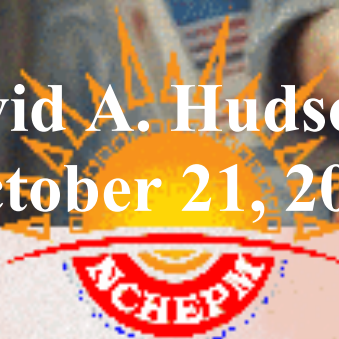




National Hispanic Heritage Month Franklin Military Academy

(H) Col. David A. Hudson, Principal
October 21, 2024



2024 Hispanic Heritage Month

“Pioneers of Change:
SHAPING THE FUTURE TOGETHER”



Congratulations!

2024 R.E.B. Awards for Teaching Excellence

Finalists



Lisa Perkinson
Dogwood Middle School



Bill Watson
Franklin Military Academy



Keauntee Teal
Bellevue Elementary School

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

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.

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

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

Office of The Principal

Grading Procedures for RPS High Schools

Richmond Public Schools is continually striving to create an environment and culture where all students experience success. Shared below is a list of our beliefs and grading procedures.

Our Expectations

- We expect and encourage every student to realize his or her highest potential.
- Grading practices should be fair and equitable for all students across the entire district/school.
- **Division Grades should be related to mastery and students' continuing development and understanding.**
- Opportunities for students to demonstrate growth over time will help foster an environment where students will take risks and promote student learning.
- RPS staff should prioritize making connections with students. In doing so, we must consider each student's diverse background, strengths, and potential.
- Our teachers should prioritize building and maintaining positive relationships with students and serving as positive role models at all times.
- **Teachers must give students grades/feedback on their assignments in a timely manner, within 72 hours grades/feedback should be communicated to scholars and placed into ASPEN. For projects and more comprehensive projects teachers should articulate a reasonable deadline to students regarding when feedback/grade will be delivered. If teachers are having challenges with establishing comprehensive deadlines they should work with their department chair or content area administrator to work through reasonable dates.**
- **Students should not receive a grade lower than 50 in your ASPEN grade book, unless they do not turn in the assignment.**
- **Grades in ASPEN should be updated on a weekly basis. This will enable students/parents to remain aware of their progress.**
- Schools must create Professional Learning Communities (PLC) where teachers are focused on and committed to student success. In the PLC teachers share with one another and apply research-based instructional practices to create a learning environment that supports academic achievement and lifelong learning for all students.

Homework

Homework will be assigned primarily for practice or preparation for instruction and may account for no more than 10 percent of the grade for the marking period or semester. Homework should be viewed as formative, allowing students to practice new skills and acquire knowledge without penalty.

Reassessments

Reassessments will be available to all students on most major summative assessments. Finals, midterms, and certain other exams will be excluded from reassessments. Teachers will outline in their course syllabi any additional excluded assessments. The following guidelines will be in place for reassessments:

- **Reassessments will be determined by the teacher.**
- **Students will have five periods (*approximately one weeks*) to complete make-up work and the reassessment.**
- **Following the reassessment, the grade entered into the gradebook will be the highest grade the student earned.**

Quarter and End-of-Year Grades

Office of The Principal

Students will receive a minimum of twelve graded assignments per quarter (*NOTE - A quarter is every 4.5 weeks*). Assignments will be graded, grades will be posted within one week of the due date; major projects/research papers and etc. may require additional time to ensure quality feedback is provided.

Final Exams/Culminating Activities

A final examination or appropriate end-of-term assignment will be given in all high school courses and must be based on the standards listed in the RPS Program of Studies or other designated curriculum. The grade for the final examination or activity may count a maximum of one fifth (20%) of the final course grade if the exam addresses the entire course syllabus. Semester exams may count a maximum of one-fifth of the course grade. Note - In some instances, a final exam may not be administered due to inclement weather or other extenuating circumstances.

Under some circumstances a student may be exempt from their exam or culminating assignment administered during finals week. Conditions for an exemption must be outlined in the teacher's course syllabi.

Students enrolled in Advanced Placement (AP) courses are expected to participate in mock exams to review course material in preparation for the College Board AP exam and to plan appropriate remediation and review based on exam data. All mock exams are derived from authentic College Board resources and given under similar conditions to the actual AP exam. Students enrolled in a fall semester course will take mock exams November 15-30. Mock exams for spring semester courses are scheduled for March 28-April 15.

Makeup Work Due to Absences

RPS recognizes that student attendance is critical to student achievement. Students are responsible for completing any missed assignments. Each day of excused absence affords one school day of makeup work opportunity. Students have a maximum of ten days to make up work missed during an excused period of absence. However, the period of time allowed to make up work may be extended at the discretion of the teacher. Makeup work for absences is to be graded and recorded in the grade book (Aspen) by teachers without penalty to students. For an approved pre-arranged absence, a student may request assignments in advance of the absence. Teachers will provide regular or alternative assignments in advance of the absence, when feasible. Following any absence, including a prearranged absence, students should make arrangements with individual teachers for makeup work.

Late Work

Late work will be accepted by all teachers. Due to the differences in various curricular areas, teachers will outline in their syllabi their specific late work policies. Work that is not turned in will be coded as "NTI" (*Not Turned In*) and weighted as a zero in the gradebook (*Aspen*). If the missing work is turned in by the late work deadline, the student will receive credit for the assignment. However, if the missing work is not turned in by the late work deadline, it will be recorded as a zero.

Categories

Teachers will outline the weighting of grading categories in the course syllabus. Aspen gradebooks will reflect the agreed-upon system. No single assignment in a given quarter may be worth more than 30 percent of a quarter grade.

Grades shall be given for school work done by students and should reflect the quality of the work. Grades may be given for assignments such as homework, quizzes, participation, chapter tests, unit tests, projects, essays, research papers, portfolios, speeches, performances, and more.

Extra Credit

Students will not be given extra credit or grades for activities such as bringing in classroom materials, providing parent/guardian signatures, participating in fundraising/charitable events, or participating in non-curricular activities.

Appeal of Grades

Office of The Principal

If a student or parent feels a grade has been unfairly or inappropriately assigned or is incorrect, the first appeal should be made directly to the teacher of the respective course. If the concern cannot be resolved during a conference with the teacher, the parent/student may appeal the grade to a building administrator.

9-12 Grade Weight Sample

Grades 9-12	ENGLISH		MATH		SCIENCE		SOCIAL STUDIES	
	Weight	Minimum # of Assignments	Weight	Minimum # of Assignments	Weight	Minimum # of Assignments	Weight	Minimum # of Assignments
Classwork	30%	15	30%	15	30%	15	30%	15
Quizzes Formative Assessments	20%	10	20%	10	20%	10	20%	10
Unit Tests	25%	2	25%	3	25%	2	25%	3
Projects	15%	2 Projects	15%	2 Projects	15%	2 Projects	15%	2 Projects
Homework	10%	15	10%	15	10%	15	10%	15

*This chart represents the **minimum** amount of assignments that will be given **per semester** in each subject

Final Grading Procedures for RPS Middle Schools

Richmond Public Schools is continually striving to create an environment and culture where all students will experience success. Shared below is a list of our beliefs and grading procedures.

Our Expectations

1. We expect and encourage every student to realize his or her highest potential.
2. Grading practices should be fair and equitable for all students across the entire Division
3. Grades should be related to mastery and students' continuing development and understanding.
4. Opportunities for students to demonstrate growth over time will help foster an environment where students will take risks and promote student learning.
5. RPS staff should prioritize making connections with students. In doing so, we consider each student's diverse background, strengths, and potential.
6. Our teachers should prioritize building and maintaining positive relationships with students and serving as positive role models at all times.
7. Our teachers will give students grades/feedback on their assignments in a timely manner, within 72 hours grades/feedback should be communicated to scholars and put into ASPEN. For projects and more comprehensive projects teachers should articulate a reasonable deadline to stakeholders

Office of The Principal

- regarding when feedback/grade will be delivered. If teachers are having challenges with establishing comprehensive deadlines they should work with their department chair or content administrator to work through reasonable dates.
8. Students should not receive a grade lower than 50 in your ASPEN grade book, unless they do not turn in the assignment.
 9. Late work will be accepted by all teachers. Due to the differences in various curricular areas, teachers will outline in their syllabi their specific late work policies. Work that is not turned in will be coded as "NTI" (*Not Turned In*) and weighted as a zero in the gradebook (*Aspen*). If the missing work is turned in by the late work deadline, the student will receive credit for the assignment. However, if the missing work is not turned in by the late work deadline, it will be recorded as a zero.
 10. Grades in ASPEN should at the very least be updated on a weekly basis.
 11. Our schools should serve Professional Learning Communities (PLC) where teachers are focused on student achievement. In the PLC teachers will share with one another and apply research-based instructional practices to create a learning environment that supports academic achievement and lifelong learning for all students.

Our Practices

1. The middle school grading philosophy is that grading procedures should acknowledge mastery and seek to support and encourage student success. The method of grading used by each teacher is decided upon by each department and is reviewed by the administration. The method of grading is to be shared with parents and students prior to assignments being given.
2. Students' grades will be maintained electronically using the ASPEN Gradebook software. A record of all grades (hard copy and electronic version) will be submitted to the office at the end of the school year. Additional instructions regarding PowerSchool grade records will be provided via memo when necessary.
3. Teachers must update grades in their ASPEN Gradebook at least once within a 5 school day period. Grades assigned must be consistent with RPS grading guidelines. When determining quarterly grades, a teacher should have no less than 15 grades total per marking period, not including homework grades and the category weighting listed below should be followed.
4. *As a reminder, in all classes teachers should strive for a balance between formative and summative assessment. Grade level teachers should also coordinate tests so that students do not have more than 2 tests on a given day.*
5. Only the teacher should grade tests, quizzes, and projects. One week notice and a study guide are required for all tests. Two-day notice is required for quizzes. Remember, the outcome of a student's assessment is only the business of that student and his/her parent(s).
6. In the event that a child is experiencing difficulty in a subject(s), and it is anticipated that the grade may drop two or more grades, teachers must contact the student's parents. Keep a record of this communication. Teachers will contact parents of all students with D's or F's at each interim mark using interim reports/deficiency notices. A contact log will be submitted to the content administrator.
7. Extra help sessions after school are encouraged. Families must be notified in advance if the extra help is not offered as part of our after-school program. The after-school program will have its own permission form/parent notification. It is the teacher's responsibility to provide supervision for any child kept after school hours if not part of the after-school program.
8. Lowering a student's grade is not an acceptable form of punishment.
9. When a student has been absent, it is expected that the teacher and student will communicate regarding a timeline for makeup work. When completing makeup work, students should receive at a minimum, the

Office of The Principal

number of days absent plus one. If a student is absent for three days or more the School Counseling Office will coordinate getting assignments for the parents to pick up. No student should be penalized for missing school for religious holidays.

10. The practice of allowing students to make up large amounts of work at the end of the year through “work packets” is not acceptable practice as it does not follow sound pedagogy. Opportunities to make up work must be completed within the 9-week period/grade change deadline. For any student who may have experienced end of the year “work packets” in the past, please say often to the student this year that this option does not exist and work must be done now.
11. All teachers will use the following special codes in their ASPEN Gradebook: ab- absent (calculates as a 50), ex- excused (no calculation), and nti- not turned in (calculates as a 50).

Homework Practices

1. Daily homework should be posted at the specified location on the classroom board and should be assigned at least twice a week for classes that have alternating days and at least three times per week for double block classes that meet everyday. Teachers are expected to maintain up to date homework boards in ASPEN at all times. Instructions should be clear regarding date assigned and date due.
2. Homework must be meaningful to the student. The teacher assigning the work should take the necessary steps to be sure the students understand the assignment and when feasible, provide time for scholars to begin the work while under the supervision of the teacher.
3. Teachers must consider the maturity, ability, home environment, and the availability of resources to the student when assigning homework.
4. Every assignment must be related to a specific instructional objective. Each written assignment submitted should be graded for completion with feedback. A grade and feedback should be given on at least one homework assignment during a given week.
5. Teachers should monitor the length of time students are spending on homework.
6. Long-term projects may be assigned as homework and periodic checks should be scheduled to monitor student progress.
7. Incomplete homework should not be the reason given for a student to be failing a class.
8. Homework will be posted in Google Classroom for each course. This will provide a consistent place for parents and students to check for homework.

RPS Grading Scale

Grade Range	Letter Grade	Grade Weight
100-90	Outstanding- A	4
89-80	Above Average- B	3
79-70	Average- C	2

Office of The Principal

69-60	Below Average- D	1
59-0	Unsatisfactory- F	0

6-8 Grade Weights

Category	Weight	Minimum Grading Requirements	Comments
Homework	10%	At least one graded homework assignment per week and other homeworks assignments during the week are graded for completion (at least 9 graded assignments per quarter)	Practice activities/reinforcement
Classwork	30%	At least one graded classwork assignment per week and other assignments not graded during the week should be graded for completion and used for feedback purposes. (At least 9 graded assignments per quarter)	Daily activities completed during the classroom block
Test/Quizzes/Unit Assessments	35%	At least two graded cumulative assessments per quarter. (At least 2 graded assessments per quarter)	Weekly, bi-weekly, monthly, unit, etc.
Alternative Assessments/Projects/Culminating Activities	25%	At least one graded alternative assessment every two weeks. (At least 4 graded alternative assessments per quarter)	Journal writing, Prompt responses, Oral presentations, summaries Student products • Open-ended, performance and observational assessments • Journal, exit-slips • Mini-assessments • Accountability

Last revised 11.22.23

Open Enrollment

Open enrollment is your annual opportunity to review your plan elections and make changes to your medical, dental, flexible spending accounts and voluntary benefits. Choosing benefits is a significant investment in your physical and financial well-being and should be treated like any major purchase. This year, open enrollment for 2025 benefits will start on **October 14, 2024** and end on **November 1, 2024**. Elections made during open enrollment will become effective January 1, 2025.

What's New for 2025?!?!

- The HDHP with HSA medical plan option coinsurance percentage is changing from 20% to 10% effective January 1, 2025.

If you do not make an active election during Open Enrollment, your current benefits will rollover to 2025. However, **if you have a HSA or FSA, you must re-enroll each year**. We strongly encourage you to review your benefits to make sure your current coverage still meets your needs and the needs of your family.

All Open Enrollment activities will be virtual. There are three ways to enroll in your benefits for 2025:

1. **Online**

Click [here](#) to access the online benefits system. Available 24/7.

Your pin is a six digit number, consisting of the last four of your SSN, followed by the last two digits of your birth year.

2. **Phone**

Richmond Public Schools Benefit Service Center - (844) 379-0069

Available Monday through Friday

7:00 a.m. to 7:00 p.m.

3. **Appointment**

Click [here](#) to schedule an appointment. Co-browse with a Benefit Counselor during your session to see all your enrollment details in real-time.

The Benefits and Compensation Department will also hold daily virtual question and answer sessions Monday through Friday during Open Enrollment (**October 14th through November 1st**). Drop in on Google Meet to ask your questions, drop out when all of your questions have been answered, and continue with your day.

8:00 a.m. - 9:00 a.m. - Join Google Meet [here](#).

12:00 p.m. - 1:00 p.m. - Join Google Meet [here](#).

4:00 p.m. - 5:00 p.m. - Join Google Meet [here](#).

Questions? Contact the Richmond Public Schools Benefit Service Center at (844) 379-0069 or the Benefits and Compensation Department staff at (804) 780-7859 or benefits@rvaschools.net.

Benefits and Compensation

Talent Office

benefits@rvaschools.net

8th Grade Happenings



Office of The Principal

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

2024-2025

8th Grade EVENTS

WEDNESDAY	30 OCT	BINGO Night Join us from 6:00-8:00 PM as we play TEN games of BINGO to raise money for the 8th grade trip to Luray Caverns!
THURSDAY	13 FEB	BINGO Night Join us again from 6:00-8:00 PM as we play TEN games of BINGO to raise money for 8th grade end-of-the-year activities!
THURSDAY	27 MAR	CLASS T-SHIRTS* Students will be treated to Kona Ice while they create their class t-shirts with Studio Two Three using screen printing!
ALL WEEK	24-28 MAR	MIDDLE SCHOOL SPIRIT WEEK* Our 8th grade class officers will help to create themed days that the entire middle school will follow for a week of fun!
FRIDAY	28 MAR	KINGS DOMINION* Roller coasters, carnival games, road trip, oh my! We'll spend the entire school day having fun at Kings Dominion. Students will wear their class t-shirts on this trip!
FRIDAY	16 MAY	8TH GRADE DANCE The dance will take place after school from 6:00-9:00 PM. THEME: SNEAKER BALL

* Denotes a civilian clothes day

Made with PosterMyWall.com

2024-2025

8th Grade EVENTS

FRIDAY	23 May	Luray Caverns* *Optional trip for 8th grade students* Students will visit Luray Caverns and choose between the ropes course or garden maze activities. Cost of this trip is NOT included in the 8th grade dues.
TUESDAY	27 MAY	MOVING-ON CEREMONY PRACTICE Please make sure your student is present for the Moving-On Ceremony practice! Students will have a yearbook signing party after practice is over.
WEDNESDAY	28 MAY	MOVING-ON CEREMONY Students should be in black and white dress attire. The ceremony will be begin promptly at 11:00 AM and take place in the school auditorium.
THURSDAY	29 MAY	Morning Marvel Movie / Class Cookout 8th graders will spend one of their last days together watching a Marvel movie of their choice and enjoying a class cookout together for lunch!

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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



DEPARTMENT OF
**PUBLIC
UTILITIES**

HILL-O-WEEN 2024

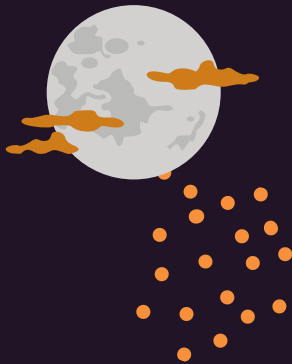


Presented by the Church Hill Association

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.



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 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		

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

GRADUATION
Special Loney
Melody Reives
Michael Jamison
Tiffany Fierson – Chairperson

ART CLUB
Jonathan Ashe - Chairperson

Office of The Principal

David Hudson
Corey Robinson

GARDEN	WELLNESS
Special Loney	Special Loney
Natalie Diaz	Jennifer Smith
Bianca Parker	Xavier Blackman
Melody Reives - Chairperson	Shanice Clarke- Chairperson
Gilbert Carter	Lusia Mahoney
Brian Taylor	
Ciara Logan	
Jonathan Ashe	
DUNGEONS & DRAGONS	CULTURE & CLIMATE
Andrew Giffin - Chairperson	Natalie Diaz
Kieran Wilkinson	David Corey
	Daniella White
	Christal Corey
	Almitra Bryant
	Jennifer Smith - Chairperson
	Bianca Parker
	Jonathan Ashe
	Godfrey Ntherful

HOSPITALITY (SUNSHINE)
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
HISTORY FAIR
John Felton
Meredith Portmess - Chairperson
Robin Williams
John Dereu

TALENT SHOW
David Corey
Nirva Vernet
John Barclay - Chairperson
Kyle Mendez
VETERANS DAY
John Felton - Chairperson
Dwayne "Orlando"

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

Office of The Principal

Shanice Clarke - Chairperson		
Cleavester Ferrell		

WOMENS HISTORY
Christal Corey
Jennifer Smith
Nirva Vernet - Chairperson

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

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

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

FCCLA
Bianca Parker - Chairperson

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

FBLA
Melody Reives - Chairperson
RTI / SBIT
Zonita James - Chairperson

FOREIGN LANGUAGE
Nirva Vernet - Chairperson
ANIME
Theodore Dubinsky - Chairperson
Michael Jamison
John Nunez
Kieran Wilkinson

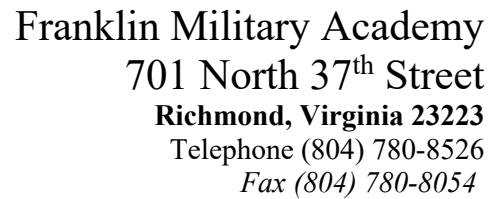
KNIGHT RIDERS	CHESS
William Watson - Chairperson	Xavier Blackman - Chairperson
Matthew Wester	
Jonathan Ashe	

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

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Girls Basketball Schedule 2024



<u>Date</u>	<u>Time</u>	<u>Location</u>	<u>Opponents</u>
October 21, 2024	3:30p	Henderson	Dogwood vs Henderson
	3:30p	Albert Hill	Franklin vs Albert Hill
	3:30p	MLK	Brown vs MLK
	4:00p	River City	Boushall vs River City
October 24, 2024 TBA		TBA	Tournament Round 1
October 28, 2024 TBA		TBA	Tournament Round 2
October 30, 2024		TBA	Tournament Championship



"A Knight Forever"



Office of The Principal

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

<u>Date</u>	<u>Time</u>	<u>Location</u>	<u>Soccer</u> <u>Opponents</u>
October 21, 2024	3:30p	Henderson	Dogwood vs Henderson
	4:00p	Franklin	River City vs Franklin
	3:30p	Brown	Boushall vs Brown
October 22, 2024	2:30p	Armstrong	Richmond Kickers Soccer Clinic
October 23, 2024	TBA	TBE	Tournament Round 1
October 24, 2024	TBA	TBA	Tournament Round 2
October 29, 2024	TBA	TBA	Tournament Championship

League Commissioners

Dr. Stefanie Ramsey - sramsey@rvaschools.net

Travis Amos - tamos@rvaschools.net

Please report all scores to tamos@rvaschools.net

Office of The Principal

September 2024 Specialty Schools Timeline

October 2024

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

November 2024

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

December 2024

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

January 2025

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

February 2025

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

March 2025

- 7 (Fri): School Applications results posted online

Seniors Dates

Class of 2025 Important Dates

October 2024			
Event	Date	Time	Location
Fall Festival	10/5/24	TBD	TBD
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

STAFF IMPORTANT DATES THROUGH FIRST SEMESTER

September 20	Talent Office assigned evaluation processes in Perform.
October 15	Teachers submit goals in Perform for School Leader's approval.
October 15	Classified employee goals completed and submitted in Perform for SY 24-25.
October 21	Teacher's goals approved and submitted in Perform for SY 24-25.
October 18	Complete Formal Observation #1 for Probationary teachers.
December 20	Complete Formal Observation #2 for Probationary teachers.
January 21	Classified mid-year evaluations completed and submitted in Perform

From Dr. Bannister,

Hello! YAVA (Young Adult Virginia Author) Lamar Giles will come to speak to our students about his books next Thursday, October 24th during the second block in the auditorium. Please mark your calendar. He will allow students to ask questions about his writings. To help students prepare,

I found some examples of author interview questions students may want to ask:

<https://lovewritinglife.com/author-interview-questions/>
https://ugc.production.linktr.ee/2862574b-8dca-4716-8853-2eb3164001fa_Author-Interview-Questions.pdf
<https://kimberlyblackadar.wordpress.com/wp-content/uploads/2011/02/interview-questions.pdf>
<https://annetteoppenlander.com/wp-content/uploads/2015/01/Author-Interview-Questions.pdf>
<https://s3.nybookeditors.com/blog/PDF/20-Questions-to-Ask-in-an-Author-Interview.pdf?mtime=20190820025453&focal=none>
<https://gregenslen.squarespace.com/s/Greg-Enslen-Author-Interview.pdf>
<https://chapterbreak.net/guest-post-policy/author-interview-questions/>
<https://authority.pub/author-interview-questions/>

Here is the flyer promoting the author's visit. I am excited about this.

Reminders

It is subject to change & updates



October 23

End of Quarter
Picture Day For All Students

November 1st

Diwali – (Richmond Public Schools Closed)

November 5th

Election Day – (Richmond Public Schools Closed)

November 15th

(All Students Need to Be In Class A)

November 27th – 29th

Thanksgiving Holiday – (Richmond Public Schools Closed)



Office of The Principal

Hello,

A photographer from Strawbridge Studios will be at your school on 11/13/2024 to photograph your Fall Retake pictures.

Please post the attached digital poster on your website and share with your parents/guardians to help advertise your picture day. Also included below is a link to post on your website and share with your parents/guardians. <https://strawbridge.fotomerchanthv.com/clients/franklin-military-academy/fall-retake-pictures-11-13-2024-119/optIn> This link will allow parents to sign up to receive updates via email regarding their child's school portraits. These updates include promotions, additional deals and the ability to order more pictures at a later time. When entering student information, parents should be sure to enter the student's name as it is on file at the school.

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

Thank you,
Strawbridge Studios, Inc.

THIS EMAIL WAS SENT FROM AN UNATTENDED ADDRESS. PLEASE DO NOT REPLY TO THIS EMAIL. REFER TO THE CONTENTS FOR CONTACT INFORMATION.

11/23/2024
Franklin Military Academy

MEMORIES THAT LAST A LIFETIME

PICTURE DAY: DÍA DE FOTOS

STRAWBRIDGE STUDIOS, INC.

P15247

1 PICK YOUR PACKAGE(S) <small>ELIGE SU PAQUETE(S)</small>		2 OPTIONS <small>OPCIONES</small>	
FAMILY PACKAGE \$64 4 - 8x10s 6 - 5x7s 4 - 4x6s 4 - 3x5s 8 - 2x3s <i>*Order online to choose a background on every sheet. *Vea tu paquete online para elegir un fondo en cada hoja.</i>		1 Classic Border \$7 Borde Clásico <i>More border options online! Más opciones de borde en línea!</i>	
A \$44 3 - 8x10s 2 - 5x7s 2 - 4x6s 4 - 3x5s 8 - 2x3s		2 Retouch \$10 Retoque <i>Includes Blemishes, Braces Not Included. Incluye Imperfecciones, Braces No Incluidos.</i>	
B \$38 1 - 8x10 2 - 5x7s 2 - 4x6s 4 - 3x5s 8 - 2x3s		3 Year \$5 Año <i>Applies to ALL Prints in Package. Aplica a TODAS las imágenes en el paquete. More personalization options online! Más opciones de personalización en línea!</i>	
CHOOSE A FREE BACKGROUND B5 B6 B7 B8 <i>* More background options available online! Más opciones de fondo disponibles en línea!</i>			
C \$32 2 - 5x7s 2 - 4x6s 4 - 3x5s 8 - 2x3s		D \$25 2 - 5x7s 4 - 3x5s 8 - 2x3s	
E \$22 1 - 5x7 2 - 3x5s 8 - 2x3s		F \$17 4 - 3x5s 8 - 2x3s	
G \$12 2 - 3x5s 4 - 2x3s		A LA CARTE L \$15 1 - 8x10 M \$15 2 - 5x7s N \$15 4 - 3x5s	
+ Package \$5 FRIENDSHIP PACK 4 - 2x3s 3 - Bookmarks <i>Must choose your package above and include in the 12 bubble next to your package to get the Friendship Pack for \$5. Debes elegir tu paquete arriba y marcar la burbuja 12 al lado de tu paquete para obtener el Paquete de la Amistad por \$5.</i>			
GET MORE ONLINE! Comprar en línea. Tenemos más excelentes opciones en línea. Want to build your own package? Add a name to your prints? Choose from more background options? Buy a digital download of your image? Purchase additional prints at discounted prices? Go online for more options!			
7 PAY ONLINE <small>ORDENAR PAGO EN LÍNEA</small>		STRAWBRIDGE.NET <small>Please do not photocopy this form</small>	

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

FM458849

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

Dear Teachers,

I hope this email finds you well. I am excited to announce that Virginia College Application Week (VCAW) will take place from October 21-25, 2024. While the primary focus is on high school seniors, there are numerous opportunities for our middle school students to participate and start thinking about their post-secondary options.

Throughout the week, we will have various activities designed for career and college exploration that are accessible to middle school students. The school counseling office will provide resources and platforms for you to share with your classes during class time. These resources will include:

1. **[Career Exploration Platforms](#)**: Students should select their grade level, select YES for classroom assignment and select VIRGINIA as the state to begin.
2. **[College Exploration Tools](#)**: Students can learn about different types of colleges, including two-year, four-year, and technical schools by navigating the Career Cluster Activity

In addition to these platforms, we will have grade-level checklists available for students. These checklists are tailored to help students begin thinking about their future academic and career goals. Teachers, please encourage your students to pick up these checklists during lunches. They are good tools to guide students as they explore their interests. You will also find attached worksheets and activities that can be used during class to further engage students in exploring their future options.



CORE PRACTICES

PATHWAYS

Career Bingo

Introduction

Bingo is a fun way for elementary school students to learn about a variety of careers. It is important that they know about the wide range of jobs that a person might hold so they can begin exploring what they might want to do in the future. It is structured so that the job description is read and students must then guess the job. This version of Career Bingo is meant for elementary or middle school students.

Materials

- A bingo board printed for each player (there are 30 different boards)
- Chips or place markers (cut paper will do, but M&M's are particularly fun)
- A copy of the job descriptions cut into strips
- A container to hold the job descriptions
- A copy of the jobs and job descriptions as reference if needed

Instructions

- Pass out boards and "chips" to players.
- Have a "caller" who will select a job description from the container and read it to the group. The students can work together to guess the job.
- After the group has guessed, the "caller" can confirm, and then the players with that job on their board can mark it accordingly.
- The winner is the first person to cover five jobs in a row in any direction. If someone wins early in the game, acknowledge their win and continue play to determine the second and third place winners.

Take it from here

- If you have time, allow for further discussion of the jobs on the board. Ask students which jobs they previously knew about? Consider holding an in-depth conversation about jobs that were unfamiliar to students.
- Students can play a second and third time. Consider having them switch cards. Also consider playing a different version of bingo. You could advance to the financial aid bingo cards or create your own college and career bingo cards.
- Allow this activity to be a start to many conversations around college, career goals, etc. Learning bingo terms can be a great way for students to build knowledge and become college and career ready.

College _____

Location:

Is this school private or public?

Cost to attend (annual)

How many undergrad
students attend?

How many graduate
students attend?

Does the school have
dorms?

School colors:

School mascot:

School song:

Sports programs:

Fun facts:



Name: _____ Date: _____

BizWorld.org Career Exploration Worksheet (Grades 6-8)

Name of career: _____

Description & Responsibilities: _____

What are some skills required for this career? What are some important characteristics for people in this career to have?

What degrees, licenses, or certifications are required for this career?

What is the average salary for someone in this career field?:

1. National average: _____ 2. Local average: _____

Source for salary information: _____

How do additional degrees or qualifications impact salaries in this field?

What are some activities or extracurriculars that you are involved with or interested in that might help build skills needed for this career?

Reflect: Are you interested in pursuing this career? Why or why not?



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Office of The Principal

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

Links

[AP Curriculum Information](#)

[Assessment Calendar](#)

[Attendance Tracker](#)

[Auditorium](#)

[Community Circle – August](#)

[Comprehensive Data Sheet](#)

[SY 24-25 Curriculum Updates & Resources](#)

[Data Meeting Document](#)

[Detention](#)

[ELLE VATION](#)

[FMX – Maintenance](#)

[Graduation Vault](#)

[Graduation Vault](#)

[Kickup](#)

[Language Assistance](#)

[No Show](#)

[Pearson](#)

[SMARTFinder](#)

[SMART GOAL](#)

[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"

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 23rd | - | 2024 - VACRAO College Fair - Tech Center - Frierson |
| October 23rd | - | Mission Tomorrow - Reives & Taylor |
| October 24th | - | Armstrong - White |
| October 24th | - | Henricus Historical Park - Dubinsky |
| October 29th | - | Science Museum of Virginia - Wilkinson |
| October 30th | - | University of Richmond – Corey Robinson |



"A Knight Forever"

CUSTODIAN SCHEDULE

Custodial Duties

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

Crew Leader Mr. Anderson

*Everyone is to remain on their floor unless needed



"A Knight Forever"

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

School Counselor Schedule

Week of 10/21-10/25

Monday	Virginia College Application Week Admin Meeting
Tuesday	VCAW
Wednesday	MS Lead Meeting Attendance Meeting VACRAO College Fair PFF- Juniors
Thursday	VCAW Mental Health Awareness Pep Rally HS lead Meeting ECA Meeting
Friday	VCAW

Week of 10/28-11/01

Monday	Admin Meeting
Tuesday	Classroom Guidance
Wednesday	Attendance Meeting
Thursday	Data Entry
Friday	School Holiday

Week of 11/04-11/08

Monday	SCHOOL HOLIDAY
Tuesday	SCHOOL HOLIDAY
Wednesday	JMU Campus Visit
Thursday	Data Entry
Friday	Data Entry

Dr. J. Smiths' Weekly Schedule 10/21/24

Monday	Morning bag-checks Announcements Walk through – Positive views!!! Administration Meeting 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	Morning bag-checks Announcements Walk through – Positive views!!! Lunch Duty Observations
Friday	Morning bag-checks Announcements Walk through – Positive views!!! Lunch Duty Observations

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



Vocabulary in Action

Word ^{of} _{the} Week

numinous

What It Means

Numinous is a formal, often literary, word that typically describes things that have a mysterious or spiritual quality. It can also describe something holy or something that appeals to one's aesthetic sense.

// We were overcome by the *numinous* atmosphere of the catacombs.

// The artist's sculptures dominate the space, their *numinous* presence welcoming museum-goers to a foreign world

From Lt. Corey Robinson

1). Virginia Tech's Center for the Enhancement of Engineering Diversity (CEED).

- CEED is hosting two final What's Up Wednesdays Zoom sessions this fall from 7PM – 8PM. The program is designed for high school seniors who have participated in CEED's pre-college programs, but these last two sessions are applicable to a broader audience, and we invite everyone to attend. Zoom link for both is viriniatech.zoom.us/j/82805927271
 - o **November 6th – Transfer Options** with Jarrid Delaney (Admissions Director) and Sneha Magadi (President of the Transfer Peer Mentoring Program)
 - o You can find flyers for these two events in this [folder](#). There is also a flyer for CEED's summer 2025 programs. Not all summer dates have been finalized at this time.
 - o Previous recordings can be found under the What's Up Wednesdays playlist on CEED's [YouTube channel](#).
 - o Diana Roberson, the financial aid presenter at our last session gave us a lot of great scholarship resources which I put together in this [document](#) to share out.
- 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.
 - o Saturday, September 14th (Material Science & Chemical Engineering)
 - o Saturday, October 19th (Mechanical & Mining and Minerals Engineering)
 - o Saturday, November 16th (Computer Science, Electrical & Computer Engineering)
- 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
 - o VT student informational panels (college in general, engineering, specific engineering majors)
 - o Tutoring/Mentoring
 - o Hands on activities
 - o Campus visits
 - o We are also 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](#).
- A resource recommended by CEED's Director of Graduate Programs, Dr. Trey Waller <https://blackmalesinengineering.org/>

Office of The Principal

Upcoming events:

- November 2nd: [Virginia Tech Science Festival](#)
- November 2nd & 3rd: [University Open House](#)
- November 6th: What's Up Wednesdays Transfer Options
- November 16th: VT NSBE's [Pre-college Initiative](#) Computer and Electrical Engineering/Computer Science

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). SUPPORT to the 4TH ROTC BRIGADE BEST of the BEST RAIDER CHALLENGE MEET. The Best of the Best Raider Challenge Meet will be conducted on 16 November 2024 10301 Pocahontas State Park, Chesterfield, VA 23832.

3). PARADE PRACTICE. The Military Department is requesting a 2-hour early release to practice for the Christmas Day Parade. The primary date for practice will be **18 November 2024**. If there are adverse weather conditions, we will conduct practice on **20 November 2024**. Practice will run from 2:00 - 4:00PM on either day.

4). CHRISTMAS PARADE. The 41st Annual Dominion Energy Christmas Day Parade will be conducted on **7 December 2024**. The parade is scheduled to begin at the Science Museum of Richmond, VA located at 2500 West Broad Street. The uniform for all cadets and service members will be Class "A". Information regarding bus transportation is forthcoming. We will encourage parents to coordinate with FMA administrators if picking up students after completion of the parade. We must ensure accountability is maintained at all times. Additional information regarding cold weather gear wear is forthcoming. More to follow.

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



"A Knight Forever"

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
September 2	1
September 9	2
September 16	3
September 23	1
September 30	2
October 7	3
October 14	1
October 21	2

Week Starting	Team
January 20	1
January 27	2
February 3	3
February 10	1
February 17	2
February 24	3
March 3	1
March 10	2

Office of The Principal

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, 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

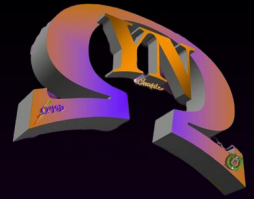
Monday, 2/17/2025 - RPS Holiday

Tuesday, 3/11/2025

Tuesday, 3/25/2025

Monday, 4/21/2025 - RPS Holiday

Tuesday, 4/22/2025



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

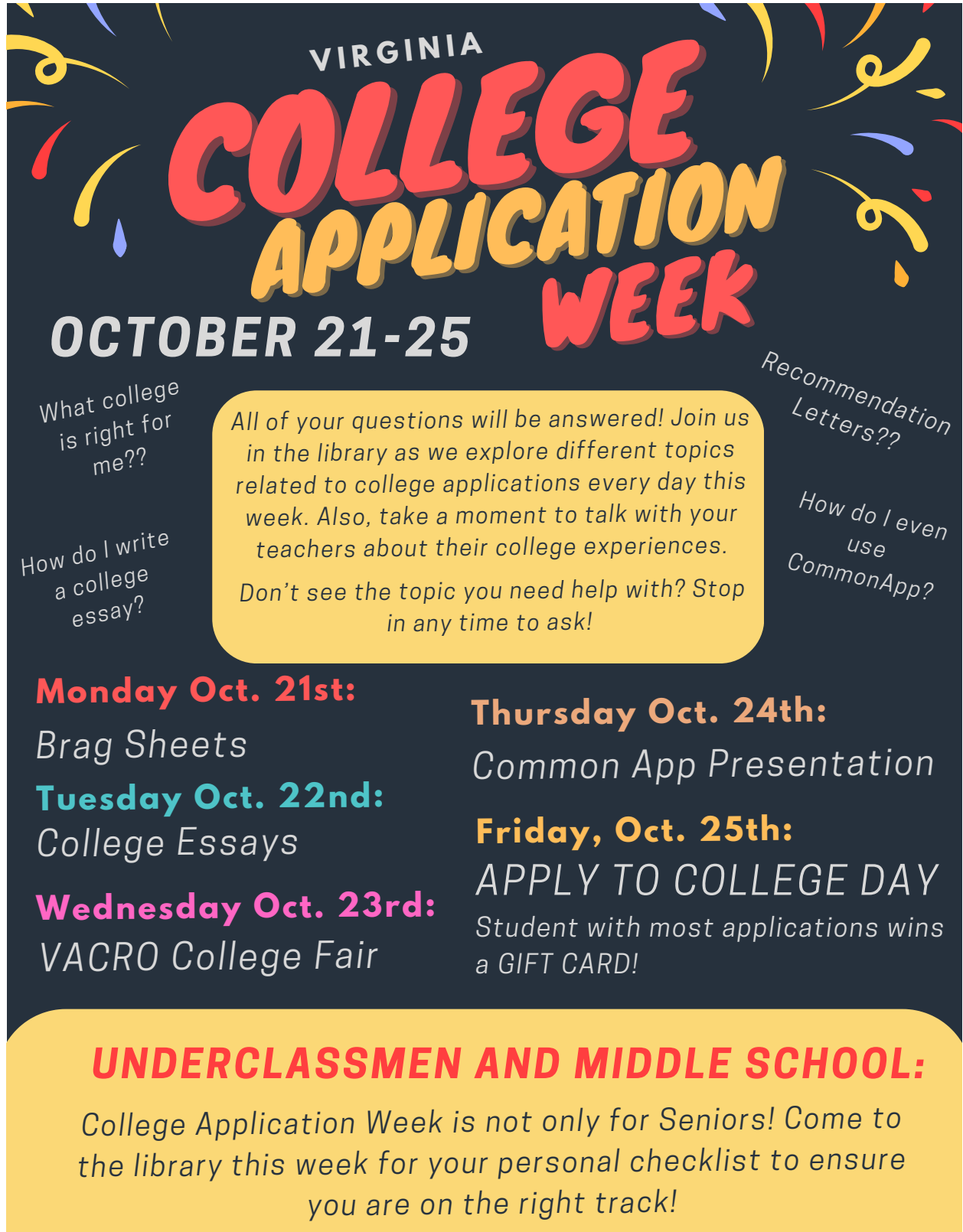
2024 Essay Topic: "What impact do you believe that Social Media is having On Mental Health and Why is it Important to Address this issue?"

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:



VIRGINIA
COLLEGE APPLICATION WEEK
OCTOBER 21-25

What college is right for me??

How do I write a college essay?

Recommendation Letters??

How do I even use CommonApp?

All of your questions will be answered! Join us in the library as we explore different topics related to college applications every day this week. Also, take a moment to talk with your teachers about their college experiences. Don't see the topic you need help with? Stop in any time to ask!

Monday Oct. 21st:
Brag Sheets

Tuesday Oct. 22nd:
College Essays

Wednesday Oct. 23rd:
VACRO College Fair

Thursday Oct. 24th:
Common App Presentation

Friday, Oct. 25th:
APPLY TO COLLEGE DAY
Student with most applications wins a GIFT CARD!

UNDERCLASSMEN AND MIDDLE SCHOOL:
College Application Week is not only for Seniors! Come to the library this week for your personal checklist to ensure you are on the right track!

Office of The Principal

Upcoming events:

Bi-Weekly Data Due Dates

Thursday, 10/24 (district-wide interims open the week before this)

Thursday, 11/14
Thursday, 12/5 (week before fall SOL testing)
Thursday, 12/19 (last week before Winter Break)
Thursday, 1/16 (if needed; last biweekly data for Semester 1 data)
Thursday, 1/30 (first biweekly data for Semester 2 data)
Thursday, 2/13
Thursday, 2/27
Thursday, 3/13
Thursday, 3/27
Thursday, 4/17
Thursday, 5/1 (likely last biweekly data before spring SOL testing)
Thursday, 5/15 (final biweekly data before end of school year)

Lit Limo

The Lit Limo is now expanding to high schools

November 6, 2024 - 10:00am-1:00pm

February 5, 2025 - 10:00 am-1:00 pm

Staff, there are several activities planned this week. Remember that academics are our top. If you have information that needs to be taught, please excuse yourself from the events. This is a reminder that writing SOLs is here. Make sure students are attending classes if they are in jeopardy of failing.

Monday – October 21, 2024 - FORMATION SCHEDULE

- Graduation & Administration Meeting - 2:00 pm.
- Detention
Community Circle – September
- River City MS Application Meeting (Specialty) Jefferson - 8:45 – 11:00 am
- Burwell Meeting – 10:00 am.
- Tour West Martinez – 11:00 a.m.
- New Teacher Meeting – Loney – 3:30 pm.
- Cullen Bowker – Shadow
- Military meeting - 2nd Period

Tuesday – October 22, 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.
- Boushall MS Application Meeting (Specialty) -Hudson 8:30 am.

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- Franklin Military Support - Math – Ms. Blackwell
- Mary Munford Recruiting - 6:00 pm – 7:30 pm.
- Links – Military - Do Not Schedule Any Activities

Wednesday - October 23, 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.
- **8th Grade Students – Auditorium Speciality School Presentations**
- Partnership for the Future: Student Meeting Schedule Request – 10:00 am.
- Partnership for the Future: Student Meeting Schedule Request 15th Day Reminder: Drop Day and Code (SAST Team & SISOP)
- Lamar Giles - Dr. Bannister, Please put on the FMA Calendar for October 23, Wednesday morning, an author visit with **Lamar Giles** to meet with our English classes in the auditorium. Mr. Giles received the Richmond Public Library's YAVA (Young Adult Virginia Author) Award. Lamar Giles is the author of The Getaway (Soon to be a television series)
www.lamargiles.com
- **END OF QUARTER – PORTAL OPEN TO PUT GRADES IN**
- VACRAO College Fair – 12th Graders - The VACRAO College Fair is our annual District-wide event (last year at the VA Science Museum) where seniors can connect with 60+ colleges/universities nationwide. The state-wide organizers lock in on this date, which will occur at Virginia Union University. I will create subcommittees to support planning and implementation, so please be on the lookout for follow-up invitations.

Thursday – October 24, 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
- **END OF QUARTER – PORTAL OPEN TO PUT GRADES IN**
- 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.
- MLK Jr. MS Application Meeting (Specialty) - Robinson
- Pep Rally – Drug Awareness Ms. Smith & Ms. Frierson - 3:00 pm.
- [Data Meeting Document](#)
- **Thursday, 10/24 (district-wide interims open the week before this)**
- **Instructional Meeting (PLC Meetings) - Lead Teachers Meetings With Teams**

Friday – October 25, 2024 - FORMATION SCHEDULE

- Community Circle – September

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- **END OF QUARTER – PORTAL OPEN TO PUT GRADES IN**
- 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.
- Senior Freestyle Field Trip
- Ms. Indrani Williams (Immanuel Williams's mom) will visit Major Wester's period 1 anatomy class on Friday, 10/25/24.

Military Instruction

MILITARY INSTRUCTOR LESSONS FOR WEEK 21 - 25 OCTOBER 2024

LET IV – Team Building (Company Drills), Boys & Girls Club, Middle School Recruitment, Swim RVA, Test

LET III – Team Building (Executing Platoon Drills), Boys & Girls Club, Middle School Recruitment, Swim RVA, Test

LET II – Leadership Styles, Middle School Recruitment, Boys & Girls Club, Swim RVA

LET I – Drill and Ceremony, Leadership Styles, Resolving Conflict

MIDDLE SCHOOL – MSG Gilliam, CPT York, and Mr. Felton will focus on Communication, Resolving Conflicts, and Military Time

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.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).

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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.W.1 B. Write expository texts to examine a topic or concept, logically conveying ideas and information using text structures such as description, comparison, or cause-effect to create cohesion."

"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.RI.2 Craft and Style. B. Analyze how an author's word choice, organizational pattern, and language structure impact the author's purpose and support the reader's comprehension.

7.RI.1 Key Ideas and Confirming Details. B. Analyze how the author unfolds a perspective or series of ideas or events in historical, scientific, or technical texts, including the order in which the points are made and how they are introduced and developed.

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

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

7.W.1 Modes and Purposes for Writing. B. Write expository texts to examine a topic or concept that develops the focus with relevant facts, definitions, concrete details, or other information from multiple credible sources, using structures and patterns (e.g., description, enumeration, classification, comparison, problem-solution, or cause-effect) to clarify relationships among ideas.

8th Grade Language Arts - SOL Test

8.RI.2b Analyze how an author's word choice, organizational pattern, language structure, viewpoints, and qualifications impact the meaning and credibility of a text.

8.RI.2c Analyze how an author establishes and conveys a perspective or purpose in a text and acknowledges and responds to conflicting evidence or viewpoints.

8.RI.1c Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning and evidence are relevant and sufficient to support the claims.

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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.RV.1f Discriminate between the meanings of connotative words and their denotative meanings.

8.W.1.C Write persuasively, supporting well-defined points of view effectively with relevant evidence and clear reasoning in ways that logically advance the claim(s) made

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.

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).

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.

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.

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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

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

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organizational structures, summarizing, asking questions of the text, and others (**Reading Strategies, 3-12**).

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

Communication and Multimodal Literacies

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

12.C.1 Communication, Listening, and Collaboration

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

12.C.2 Speaking and Presentation of Ideas

- A. Report orally on a topic or text or present an opinion. This includes:
 - i. Selecting the modes and purposes for presentations and synthesizing multiple streams of information.
 - ii. Choosing appropriate vocabulary, language, and tone for a selected topic, purpose, context, and audience when speaking and presenting.
 - iii. Incorporating various rhetorical devices to enhance purpose and strengthening clarity of ideas.
 - iv. Anticipating and addressing alternative or opposing perspectives and counterclaims and rebuttals, as appropriate.
 - v. Monitoring audience engagement effectively and adjusting delivery accordingly during presentations.
 - vi. Evaluating the content and effectiveness of one's presentations, including the introduction, organization, strengths/weaknesses and evidence and reasoning, and conclusion.
- 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**).

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- B. Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 11-12 band to generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.). **(Text Complexity, 2-12).**
- C. When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located **(Textual Evidence, K-12).**
- D. Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.). Use this background knowledge as context for new learning. **(Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).**
- E. Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others **(Reading Strategies, 3-12).**

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

Title I

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.

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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

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

CHR

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

SET

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

STR

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

STR

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

LAN

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

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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.

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

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

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

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

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

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

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

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

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

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

AP Literature

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

CHR

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

SET

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

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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.

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.



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

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

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Math

6th Grade Mathematics

6.CE.1 The student will estimate, demonstrate, solve, and justify solutions to problems using operations with fractions and mixed numbers, including those in context.

Students will demonstrate the following Knowledge and Skills:

- a) Demonstrate/model multiplication and division of fractions (proper or improper) and mixed numbers using multiple representations.*
- b) Multiply and divide fractions (proper or improper) and mixed numbers that include denominators of 12 or less. Answers are expressed in simplest form.*
- c) Investigate and explain the effect of multiplying or dividing a fraction, whole number, or mixed number by a number between zero and one.*
- d) Estimate, determine, and justify the solution to single-step and multistep problems in context that involve addition and subtraction with fractions (proper or improper) and mixed numbers, with and without regrouping, that include like and unlike denominators of 12 or less. Answers are expressed in simplest form.
- e) Estimate, determine, and justify the solution to single-step and multistep problems in context that involve multiplication and division with fractions (proper or improper) and mixed numbers that include denominators of 12 or less. Answers are expressed in simplest form.

8th Grade Mathematics

8.PFA.4 The student will write and solve multistep linear equations in one variable, including problems in context that require the solution of a multistep linear equation in one variable.

Students will demonstrate the following Knowledge and Skills:

- a) Represent and solve multistep linear equations in one variable with the variable on one or both sides of the equation (up to four steps) using a variety of concrete materials and pictorial representations.
- b) Apply properties of real numbers and properties of equality to solve multistep linear equations in one variable (up to four steps). Coefficients and numeric terms will be rational. Equations may contain expressions that need to be expanded (using the distributive property) or require combining like terms to solve.
- c) Write a multistep linear equation in one variable to represent a verbal situation, including those in context.
- d) Create a verbal situation in context given a multistep linear equation in one variable.
- e) Solve problems in context that require the solution of a multistep linear equation.
- f) Interpret algebraic solutions in context to linear equations in one variable.

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- g) Confirm algebraic solutions to linear equations in one variable.

Algebra I

A.F.1 The student will investigate, analyze, and compare linear functions algebraically and graphically, and model linear relationships.

Students will demonstrate the following Knowledge and Skills:

- a) Determine and identify the domain, range, zeros, slope, and intercepts of a linear function, presented algebraically or graphically, including the interpretation of these characteristics in contextual situations.
- b) Investigate and explain how transformations to the parent function $y = x$ affect the rate of change (slope) and the y -intercept of a linear function.
- c) Write equivalent algebraic forms of linear functions, including slope-intercept form, standard form, and point-slope form, and analyze and interpret the information revealed by each form.
- d) Write the equation of a linear function to model a linear relationship between two quantities, including those that can represent contextual situations. Writing the equation of a linear function will include the following situations:
 - i) given the graph of a line;
 - ii) given two points on the line whose coordinates are integers;
 - iii) given the slope and a point on the line whose coordinates are integers;
 - iv) vertical lines as $x = a$; and
 - v) horizontal lines as $y = c$.
- e) Write the equation of a line parallel or perpendicular to a given line through a given point.
- f) Graph a linear function in two variables, with and without the use of technology, including those that can represent contextual situations.
- g) For any value, x , in the domain of f , determine $f(x)$, and determine x given any value $f(x)$ in the range of f , given an algebraic or graphical representation of a linear function.
- h) Compare and contrast the characteristics of linear functions represented algebraically, graphically, in tables, and in contextual situations.

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.

Algebra II

A2.EO.2 The student will perform operations on and simplify radical expressions.

Students will demonstrate the following Knowledge and Skills:

- a) Simplify and determine equivalent radical expressions that include numeric and algebraic radicands.
- b) Add, subtract, multiply, and divide radical expressions that include numeric and algebraic radicands, simplifying the result. Simplification may include rationalizing the denominator.
- c) Convert between radical expressions and expressions containing rational exponents.

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

CED Topics:

1.12 Transformations of Functions

Construct a function that is an additive and/or multiplicative transformation of another function.

1.13 Function Model Selection and Assumption Articulation

Identify an appropriate function type to construct a function model for a given scenario.

Describe assumptions and restrictions related to building a function model.

1.10 Rational Functions and Holes

1–2 3.C Support conclusions or choices with a logical rationale or appropriate data.

1.14 Function Model Construction and Application

Construct a linear, quadratic, cubic, quartic, polynomial of degree n , or related piecewise-defined function model.



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Construct a rational function model based on a context.

Apply a function model to answer questions about a data set or contextual scenario.

3.B Apply numerical results in a given mathematical or applied context.

1.11 Equivalent Representations of Polynomial and Rational Expressions

2–3 1.B Express functions, equations, or expressions in analytically equivalent forms that are useful in a given mathematical or applied context.

3.B Apply numerical results in a given mathematical or applied context.

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Science

6th Grade Science

- LS.4 The student will investigate and understand that there are chemical processes of energy transfer which are important for life. Key ideas include
- a) photosynthesis is the foundation of virtually all food webs; and
 - b) photosynthesis and cellular respiration support life processes.
 - c) similar characteristics determine the classification of organisms.
- LS.11 The student will investigate and understand that populations of organisms can change over time. Key ideas include
- a) mutation, adaptation, natural selection, and extinction change populations;
 - b) the fossil record, genetic information, and anatomical comparisons provide evidence for evolution; and
 - c) environmental factors and genetic variation, influence survivability and diversity of organisms.

7th Grade Science - Life Science

Physical Science

- PS.6 The student will investigate and understand that waves are important in the movement of energy. Key ideas include
- a) energy may be transferred in the form of longitudinal and transverse waves;
 - b) mechanical waves need a medium to transfer energy;
 - c) waves can interact; and
 - d) energy associated with waves has many applications.

Earth Science

- ES.7 The student will investigate and understand that plate tectonic theory explains Earth's internal and external geologic processes. Key ideas include
- a) convection currents in Earth's interior lead to the movement of plates and influence the distribution of materials in Earth's layers, and may impact the magnetic field;
 - b) features and processes occur within plates and at plate boundaries;
 - c) interaction between tectonic plates causes the development of mountain ranges and ocean basins; and
 - d) evidence of geologic processes is found in Virginia's geologic landscape.

Biology

- BIO.8 The student will investigate and understand that there are dynamic equilibria within populations, communities, and ecosystems. Key ideas include
- a) interactions within and among populations include carrying capacities, limiting factors, and growth curves;
 - b) nutrients cycle with energy flow through ecosystems;

- c) ecosystems have succession patterns; and
- d) natural events and human activities influence local and global ecosystems and may affect the flora and fauna of Virginia.

Anatomy Physiology

AP.14 The students will understand that the function of the digestive system is digestion and absorption of nutrients.

6th United States History to 1865

- USI.5 The student will demonstrate knowledge of the factors that shaped colonial America by
- describing the religious and economic events and conditions that led to the colonization of America;
 - describing life in the New England, Mid-Atlantic, and Southern colonies, with emphasis on how people interacted with their environment to produce goods and services, including examples of specialization and interdependence;
 - describing colonial life in America from the perspectives of large landowners, farmers, artisans, women, free African Americans, indentured servants, and enslaved African Americans;
 - identifying the political and economic relationships between the colonies and Great Britain.

7th United States History to Present

Turmoil and Change: 1890s to 1945

- USII.5 The student will demonstrate knowledge of the changing role of the United States from the late nineteenth century through World War I by
- explaining the reasons for and results of the Spanish American War;
 - describing Theodore Roosevelt's impact on the foreign policy of the United States;
 - explaining the reasons for the United States' involvement in World War I and its international leadership role at the conclusion of the war.

8th Grade Science Civics and Economics

- CE.6 The student will demonstrate knowledge of the American constitutional government at the national level by
- describing the structure and powers of the national government;
 - explaining the principle of separation of powers and the operation of checks and balances;
 - explaining and/or simulating the lawmaking process;
 - describing the roles and powers of the executive branch.

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.5 The student will demonstrate knowledge of ancient Greece in terms of its impact on Western civilization by
- assessing the influence of geography on Greek economic, social, and political development, including the impact of Greek commerce and colonies;

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- b) describing Greek mythology and religion;
 - c) identifying the social structure and role of slavery, explaining the significance of citizenship and the development of democracy, and comparing the city-states of Athens and Sparta;
 - d) evaluating the significance of the Persian and Peloponnesian wars;
 - e) characterizing life in Athens during the Golden Age of Pericles;
 - f) citing contributions in drama, poetry, history, sculpture, architecture, science, mathematics, and philosophy, with emphasis on Socrates, Plato, and Aristotle;
 - g) explaining the conquest of Greece by Macedonia and the formation and spread of Hellenistic culture by Alexander the Great.
- WHI.6 The student will demonstrate knowledge of ancient Rome from about 700 B.C. (B.C.E.) to 500 A.D. (C.E.) in terms of its impact on Western civilization by
- a) assessing the influence of geography on Roman economic, social, and political development;
 - b) describing Roman mythology and religion;
 - c) explaining the social structure and role of slavery, significance of citizenship, and the development of democratic features in the government of the Roman Republic;
 - d) sequencing events leading to Roman military domination of the Mediterranean basin and Western Europe and the spread of Roman culture in these areas;
 - e) assessing the impact of military conquests on the army, economy, and social structure of Rome;
 - f) assessing the roles of Julius and Augustus Caesar in the collapse of the Republic and the rise of imperial monarchs;
 - g) explaining the economic, social, and political impact of the Pax Romana;
 - h) describing the origin, beliefs, traditions, customs, and spread of Christianity;
 - i) explaining the development and significance of the Church in the late Roman Empire;
 - j) listing contributions in art and architecture, technology and science, medicine, literature and history, language, religious institutions, and law;
 - k) citing the reasons for the decline and fall of the Western Roman Empire.

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

Not taught this semester

11th VA/US History

Expansion and Reform: 1788 to 1860

- VUS.6 The student will demonstrate knowledge of the major events from the last decade of the eighteenth century through the first half of the nineteenth century by

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- a) explaining the principles and issues that prompted Thomas Jefferson to organize the first opposition political party;
- b) identifying the economic, political, and geographic factors that led to territorial expansion and its impact on the American Indians;
- c) examining the reasons why James Madison asked Congress to declare war on Great Britain in 1812 and how this divided the nation;
- d) relating the changing character of American political life in “the age of the common man” (Jacksonian Era) to increasing popular participation in state and national politics;
- e) *describing the cultural, economic, and political issues that divided the nation, including tariffs, slavery, the abolitionist and women’s suffrage movements, and the role of the states* **12th**

Virginia and United States Government

GOVT.5 The student will demonstrate knowledge of the federal system described in the Constitution of the United States by

- a) explaining the relationship of the state governments to the national government;
- b) describing the extent to which power is shared;
- c) identifying the powers denied state and national governments;
- d) examining the ongoing debate that focuses on the balance of power between state and national governments.

AP Government

Unit 1 Foundations of American Government 1.3second semester

Real Richmond

RR.2-3

Date: Oct 18, 2024

What SOLs will be covered next week? How will the Standards of Learning be assessed?

Standards of Learning for Electives

FACS (11/1)

FACS Exploratory I

- 1 - Demonstrate creativity and innovation.
- 2 - Demonstrate critical thinking and problem-solving.
- 38 - Demonstrate positive communication techniques to express individual feelings, needs, and ideas.
- 39 - Demonstrate ways of getting along with others.
- 40 - Demonstrate positive ways to resolve disagreements.

FACS Exploratory II

- 1 - Demonstrate creativity and innovation.
- 2 - Demonstrate critical thinking and problem-solving.
- 34 - Demonstrate examples of caring, respectful, and responsible behaviors.
- 35 - Demonstrate characteristics of positive relationships.
- 36 - Create strategies for handling peer pressure.
- 37 - Use communication skills that express feelings, needs, and ideas.
- 38 - Explain the consequences of positive and negative behaviors in communication.
- 39 - Set goals for individuals and families.
- 40 - Demonstrate social etiquette.

Independent Living

- 9 - Demonstrate customer service skills.
- 10 - Collaborate with team members.
- 67 - Examine rights and responsibilities of homeowners, landlords, and tenants
- 68 - Compare housing options
- 69 - Explain the home-seeking process
- 70 - Outline necessary home-maintenance tasks with regard to resources and abilities
- 71 - Design a living environment to meet personal, family and financial needs

Physical Education (Middle) (10/25)

- 7.13 The student will identify the issues associated with friendships.
- 7.14 The student will realize the role of peers and the peer group during adolescence, and the nature and purpose of dating.
- 7.15 The student will recognize contributions of various racial and ethnic groups to family life and society.
- 7.16 The student will increase his or her ability to listen to different points of view and to accept the rights of others to a different point of view.
- 8.3 The student will become aware of the need to think through decisions, to know how decisions impact their lives as well as the lives of others, and to take responsibility for the decisions they make.
- 8.4 The student will identify the issues associated with friendships.
- 8.8 The student will develop the coping skills needed to deal with stress.
- 8.9 The student will identify the stresses related to changing relationships in the home, school, and community.
- 8.12 The student will describe the effects of alcohol and drug use and abuse on families and peer relationships.
- 8.14 The student will recall the ways in which the HIV virus is transmitted and prevented.

Family Life

- 9.10 The student will demonstrate understanding of specific health issues, including the ability to conduct self-examinations. Descriptive Statement: The focus is on factual information about menstruation, proper use of feminine hygiene products in relationship to cleanliness, premenstrual syndrome, menopause, and male- and female-specific concerns. Disease prevention through self-assessment and self-examination is reinforced with emphasis on breast and testicular self-examination.
- 9.11 The student will demonstrate knowledge of pregnancy prevention and disease control. Descriptive Statement: Topics include planning for adult relationships, a review of factors to consider in planning for a family, misconceptions about contraception, a review of methods of contraception in relation to effectiveness in pregnancy prevention and disease control, and the decisions associated with contraception. Abortion is not presented as a method of

birth control, but spontaneous abortion or miscarriage is explained and the risks of induced abortion are analyzed.

9. 12 The student will explain the transmission and prevention of HIV. Descriptive Statement: This is a review of the ways in which HIV is transmitted and the techniques for preventing this disease.

Physical Education (High) ()

Art (11/1)

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.

7.6 The student will explore and understand the historical and cultural influences 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.

Art 3

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

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

Guitar (11/1)

High School Guitar

Objective :

HIB.5 The student will demonstrate collaboration and communication skills for music.

a) Participate in curricular and co-curricular school performances, and in local, district, or regional events as appropriate to level, ability, and interest.

b) Describe and demonstrate rehearsal and concert etiquette as a performer (e.g., using critical aural skills, following conducting gestures, maintaining attention in rest position).

c) Describe and demonstrate active listening skills as an audience member.

HIB.12 The student will demonstrate music literacy.

g) Define and identify music terminology found in the music literature being studied.

h) Perform music of varying styles and levels of difficulty.

i) Sight-read music of varying styles and levels of difficulty.

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

- a) Identify the characteristic sound of the instrument being studied.
- b) Balance instrumental timbres.
- c) Make adjustments to facilitate correct intonation.
- d) Match dynamic levels and playing style.
- e) Respond to conducting patterns and gestures
- f) Maintain a steady beat at various tempos in the music literature being studied.

g) Use articulations, dynamic contrasts, and phrasing as means of expression

HIB.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) Describe the importance of composers' use of style, cultural influences, and historical context for the interpretation of works of music.

HIB.7 The student will identify ways to engage the school community in a music performance.

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

Middle School Beg/Int Guitar:

MIB.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 through listening, performing, and studying.
- b) Describe ways in which culture influences the development of instruments, instrumental music, and instrumental music styles.

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.

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.

- b) [S]tring student—one-octave G, D, and C major scales and introduce the concept of minor scales.

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.11 The student will describe the connections of instrumental music to the other fine arts and other fields of knowledge.

MIB.12 The student will demonstrate music literacy.

- e) Identify, read, and perform music in simple meters (4/4, 3/4, 2/4 , C).
- h) Sight-read music of varying styles and levels of difficulty.

MIB.16 The student will demonstrate musicianship and ensemble skills at a beginning level.

- f) Maintain a steady beat at various tempos in 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:

- Continue repertoire for Hispanic Heritage assembly
 - Valse No. 3 (Jose Ferrer)
 - Matachin (Gaspar Sanz)
 - Lesson No. 66 (Julio Salvador Sagreras)
- Begin repertoire for winter showcase performance

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

Key vocabulary: String #(1-6), Major vs. Minor scales, Chuck Berry, Rodrigo y Gabriela, Chet Atkins, tablature, standard notation

Choir (11/1)

Class(es): Middle School Beginner & High School Beginner

VA SOL(s): 2020 Music Standards of Learning

MCB 1. The student will create music as a means of individual expression.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

through ongoing feedback.

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

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

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

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

giving and receiving constructive criticism to improve performance.

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

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

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

c) Describe performances of music using music terminology.

d) Examine accepted criteria used for critiquing musical performances.

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

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

- b) Describe works of music using inquiry skills and music terminology.
- d) Describe performances of music using music terminology

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

- a) Describe social, cultural and historical context of works of music.
- b) Interpret works of music using inquiry skills and music terminology.
- c) Apply accepted criteria for evaluating works of music.
- d) Apply accepted criteria for critiquing music performances.

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

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

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

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

importance of a musical style.

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

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

including ways in which music can be persuasive

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

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

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

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

rehearsal and performance.

- a) Identify concert etiquette.
- b) Identify skills needed for cooperating and collaborating as a singer during rehearsal.
- c) Identify active listening for rehearsal, performance, and as an audience member.

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

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

- b) Cooperate and collaborate as a singer in a rehearsal.
- c) Demonstrate active listening in rehearsal, performance, and as an audience member

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

- a) Participate in a variety of performances and other music activities.
- b) Cooperate and collaborate as a singer in rehearsal.
- c) Apply active listening in rehearsal and performance.

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

- a) Identify the cultural influences, musical styles, composers, and historical periods associated with the music literature being studied.
- b) Identify ways in which culture and history influence the development of choral music and vocal music styles.

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

- a) Identify the cultural influences, musical styles, composers, and historical periods associated with the music literature being studied.
- b) Identify ways in which culture influences the development of choral music and vocal styles

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

- a) Describe the cultural influences, musical styles, composers, and historical periods associated with the music literature being studied.
- b) Compare and contrast a variety of musical periods and styles.

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

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

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

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

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

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

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

MCB 10. The student will explore ways in which new media and technology influence the

development and performance of music and musical styles

HCB 10. The student will describe ways in which innovative tools and media influence the

development of vocal music and choral styles

HCI.10 The student will explore a variety of innovative media, tools, and processes to create,

edit, present, and/or understand new works of music.

MCB 11. The student will identify the relationship of choral music to the other fine arts.

HCB.11 The student will describe relationships of vocal music to the other fine arts and other fields of knowledge.

HCI.11 The student will make cross-curricular connections to explore how music works together

with other disciplines to develop innovative solutions to problems.

MCB 12. The student will demonstrate music literacy.

a) Identify, define, and use basic standard notation for pitch, rhythm, meter, dynamics, and other elements of music.

b) Notate student-created compositions using standard notation.

c) Echo, read, count, and notate rhythmic patterns.

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

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

MCI 12. The student will demonstrate music literacy.

e) Identify components of a vocal score.

HCB 12. The student will demonstrate music literacy.

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

HCI.12 The student will demonstrate music literacy.

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

MCB 13. The student will develop aural skills.

- a) Identify diatonic intervals.
- c) Identify similar and contrasting musical phrases and sections.

MCI 13. The student will demonstrate aural skills.

- b) Distinguish ascending half-step and whole-step intervals
- c) Identify same and different melodic patterns.

HCB.13 The student will demonstrate aural skills.

- a) Recognize and demonstrate diatonic intervals (M2, M3, P4, P5, octave).

- b) Distinguish major and minor tonalities.
- c) Identify similar and contrasting musical phrases and sections.
- d) Differentiate melodic and harmonic patterns.
- e) Write simple four-measure rhythmic phrases from dictation.

HCI.13 The student will demonstrate aural skills.

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

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

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

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

- i) Sing in at least one language other than English.

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

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

h) Exhibit audition skills.

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

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

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

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

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

- a) Interpret the components of a vocal score, dynamic markings, tempo markings, musical road signs/form features, and articulations, style, and phrasing.
- b) Respond to basic conducting patterns and interpretive gestures.

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

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

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

French (11/1)

French I -

- **Virginia World Language Standards:**
 - **WL.9-12.1 - Communication: Students engage in conversations to exchange information.**
 - **WL.9-12.2 - Cultures: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.**
 - **VA LSOL1.2 Identify key words, cognates and some formulaic expressions when listening and reading.**
 - **VA LSOL 2. 2 Follow simple instructions, such as classroom procedures or directions for using computers and other classroom technology.**
 - **VA LSOL 2. 3. Comprehend simple, culturally authentic oral and written materials that use familiar vocabulary and formulaic expressions**
- **ACTFL Standards:2024**
 - **Communication: Interpersonal Communication.**
 - **Cultures: Gaining Knowledge and Understanding of Other Cultures**

French II

Standards Addressed:

- **Virginia World Language Standards:**

- **Standard 2.1: Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.**
- **Standard 2.4: Demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.**
- **VA LSOL 1.4. Relate in some detail the main ideas from level-appropriate print or non-print materials.**
- **VA LSOL 2.2. Present information, using structures that reflect present, past, and immediate future time.**
- **VA LSOL 3.3. Demonstrate attention to accurate intonation and pronunciation.**
-
- **ACTFL Standards 2024:**
- **Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.**
- **Comparisons: Develop insight into the nature of language and culture by comparing the language and cultures studied with their own.**

French III

Standards Addressed:

- **Virginia World Language Standards:**
 - **WL.12.1: The student will communicate effectively in a language other than English.**
 - **WL.12.4: The student will use the language to interact with cultural resources.**
 - **VA LSOL 3.1. Relate in some detail the main ideas from level-appropriate print or non-print materials.**
 - **VA LSOL 4.2. Present information, using structures that reflect present, past, and immediate future time.**

- VA LSOL 4.1 Demonstrate attention to accurate word order, punctuation, accents and other diacritical marks, and spelling.**
- **VA LSOL VA 3.2 Demonstrate attention to accurate intonation and pronunciation.**
- **ACTFL Standards 2024:**
 - **Communication: Interpersonal Communication.**
 - **Cultures: Relating cultural practices to perspectives.**

Spanish (11/1)

Spanish 1

- Unit Summary:
 - Unidad 2: La Vida en la Escuela enables students to talk about their school experience. Culturally, students will gain insight into student life in Spanish-speaking countries. Structurally, students will learn about articles and the role of number and gender in nouns and how to conjugate -ar verbs to form more sentences
- Vocabulary topics:
 - School supplies
 - Numbers 30-100
 - Telling time
 - School subjects
 - School activities (verbs)
- Culture
 - Student experiences in Spanish-speaking countries
- Functions
 - How to identify people and things
 - How to exchange information about course schedules
 - How to describe one's classes
 - How to ask and tell time
- Grammar/Structure
 - Articles (number and gender)
 - Conjugating -ar verbs

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- Writing questions in Spanish
- Essential Questions:
 - Which places, people, and activities define student life?
 - How is student life at my school similar to and/ or different from student life at a school in Costa Rica?
 - How do schools reflect the values of their communities?
- Student Learning Objectives:
I can...
 - exchange information about my life at school, including people, places, calendars, schedules, and student activities
 - interpret images, videos, schedules, and calendars to gain insights into what school life is like in Costa Rica
 - present information about my own life at school
 - investigate and reflect on how a country's educational system mirrors cultural values and perspectives

Spanish 2

Unit Summary:

- Unidad 2: La cultura de una familia instructs students to exchange and compare information about family structure, members, routines, and responsibilities.

Vocabulary

will focus on family and physical and personality traits. Students will learn to make comparisons and superlatives, reflexive verbs and introduce the imperfect tense. Students will also compare and contrast family structures in the Spanish-speaking world.

- Vocabulary topics
 - family members
 - physical and personality traits
 - superlatives
- Culture

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- compare and contrast family structure in the US to family structure and culture of various countries in the Spanish-speaking world

- Functions

- How to exchange information about one's school's academic and extracurricular activities
- How to describe and present information on school rules and culture
- How to make comparisons
- Identify cultural similarities and differences in the family structure between US and countries in the Spanish-speaking world

- Grammar/ structure

- comparisons and superlatives (tanto...como, el más)
- reflexive verbs
- imperfect tense

Essential Questions:

- What do families and households look like?
- What is the culture of your family like and how has it changed from past generations?
- What do you want in a home or family unit in the future?

Student Learning Objectives:

I can...

- exchange and compare information about family structure, members, routines, and responsibilities
- analyze family structures, roles of family members, and household norms
- reflect on the culture of my family and what family means to me
- predict what my family and home are going to be like in the future

Spanish 3

Unit Summary:

- Unidad 2: #Ciudadanía Digital instructs students to explore and identify the role of social media and the Internet in their daily lives and culture. Vocabulary will focus on

Internet and social networking terms. Students will learn the present progressive, se impersonal, and simple future tense. Student's will also explore the impact of social networks and digital citizenship on the lives of young Chileans and those in their community.

- Vocabulary topics
 - digital citizenship
 - social media
- Culture
 - explore, demonstrate and reflect on the impact of digital citizenship on the lives of young Chileans and those in their community

- Functions
 - How to exchange information about how to spend one's free time
 - How to describe likes and preferences of hobbies
 - Explore how digital citizenship impacts are similar and different in the US and the Spanish-speaking world

- Grammar/Structure
- present perfect
- impersonal se
- simple future tense

Essential Questions:

- What does digital citizenship mean and what role does it play in my life?
- How do social networks and the Internet influence my life and that of young Chileans?
- How can I promote the use of social networks and the internet to improve my community?

Student Learning Objectives:

I can...

- Meet with some young Chileans to compare uses of social networks and the Internet.

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- Interpret videos and blogs of Chilean teenagers to learn about places in Chile and how young Chileans use social networks and the internet.
- Explore, demonstrate and reflect on the impact of digital citizenship on the lives of young Chileans and those in my community.

Band (10/18)

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.

CTE EPF (11/1)

- Compare the costs and benefits of purchasing vs. leasing a vehicle and other methods of transportation.
- Compare the advantages and disadvantages of renting vs. purchasing a residence.
- Describe the process of renting a residence.
- Describe the process of purchasing a residence.
- Calculate the cost of utilities, services, maintenance, and other housing expenses involved in independent living.
- Evaluate discretionary spending decisions.

CTE Programming (11/1)

Computer Solutions

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

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

AP CSP

Algorithms and Programming (AP)

PRG.AP.1 The student will apply computational thinking to manage complex programs.

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

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

- a. Read and interpret algorithms expressed using plain language, and pseudocode. Read and write programs that include compound conditional execution and evaluate complex Boolean conditions.
- b. Read and write programs that accept input from a variety of sources and produce output based on that input.
- c. Read and write programs that include pre-defined and self-defined procedures.

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- d. Read and write programs that include functions with/without parameters, and functions with/without return values.
- e. Read and write programs that consist of modular division, random number generation, substring manipulation and processing of individual characters.
- f. Integrate external code with Application Programming Interface (APIs) and library calls.

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

- a. Trace the execution of iterative and recursive algorithms, illustrating output and changes in values of named variables.
- b. Develop and systematically use a series of test cases to verify that a program performs according to its design specifications, including edge cases and all branches.
- c. Use code review to evaluate the correctness, readability, and usability of a program.
- d. Use debugging tools and user feedback to refine programs.
- e. Modify existing program to improve functionality.

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

- a. Use linear data structures: arrays, lists, and non-linear data structures.
- b. Evaluate and convert data structures when appropriate.
- c. Read and write programs that store, process, and manipulate 1D and 2D collections.
- d. Identify how and when to use search and sort algorithms.
- e. Read and write programs that include search and sort algorithms.

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

- a. Define the role of inheritance, polymorphism, and encapsulation in object-oriented programming languages.
- b. Use classes with instance data and methods to satisfy a design specification.
- c. Organize programs methodically using comments and other organizational structures so that others can understand, interpret, and modify the program.

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

- a. Explain the software life cycle and how it applies to the iterative design process.
- b. Justify and communicate decisions and design elements.

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

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

Computing Systems (CSY)

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

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

Cybersecurity (CYB)

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

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

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

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

Data and Analysis (DA)

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

- a. Identify and compare data organization methods: variables, arrays, lists, trees, and schemas.
- b. Assess and compare data storage options such as databases, file systems, local storage, and cloud storage, for scalability, reliability, privacy, and cost.

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

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

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

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

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

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

- a. Identify libraries and other resources that enable the visualization of data inputs.
- b. Compare and contrast the methods of creating data visualizations, including programming languages and application software.
- c. Develop a data visualization using a programming language's data processing function.
- d. Create visualizations for descriptive and inferential statistical analysis based on the context and intended audience.
- e. Apply mathematical operations and algorithms to manipulate and extract insights from data sets.
- f. Justify the design, use, and effectiveness of different forms of data visualizations.

Impacts of Computing (IC)

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

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

- b. Research the effects of technical design decisions on overall program function.
 - c. Examine and explain the impacts of unintended consequences related to program design.
- PRG.IC.2 The student will use data to analyze the impact of screen time on one's mental and physical health.
- a. Use statistical data to analyze the relationship between excessive screen time and attention span.
 - b. Analyze screen time usage data and propose recommendations to promote healthy habits.
 - c. Examine and discuss the impact of screen time and social media on academic or workplace performance.
- PRG.IC.3 The student will expand computer science career explorations with work-based learning experiences.
- a. Engage in work-based learning experiences involving computer science.

Programming

1. Exploring Programming Concepts
 - a. Describe the development of computers and current industry trends in the programming field.
 - b. Describe the development of programming languages and applications.
 - c. Describe the functions of computer hardware, computer software, and computer system components.
 - d. Identify the software development life cycle (SDLC).
 - e. Describe the integrated development environment (IDE) for a specific programming language.
 - f. Describe basic concepts of a programming language.
2. Using Algorithmic Procedures
 - a. Analyze the problem statement.
 - b. Create possible solutions to the problem.
 - c. Determine the best solution to the problem.
3. Implementing Programming Procedures
 - a. Design a program, using an algorithm, pseudocode, a flowchart, and/or a decision table.
 - b. Code the program, using a programming language.
 - c. Test the program with sample data.
 - d. Debug the program.
 - e. Document the program.
 - f. Implement the program.

- g. Describe maintenance procedures.
- 4. Mastering Programming Fundamentals
 - a. Identify syntax errors of a given programming language.
 - b. Identify industry standards for a graphical user interface (GUI).
 - c. Create a graphical user interface that adheres to industry standards.
 - d. Code a program that will produce formatted output.
 - e. Code a program that uses mathematical operators and built-in functions.
 - f. Write a program that uses variables and constants.
 - g. Write a program that accepts user input.
 - h. Write a modular program that uses functions or methods.
 - i. Write a program that uses conditional structures.
 - j. Write a program that uses looping structures.
 - k. Write a program that uses counters and accumulators.
- 5. Developing Interactive Multimedia Applications
 - a. Code a program to display graphics.
 - b. Code a program to incorporate multimedia.
 - c. Code a program to animate objects.
 - d. Examine the history of game design and development.
 - e. Identify game genres.
 - f. Examine a variety of game programming platforms.
 - g. Create a storyboard.
 - h. Code a game program from the storyboard.
 - i. Create a game object.
 - j. Specify behaviors of a game object.
 - k. Develop a game program that uses a scoring method.
 - l. Create a game program with multiple levels.
- 6. Using Web Technology
 - a. Explain how to locate resources and references to aid program development.
 - b. Evaluate sample code obtained from the Internet and/or other sources.
 - c. Develop a web page, using hypertext markup language (HTML) and cascading style sheets (CSS) and/or JavaScript.
- 7. Preparing for Industry Certification
 - a. Describe the process and requirements for obtaining industry certifications related to the Programming course.
 - b. Identify testing skills/strategies for a certification examination.

- c. Demonstrate ability to successfully complete selected practice examinations (e.g., practice questions similar to those on certification exams).
 - d. Successfully complete an industry certification examination representative of skills learned in this course (e.g., MCP, IC3).
- 8. Developing Employability Skills
 - a. Identify careers in the information technology industry.
 - b. Describe ways that computer programs can be used in business and industry.
 - c. Create or update a résumé.
 - d. Investigate information technology educational and job opportunities.
 - e. Assemble a professional portfolio.
 - f. Describe basic employment activities.
 - g. Deliver an oral presentation of the professional portfolio.
 - h. Identify potential education and employment barriers for nontraditional groups and ways to overcome those barriers.