

Franklin Military Academy

2024-2025

Weekly Agenda

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



(H) Col. David A. Hudson, Principal
October 28, 2024



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.

HAPPY BIRTHDAY

Naiia Smith - October 28th

John Barclay – November 11th

Melody Reives November 20th

Denise Claiborne – November 23rd

Almitra Bryant. – December 5th

Valerie McConnico – December 12TH

Robin Williams December 20

Corey Robinson December 29

Randa Elswick December 30

Hispanic heritage program participants

MC's

Angela Romero
Luke Sulanke

Stage manager
Rakeem Ballou

Guitar participants

Taron Durham
Asher Ramos
Kathy Aguilar-Florian
Leon Davis
Kemya Davis
Christopher Thomas
Brooke Kidd
Jada Harris
Valen Schlegel Esordi
Destiny Thweatt
Jonathan Sales-Morales
Parker Johnson
Ashley Fuentes-Bartolo
Jaeden Duncan-Brockington
Maily Dang
Alexander Berry
Sudeeksha Villuri
Margaret Maida
Sean Murray
Owen Mitchell
John Tillman
ShaMari Harris
Jensy Marin-Garcia
Kennedy Tucker
Elsa Perez

Speakers

JaMarsha Johnson Pettis
JaMarie Johnson Pettis
Aura Romero
Aaliyah Meekins
Joel Sloan
Mariam Lawal
Diana Perez:

Middle School Poem - Bilingüe

Leah Fluker
DeLonah Green
Kai Hooker
Katherine Lanza-Guevara
Andrew Loftin
Ruben Melquiadez-Deaquino
Christine Miller
Samuel Oristian
Caleb Popovich
Asher Ramos
Izay'A Roane
Katharine Rumrill
Samuel Schefft
Rai Singh
Egypt Williams
Poem
Brenda Carrillo - Gomez
Samari Fox
Dancers
Brenda Carrillo - Gomez
Kimberly Landaverde - Palacios
HS Dancers
Angela Romero
Ashley Alas Calito
Jacqueline garcia-posada
Jayson Ortiz
Emely Garcia Sandoval
Ira Eckhardt
manuel martinez galvez
Julissa Munoz-Cruz
Melani Guerra
Maria guerrero
Aisha Lanza-Guevara
Mariela Polanco
Camiyah Page
Raymond Allen Solo
Instructors /Culture and Climate Committee
Ms. White
Mr. D. Corey
Ms. C. Corey
Mr. Ashe
Ms. Diaz
Mr. Mendez

Over-the-phone



WHEN PLACING A CALL: 1. Dial: **(804) 373-2533**

2. Press 1 for Spanish. Press 2 for all other languages. When prompted speak the name of the language you need at the prompt or use the language ID code on page 3.
3. **ENTER UNIQUE ACCESS CODE** and an interpreter will be connected to the call:

SCHOOL	ACCESS CODE		SCHOOL	ACCESS CODE
Albert Hill Middle School	86107		Miles J. Jones Elementary School	83185
Amelia Street School	86275		Oak Grove-Bellemeade Elementary School	85008
Armstrong High School	84449		Open High School	84661
Barack Obama Elementary School	84879		Overby-Sheppard Elementary School	82515
Bellevue Elementary School	84417		Patrick Henry School of Science and Arts	87061
Binford Middle School	86231		Richmond Adult Technical Center	86272
Broad Rock Elementary School	85048		Richmond Alternative School	84388
Cardinal Elementary School	85082		Richmond Career Education and Employment Academy	87763
Chimborazo Elementary School	88392		Richmond Community High School	84332
Elizabeth D. Redd Elementary School	85061		Richmond Technical Center	86237
Fairfield Court Elementary School	84639		River City Middle School	87554
Franklin Military Academy	88526		Southampton Elementary School	82434
G.H. Reid Elementary School	83550		Summer Hill Preschool	85041
George W. Carver Elementary School	86247		Swansboro Elementary School	85030
George Wythe High School	85037		Thomas C. Boushall Middle School	85016
Ginter Park Elementary School	88193		Thomas H. Henderson Middle School	88288
Henry L. Marsh, III Elementary School	84401		Thomas Jefferson High School	86028
Huguenot High School	87967		Virgie Binford Education Center	83470
J.B. Fisher Elementary School	85612		Westover Hills Elementary School	85002
J.H. Blackwell Elementary School	85078		William Fox Elementary School	86259
J.H. Blackwell Preschool	85064		Woodville Elementary School	84821
J.L. Francis Elementary School	83702		DEPARTMENT	ACCESS CODE
John B. Cary Elementary School	86252		Academic Office	87711
John Marshall High School	86052		Engagement Office	87712
Linwood Holton Elementary School	85310		Operating Office	87713
Lucille M. Brown Middle School	83013		Schools Office	87714
Martin Luther King, Jr. Middle School	88011		Talent Office	87715
Martin Luther King, Jr. Preschool	85959		Family Support Line	88999
Mary Munford Elementary School	86267		Center for Families in Transition	87777
Mary Scott Preschool	88463			
Maymont Preschool	86263			

4. Brief the Interpreter. Summarize and give any special instructions. **Provide your name and information about the caller.**
5. ADD THE Limited English Speaker (LEP) to the line.
6. Say "End of Call" to the Interpreter when the call is completed.

WHEN RECEIVING A CALL: Use Conference Hold to place the Limited English Speaker (LEP) on hold then follow steps 1-6 above.

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.

Office of The Principal

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
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

8th Grade Happenings

2024-2025

8th Grade EVENTS

WEDNESDAY	30 OCT	BINGO Night <small>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!</small>
THURSDAY	13 FEB	BINGO Night <small>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!</small>
THURSDAY	27 MAR	CLASS T-SHIRTS* <small>Students will be treated to Kona Ice while they create their class t-shirts with Studio Two Three using screen printing!</small>
ALL WEEK	24-28 MAR	MIDDLE SCHOOL SPIRIT WEEK* <small>Our 8th grade class officers will help to create themed days that the entire middle school will follow for a week of fun!</small>
FRIDAY	28 MAR	KINGS DOMINION* <small>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!</small>
FRIDAY	16 MAY	8TH GRADE DANCE <small>The dance will take place after school from 6:00-9:00 PM. THEME: SNEAKER BALL</small>

* Denotes a civilian clothes day

Made with PosterMyWall.com

2024-2025

8th Grade EVENTS

FRIDAY	23 May	Luray Caverns* <small>*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.</small>
TUESDAY	27 MAY	MOVING-ON CEREMONY PRACTICE <small>Please make sure your student is present for the Moving-On Ceremony practice! Students will have a yearbook signing party after practice is over.</small>
WEDNESDAY	28 MAY	MOVING-ON CEREMONY <small>Students should be in black and white dress attire. The ceremony will begin promptly at 11:00 AM and take place in the school auditorium.</small>
THURSDAY	29 MAY	Morning Marvel Movie / Class Cookout <small>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!</small>

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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**

1ST NINE WEEKS AWARDS FRANKLIN MILITARY ACADEMY

HIGH SCHOOL – NOVEMBER 20TH – 3:15 P.M.

MIDDLE SCHOOL - NOVEMBER 22ND – 3:15 P.M.



Awards Program

FOR MORE INFORMATION

EMAIL: DHudson2@RVASchools.net

EVENT ORGANIZED BY – FRANKLIN MILITARY ACADEMY'S COMMITTEE

HILL-O-WEEN 2024

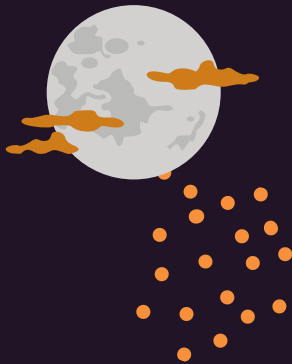


Presented by the Church Hill Association

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.



Starry Night



FMA

Homecoming Dance

\$20

WHO WILL WIN
HOCO COURT?



6:00pm-10:00pm

November 16, 2024

701 North 37th Street



FMA CLASS OF 2025 PRESENTS



DOUBLE, DOUBLE TOIL AND TROUBLE

Fall Movie Party

COSTUMES
ARE
WELCOME
WITH A
MOVIE
TICKET. NO
PAJAMAS,
MASKS,
HEADGEAR
OR WEAPONS

31 OCTOBER | THURSDAY | 1:30PM - 4:00PM

NOW SHOWING

"HAUNTED MANSION"

HARROWING HOT DOGS
PROWLING POPCORN OR CHILLING CHIPS
SPOOKY SODA OR WIZADRY WATER

TICKET

\$2.00

SNACK
COMBO

\$5.00

PARENTS, IF YOUR CHILD IS NOT ALLOWED TO VIEW THE
MOVIE PLEASE EMAIL NSMITH6@RVASCHOOLS.NET



**November
11-15**

HOCO Spirit Week

Grades 9-12

\$5

Pay MAJ Smith
During Lunch

**Mon
11/11**



Dress Your Age

Freshman - Babies/Toddlers
Sophomores - Teenagers
Juniors - Adults (Millennials)
Seniors - Senior Citizens



**Tue
11/12**



Decades Day

Wear an outfit from your
favorite decade



**Wed
11/13**



High School Stereotype Day

Dress up as your favorite
high school stereotype

Emo, Nerd, Jock, Band Kids, Art Kids, Mean Girls

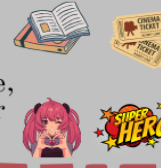


**Thu
11/14**



Fandom Day

Show off your favorite movie,
tv show, character, sport, or
book



**Fri
11/15**



Comfy Day

Wear your comfortable clothes:
sweatpants, hoodies, t-shirts

No Crocs/Slides



**Sat
11/16**



Starry Night

HOCO Dance
6:00pm-10:00pm
FMA Cafeteria

Pick up a guest permission slip from MAJ Smith

\$20





Wednesday,
OCT 30, 2024

BINGO Night

6:00 - 8:00 PM
Gift Card Prizes!

Just us for TEN games of Bingo!

Cost is \$10 to play ALL ten games.

Every attendee will also be given a
raffle ticket for fun prizes given out
about the night!

Girls Basketball Schedule 2024



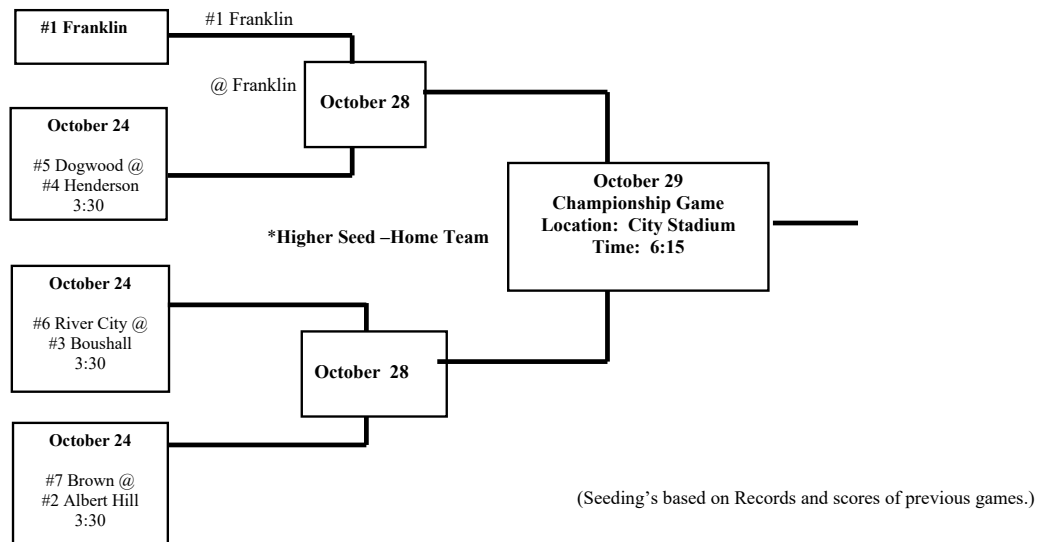
<u>Date</u> <u>Time</u>	<u>Location</u>	<u>Opponents</u>
October 24, 2024 TBA	TBA	Tournament Round 1
October 28, 2024 TBA	TBA	Tournament Round 2
October 30, 2024	TBA	Tournament Championship



"A Knight Forever"

**MIDDLE SCHOOL ATHLETICS SOCCER TOURNAMENT SCHEDULE
2024**

TOURNAMENT PLAY BEGINS WEDNESDAY OCTOBER 24



League Commissioner: Stefanie Ramsey
Co – Commissioner: Travis Amos
Report All Scores to: Travis Amos Office: 720-0915

NOTE: Home team call in your score immediately after the game. Transportation will be arranged by middle school athletics.



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>Location</u>	<u>Soccer</u> <u>Opponents</u>
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

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

Graduation Schedule - Class of 2025

DRAFT

Specialty School Graduations Virginia Union University - Coburn Hall 1813-1899 Bath Street Richmond, VA 23220 Tuesday, May 27, 2025	
9:00 a.m.	Richmond Virtual Academy (<i>Asynchronous Learning Day</i>)
12:00 p.m.	Richmond Success Academy (<i>Asynchronous Learning Day</i>)
3:00 p.m.	Franklin Military Academy (<i>12:00 p.m. Dismissal</i>)
6:00 p.m.	Open High School (<i>Regular Schedule</i>)



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

Office of The Principal

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

Reminders

It is subject to change & updates

November 1st

Diwali – (Richmond Public Schools Closed)

November 4th

Wellness Day – (Richmond Public Schools Closed)

November 5th

Election Day – (Richmond Public Schools Closed)

November 20th

High School Awards Program - 3:15 p.m.

November 22nd

Middle School Awards Program - 3:15 p.m.

November 15th

(All Students Need to Be In Class A)

November 27th – 29th

**Thanksgiving Holiday – (Richmond Public Schools
Closed)**



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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

11/13/2024
Franklin Military Academy



digital download for **free** in select packages. un descarga digital en ciertos paquetes.

1 PICK YOUR PACKAGE(S)	2 OPTIONS
<p>FAMILY PACKAGE \$64</p> <p>4 - 8x10s 6 - 5x7s 4 - 4x6s 4 - 3x5s 8 - 2x3s</p> <p>New!</p> <p>*Order online to choose a background on every shoot. *Ver la oferta online para elegir un fondo en cada sesión.</p> <p>A \$44 3 - 8x10s 2 - 5x7s 2 - 4x6s 4 - 3x5s 8 - 2x3s</p> <p>B \$38 1 - 8x10 2 - 5x7s 2 - 4x6s 4 - 3x5s 8 - 2x3s</p> <p>C \$32 2 - 5x7s 2 - 4x6s 4 - 3x5s 8 - 2x3s</p> <p>D \$25 2 - 5x7s 2 - 4x6s 4 - 3x5s 8 - 2x3s</p> <p>E \$22 1 - 5x7 2 - 3x5s 8 - 2x3s</p> <p>F \$17 4 - 3x5s 8 - 2x3s</p> <p>G \$12 2 - 3x5s 4 - 2x3s</p> <p>+ Package FRIENDSHIP PACK \$5 4 - 2x3s 3 - Bookmarks</p> <p><small>Must choose your package online and submit to the (1) public view to your package to get the friendship pack for \$5.</small></p> <p><small>Debe elegir su paquete online y meterlo de buche (1) al público para su paquete para obtener el paquete de la amistad por \$5.</small></p>	<p>1 Classic Border \$7 Borde Clásico</p> <p><small>More border options online. Más opciones de borde en línea.</small></p> <p>2 Retouch \$10 Retoque</p> <p><small>Includes Blemishes, Shingles Not Included. Incluye Imperfecciones, Escamadas No Incluidas.</small></p> <p>3 Year \$5 Any</p> <p><small>Access to all photos package. Acceso a TODAS las fotografías en el paquete. Más personalización online. Más personalización online en línea.</small></p> <p>CHOOSE A FREE BACKGROUND B5 B6 B7 B8</p> <p><small>*More background options available online. Más opciones de fondo online en línea.</small></p> <p>A LA CARTE</p> <p>L \$15 1 - 8x10</p> <p>M \$15 2 - 5x7s</p> <p>N \$15 4 - 3x5s</p>

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FM458849

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





Franklin Military Academy
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Richmond, Virginia 23223
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Fax (804) 780-8054

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](#)

[ELLEVATION](#)

[FMX – Maintenance](#)

[Graduation Vault](#)

[Graduation Vault](#)

[Kickup](#)

[Language Assistance](#)

[No Show](#)

[Pearson](#)

[Presidential Election](#)

[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 related to the curriculum. The trip must be in the hours from 10:00 am – 2:00 pm. If a trip is scheduled after 2:00 pm, the earliest a bus can reach you is 5:00 pm Teachers,

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

October 29th - Science Museum of Virginia - Wilkinson

October 30th - University of Richmond – Corey Robinson

October 30th - Ms. Parker - Our next MBL trip will be by RPS transportation to VUU's School of Business. We are allowed 50 student spots and the breakdown is as follows:

Huguenot/RHSA/JM/TJ/Armstrong - 9 students, 1 teacher

Franklin Military - 5 students, 1 teacher

In the event a school doesn't fulfill its allotment, I'll reach out to others to fill in the gaps. Let me know if you have any questions. Below is the spreadsheet due by **THURSDAY, 10/17 AT 10AM**. Sorry for the tight turnaround, but bus requests should be submitted two weeks out. I didn't want to cross-promote with WWMBS on Friday.

https://docs.google.com/spreadsheets/d/1OwxL-x_-irv-_JumDvuKm8oB-PkUEZiRm1TzQuzsQF8/edit?usp=sharing



"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

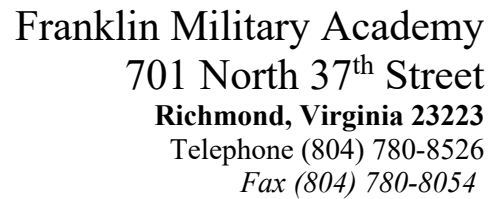
*Everyone is to remain on their floor unless needed



"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.

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

Type of Activity _____

[illegible]

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 10/28/24

Monday	Morning bag-checks Announcements Walk through – Positive views!!! Administration Meeting Lunch Duty Observations
Tuesday	OOB – School visit Walk through – Positive views!!! Administration Meeting Lunch Duty Observations
Wednesday	Morning bag-checks Announcements Walk through – Positive views!!! Attendance Meeting 10:00 Lunch Duty OOB - Training
Thursday	Morning bag-checks Announcements Walk through – Positive views!!! Lunch Duty Observations
Friday	School Closed

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

categorical

What It Means

Categorical is a synonym of *absolute* and *definite* that describes something that is said in a very strong and clear way. It can also mean "of, relating to, or constituting a category" or "involving, according with, or considered with respect to specific categories."

// The organization has issued a *categorical* denial about its involvement in the deal.

// The library relies on a *categorical* system for classifying books.

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 Jarrod 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, 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/>

Military 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.

UPCOMING EVENTS

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

07 DEC 24 - 41st Annual Dominion Energy Christmas Day Parade

UPCOMING COLOR GUARD ACTIVITY:

09 NOV 24 Saint Paul Church (Veteran Ceremony)

07 DEC 24 - 41st Annual Dominion Energy Christmas Day Parade

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

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

Office of The Principal

Claiborne D. Cory Dubinsky Karriem Paschall	Diaz Elie Parker Thornton Watson	Loney N. Smith Ntherful Wilkinson Wester
---	--	--

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

Timeline for roll-out:

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

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

Links Activities Dates

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



Office of The Principal

Monday, 2/17/2025 - RPS Holiday

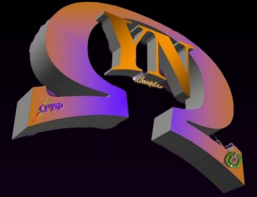
Tuesday, 3/11/2025

Tuesday, 3/25/2025

Monday, 4/21/2025 - RPS Holiday

Tuesday, 4/22/2025

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



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

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

Awards Programs

High School – November 20th – 3:15 p.m.

Middle School - November 22nd – 3:15 p.m.

Monday – October 28, 2024 - FORMATION SCHEDULE

- **Graduation & Administration Meeting - 2:00 pm.**
- **Detention**
Community Circle – September
- 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
- Dogwood MS Application Meeting (Specialty) – Robinson
- Parent Meeting - 1:00 pm.
- **Grades Due Online November 6**

Office of The Principal

Tuesday – October 29, 2024 - REGULAR SCHEDULE

- Community Circle – September
- Detention
- The administration will observe classes – Informal Observation - We will check plans, class routine, number of grades in ASPEN, and teaching, and ask about positive calls already made.
- 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
- **Tuesday, October 29, 2024, in the MLK Middle School Auxiliary Gym: - 8:00 am - 11:00 am:**
All **math** teachers with 1st or 2nd block planning will attend this session
- **Middle School Soc – Championship**
- Henderson MS Application Meeting (Specialty) Smith & Thornton
- Cluster 4 - Staff Validation Review
- **GRAB & GO - Testing**
- **Grades Due Online November 6**

Wednesday - October 30, 2024 - FORMATION SCHEDULE

- Community Circle – September
- Detention
- 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
- **GRAB & GO - Testing**
- **Wednesday, October 30, 2024, in the Lucille Brown Middle School Multipurpose Room : 8:00 am - 11:00 am:** All **ELA** teachers with 1st or 2nd block planning will attend this session - 12:30 pm - 3:30 pm: All **ELA** teachers with 3rd or 4th block planning will attend this session
- Bingo Night - Wednesday, October 30, 6:00 - 8:00 pm
- **Grades Due Online November 6**

Ms. Paschall
Franklin Family,



Franklin's 8th grade Bingo Night is NEXT Wednesday! Gift card prizes include Amazon, Publix, Target, McDonalds, Union Market, Riverbend Roastery, Spotty Dog Ice Cream, Ihop, and more!

Office of The Principal

Event details: Wednesday, October 30, from 6:00 - 8:00 pm. The first game starts promptly at 6:00 pm. The cost is \$10 to play ALL 10 games.

The PTSA will hand out candy to kids as they enter the building. The senior class will sell concessions, CPT Parker and her students will have a bake sale, and the NHS/NJHS will hold a 50-50 raffle.

Thursday – October 31, 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.

Happy Halloween

- Community Circle – September
- 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.

Thursday, October 31, 2024, in the MLK Middle School Auxiliary Gym:

- 8:00 am - 11:00 am: All 8th grade Civics and Economics teachers with 1st or 2nd block planning will attend this session
- 12:30 pm - 3:30 pm: All 8th-grade Civics and Economics teachers with 3rd or 4th block planning will attend this session

Thursday, October 31, 2024, in the Lucille Brown Middle School Multipurpose Room:

- 8:00 am - 11:00 am: All SOL-tested Science teachers with 1st or 2nd block planning will attend this session
- 12:30 pm - 3:30 pm: All SOL-tested Science teachers with 3rd or 4th block planning will attend this session
- **Grades Due Online November 6**

Friday – November 1st, 2024 - FORMATION SCHEDULE

- No School - For Students & Staff
- **Grades Due Online November 6**

Military Instruction

MILITARY INSTRUCTOR LESSONS FOR WEEK 28 - 31 OCTOBER 2024

Office of The Principal

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

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

LET II – Mock Promotion Board, Job Interview, Boys & Girls Club

LET I – Drill and Ceremony, First Aid

MIDDLE SCHOOL – MSG Gilliam, CPT York, and Mr. Felton will focus on All About me and Drill & Ceremony

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).

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.

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.

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B. Use context and sentence structure to clarify the literal and figurative meanings of words and phrases.

D. Discriminate between the connotative and denotative meanings and interpret the connotation(s).

9.RL.1 Key Ideas and Plot Details

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.LU The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.

9.LU.1 Grammar

B. Craft and apply a variety of sentence structures to infuse sentence variety in writing.

9.W.3 Usage and Mechanics

B. Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.

10th Grade Language Arts

10.LU The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.

10.LU.1 Grammar

Use, edit, and revise parallel structure across complex sentences and paragraphs in writing.

Use complex sentence structure (made up of main and subordinate clauses and subordinating conjunctions) to infuse sentence variety in writing.

10.W.1 Modes and Purposes for Writing

Write extended pieces that:

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

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

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.

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

Write arguments that:

Develop a thesis that demonstrates knowledgeable judgements.

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

Address and refute counterclaims.

Provide conclusions that follow from and support the argument presented.

D. Develop flexibility in writing by routinely producing shorter and longer pieces that adapt writing content, technique, and voice for a range of tasks, purposes, and audiences, (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

10.W.2 Organization and Composition

[10.LU](#) The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.

10.LU.1 Grammar

- A. Use, edit, and revise parallel structure across complex sentences and paragraphs in writing.
- B. Use complex sentence structure (made up of main and subordinate clauses and subordinating conjunctions) to infuse sentence variety in writing.

10.W.1 Modes and Purposes for Writing

- A. Write extended pieces that:
 - i. Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.
 - ii. Adopt an organizational structure that clarifies relationships among ideas and concepts.
 - iii. Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.
 - iv. Provide a concluding section that follows from the information or explanation presented.
- B. Write arguments that:

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- 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.

D. Develop flexibility in writing by routinely producing shorter and longer pieces that adapt writing content, technique, and voice for a range of tasks, purposes, and audiences, (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

10.W.2 Organization and Composition

- A. Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:
 - i. Composing a thesis statement that clearly communicates the writer's position or assertion.
 - ii. Introducing and developing central idea(s), and organizing ideas in a logical sequence to exhibit unity.
 - iii. Defending a position using sufficient reasons with evidence from credible sources as support.
 - iv. Embedding narrative techniques (e.g., anecdotes, dialogue, and description) to develop and enhance writing.
 - v. Using transitions effectively to connect ideas within and across paragraphs.
 - vi. Elaborating ideas clearly through intentional word choice and varied sentence structure.

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Using transitions effectively to connect ideas within and across paragraphs.

Elaborating ideas clearly through intentional word choice and varied sentence structure.

10.W.3 Usage and Mechanics

Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).

10.W.3 Usage and Mechanics

- A. Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).

11th Grade Language Arts – SOL Test

2nd Semester

12th Grade Language Arts Writing

Developing Skilled and Building Reading Stamina

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

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

***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:

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

12.C.2 Speaking and Presentation of Ideas

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

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

- A. Read a variety of grade-level complex text with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary (**Reading Fluency, K-12**).
- B. Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 11-12 band to generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.). (**Text Complexity, 2-12**).
- 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

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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.

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.

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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.

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.

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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.

STR

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

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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.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.

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.NS.3 The student will recognize and represent patterns with whole number exponents and perfect squares.

Students will demonstrate the following Knowledge and Skills:

- a) Recognize and represent patterns with bases and exponents that are whole numbers.
- b) Recognize and represent patterns of perfect squares not to exceed 20^2 , by using concrete and pictorial models.
- c) Justify if a number between 0 and 400 is a perfect square through modeling or mathematical reasoning.
- d) Recognize and represent powers of 10 with whole number exponents by examining patterns in place value.

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

Algebra I

A.F.2 The student will investigate, analyze, and compare characteristics of functions, including quadratic, and exponential functions, and model quadratic and exponential relationships.

Students will demonstrate the following Knowledge and Skills:

- a) Determine whether a relation, represented by a set of ordered pairs, a table, a mapping, or a graph is a function; for relations that are functions, determine the domain and range.
- b) Given an equation or graph, determine key characteristics of a quadratic function including x -intercepts (zeros), y -intercept, vertex (maximum or minimum), and domain and range (including when restricted by context); interpret key characteristics as related to contextual situations, where applicable.
- c) Graph a quadratic function, $f(x)$, in two variables using a variety of strategies, including transformations $f(x) + k$ and $kf(x)$, where k is limited to rational values.
- d) Make connections between the algebraic (standard and factored forms) and graphical representation of a quadratic function.
- e) Given an equation or graph of an exponential function in the form $y = ab^x$ (where b is limited to a natural number), interpret key characteristics, including y -intercepts and domain and range; interpret key characteristics as related to contextual situations, where applicable.
- f) Graph an exponential function, $f(x)$, in two variables using a variety of strategies, including transformations $f(x) + k$ and $kf(x)$, where k is limited to rational values.
- g) For any value, x , in the domain of f , determine $f(x)$ of a quadratic or exponential function. Determine x given any value $f(x)$ in the range of f of a quadratic function. Explain the meaning of x and $f(x)$ in context.
- h) Compare and contrast the key characteristics of linear functions ($f(x) = x$), quadratic functions ($f(x) = x^2$), and exponential functions ($f(x) = b^x$) using tables and graphs.

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:

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- 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.

1.14 Function Model Construction and Application

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

Construct a rational function model based on a context.

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

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Science

6th Grade Science

- LS.5 The student will investigate and understand that biotic and abiotic factors affect an ecosystem. Key ideas include
- a) matter moves through ecosystems via the carbon, water, and nitrogen cycles;
 - b) energy flow is represented by food webs and energy pyramids; and
 - c) relationships exist among producers, consumers, and decomposers.

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.
- PS.7 The student will investigate and understand that electromagnetic radiation has characteristics. Key ideas include
- a) electromagnetic radiation, including visible light, has wave characteristics and behavior; and
 - b) regions of the electromagnetic spectrum have specific characteristics and uses.

Earth Science

- ES.9 The student will investigate and understand that many aspects of the history and evolution of Earth and life can be inferred by studying rocks and fossils. Key ideas include
- a) traces and remains of ancient, often extinct, life are preserved by various means in sedimentary rocks;
 - b) superposition, cross-cutting relationships, index fossils, and radioactive decay are methods of dating rocks and Earth events and processes;
 - c) absolute (radiometric) and relative dating have different applications but can be used together to determine the age of rocks and structures; and
 - d) rocks and fossils from many different geologic periods and epochs are found in Virginia.

Biology

- BIO.8 The student will investigate and understand that there are dynamic equilibria within populations, communities, and ecosystems. Key ideas include

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- 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

- 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
- assessing the influence of geography on Roman economic, social, and political development;
 - describing Roman mythology and religion;

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- 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
- 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;

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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.4

Humanities

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) (11/1)

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

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

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

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

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

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

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

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

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

8.2 The student will apply movement principles and concepts and apply knowledge of major body structures to explain how body systems interact with and respond to physical activity and movement.

c) Explain how offensive and defensive tactics and strategies are used to gain an advantage in games and sports.

d) Analyze performance in a variety of selected skills/activities using movement concepts of agility, power, coordination, reaction time, speed, force, motion, rotation, and energy of self and partner.

9.1 The student will perform all basic movement skills and demonstrate movement and biomechanical principles in a variety of activities that may include outdoor pursuits, fitness activities, dance and rhythmic activities, aquatics, individual performance activities, and games and sports (net/wall, striking/fielding, and goal/target [s]).

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

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

g) Apply biomechanical principles of balance, energy, and types of muscle contractions to a variety of activities.

Physical Education (High) (11/1)

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

h) Explain how alcohol and other drugs increase the risk of injury.

i) Analyze the consequences of binge drinking.

j) Explain facts about opioids and why teens are more vulnerable to heroin and prescription opioids.

9.2 The student will explain the impact of health risks and identify strategies and resources to limit risk.

- h) Evaluate the effects of alcohol and other drugs on human body systems, brain function, and behavior, and describe health benefits associated with abstaining from alcohol, tobacco, or other drugs.
- i) Develop a set of personal standards to resist the use of alcohol, tobacco, and other harmful substances and behaviors.
- j) Analyze and draw inferences about behaviors connected to addiction and mental health.

9.3 The student will demonstrate skills to advocate for personal and community health.

- h) Promote ways to encourage reporting peer substance use to trusted adults (e.g., parents, teachers, coaches, doctors).
- i) Develop a personal plan to prevent substance use.
- j) Research consequences of drug abuse, including stealing to support a drug habit, arrest, prosecution, and jail

10th grade drivers education module 5 Navigating Roadways 10/28 - 10/31

DE. 5 The student will demonstrate appropriate adjustments when approaching controlled and uncontrolled intersections, curves, work zones, railroad crossings, and hills with line-of-sight or path-of-travel limitations. Key concepts/skills include

- a) right-of-way rules
- b) roadway signs, signals, and markings
- c) slope/grade of terrain; and d) vehicle position and speed control.

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.
- 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.

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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.

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.

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

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

with other disciplines to develop innovative solutions to problems.

MCB 12. The student will demonstrate music literacy.

- a) Identify, define, and use basic standard notation for pitch, rhythm, meter, dynamics, and other elements of music.
- b) Notate student-created compositions using standard notation.
- c) Echo, read, count, and notate rhythmic patterns.
- d) Sight-sing eight-measure melodic patterns while maintaining a steady beat.
- e) Differentiate by sight call-and-response songs, canons, and partner songs

MCI 12. The student will demonstrate music literacy.

- e) Identify components of a vocal score.

HCB 12. The student will demonstrate music literacy.

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

HCI.12 The student will demonstrate music literacy.

- a) Identify the components of a vocal score.

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

MCB 13. The student will develop aural skills.

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

MCI 13. The student will demonstrate aural skills.

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

HCB.13 The student will demonstrate aural skills.

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

HCI.13 The student will demonstrate aural skills.

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

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

- a) Use proper posture and breathing techniques that support vocal production.
- b) Identify components of the vocal anatomy and vocal health.
- c) Develop vocal agility and range through vocal exercises.
- d) Use correct intonation.
- e) Blend with other singers on the same vocal part.

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- 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
- 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

- 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.
- 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 (11/1)

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

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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.

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

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

- a. Read and interpret algorithms expressed using plain language, and pseudocode. Read and write programs that include compound conditional execution and evaluate complex Boolean conditions.
- b. Read and write programs that accept input from a variety of sources and produce output based on that input.
- c. Read and write programs that include pre-defined and self-defined procedures.
- d. Read and write programs that include functions with/without parameters, and functions with/without return values.
- e. Read and write programs that consist of modular division, random number generation, substring manipulation and processing of individual characters.
- f. Integrate external code with Application Programming Interface (APIs) and library calls.

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

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

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

- a. Use linear data structures: arrays, lists, and non-linear data structures.
- b. Evaluate and convert data structures when appropriate.

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- c. Read and write programs that store, process, and manipulate 1D and 2D collections.
- d. Identify how and when to use search and sort algorithms.
- e. Read and write programs that include search and sort algorithms.
- PRG.AP.5 The student will create programs that demonstrate an understanding of the interactions between classes and object-oriented design.
 - a. Define the role of inheritance, polymorphism, and encapsulation in object-oriented programming languages.
 - b. Use classes with instance data and methods to satisfy a design specification.
 - c. Organize programs methodically using comments and other organizational structures so that others can understand, interpret, and modify the program.
- PRG.AP.6 The student will explain and justify program design and development decisions.
 - a. Explain the software life cycle and how it applies to the iterative design process.
 - b. Justify and communicate decisions and design elements.
- PRG.AP.7 The student will interpret, adapt, test, debug, and refine algorithms for use in a particular context and evaluate for efficiency.
 - a. Use Big O notation to compare the benefits and drawbacks of using different algorithms for a particular process.

Computing Systems (CSY)

- PRG.CSY.1 The student will evaluate the relationship between storage, processing, and efficiency, and analyze the role in program development.
 - a. Create programs that utilize persistent storage for program input and output.
 - b. Define the role of cache memory.
 - c. Analyze the impact of different types of memory on program processing speed.
 - d. Conduct a cost-benefit analysis for different types of memory.
 - e. Redesign a program to improve efficiency and performance.

Cybersecurity (CYB)

- PRG.CYB.1 The student will evaluate current and emerging programming security practices.
 - a. Create programs that safeguard against user error.
 - b. Create programs that implement encryption algorithms.
 - c. Describe how software programs can meet basic requirements for security based on best practices.

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- d. Describe the impact of software vulnerabilities.
- e. Evaluate methods developers use to protect unauthorized access to programs.

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

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

Data and Analysis (DA)

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

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

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

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

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

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

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

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- 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.