National Hispanic Heritage Month
Franklin Military Academy

(H) Col. David A. Hudson, Principal
September 30, 2024

2024 Hispanic Heritage Month

"Pioneers of Change:
SHAPING THE FUTURE TOGETHER"

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

Office of The Principal

National Custodian Day
October 2, 2024

CPT Anderson – Crew Leader

CPT Andrews

CPT Ford

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

National Hispanic Heritage Month
Pioneers of Change, Shaping the Future Together
September 15th-October 15th

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

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

Office of The Principal

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

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

Office of The Principal

Buy your own FMA Black emblem jacket for the winter and fall

Get Ready for winter and our Christmas parade.

$85

If you are interested in buying these jackets please come to 106 to try on your jacket with Captain York.

The money for this jacket will be due Oct 25

Sizes XS - 3Xl
SPECIAL WINTER JACKETS

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

HAPPY BIRTHDAY

Christal Corey – October 7th

Sandra Hayward-Jones - October 9th

Shanice Clarke - October 10th

Jonathan Ashe - October 20th

Cleavester Ferrell – October 25th

Naiia Smith - October 28th

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

Office of The Principal

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

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

Office of The Principal
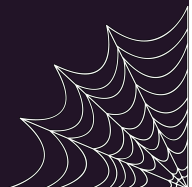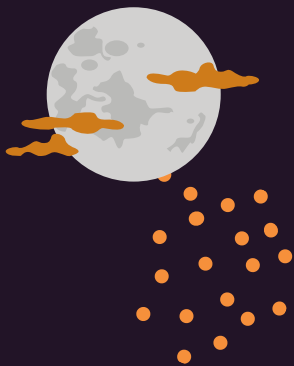
HILL-O-WEEN 2024

Presented by the Church Hill Association

COSTUME PARADE

Thursday, October 31, 5:00 to 6:00 pm
Libby Hill Park

Kick- off Halloween night with a fun parade, spooky music, treats, and pictures! All children are encouraged to participate in costume. Pets and parents welcome! Also, get a map to see the spookiest houses in Church Hill.

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

Office of The Principal

City of Richmond Department of Public Utilities presents

Imagine A Day Without Water
Essay Contest 2024

The City of Richmond Department of Public Utilities invites students that attend Richmond Public Schools to participate in an essay contest to express their thoughts about lack of access to clean drinking water around the country, the pollution issues around the James River or what it would be like to experience a day without water.

ALL SUBMISSIONS DUE BY THURSDAY, OCTOBER 31, 2024!

Word Count
Elementary: 200
Middle: 350
High: 500
(Max: 600 for all entries)

For complete contest rules and regulations, scan the QR code OR visit us at https://tinyurl.com/bdfusw8n

Prizes for
1st Place Essay
2nd Place Essay
Class Participation
School Participation

Protect the **Source**
Source Water Protection Week
September 29–October 5, 2024

DEPARTMENT OF
PUBLIC UTILITIES
CITY OF RICHMOND
ESTABLISHED 1737

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

Office of The Principal

"A Knight Forever"

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

Office of The Principal
Middle School Visits from RPS Selective Admissions Schools (October 2024)

Visitation Schedule (Oct 15 - 29)

The following schedule has been set for visits from our Selective Admissions Schools to each of the RPS middle schools. Please mark your calendars. All eighth-grade students are required to attend both assemblies to hear from students and staff from the Selective Admissions Schools.

While sixth and seventh graders are not required to attend, they are welcome to join if interested. We also encourage students to attend any Open House / Information Session that may interest them at the Selective Admissions Schools. The list of Open House dates are provided on the next page.

BLOCK 1: Specialty Schools

Franklin Military Academy, Open High School, and Richmond Community High School

BLOCKS 2 & 4: Regional Schools

Appomattox Regional Governor's School, CodeRVA Regional High School, and Maggie L. Walker Governor's School

Date	Block 1 (Specialty Schools)	Block 2 (Regional Schools)	Block 4 (Regional Schools)
October 15 (Tu)	Albert Hill MS (8:35 - 10:04 AM) Jefferson		
October 17 (Th)	Lucille Brown MS (8:35 - 10:05 AM) Thornton		
October 21 (Mo)	River City MS Jefferson	Dogwood MS (10:09 - 11:39 AM)	Boushall MS (1:45 - 3:15 PM)
October 22 (Tu)	Boushall MS (8:35 - 10:05 AM) Hudson	Albert Hill MS (10:08 - 11:37 AM)	Henderson MS (1:45 - 3:15 PM)
October 23 (We)	Franklin Military Academy (9:05 - 10:31 AM)	MLK Jr. MS (10:10 - 11:40 AM)	River City MS (2:30 - 4:00 PM)
October 24 (Th)	MLK Jr. MS (8:35 - 10:05 AM) Robinson	Franklin Military Academy (10:44 AM - 12:18 PM)	Lucille Brown MS (1:45 - 3:15 PM)
October 28 (Mo)	Dogwood MS (8:35 - 10:05 AM) Robinson		
October 29 (Tu)	Henderson MS (8:35 - 10:05 AM) Smith & Thornton		

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

Influential Hispanic Americans Who Have Made History

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

Alexandria Ocasio-Cortez was elected to the U.S. House of Representatives in 2018.
Advertisement - Continue Reading Below

In just a few short years, Representative **Alexandria Ocasio-Cortez** of New York has become one of the major leading voices for Hispanic Americans in politics. Also known by her initials AOC, the 34-year-old was born in 1989 in the Bronx, one of New York City's boroughs, to a Puerto Rican mother and a

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

Bronx-born father of Puerto Rican descent. She excelled through high school after her family moved to the suburbs and was in her second year at Boston College when her dad tragically died of lung cancer in 2008.

After graduating college in 2011, Ocasio-Cortez returned to the Bronx and later campaigned for Senator **Bernie Sanders** in the 2016 Democratic presidential primary. She visited Flint, Michigan, and the Standing Rock Indian Reservation in North Dakota after the general election, where she attended the Dakota Access Pipeline protests and decided to run for a seat in the U.S. House of Representatives.

Ocasio-Cortez eventually challenged Democratic incumbent Joe Crowley, the first to do so since 2004, and pulled off a **surprise primary win** in June 2018. Through a grassroots campaign, she became the youngest person elected into the House during the midterm elections that year. Since her arrival in Congress, Ocasio-Cortez's vocal support of left-leaning ideas, including co-sponsoring the Green New Deal to combat climate change, has made her a popular figure in progressive politics. She was reelected to serve New York's 14th congressional district in 2020 and 2022—running unopposed in the latter.

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

Office of The Principal
Roberto Clemente

MLB's community service and sportsmanship award is now named after Roberto Clemente, who died in a 1972 plane crash.

A pioneer of the game, **Roberto Clemente** paved the way for Hispanic Americans in Major League Baseball. The prolific right fielder was born in 1934 in Puerto Rico, joined the island's amateur baseball league when he was 16, and made the professional league two years later at 18.

Another two years and Clemente was off to Montreal to play in the minor leagues in 1954. That same year, the Pittsburgh Pirates scouted him during training in Richmond, Virginia, and Clemente was called up to the majors by November of that year in the rookie draft. Clemente, wearing the iconic number 21, went on to become the first Latin American and Caribbean to win a World Series as a starting player in 1960.

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

Dominican American writer **Julia Alvarez**, 74, has been enchanting readers with her words since the early 1990s.

In the Time of the Butterflies by Julia Alvarez

She was born in New York City in 1950 before her family moved to the Dominican Republic when she was a baby. They stayed there throughout Alvarez's childhood until her father's involvement in a failed attempt to overthrow the militant dictator forced the family to flee to the United States in 1960.

The traumatic event has since made its way into several of Alvarez's works, including the poem "Exile" in which she recounts the night her family fled. She has become one of the most critically revered Latina writers and has published poems, novels, and essays throughout her career. Some of her most famous books include *In the Time of Butterflies* and *How the García Girls Lost Their Accents*. President **Barack Obama** presented Alvarez the National Medal of Arts during a 2014 ceremony.

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

National Hispanic Heritage Month
Pioneers of Change, Shaping the Future Together

Office of The Principal
Jennifer Lopez

Getty Images
Jennifer Lopez has received two Grammy nominations as a singer and has acted in *The Wedding Planner*, *Monster-in-Law*, and *Hustlers*, among other movies.

"Jenny from the Block" has always paid tribute to her Latin roots throughout her success. **Jennifer Lopez** was born in the Bronx, New York, in 1969 to Puerto Rican parents who supported her ambitions to become a singer. She started taking singing and dancing lessons at 5 years old. This changed when Lopez dropped out of college to pursue acting, with her parents strongly opposing her aspirations.

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

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

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

Office of The Principal

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

TECHNOLOGY
Clara Bannister
Dwayne "Orlando" - Chairperson
Lusia Mahoney

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

HISTORY FAIR

VETERANS DAY

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

Office of The Principal

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

FBLA	FOREIGN LANGUAGE
Melody Reives - Chairperson	Nirva Vernet - Chairperson

RTI / SBIT	ANIME
Zonita James - Chairperson	Theodore Dubinsky - Chairperson
	Michael Jamison

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

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

STUDENT APPLICATION EVAL
Naiia Smith
Special Loney
Bianca Parker
Sandra Hayward-Jones
Denise Claiborne

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

Office of The Principal

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	

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:
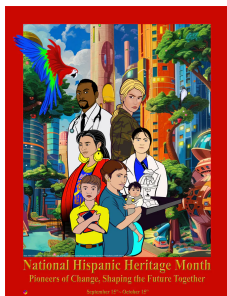Ms. Anita Roane - 1stup.dstrichmond@gmail.com

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

Office of The Principal

Girls Basketball Schedule 2024

ATHLETICS

Date Time	Location	Opponents
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
4:00p	Franklin	MLK vs Franklin
3:30p	Boushall	Brown vs Boushall
October 10, 2024		
3:30p	Dogwood	Boushall vs Dogwood
3:30p	Brown	Albert Hill vs Brown
4:00p	River City	MLK vs River City
3:30p	Henderson	Franklin vs Henderson
October 17, 2024		
3:30p	Dogwood	Brown vs Dogwood
4:00p	River City	Albert Hill vs River City

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

Office of The Principal

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

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

Soccer Schedule 2024

ATHLETICS

Date **Time**	**Location**	**Opponents**
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
3:30p	Boushall	Brown vs Boushall
October 10, 2024 3:30p	Boushall	Dogwood vs Boushall
3:30p	Brown	Albert Hill vs Brown
4:00p	River City	MLK vs River City
3:30p	Henderson	Franklin vs Henderson
October 17, 2024 3:30p	Brown	Dogwood vs Brown
4:00p	River City	Albert Hill vs River City
3:30p	MLK	Henderson vs MLK

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

	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
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

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

Office of The Principal

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

Office of The Principal

Seniors Dates
Class of 2025 Important Dates

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

Office of The Principal

Reminders

It is subject to change & updates

National Hispanic Heritage Month
Pioneers of Change, Shaping the Future Together

KNIGHTS
FRANKLIN MILITARY ACADEMY
FOUNDED 1980
"A Knight Forever"

September 30th
Interim Report Goes Home With Cadets

October 3, 2024
Rosh Hashanah - Holiday - No School

October 9, 2024
PSAT Test – 11th Grade Students

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

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

Office of The Principal

Recordatorios
Sujeto a cambios y actualizaciones

"A Knight Forever"

3 de octubre de 2024
Rosh Hashaná - Festivo - No hay clases

9 de octubre de 2024
Examen PSAT - Estudiantes de 11.º grado

14 de octubre de 2024
Desarrollo Profesional de la División
No hay clases para los estudiantes

23 de octubre de 2024
Fin del trimestre
Día de fotos para todos los estudiantes

1 de noviembre de 2024
Diwali – (Escuelas Públicas de Richmond cerradas)

15 de noviembre de 2024
(Todos los estudiantes deben estar en uniforme Clase A)

5 de noviembre de 2024
Día de Elecciones – (Escuelas Públicas de Richmond cerradas)

27 al 29 de noviembre de 2024
Vacaciones de Acción de Gracias – (Escuelas Públicas de Richmond cerradas)

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
Attendance Tracker
Auditorium
Community Circle – August
SY 24-25 Curriculum Updates & Resources
Data Meeting Document
Detention
FMX – Maintenance
Graduation Vault
Kickup
Language Assistance
No Show
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

Office of The Principal

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.

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 18th	**-**	**Free Style Pictures. Seniors**
October 23rd	**-**	**2024 - VACRAO College Fair - Tech Center**
October 23rd	**-**	**Mission Tomorrow**
October 24th	**-**	**Armstrong High School**

"A Knight Forever"

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

Office of The Principal

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"

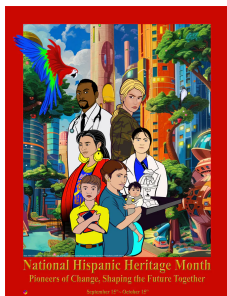**MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH**

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

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

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

Office of The Principal

School Counselor Schedule

Week of 09/30-10/04

Monday	College Board Coordinators Meeting Master Schedule Meeting
Tuesday	Data entry
Wednesday	State Fair Field Trip Attendance Meeting
Thursday	School Holiday
Friday	Datat Entry

Week of 10/07-10/11

Monday	LAVC Submission Work Session
Tuesday	ODU Rep Visit
Wednesday	PSAT Test Administration
Thursday	VSCA Conference
Friday	VSCA Conference

Week of 10/14-10/18

Monday	SCHOOL HOLIDAY
Tuesday	Data Entry
Wednesday	Attendance Meeting
Thursday	Master Schedule Work Session Classroom Guidance
Friday	Classroom Guidance Data Entry

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

Dr. J. Smiths' Weekly Schedule 09/30/24

Monday	Morning bag-checks Announcements Walk through – Positive views!!! Lunch Duty Observations
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	No school
Friday	Morning bag-checks Announcements Walk through – Positive views!!! Lunch Duty Observations

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

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

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

Office of The Principal

Vocabulary in Action
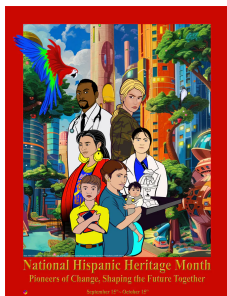# Word of the Week

avatar

What It Means

An avatar is an electronic image (as in a video game) that represents, and can be manipulated by, a computer user. *Avatar* can also refer to the embodiment of something (such as a concept or philosophy) often in a person, or to an incarnation of a deity—especially a Hindu deity, such as Vishnu.

// Before they started playing the game, Maeve and Sanaa customized their *avatars*.

// She has come to be regarded as an *avatar* of charity and concern for the poor.

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

From Lt. Corey Robinson

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"

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

Office of The Principal

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

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). 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

3). 12 OCT 24. 15th Annual RVA College Scholarship Fair. All Seniors are highly encouraged to participate in the upcoming **15TH ANNUAL RVA CAREER and SCHOLARSHIP FAIR,** Located 1500 Main Street, Richmond, VA 23219. Flyers are posted at each floor throughout the school. Seniors and parents are asked to pre-register at www.infinitescholar.org from now until October 10, 2024. Attendance requirements include: A printed email confirmation **MUST** be presented at entrance of the fair, required health protocol will be strictly enforced, students must ensure they have a minimum of 10 copies of their portfolio, and the uniform for **ALL FMA students is CLASS A uniform.** Please stand by for more information on Transportation resources.

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

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

School Day Starts 8:30 am – 4:30 pm.
Certified Staff has to work 8hrs a Day
Let me know if you are arriving or leaving early

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

Breaking DonorsChoose News! Spread the word!!

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

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

"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

Breakfast Teams

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

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

- **Rules:**
  - No student on 2nd or 3rd floor
  - All students must be in a seat
  - If a student asks to use the restroom: "yes and please come straight back."
  - If a student asks to go to a locker: "no, you'll have 10 minutes at lockers prior to class starting."
  - Student asks to see a teacher: "No, you cannot visit teachers during breakfast."
  - If teachers would like to see students, they must come and pick them up.

- **Positions**
  - 1 at front doors
  - 1 at back doors
  - 2 circulating
  - 1 on M street stair - stop students from going upstairs, keep students moving in the hall
  - 1 on N street stair - stop students from going upstairs, keep students moving in the hall
  - Center stair monitored by security team and/or admin

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

Week Starting	Team		Week Starting	Team
September 2	1		*January 20*	1
September 9	2		*January 27*	2
September 16	3		*February 3*	3
September 23	1		*February 10*	1
September 30	2		*February 17*	2
October 7	3		*February 24*	3

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

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

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

Office of The Principal

National Hispanic Heritage Month
Pioneers of Change, Shaping the Future Together
September 15 – October 15

← REMEMBER!

PSAT TESTING

A+

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:
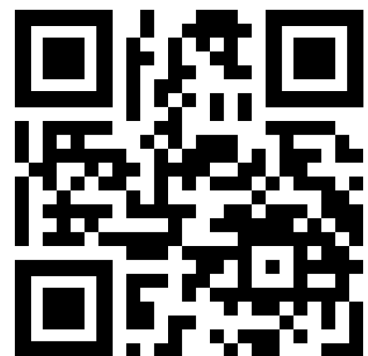
Omega Psi Phi Fraternity, Inc.

Upsilon Nu Chapter

is pleased to announce its annual

High School Essay Contest

As an element of the Annual International Achievement Week Observance, we invite All Richmond Metro Area High School Seniors to participate in our annual High School Essay Scholarship contest. Available to ALL college-bound Seniors

Three Essay Contest Awards:

1st Place: $650.00; 2nd Place: $450.00; 3rd Place: $250.00
Essay due to local Chapter: by: October 31, 2024

2024 Essay Topic: "What impact do you believe that Social Media is having On Mental Health and Why is it Important to Address this issue?"

Link To Essay Application:
https://upsilonnu.org/achievement_week.html

Link To Adobe Reader software: https://get.adobe.com/reader/

The manuscript must be postmarked, or time stamped on the email no later than midnight, October 31, 2024, and sent to Dr. Kevin Poindexter:
UpsilonNuScholarship@gmail.com

Office of The Principal

Custodian Week

Monday – September30, 2024 - FORMATION SCHEDULE

- **Graduation & Administration Meeting - 2:00 p.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. (Due Today)**
- **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.**
- **Master Schedule Meeting – Wester, Paschall, Hudson, Jamison, J. Smith,**
- **Interim Goes Home – Students report to homeroom at 3:20 p.m.**

Tuesday – October 1, 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.
- **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.**
- **Dr. Bell Visit To School & Classes – 8:15 a.m.**
- **Military Meeting - 10:15 a.m.**

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

Wednesday - October 2, 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.
- **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.**
- **15th Day Reminder: Drop Day and Code (SAST Team & SISOP)**
- **SPMT Meeting – 3:30 p.m.**
- **National Custodian Day**

Thursday – October 3, 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**
- No School Holiday

Friday – October 4, 2024 - FORMATION SCHEDULE

- Community Circle – September
- 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.
- **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

Office of The Principal

Military Instruction

MILITARY INSTRUCTOR LESSONS FOR WEEK 30 SEP - 4 OCT 24

LET IV – Continue Professional Development (Personal Growth & Behaviors), Boys & Girls Club, Test

LET III – Continue Personal Planning & Management (Personal Growth & Behaviors) Boys & Girls Club, Test

LET II – Archery Training, Support for State Fair Field Trip, Boys & Girls Club

LET I – Drill and Ceremony, Support for State Fair Field Trip

MIDDLE SCHOOL – MSG Gilliam, and Mr. Felton, and CPT York will focus on Effects of Advertising and Score

Language Arts

Reading and Vocabulary

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

6.C.1 A. Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade six topics and texts. This includes:
i. Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.

6.C.1A. Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade six topics and texts. This includes:
v. Paraphrasing and summarizing key ideas being discussed by using ample evidence, examples, or details to support opinions and conclusions.

6. DSR 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.RL.1 A. Summarize texts, including determining the central theme of stories, plays, or poems, and how they are conveyed through specific details.
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

6.DSR.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.RL.1 A. Summarize texts, including determining the central theme of stories, plays, or poems, and how they are conveyed through specific details.

6.RL.3 B. Compare and contrast details in two or more paired literary fiction and nonfiction texts on the same topic or with similar themes, including how chapters, scenes, or stanzas work together to provide the overall structure of each text.

7th Grade Language Arts - SOL Test

7.RL.2 Craft and Style. C. Explain how an author develops the points of view of different characters in a text (e.g.,first-person, third-person limited, third-person omniscient) and how they affect the reader's interpretation of a text.

7.RV.1 Vocabulary Development and Word Analysis. 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.

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.

7.DSR.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).

7.RI.1 Key Ideas and Confirming Details. A. Create a main idea statement and provide an accurate summary of how key events or ideas develop through the text.

8th Grade Language Arts - SOL Test

8.RL.1.A Develop and accurately use general and academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-eight texts and topics.

8.RL.2.C Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

8.RI.A. Create a main idea statement and provide an accurate summary, clarifying the relationships among the key details and ideas or events.

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

8.RV.1.E Analyze the construction and meaning of an author's use of symbols, analogy, and figurative language such as simile, metaphor, personification, hyperbole, and idiom.

8.DSR.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.

8.RL.1a Analyze and explain the development of theme(s) over the course of texts and their relationship to the characters, settings, plots, and overall messages.

8.DSR.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.

8.R.1.b Collect, organize, and synthesize information from multiple sources using various notetaking formats.

8.W.1.A. Write narratives to develop real or imagined experiences or to alter an existing text, using well-structured event sequences, precise words and phrases, and transitional words to develop the characters, convey sequence, and capture the action

8.RL.1a Analyze and explain the development of theme(s) over the course of texts and their relationship to the characters, settings, plots, and overall messages.

8.RL.3b Compare and contrast fictional portrayals of a time, place, or character with historical accounts of the same period as a means of understanding how authors of fiction use or alter history.

8.W.1B Write expository texts to examine a topic or concept that conveys ideas and information by maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple credible sources, using structures and patterns (e.g., description, enumeration, classification, comparison, problem-solution, or cause-effect) to clarify relationships among ideas and concepts.

8.W.2a Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts

9th Grade Language Arts

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

A. Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and 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

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.

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

9.RL.2 Craft and Style

A. Analyze the use of rhyme, rhythm, sound, imagery, and other literary devices in poetry to convey a message and elicit a reader's emotions.

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).

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

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.

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

9.RL.2 Craft and Style

A. Analyze the use of rhyme, rhythm, sound, imagery, and other literary devices in poetry to convey a message and elicit a reader's emotions.

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).

B. Explain the relationships between and among particular literary elements of a story or play, including how the setting shapes the plot and characters.

9.RI The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.

9.RI.1 Key Ideas and Confirming Details

A. Analyze the development of main ideas over the course of texts, including how they emerge, are shaped, and are refined by specific details to help reveal the author's intended purpose for writing.

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

10.RL The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include literary nonfiction (including world, British, and American literature), narratives, poetry, and drama, with an emphasis on world literature.

10.RL.1 Key Ideas and Plot Details

A. Analyze the development of universal themes (e.g., survival of the fittest, coming of age, power of love) prevalent in world literature (e.g., short stories, poems, plays, novels, and literary nonfiction) of different cultures and eras.

C. Describe the different character roles in literary texts (e.g., foil, tragic, hero) and

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

their impact on the theme.

10.RL.2 Craft and Style

Analyze how authors use literary devices and figurative language, including allusion, allegory, and paradox to impact the meaning of the text.

10.W.1 Modes and Purposes for Writing

A.   Write extended pieces that:

i.Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.

ii.Adopt an organizational structure that clarifies relationships among ideas and concepts.

iii.Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.

iv.Provide a concluding section that follows from the information or explanation presented

   B. Write arguments that:

i.Develop a thesis that demonstrates knowledgeable judgements.

ii.Support well-defined points of view effectively with relevant evidence and clear reasoning in ways that logically advance the claim(s).

iii.Address and refute counterclaims.

iv.Provide conclusions that follow from and support the argument presented

11th Grade Language Arts – SOL Test
2nd Semester

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

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

Office of The Principal
Announcements/Concerns
12th Grade Field Trips:
Freestyle Pictures - October 18, 2024
October 23, 2024 - VACRAO College Fair - VUU Living and Learning Center

Lit Limo
The Lit Limo is now expanding to high schools
November 6, 2024 - 10:00am-1:00pm
February 5, 2025 - 10:00am-1:00pm

From Smith - I created a schedule for the Lit Limo this summer for Munford so all of the teachers weren't outside at the same time.

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,

Communication and Multimodal Literacies

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

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

12.C.1 Communication, Listening, and Collaboration

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

12.C.2 Speaking and Presentation of Ideas

A. Report orally on a topic or text or present an opinion. This includes:
   i. Selecting the modes and purposes for presentations and synthesizing multiple streams of information.
   ii. Choosing appropriate vocabulary, language, and tone for a selected topic, purpose, context, and audience when speaking and presenting.
   iii. Incorporating various rhetorical devices to enhance purpose and strengthening clarity of ideas.
   iv. Anticipating and addressing alternative or opposing perspectives and counterclaims and rebuttals, as appropriate.
   v. Monitoring audience engagement effectively and adjusting delivery accordingly during presentations.
   vi. Evaluating the content and effectiveness of one's presentations, including the introduction, organization, strengths/weaknesses and evidence and reasoning, and conclusion.
B. Memorize and recite an excerpt or monologue from a dramatic work portraying the emotions and motivations of the character through voice and body language that conveys the intended tone and mood of the selection.

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

A. Read a variety of grade-level complex text with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading 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).**
   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. 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

Grade 7 – ON PACE
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.

7.RL - The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include short stories, literary nonfiction, novels, poetry, and drama.

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

Grade 8– ON PACE

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.

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.

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

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

Grade 9– ON PACE

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

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

Grade 10– ON PACE

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

10.RL - The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include narratives, literary nonfiction, poetry, and drama.

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

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

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

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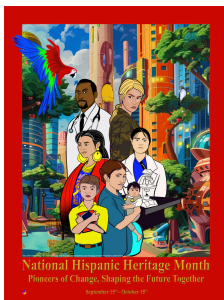
Explain how the organization of a text creates unity and coherence and reflects a line of reasoning.

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.

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

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.

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

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
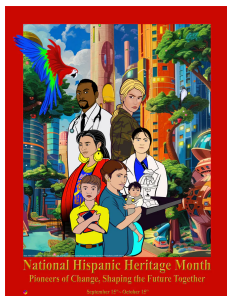
Office of The Principal

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

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

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.

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

7th Grade Science - Life Science

Physical Science

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.

PS.5 The student will investigate and understand that energy is conserved. Key ideas include
  a) energy can be stored in different ways;
  b) energy is transferred and transformed; and
  c) energy can be transformed to meet societal needs.

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.

  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

ES.5   The student will investigate and understand that igneous, metamorphic, and sedimentary rocks can transform. Key ideas include
  a) Earth materials are finite and are transformed over time;
  b) the rock cycle models the transformation of rocks;
  c) layers of Earth have rocks with specific chemical and physical properties; and
  d) plate tectonic and surface processes transform Earth materials.

Biology

BIO.5 The student will investigate and understand that there are common mechanisms for inheritance. Key ideas include
  a) DNA has structure and is the foundation for protein synthesis;
  b) the structural model of DNA has developed over time;
  c) the variety of traits in an organism are the result of the expression of various combinations of alleles;
  d) meiosis has a role in genetic variation between generations; and
  e) synthetic biology has biological and ethical implications.

Anatomy Physiology

AP.7 The students will understand that the anatomical features of the muscle cell and muscular system lead to multiple purposes in the human body.

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

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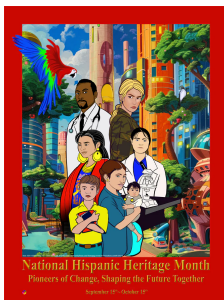
Franklin Military Academy
701 North 37th Street
Richmond, Virginia 23223
Telephone (804) 780-8526
Fax (804) 780-8054

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

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

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

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

Humanities Teaming Log

FACS (10/11)

FACS Exploratory I

7 - Demonstrate listening and speaking skills
8 - Demonstrate respect for diversity
33 - Explain Maslow's hierarchy of needs
57 - Identify personal resources
58 - Identify strategies for earning and saving money
59 - Explain the relationship between education/training and income
60 - Demonstrate comparison shopping techniques useful in lifelong decision-making
61 - Explain the importance of consumer safety
62 - Describe how to care for your clothes
63 - Identify basic textile tools and their functions
64 - Demonstrate simple clothing repair
65 - Construct a simple textile project
66 - Identify parts of the sewing machine and their functions

FACS Exploratory II

7 - Demonstrate listening and speaking skills
8 - Demonstrate respect for diversity
56 - Apply steps in a problem-solving/decision-making model
57 - Manage personal resources
58 - Evaluate forms and techniques of advertising
59 - Analyze personal saving and spending habits
60 - Identify consumer rights and responsibilities
61 - Identify consumer resources
53 - Perform sequential steps in all aspects of food preparation
54 - Plan a nutritious family meal
62 - Demonstrate clothing maintenance techniques.
63 - Describe factors affecting clothing choices.
64 - Create an apparel/textile product.
65 - Demonstrate basic measurement and fitting techniques.

Independent Living

7 - Demonstrate listening and speaking skills
8 - Demonstrate respect for diversity

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

58 - Describe the importance of the fundamental principles of economics on personal finances.
59 - Evaluate personal banking services
60 - Identify savings and investment options
61 - Identify the influence of a credit report
62 - Describe identity theft
63 - Identify strategies for making decisions about debt
64 - Identify strategies for managing risk
65 - List legal documents related to home, personal, and family management
66 - Develop a spending plan

Physical Education (Middle) (10/4)

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

Motor Skill Development

b) Demonstrate offensive and defensive strategies and tactics, including creating open space, skilled movement, speed, accuracy, and selection of appropriate skills/tactics to gain an offensive or defensive advantage through modified games/sports.
d) Identify and demonstrate dance steps selected by the teacher or student in folk, social, multicultural, contemporary, and line dances.

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

Social and Emotional Development

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

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

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

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

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

8.4   The student will describe and apply social and safety skills to achieve individual and group goals in physical activity settings.

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

b.   Describe and demonstrate appropriate encouragement and feedback to peers without prompting from the teacher.

c.   Identify and demonstrate proper etiquette, respect for others, integrity, effective communication, problem-solving skills, conflict-resolution skills, self-management and teamwork skills while engaging in cooperative and dynamic physical activity and/or social dance.

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

a.   Identify and demonstrate proper etiquette, respect for the differences of others, integrity, safety and teamwork while engaging in a variety of activities.

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.   Explain the effects of sports and activities in developing respect for the unique characteristics, differences and abilities of peers.

    c.   Apply conflict-resolution skills in physical activity settings.

    d.   Identify an opportunity for social support in a self-selected physical activity.

    e.   Apply communication skills and strategies that promote positive team/group dynamics.

    f.   Apply problem-solving and critical-thinking skills in physical activity settings, both as an individual and in groups.

Physical Education (High) (10/4)

9th grade health: Mental and emotional health

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.

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.

o) Create strategies to manage deadlines for a school-related activity (e.g., studying for a test, completing a project).

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

p) Create strategies to manage personal information and communicate effectively online, and balance technology use with offline activities.
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.

10th grade driver's education module 4 laws of nature

DE. 3 The student will demonstrate the ability to use vehicle reference points and explain how visual referencing skills aid in judging vehicle position and distance when executing basic driving maneuvers for parking;
turning;
establishing lane position; and
backing.
DE. 4 The student will identify how laws of physics (i.e., momentum, gravity, inertia) affect force of impact. Key concepts/skills include analyzing how sitting and hand position affect ergonomics and vehicle control;
evaluating how steering, braking, and accelerating positively and negatively impact vehicle control and balance;
identifying and accurately compensating for shifts in vehicle load (from side to side, front to rear, and rear to front) that affect vehicle performance;
demonstrating how to prevent and correctly manage front tire traction loss (understeer) and rear tire traction loss (oversteer); and
analyzing the cause and severity of types of collisions, (i.e., head-on, near-frontal, broadside, rear-end, rollover, sideswipe)
DE.19 The student will compare vehicle braking systems and explain proper braking techniques for various conditions. Key concepts/skills include
demonstrating proper use of conventional hydraulic brake systems and understanding of new technologies such as regenerative braking;
demonstrating and evaluating appropriate use of controlled braking, trail braking, and threshold braking;

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

engaging antilock brake systems (ABS) and steering toward a target; and analyzing how preventive maintenance and the annual state safety inspection reduces the possibility of brake failure and enhances safety.

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.

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.

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 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.

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

Beg/Intermediate Middle School Guitar:

Objective :

- HIB.16 The student will demonstrate musicianship and ensemble skills.
  - f) Maintain a steady beat at various tempos in the music literature being studied.
- HIB.3 The student will analyze, interpret, and evaluate music.
  - a) Propose a definition of music and support that definition.
  - b) Describe and interpret diverse works of music using inquiry skills and music terminology.
  - c) Describe accepted criteria used for evaluating works of music.
- HIB.12 The student will demonstrate music literacy.
  - c) Sing selected lines from music being studied.
  - f) Identify and perform music written in binary, ternary, and theme-and-variations forms.
  - g) Define and identify music terminology found in the music literature being studied.
- HIB.15a,g

  The student will demonstrate proper instrumental techniques.
   a) Identify correct hand positions, finger/slide placement, fingerings/positions, and finger/slide patterns.

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

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

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

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

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

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

Repertoire:
- Begin new repertoire for Hispanic Heritage assembly

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

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

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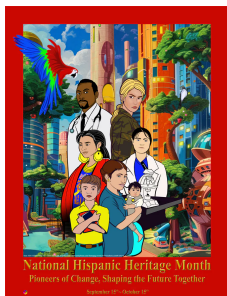**Richmond, Virginia 23223**
Telephone (804) 780-8526
Fax (804) 780-8054

Office of The Principal

High School Guitar:

Objective :

- MIB.2 The student will apply a creative process for music.
  - a) Identify and apply steps of a creative process in a variety of contexts in music.
  - b) Collaboratively identify and examine inquiry-based questions related to music.
  - c) Monitor individual practice and progress toward goals.
- MIB.6a,b

  The student will explore historical and cultural influences of music.

  a) Identify the cultural influences, musical styles, composers, and historical periods associated with the music literature through listening, performing, and studying.

  b) Describe ways in which culture influences the development of instruments, instrumental music, and instrumental music styles.
- MIB.7 The student will explore the functions of music, including the use of music as a form of expression, communication, ceremony, and entertainment.
- MIB.8 The student will examine and apply digital citizenship skills related to intellectual property as it relates to music.
- MIB.10 The student will identify ways in which culture and technology influence the development of music and musical styles, including the ways sound is manipulated.
- MIB.12 The student will demonstrate music literacy.
  - a) Identify, define, and use basic standard and instrument specific notation for pitch, rhythm, meter, articulation, dynamics, and other elements of music.
  - d) Echo, read, count (using a counting system), and perform simple rhythms and rhythmic patterns, including whole notes, half notes, quarter notes, eighth notes, dotted half notes, dotted quarter notes, and corresponding rests.
  - e) Identify, read, and perform music in simple meters (2 4 , 3 4 , 4 4 , C).

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

- ○ g) Read and interpret standard music notation while performing music of varying styles and levels of difficulty.
- ○ h) Sight-read music of varying styles and levels of difficulty.
- ○ i) Guitar student— read and create chord diagrams; read and perform basic rhythm guitar using G, G7, C, D, D7, Dm, A, A7, Am, E, E7, Em, and FM7 chords in first position.
- MIB.13 The student will identify and demonstrate half-step and whole-step patterns in order to read, notate, understand and perform scales, key signatures, and/or chords.
  - ○ c) Guitar student—one-octave ascending and descending major, natural and harmonic minor scales up to three sharps/one flat; a chromatic scale; one-octave pentatonic scale; open position chords; power chords with roots on the sixth and fifth strings; a I-IV-V7 chord progression in the keys of C, G, D, and A major, and A and E minor; and 12-bar blues in a variety of keys.
- MIB.14 The student will demonstrate preparatory instrumental basics and playing procedures.
  - ○ a) Identify and select an appropriate instrument.
  - ○ b) Identify parts of the instrument.
  - ○ c) Identify procedures for care of the instrument.
  - ○ d) Identify proper playing posture and instrument position.
  - ○ e) Understand procedures for basic tuning of the instrument with a visual aid or electronic tuner.
- MIB.15a,g

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

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

Classroom materials/Lessons:
Essential Elements book: (using copies)
- Clapping rhythms
- Sight reading melodies

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

- 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
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.

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) Create, write and perform rhythmic and melodic variations of four-measure
selections taken from but not limited to songs, exercises, or etudes.

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

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

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

c) Compose, improvise and perform rhythmic and melodic variations of eight- to
twelve-measure excerpts based upon original ideas or musical works.

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

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

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

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

b) Refine choral music ideas and skills collaboratively with peers and the teacher
through ongoing feedback.

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

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

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

b) Refine choral music ideas and skills collaboratively with peers and the teacher by
giving and receiving constructive criticism to improve performance.

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

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

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

c) Describe performances of music using music terminology.

d) Examine accepted criteria used for critiquing musical performances.

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

a) Describe the social cultural and historical context of music.

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

d) Describe performances of music using music terminology

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

a) Describe social, cultural and historical context of works of music.

b) Interpret works of music using inquiry skills and music terminology.

c) Apply accepted criteria for evaluating works of music.

d) Apply accepted criteria for critiquing music performances.

MCB 4. The student will formulate and justify personal responses to music.

a) Identify reasons for preferences among works of music using music terminology.

HCB 4. The student will formulate and justify personal responses to music.

a)Describe personal criteria used for determining the quality of a work of music or

importance of a musical style.

b) Explain preferences for different works of music using music terminology.

c) Identify ways in which music evokes sensory, emotional, and intellectual responses,

including ways in which music can be persuasive

HCI.4 The student will formulate and justify personal responses to music.

a) Describe personal emotional and intellectual responses to works of music using music terminology.

b) Analyze ways in which music can evoke emotion and be persuasive.

MCB 5. The student will identify and apply collaboration and communication skills for music

rehearsal and performance.

a) Identify concert etiquette.

b) Identify skills needed for cooperating and collaborating as a singer during rehearsal.

c) Identify active listening for rehearsal, performance, and as an audience member.

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

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

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

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

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

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

b) Cooperate and collaborate as a singer in rehearsal.

c) Apply active listening in rehearsal and performance.

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

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

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

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

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

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

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

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

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

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

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

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

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

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) Sight-sing eight-measure melodic patterns while maintaining a steady beat.

e) Differentiate by sight call-and-response songs, canons, and partner songs

MCI 12. The student will demonstrate music literacy.

e) Identify components of a vocal score.

HCB 12. The student will demonstrate music literacy.

a) Identify the components of a vocal score.

b) Read and count rhythmic patterns.

c) Identify the function of accidentals.

d) Define the rules for identifying key signatures.

e) Sight-sing eight-measure, stepwise melodic patterns using

f) Define the rules for identifying time signatures in duple and triple meters.

g) Demonstrate basic conducting patterns.

h) Identify dynamic markings, including pp, p, mp, mf, f, ff, crescendo, and decrescendo.

i) Identify tempo markings, including presto, allegro, andante, adagio, rallentando,

ritardando, and accelerando.

j) Identify fermata, repeat sign, da capo, dal segno, coda, and fine.

k) Notate student-created compositions using standard notation

HCI.12 The student will demonstrate music literacy.

a) Identify the components of a vocal score.

b) Read and count rhythmic patterns.

c) Apply the rules for identifying key signatures.

d) Sight-sing eight-measure, diatonic melodic patterns in two parts using stepwise and

tonic triad skips with appropriate solmization.

e) Sing major and minor scales using appropriate solmization.

f) Demonstrate basic conducting patterns in duple meter.

g) Write four-measure melodic phrases from dictation.

h) Demonstrate understanding of the grand staff.

i) Notate student-created compositions using standard notation.

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

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

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

HCI.14 The student will demonstrate vocal techniques and choral skills.
a) Consistently use proper posture and breathing techniques that support vocal
production.
b) Investigate components of the vocal anatomy and vocal health.
c) Demonstrate the difference between head voice and chest voice.
d) Strengthen vocal independence, agility, and range by singing appropriate vocal
exercises.
e) Consistently use proper diction (e.g., pure vowel sounds, diphthongs, voiced and
unvoiced consonants).
f) Blend with other singers across sections using correct intonation.
g) Sing an assigned vocal part in simple harmony or in ensemble.
h) Sing music literature with and without accompaniment in at least one language other
than English.
i) Exhibit audition skills.
MCB 15. The student will identify and demonstrate expressive qualities of choral music.
a) Interpret tempo markings (allegro, andante, adagio).
b) Perform, from musical scores and rhythmic exercises, rhythmic patterns that include

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

whole notes, dotted half notes, half notes, dotted quarter notes, quarter notes, eighth

notes, sixteenth notes, and corresponding rests.

c) Interpret dynamic markings (p, mp, mf, f, crescendo, decrescendo).

e) Respond to basic conducting patterns and interpretive gestures

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

a) Interpret the components of a vocal score, dynamic markings, tempo markings,

musical road signs/form features, and articulations, style, and phrasing.

b) Respond to basic conducting patterns and interpretive gestures.

c) Consistently use facial and physical expressions that reflect the mood and style of the

music.

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

and choreographed movements.

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

choreography to different musical compositions.

French (10/4)

Francais I - WL .2 The student will understand simple spoken and written French

presented through a variety of media and based on familiar topics

1. Identify key words, cognates and some formulaic expressions when listening and

reading.

2. Comprehend simple, culturally authentic oral and written materials that use

familiar vocabulary and formulaic expressions with significant contextual support.

3. Follow simple instructions, such as classroom procedures or directions for using

computers and other classroom technology.

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

VAWL3.1.NL:Greet peers and teachers.
VAWL3.1.NM: Greet and leave people in a polite way.
VAWL3.1.NH: Exchange simple information using texts, graphs, or pictures.

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

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

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

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

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

VAWL- 2.1.IM: Exchange information about familiar content topics, such as art
projects, number talks, or items of personal need.
VAWL - L2.1.IH: Exchange information using cultural triangles to show the
relationship among products, practices, and perspectives.

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

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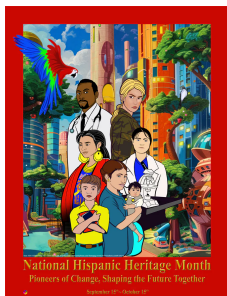   IC - 1. Communicate in spontaneous spoken, written or signed conversations
    on familiar topics.
    2. Exchange information using connected sentences and a variety of questions

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

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

Spanish (10/4)

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?

○ 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:

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

○ 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
● 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

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

● explore, explain and reflect on how today's young intercultural citizens help create a better world

Band (10/4)

IB.1, II.1 The student will demonstrate proper posture, embouchure, hand position, and playing position.

IB.2, II.2 The student will produce tones that are clear, free of tension, sustained, and unwavering in pitch.

II.3   The student will adjust intonation and match pitches.

IB.4   The student will maintain a steady tempo while performing the materials being studied.

II.14   The student will perform music from a variety of cultures, styles, and historical periods.

IB.16   The student will demonstrate knowledge of the instrument being studied.

1.   Identify instrumental parts.

2.   Demonstrate proper care and maintenance.

IB.19   The student will read and notate music.

·   Use a syllable, number, or letter system to read and write simple pitch notation in the appropriate clef.

·   Use a syllable, number, or letter system to read and write rhythmic patterns that include whole, dotted half, half, dotted quarter, quarter, and eighth notes and rests in simple meter.

·   Identify, define, and demonstrate standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.

·   The students will learn methods to enhance the effectiveness of their practice time. The students will be assessed on the parts of their instrument of study.

·   Students will learn the parts of the instrument that they will study.

·   Intermediate and advanced students will start learning sheet music.

·   High school students will review major and chromatic scales and work on ensemble sound.

MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH
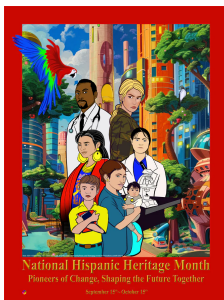
Franklin Military Academy
701 North 37th Street
Richmond, Virginia 23223
Telephone (804) 780-8526
Fax (804) 780-8054

Office of The Principal

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.
- 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.

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

4. Using Technologies to Solve Problems
   a. Identify emerging technologies available to solve specified problems.
   b. Identify local and worldwide network communication systems.
   c. Use electronic search strategies to retrieve and evaluate relevant electronic information.
   d. Explore coding skills to solve real-world problems.
5. Solving Ethical and Security Problems Relating to Technology
   a. Identify security issues related to hardware, software, and data.
   b. Explore problems involving integrity, courtesy, and confidentiality related to information and communication systems.
   c. Identify the effect of regulations such as copyright and licensing agreements in computer software applications.
6. Solving Problems Relating to Computer Maintenance
   a. Identify safety precautions associated with computer use.
   b. Describe the care necessary for internal and external storage devices.
   c. Describe methods of preventing the spread of computer viruses.
7. Using Presentations to Solve Problems
   a. Identify presentation applications.
   b. Identify the components of an effective presentation.
   c. Build a multimedia presentation.
   d. Apply a multimedia presentation to solve a problem.

AP CSP
Algorithms and Programming (AP)

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

PRG.AP.2   The student will plan and implement programs that consist of compound conditionals, complex iterations, and complex computations using a text-based programming language.

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 and interpret algorithms expressed using plain language, and pseudocode. Read and write programs that include compound conditional execution and evaluate complex Boolean conditions.

b.   Read and write programs that accept input from a variety of sources and produce output based on that input.

c.   Read and write programs that include pre-defined and self-defined procedures.

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

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

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

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

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

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

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

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

e.   Modify existing program to improve functionality.

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

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

b.   Evaluate and convert data structures when appropriate.

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

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

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

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

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

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

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

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

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

b.   Justify and communicate decisions and design elements.

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

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

Computing Systems (CSY)

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

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

b.   Define the role of cache memory.

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

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

e.   Redesign a program to improve efficiency and performance.

Cybersecurity (CYB)

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

a.   Create programs that safeguard against user error.

b.   Create programs that implement encryption algorithms.

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

d.   Describe the impact of software vulnerabilities.

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

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

a.   Understand the role of input validation in programming.

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

Data and Analysis (DA)

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

a.   Identify and compare data organization methods: variables, arrays, lists, trees, and schemas.
b.   Assess and compare data storage options such as databases, file systems, local storage, and cloud storage, for scalability, reliability, privacy, and cost.
c.   Evaluate the impact of data organization and storage choices on program performance, efficiency, and resource utilization.

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

a.   Research and describe real-world reasoning problems that a reasoning algorithm can be used to sort data.
b.   Read data summaries and visualizations and explain/translate into nontechnical terms for various audience groups.
c.   Collect, use, and manipulate data from a variety of types and structures.
d.   Utilize data analysis to create programmatic solutions and draw conclusion based on the results.

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

a.   Use the data cycle in the collection and processing of data as part of the development of a program.
b.   Describe how the data collection process should be focused, relevant, and limited to the scope of the project.
c.   Analyze data to identify outliers or missing variables that could result in data biases.
d.   Describe privacy considerations in the collection of data.

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

a.   Identify libraries and other resources that enable the visualization of data inputs.
b.   Compare and contrast the methods of creating data visualizations, including programming languages and application software.

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

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

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

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

Impacts of Computing (IC)

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

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

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

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

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

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

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

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

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

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

Programming

1.   Exploring Programming Concepts

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

   b.   Describe the development of programming languages and applications.

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

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

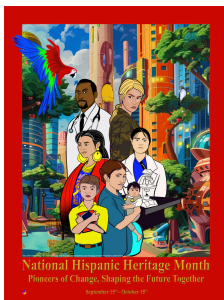**MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH**

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

Office of The Principal

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

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

      i.   Create a game object.
      j.   Specify behaviors of a game object.
      k.   Develop a game program that uses a scoring method.
      l.   Create a game program with multiple levels.

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

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

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

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