical argument.

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

Office of The Principal

Algebra II
Introduction Week - Relationship Building and Classroom Expectations

Probability & Statistics
Introduction Week - Relationship Building and Classroom Expectations

Trigonometry
Graphs of Trigonometric Functions
T.3   The student, given one of the six trigonometric functions in standard form, will
   a) state the domain and the range of the function;
        b)   determine the amplitude, period, phase shift, vertical shift, and asymptotes;
   c) sketch the graph of the function by using transformations for at least a two-period interval; and
   d) investigate the effect of changing the parameters in a trigonometric function on the graph of the function.

AP Pre Calculus
AP Pre - Calculus - CED - 1.4, 1.5 1.6

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

RPS RICHMOND PUBLIC SCHOOLS

Office of The Principal

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.

PS.4   The student will investigate and understand that the periodic table is a model used to organize elements based on their atomic structure. Key uses include
    a) symbols, atomic numbers, atomic mass, chemical groups (families), and periods are identified on the periodic table; and
    b) elements are classified as metals, metalloids, and nonmetals.

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

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

Office of The Principal

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.

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.

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

RPS RICHMOND PUBLIC SCHOOLS

Office of The Principal

6th United States History to 1865

USI.4   The student will demonstrate knowledge of European exploration in North America and West Africa by
  a) describing the motivations for, obstacles to, and accomplishments of the Spanish, French, Portuguese, and English explorations;
  b) describing cultural and economic interactions between Europeans and American Indians that led to cooperation and conflict, with emphasis on the American Indian concept of land;
  c) identifying the location and describing the characteristics of West African societies (Ghana, Mali, and Songhai) and their interactions with traders.

7th United States History to Present

Reconstruction: 1865 to 1877
Reshaping the Nation and the Emergence of Modern America: 1877 to the Early 1900s

USII.4   The student will demonstrate knowledge of how life changed after the Civil War by
  a) identifying the reasons for westward expansion, including its impact on American Indians;
  b) explaining the reasons for the increase in immigration, growth of cities, new inventions, and challenges arising from this expansion;
  c) describing racial segregation, the rise of "Jim Crow," and other constraints faced by African Americans and other groups in the post-Reconstruction South;
  d) explaining the impact of new inventions, the rise of big business, the growth of industry, and life on American farms;
  e) describing the impact of the Progressive Movement on child labor, working conditions, the rise of organized labor, women's suffrage, and the temperance movement.

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;

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

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

Office of The Principal

f) describing the role of the Electoral College in the election of the president and vice president;

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

9th Grade Geography

Era II: Classical Civilizations and Rise of Religious Traditions, 1000 B.C. (B.C.E.) to 500 A.D. (C.E.)

WHI.4   The student will demonstrate knowledge of the civilizations of Persia, India, and China in terms of chronology, geography, social structures, government, economy, religion, and contributions to later civilizations by

    a) describing Persia, including Zoroastrianism and the development of an imperial bureaucracy;

    b) describing India, with emphasis on the Aryan migrations and the caste system;

    c) describing the origins, beliefs, traditions, customs, and spread of Hinduism;

    d) describing the origins, beliefs, traditions, customs, and spread of Buddhism;

    e) describing China, with emphasis on the development of an empire and the construction of the Great Wall;

    f) describing the impact of Confucianism, Taoism, and Buddhism.

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.5   The student will demonstrate knowledge of the issues involved in the creation and ratification of the Constitution of the United States and how the principles of limited government, consent of the governed, and the social contract are embodied in it by

    a) explaining the origins of the Constitution, including the Articles of Confederation;

    b) identifying the major compromises necessary to produce the Constitution, and the roles of James Madison and George Washington;

    c) examining the significance of the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom in the framing of the Bill of Rights;

    d) assessing the arguments of Federalists and Anti-Federalists during the ratification debates and their relevance to political debate today;

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

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

Office of The Principal

e) appraising how John Marshall's precedent-setting decisions established the Supreme Court as an independent and equal branch of the national government.

12th Virginia and United States Government

GOVT.4 The student will demonstrate knowledge of the Constitution of the United States by

a) examining the ratification debates and *The Federalist*;
b) identifying the purposes for government stated in the Preamble;
c) examining the fundamental principles upon which the Constitution of the United States is based, including the rule of law, consent of the governed, limited government, separation of powers, and federalism;
d) illustrating the structure of the national government outlined in Article I, Article II, and Article III;
e) describing the amendment process.

AP Government

Unit 1 Foundations of American Government 1.3second semester

Real Richmond

RR.1&2

RPS RICHMOND PUBLIC SCHOOLS

Office of The Principal

Humanities Teaming Log

Date: Sep 20, 2024

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

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

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

Office of The Principal

54 - Plan a nutritious family meal

55 - Demonstrate dining etiquette

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) (9/27)

7.2 The student will use decision-making skills to promote health and personal wellness.

Mental Wellness/Social and Emotional Skills

o) Analyze and explain the benefits of emotional flexibility, stress management, and stress-reduction techniques for physical and emotional health.

p) Explain how empathy, compassion, and acceptance of others support healthy relationships.

q) Develop strategies for coping with disappointment, stress, anxiety, anger, and adversity.

r) Develop healthy ways to identify, express, and respond to emotions and identify resources for help and support.

8.1 The student will identify and explain essential health concepts to demonstrate an understanding of personal health.

m) Identify the benefits and risks of social networking.

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

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

Office of The Principal

o) Evaluate the health risks associated with feelings of immortality and invincibility.
q) Analyze the role of tolerance and resilience in coping with stress.
r) Explain the impact of failing to recognize issues related to emotional and mental health.
s) Explain why seeking help for mental health issues is important.
t) Describe the signs and symptoms of depression and suicide.
u) Explain how individual, social, and cultural differences may increase vulnerability to bullying.

8.2 The student will apply health concepts and skills to the management of personal and family health.
k) Describe effective coping mechanisms for managing personal and family stress.
l) Identify the benefits of using resistance, problem-solving, and decision-making skills for addressing health issues at home and at school.
m) Develop goals to analyze and manage the impact of social networking.

9.1 The student will apply health knowledge and skills to achieve and maintain long-term health and wellness.
o) Describe the positive and negative effects of social media and of sharing personal information online.
p) Identify signs and symptoms of mental illnesses or challenges (e.g., anxiety, depression, suicide, eating disorders, and self-harm behaviors).
q) Identify causes of conflict with friends and family and feelings/emotions both sides might experience.
r) Identify types of gangs, gang-related behaviors, and associated consequences.

9.2 The student will explain the impact of health risks and identify strategies and resources to limit risk.
o) Analyze how time management might contribute to stress reduction.
p) Explain limitations to effective communication online.

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

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

Office of The Principal

q) Identify school and community mental health resources to help and assist with mental illnesses or challenges.
r) Identify strategies for peaceful resolution of conflict.
9.3 The student will demonstrate skills to advocate for personal and community health.
q) Promote access to mental health resources to help oneself and others.
r) Apply appropriate conflict-resolution skills to prevent, manage, de-escalate, defuse, and/or resolve conflict in a variety of situations.

Physical Education (High) (9/27)
9th and 10th grade physical education Flag football

9.1 The student will perform all basic movement skills and demonstrate movement and biomechanical principles in a variety of activities that may include outdoor pursuits, fitness activities, dance and rhythmic activities, aquatics, individual performance activities, and games and sports (net/wall, striking/fielding, and goal/target [s]).
Design, implement, evaluate, and modify a practice plan for a self-selected skill, including the motor learning process of analysis of performance, application of principles of movement and training, goal setting, and improvement of personal skills through practice, correction, practicing at a higher level, and reassessment.
9.2 The student will explain the structures and functions of the body and how they relate to and are affected by human movement.
g) Apply biomechanical principles of balance, energy, and types of muscle contractions to a variety of activities.

Standard of Learning Objectives

10.2 The student will apply knowledge of biomechanics and anatomy and analyze and evaluate the ability to move proficiently and efficiently in a variety of lifetime activities.

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

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

Office of The Principal

c) Identify and explain the relationship of opposing muscle groups (agonist/antagonist).
d) Explore common musculoskeletal injuries and the role of ergonomically correct movement for injury prevention.
e) Explain and demonstrate ergonomically correct form in strength and conditioning activities.

10.4   The student will demonstrate appropriate behaviors in all physical activity settings and the social skills needed to be a contributing member of society.

h) Identify ways to promote equity and inclusion and embrace diversity in a physical activity

Art (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.

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

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

Office of The Principal

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.

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.

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

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

Office of The Principal

- c) Sing selected lines from music being studied.
- f) Identify and perform music written in binary, ternary, and theme-and-variations forms.
- g) Define and identify music terminology found in the music literature being studied.
- HIB.15a,g

  The student will demonstrate proper instrumental techniques.
  a) Identify correct hand positions, finger/slide placement, fingerings/positions, and finger/slide patterns.
  g) Guitar student—right-hand techniques (finger style, pick style, arpeggio patterns with varying combinations of pulgar, 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:

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

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

Office of The Principal

- Begin new repertoire for Hispanic Heritage assembly

Creative Journal (last 15 minutes of class)
- Daily actively listening exercise (using notebooks to respond to a prompt)
  - Prompts are decided during class time on the basis of how far the class has gotten. Prompts are premade by the teacher and are chosen selectively to compliment the lesson that is being learned that day

High School Guitar:
Objective :
- MIB.2 The student will apply a creative process for music.
  - a) Identify and apply steps of a creative process in a variety of contexts in music.
  - b) Collaboratively identify and examine inquiry-based questions related to music.
  - c) Monitor individual practice and progress toward goals.
- MIB.6a,b
  The student will explore historical and cultural influences of music.
  a) Identify the cultural influences, musical styles, composers, and historical periods associated with the music literature through listening, performing, and studying.
  b) Describe ways in which culture influences the development of instruments, instrumental music, and instrumental music styles.
- MIB.7 The student will explore the functions of music, including the use of music as a form of expression, communication, ceremony, and entertainment.
- MIB.8 The student will examine and apply digital citizenship skills related to intellectual property as it relates to music.
- MIB.10 The student will identify ways in which culture and technology influence the development of music and musical styles, including the ways sound is manipulated.

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

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

Office of The Principal

- MIB.12 The student will demonstrate music literacy.
    - a) Identify, define, and use basic standard and instrument specific notation for pitch, rhythm, meter, articulation, dynamics, and other elements of music.
    - d) Echo, read, count (using a counting system), and perform simple rhythms and rhythmic patterns, including whole notes, half notes, quarter notes, eighth notes, dotted half notes, dotted quarter notes, and corresponding rests.
    - e) Identify, read, and perform music in simple meters (2 4 , 3 4 , 4 4 , C).
    - g) Read and interpret standard music notation while performing music of varying styles and levels of difficulty.
    - h) Sight-read music of varying styles and levels of difficulty.
    - i) Guitar student— read and create chord diagrams; read and perform basic rhythm guitar using G, G7, C, D, D7, Dm, A, A7, Am, E, E7, Em, and FM7 chords in first position.
- MIB.13 The student will identify and demonstrate half-step and whole-step patterns in order to read, notate, understand and perform scales, key signatures, and/or chords.
    - c) Guitar student—one-octave ascending and descending major, natural and harmonic minor scales up to three sharps/one flat; a chromatic scale; one-octave pentatonic scale; open position chords; power chords with roots on the sixth and fifth strings; a I-IV-V7 chord progression in the keys of C, G, D, and A major, and A and E minor; and 12-bar blues in a variety of keys.
- MIB.14 The student will demonstrate preparatory instrumental basics and playing procedures.
    - a) Identify and select an appropriate instrument.
    - b) Identify parts of the instrument.
    - c) Identify procedures for care of the instrument.
    - d) Identify proper playing posture and instrument position.
    - e) Understand procedures for basic tuning of the instrument with a visual aid or electronic tuner.

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

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

Office of The Principal

- MIB.15a,g

    a) Identify correct hand positions, finger/slide placement, fingerings/positions, and finger/slide patterns.
    g) Guitar student—correct left hand position and finger placement, right hand position and techniques (finger style only)

Classroom materials/Lessons:
Essential Elements book: (using copies)
- Clapping rhythms
- Sight reading melodies
- Playing chords (simplified and full)
- Teacher-student play along

Jerry Snyder's Guitar School book: (using copies)
- Chord/rhythm guitar practice
- Expanding chord knowledge
- Teacher-student play along

Guitar Basics Workouts book: (using copies)
- Reading standard notation
- Playing along to CD (using the record player)

Repertoire:
- Begin new repertoire for Hispanic Heritage assembly

Creative Journal (last 15 minutes of class)
- Daily actively listening exercise (using notebooks to respond to a prompt)
    - Prompts are decided during class time on the basis of how far the class has gotten. Prompts are premade by the teacher and are chosen selectively to compliment the lesson that is being learned that day

Choir (10/4)

Class(es): Middle School Beginner & High School Beginner
VA SOL(s): 2020 Music Standards of Learning

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

Office of The Principal

MCB 1. The student will create music as a means of individual expression.
    a) Compose a four-measure rhythmic-melodic variation.
    b) Improvise simple rhythmic and melodic examples in call-and-response styles.
    c) Play and write rhythmic variations of four-measure selections taken from songs,
    exercises, or etudes.

HCB 1. The student will use music composition as a means of creative expression.
    a) Compose a four-measure rhythmic-melodic variation.
    b) Improvise simple rhythmic and melodic examples in call-and response styles.
    c) Create, write and perform rhythmic and melodic variations of four-measure
    selections taken from but not limited to songs, exercises, or etudes.

HCI. 1 The student will use music composition as a means of creative expression.
    a) Compose an eight-measure rhythmic-melodic variation.
    b) Create and perform simple rhythmic and melodic examples using call-and-response
    and basic improvisation.
    c) Compose, improvise and perform rhythmic and melodic variations of eight- to
    twelve-measure excerpts based upon original ideas or musical works.

MCB.2 The student will apply a creative process for music.
    b) Refine choral music ideas and skills collaboratively with teacher feedback

HCB.2 The student will identify and apply steps of a creative process.
    a) Develop, draft, and share choral music ideas.
    b) Refine choral music ideas and skills collaboratively with peers and the teacher
    through ongoing feedback.
    c) Independently identify and examine inquiry-based questions related to choral music.

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

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

Office of The Principal

HCI. 2 The student will apply steps of a creative process.
a) Develop, improvise, draft, refine, and share choral music ideas.
b) Refine choral music ideas and skills collaboratively with peers and the teacher by
giving and receiving constructive criticism to improve performance.
c) Research and document findings of inquiry related to choral music.

MCB.3 The student will analyze, interpret, and evaluate choral music
a) Describe works of music using inquiry skills and music terminology
c) Describe performances of music using music terminology.
d) Examine accepted criteria used for critiquing musical performances.
HCB 3. The student will analyze, interpret, and evaluate choral music.
a) Describe the social cultural and historical context of music.
b) Describe works of music using inquiry skills and music terminology.
d) Describe performances of music using music terminology

HCI.3 The student will analyze, interpret, and evaluate choral music.
a) Describe social, cultural and historical context of works of music.
b) Interpret works of music using inquiry skills and music terminology.
c) Apply accepted criteria for evaluating works of music.
d) Apply accepted criteria for critiquing music performances.
MCB 4. The student will formulate and justify personal responses to music.
a) Identify reasons for preferences among works of music using music terminology.
HCB 4. The student will formulate and justify personal responses to music.
a)Describe personal criteria used for determining the quality of a work of music or
importance of a musical style.
b) Explain preferences for different works of music using music terminology.
c) Identify ways in which music evokes sensory, emotional, and intellectual responses,
including ways in which music can be persuasive

HCI.4 The student will formulate and justify personal responses to music.
a) Describe personal emotional and intellectual responses to works of music using music

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

![Richmond Public Schools logo](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

terminology.
    b) Analyze ways in which music can evoke emotion and be persuasive.
MCB 5. The student will identify and apply collaboration and communication skills for music
rehearsal and performance.
    a) Identify concert etiquette.
    b) Identify skills needed for cooperating and collaborating as a singer during rehearsal.
    c) Identify active listening for rehearsal, performance, and as an audience member.

HCB 5. The student will identify and demonstrate collaboration skills and concert etiquette as a performer.
    a) Participate in a variety of performances [(from HCI 5.) and other music activities].
    b) Cooperate and collaborate as a singer in a rehearsal.
    c) Demonstrate active listening in rehearsal, performance, and as an audience member
HCI.5 The student will describe and demonstrate collaboration skills and concert etiquette as a performer.
    a) Participate in a variety of performances and other music activities.
    b) Cooperate and collaborate as a singer in rehearsal.
    c) Apply active listening in rehearsal and performance.
MCB 6. The student will explore historical and cultural influences of music
    a) Identify the cultural influences, musical styles, composers, and historical periods
    associated with the music literature being studied.
    b) Identify ways in which culture and history influence the development of choral music
    and vocal music styles.
HCB 6. The student will explore historical and cultural influences of music.
    a) Identify the cultural influences, musical styles, composers, and historical periods
    associated with the music literature being studied.

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

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

Office of The Principal

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

HCI.6 The student will explore historical and cultural influences of music.
a) Describe the cultural influences, musical styles, composers, and historical periods
associated with the music literature being studied.
b) Compare and contrast a variety of musical periods and styles.
MCB 7. The student will explore the functions of music, including the use of music as a form of expression, communication, ceremony, and entertainment.

HCB 7. The student will identify the value of musical performance to the school community.

HCI. 7 The student will describe how musicians, consumers of music, and music advocates
impact the community.

HCB.8 The student will describe ethical standards as applied to the use of intellectual property.

HCI.8 The student will describe ethical standards as applied to the use of intellectual property.

HCB.9 The student will identify career options in music and discuss the future of music-related
careers.

HBI.9 The student will compare and contrast career options in music.

MCB 10. The student will explore ways in which new media and technology influence the
development and performance of music and musical styles

HCB 10. The student will describe ways in which innovative tools and media influence the
development of vocal music and choral styles

HCI.10 The student will explore a variety of innovative media, tools, and processes to create,
edit, present, and/or understand new works of music.

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

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

Office of The Principal

MCB 11. The student will identify the relationship of choral music to the other fine arts.
HCB.11 The student will describe relationships of vocal music to the other fine arts and other
fields of knowledge.
HCI.11 The student will make cross-curricular connections to explore how music works together
with other disciplines to develop innovative solutions to problems.
MCB 12. The student will demonstrate music literacy.
 a) Identify, define, and use basic standard notation for pitch, rhythm, meter, dynamics,
 and other elements of music.
 b) Notate student-created compositions using standard notation.
 c) Echo, read, count, and notate rhythmic patterns.
 d) Sight-sing eight-measure melodic patterns while maintaining a steady beat.
 e) Differentiate by sight call-and-response songs, canons, and partner songs
MCI 12. The student will demonstrate music literacy.
 e) Identify components of a vocal score.

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

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

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

Office of The Principal

j) Identify fermata, repeat sign, da capo, dal segno, coda, and fine.
k) Notate student-created compositions using standard notation

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

MCB 13. The student will develop aural skills.
a) Identify diatonic intervals.
c) Identify similar and contrasting musical phrases and sections.
MCI 13. The student will demonstrate aural skills.
b) Distinguish ascending half-step and whole-step intervals
c) Identify same and different melodic patterns.

HCB.13 The student will demonstrate aural skills.
a) Recognize and demonstrate diatonic intervals (M2, M3, P4, P5, octave).
b) Distinguish major and minor tonalities.
c) Identify similar and contrasting musical phrases and sections.
d) Differentiate melodic and harmonic patterns.
e) Write simple four-measure rhythmic phrases from dictation.

HCI.13 The student will demonstrate aural skills.
a) Recognize and demonstrate diatonic intervals (m2, m3, M6, m7).
b) Identify ascending and descending halfstep and whole-step intervals.
c) Identify and explain simple musical forms.
d) Write eight-measure rhythmic phrases.
e) Write four-measure melodic phrases from dictation.
f) Identify a cappella vs. accompanied singing.

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

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

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

Office of The Principal

a) Use proper posture and breathing techniques that support vocal
production.
b) Identify components of the vocal anatomy and vocal health.
c) Develop vocal agility and range through vocal exercises.
d) Use correct intonation.
e) Blend with other singers on the same vocal part.
f) Use proper diction (e.g., pure vowel sounds, diphthongs, and consonants
with
emphasis on beginning and ending consonants).
g) Sing an assigned vocal part in a small group.

MCI 14. The student will demonstrate vocal techniques and choral skills.
i) Sing in at least one language other than English.

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

HCI.14 The student will demonstrate vocal techniques and choral skills.
a) Consistently use proper posture and breathing techniques that support
vocal
production.
b) Investigate components of the vocal anatomy and vocal health.
c) Demonstrate the difference between head voice and chest voice.
d) Strengthen vocal independence, agility, and range by singing
appropriate vocal

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

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

Office of The Principal

exercises.
e) Consistently use proper diction (e.g., pure vowel sounds, diphthongs, voiced and
unvoiced consonants).
f) Blend with other singers across sections using correct intonation.
g) Sing an assigned vocal part in simple harmony or in ensemble.
h) Sing music literature with and without accompaniment in at least one language other
than English.
i) Exhibit audition skills.
MCB 15. The student will identify and demonstrate expressive qualities of choral music.
a) Interpret tempo markings (allegro, andante, adagio).
b) Perform, from musical scores and rhythmic exercises, rhythmic patterns that include
whole notes, dotted half notes, half notes, dotted quarter notes, quarter notes, eighth
notes, sixteenth notes, and corresponding rests.
c) Interpret dynamic markings (p, mp, mf, f, crescendo, decrescendo).
e) Respond to basic conducting patterns and interpretive gestures
HCB 15. The student will identify and demonstrate expressive qualities of choral music.
a) Interpret the components of a vocal score, dynamic markings, tempo markings,
musical road signs/form features, and articulations, style, and phrasing.
b) Respond to basic conducting patterns and interpretive gestures.
c) Consistently use facial and physical expressions that reflect the mood and style of the
music.
HCB.16 The student will respond to music with movement by performing non-choreographed
and choreographed movements.
HCI.16 The student will respond to music with movement by applying various styles of

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

RPS RICHMOND PUBLIC SCHOOLS

Office of The Principal

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

Francais II - Standards 3. NH. Identify typical products and practices related to familiar, everyday life to help understand perspectives of native and other cultures.
WL 3. 2 - The student will present information orally and in writing in French, combining learned and original language in connected sentences and paragraphs on
familiar topics.

     1. Relate in some detail the main ideas from level-appropriate print or non-print
     materials.
     2. Present information, using structures that reflect present, past, and immediate
     future time.

     3. Demonstrate attention to accurate intonation and pronunciation.
     4. Demonstrate attention to accurate word order, punctuation, accents and other
     diacritical marks, and spelling.
     VAWL- 2.1.IM: Exchange information about familiar content topics, such as art
     projects, number talks, or items of personal need.
     VAWL - L2.1.IH: Exchange information using cultural triangles to show the
     relationship among products, practices, and perspectives.

French III -
Standards 3. NH. Identify typical products and practices related to familiar, everyday
life to help understand perspectives of native and other cultures.
WL 3. 2 - The student will present information orally and in writing in French, combining learned and original language in connected sentences and paragraphs on
familiar topics.

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

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

Office of The Principal

1. Relate in some detail the main ideas from level-appropriate print or non-print
materials.
2. Present information, using structures that reflect present, past, and immediate
future time.
3. Demonstrate attention to accurate intonation and pronunciation.
4. Demonstrate attention to accurate word order, punctuation, accents and other diacritical marks, and spelling.
IC - 1. Communicate in spontaneous spoken, written or signed conversations
on familiar topics.
2. Exchange information using connected sentences and a variety of questions

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

<u>Spanish</u> (9/27)

Unit Summary:
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:
○ Who am I? How does what I do define who I am?
○ How am I similar to and different from young people in the
Spanish-speaking world?

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

Office of The Principal

○ How do language and music shape identity?
● Student Learning Objectives:
I can...
● interact to express your identity, ask for and give personal information and express
preferences about activities
● interpret images, video, audio, and print texts in Spanish to gain insights into identity
● ask for and present basic information about myself
● 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:
Unidad 1: De vuelta a clases instructs students to exchange information about academic and extracurricular activities in school. Students will review present tense
regular and irregular verbs, learn to make comparisons, and discuss school rules using
hay que and tener que. Students will also compare school culture and activities to those in the Spanish-speaking world.
● Essential Questions:
○ What helps students engage in their school community?
○ What factors support student learning and success?
○ 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

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

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

Office of The Principal

● investigate how schools in the Andean region of South America promote

learning and student involvement

Spanish 3
● Unit Summary:
○ 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
○ What helps students engage in their school community?
○ What factors support student learning and success?
○ How do schools in different cultural contexts meet the needs of their students?

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

Band

CTE EPF (10/11)

- Describe the types of financial institutions.
- Examine how financial institutions affect personal financial planning.
- Evaluate services and related costs associated with personal banking.

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

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

Office of The Principal

- Compare contemporary, non-traditional methods of payment between parties.
- Differentiate among types and regulations of electronic monetary transactions.
- Prepare all forms necessary for opening and maintaining a checking and a savings account.
- Reconcile bank statements.
- Compare costs and benefits of online, mobile, and traditional banking.
- Explain how certain historical events have influenced the banking system and other financial institutions.
- Compare the U.S. monetary system with the international monetary system.

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.

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

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

Office of The Principal

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

AP CSP
Algorithms and Programming (AP)
PRG.AP.1   The student will apply computational thinking to manage complex programs.
    a. Identify and categorize real-world problems as classification, prediction, sequential decision, logical deduction, or statistical inference problem.
    b. Analyze a large-scale computational problem, identify generalizable patterns, and implement a computing-based solution.
    c. Decompose large-scale computational problems into subtasks and components processes and inter-relationships.
    d. Implement and evaluate abstractions based on their modularity, reusability, and readability.
PRG.AP.2   The student will plan and implement programs that consist of compound conditionals, complex iterations, and complex computations using a text-based programming language.
    a. Read and interpret algorithms expressed using plain language, and pseudocode. Read and write programs that include compound conditional execution and evaluate complex Boolean conditions.
    b. Read and write programs that accept input from a variety of sources and produce output based on that input.
    c. Read and write programs that include pre-defined and self-defined procedures.

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

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

Office of The Principal

      d.   Read and write programs that include functions with/without parameters, and functions with/without return values.

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

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

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

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

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

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

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

      e.   Modify existing program to improve functionality.

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

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

      b.   Evaluate and convert data structures when appropriate.

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

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

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

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

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

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

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

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

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

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

Office of The Principal

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

b.   Justify and communicate decisions and design elements.

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

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

Computing Systems (CSY)

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

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

b.   Define the role of cache memory.

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

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

e.   Redesign a program to improve efficiency and performance.

Cybersecurity (CYB)

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

a.   Create programs that safeguard against user error.

b.   Create programs that implement encryption algorithms.

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

d.   Describe the impact of software vulnerabilities.

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

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

a.   Understand the role of input validation in programming.

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

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

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

Data and Analysis (DA)

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

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

Office of The Principal

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

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

Impacts of Computing (IC)

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

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

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

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

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

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

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

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

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

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

<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

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

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

Office of The Principal

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

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

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

Office of The Principal

l.   Create a game program with multiple levels.
6.   Using Web Technology
   a.   Explain how to locate resources and references to aid program development.
   b.   Evaluate sample code obtained from the Internet and/or other sources.
   c.   Develop a web page, using hypertext markup language (HTML) and cascading style sheets (CSS) and/or JavaScript.
7.   Preparing for Industry Certification
   a.   Describe the process and requirements for obtaining industry certifications related to the Programming course.
   b.   Identify testing skills/strategies for a certification examination.
   c.   Demonstrate ability to successfully complete selected practice examinations (e.g., practice questions similar to those on certification exams).
   d.   Successfully complete an industry certification examination representative of skills learned in this course (e.g., MCP, IC3).
8.   Developing Employability Skills
   a.   Identify careers in the information technology industry.
   b.   Describe ways that computer programs can be used in business and industry.
   c.   Create or update a résumé.
   d.   Investigate information technology educational and job opportunities.
   e.   Assemble a professional portfolio.
   f.   Describe basic employment activities.
   g.   Deliver an oral presentation of the professional portfolio.
   h.   Identify potential education and employment barriers for nontraditional groups and ways to overcome those barriers.

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