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Happy Veterans' Day

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Franklin Military Academy

2024-2025

Weekly Agenda

The Home of the Mighty Knights
Going From Good To Great

KNIGHTS
FRANKLIN MILITARY ACADEMY
FOUNDED 1980

"A Knight Forever"

(H) Col. David A. Hudson, Principal
November 11, 2024

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Emergency Alerts

Lock & Hide

Crisis Condition
Return to class and secure door

Lock & Teach

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

Lock & Check

Bomb threat procedures

Evacuate

Exit building due to an emergency
Take Fire Exit Route

Make Preparations To Depart **For Primary/Alternate**

Shelter location

Restrictive Movement

Only essential personnel may move freely

Shelter In Place

Report to designated areas
Assume required position(s)

Reverse Evacuation

Return to your facility

Normal Operation

Return to business as usual

Attention, Attention this is not a drill

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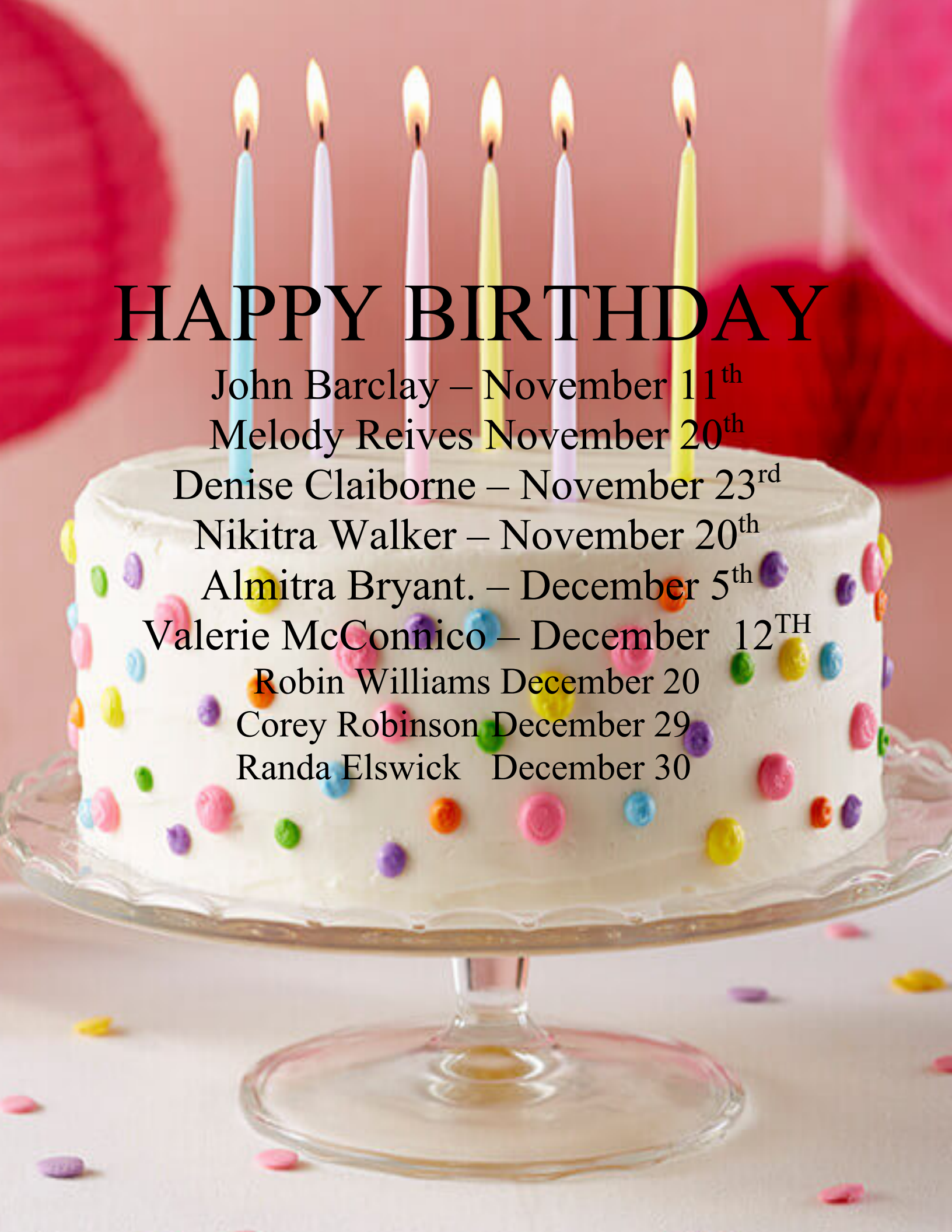
Safety At Franklin Military Academy

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

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

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



HAPPY BIRTHDAY

John Barclay – November 11th

Melody Reives November 20th

Denise Claiborne – November 23rd

Nikitra Walker – November 20th

Almitra Bryant. – December 5th

Valerie McConnico – December 12TH

Robin Williams December 20

Corey Robinson December 29

Randa Elswick December 30

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BELL SCHEDULE AT A GLANCE

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

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Over-the-phone

SYNCROZ LANGUAGE SOLUTIONS

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.

www.syncroz.com

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From Mr. Orlando

New tech for the district

The district has added some additional features to our edtech toolbox. Instead of using CHAT GPT, Google has its own AI called Gemini which is located in your "waffle."

What is Gemini ai?

Gemini AI is Google's latest generation of AI models, designed to be a more advanced and conversational personal assistant. It's built from the ground up with enhanced language understanding and reasoning capabilities, making it more adept at understanding natural language and providing richer, more detailed responses

Also, we have **Notebook LM** (one of my favorite tools right now).

NotebookLM is an AI-powered note-taking and research tool developed by Google Labs. It utilizes Google Gemini, a large language model, to analyze and understand the content of uploaded documents. This allows NotebookLM to generate summaries, explanations, and answer questions based on the information within the documents.

Key Features:

- **Summarization:** NotebookLM can condense long documents into concise summaries, highlighting the key points and arguments.
- **Explanation:** It can provide explanations for complex concepts or passages, breaking down information into easier-to-understand terms.
- **Question Answering:** Users can ask specific questions about the document content, and NotebookLM will provide relevant answers.
- **Document Analysis:** The tool can analyze documents and identify key themes, topics, and relationships between different ideas.

How it Works:

1. **Upload Documents:** Users upload their documents in various formats (e.g., PDFs, Word documents, etc.) to the NotebookLM platform.
2. **AI Processing:** Google Gemini processes the uploaded documents, extracting relevant information and understanding the context.
3. **Generate Insights:** The AI generates summaries, explanations, and answers to user queries based on the processed information.

Benefits:

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- **Improved Understanding:** NotebookLM helps users grasp complex information quickly and efficiently.
- **Enhanced Productivity:** By automating tasks like summarization and analysis, NotebookLM saves time and effort.
- **Deeper Insights:** The tool can uncover hidden patterns and connections within documents, leading to new insights.

How can that help you as a teacher? You can create study guides in the form of podcasts that students can listen to for grasping content. Look at this tutorial for some ways to make it happen. As always, I am here to assist if you have questions.

Note: These items are available for staff only, not students at the present time.

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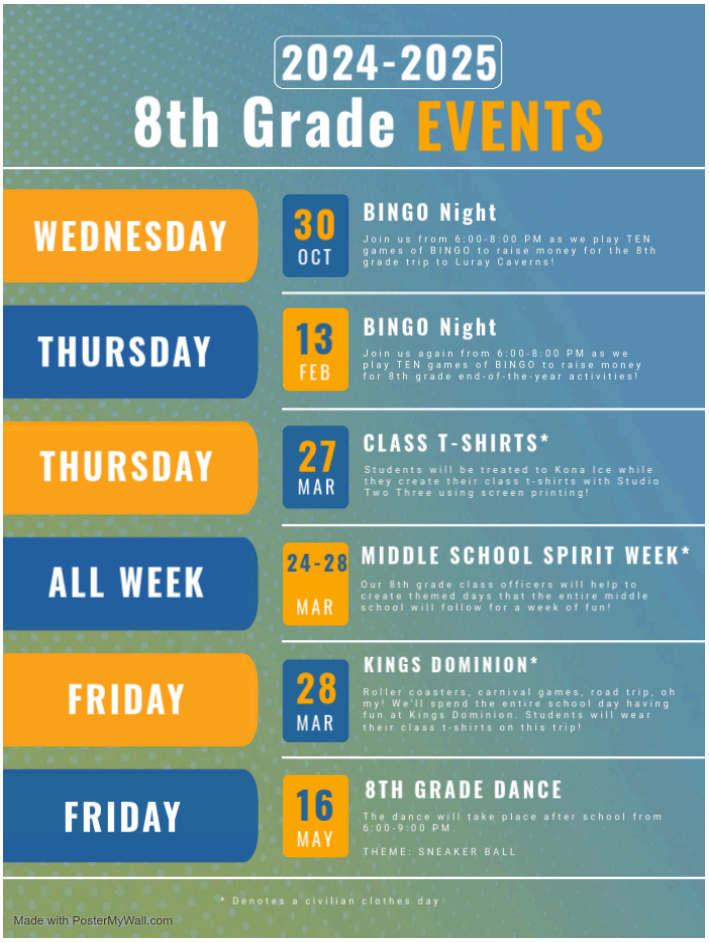
8th Grade Happenings



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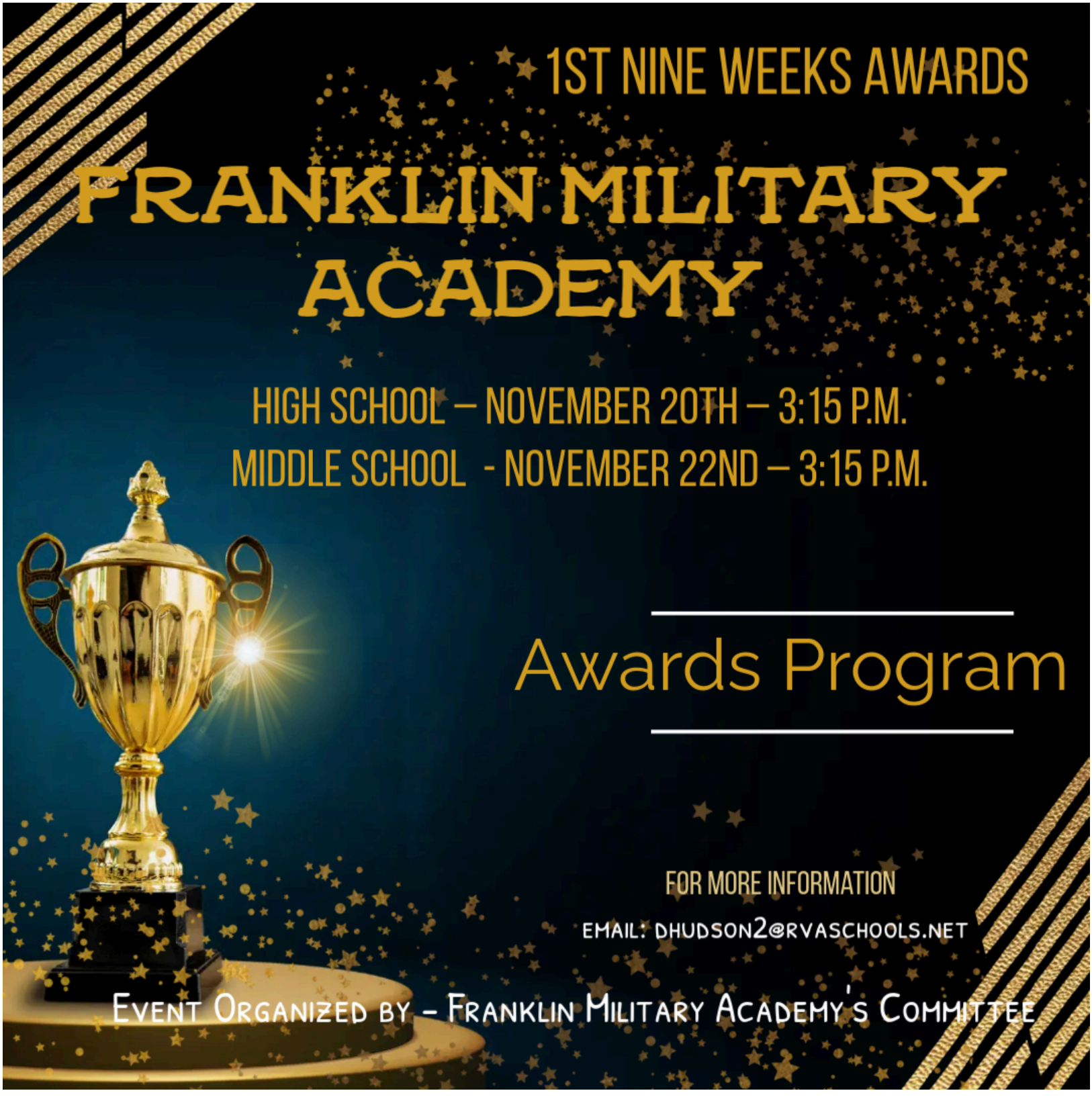


Starry Night

FMA Homecoming Dance

$20

WHO WILL WIN HOCO COURT?

6:00pm-10:00pm

November 16, 2024

701 North 37th Street

PAY MAJ SMITH IN ROOM 207

GRADES 9-12

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

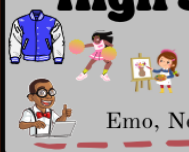
Tue 11/12

Decades Day

Wear an outfit from your favorite decade

Wed 11/13

High School Stereotype Day



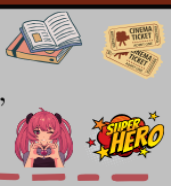
Dress up as your favorite high school stereotype

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 $20

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

Pick up a guest permission slip from MAJ Smith

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Boys Basketball

December Time	Location	Opponents
December 5, 2024 4:00p	River City	Brown vs River City
3:30p	Boushall	Franklin vs Boushall
3:30p	Dogwood	Albert Hill vs Dogwood
3:30p	Henderson	MLK vs Henderson
December 12, 2024 3:30p	Boushall	River City vs Boushall
3:30p	Brown	Dogwood vs Brown
3:30p	Henderson	Franklin vs Henderson
3:30p	MLK	Albert Hill vs MLK
December 16, 2024 3:30p	Dogwood	River City vs Dogwood
4:00p	Franklin	Albert Hill vs Franklin
3:30p	Brown	Henderson vs Brown
3:30p	MLK	Boushall vs MLK
December 19, 2024 3:30p	Dogwood	Boushall vs Dogwood

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3:30p	Albert Hill	Brown vs Albert Hill
4:00p	River City	Henderson vs River City
4:00p	Franklin	MLK vs Franklin

January

January 9, 2025 3:30p	Brown	Franklin vs Brown
3:30p	Boushall	Albert Hill vs Boushall
3:30p	Henderson	Dogwood vs Henderson
4:00p	River City	MLK vs River City
January 13, 2025 3:30p	Boushall	Brown vs Boushall
4:00p	River City	Franklin vs River City
3:30p	Dogwood	Albert Hill vs Dogwood
3:30p	MLK	Henderson vs MLK
January 16, 2025 3:30p	Brown	River City vs Brown
4:00p	Franklin	Boushall vs Franklin
3:30p	Albert Hill	Henderson vs Albert Hill
3:30p	Dogwood	MLK vs Dogwood

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January 23, 2025 4:00p	Franklin	Dogwood vs Franklin
3:30p	Albert Hill	River City vs Albert Hill
3:30p	Henderson	Boushall vs Henderson
3:30p	MLK	Brown vs MLK
January 27, 2025 TBA	TBA	Tournament Round 1
January 30, 2025 TBA	TBA	Tournament Round 2

February

February 3, 2025 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*****

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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

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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 ***(Asynchronous Learning Day)***
12:00 p.m. Richmond Success Academy ***(Asynchronous Learning Day)***
3:00 p.m Franklin Military Academy ***(12:00 p.m. Dismissal)***
6:00 p.m. Open High School ***(Regular Schedule)***

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STAFF IMPORTANT DATES THROUGH FIRST SEMESTER

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

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Reminders

It is subject to change & updates

November 11th
1st Nine Weeks Report Cards Go Home

November 13th
Make Up
Picture Day
Students Retaking Pictures Should Be In Class A.

November 16th
Homecoming Dance – High School Only

November 20th
High School Awards Program - 3:15 p.m.

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

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

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

FM458849

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

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AM RTC
M. Guerra-Samayoa- S2
Curtis Hayes- S2
Joel Sloan- S1
Darius Hogan- S1
Xzavier Jones- S1
Rakeem Ballou- S2
Quadir Linton-Muldor- S1
Yennifer Reyes-Hernandez- S2
Sydnei Jefferson- S2

PM RTC
Richardson Armstead- S2
Keandre Franklin-S2
Love Gale-S2
James Hogan- S2
Antoine Parker- S2
Brian Reyes-Hernandez- S2
Addason Rickman- S2
Raymond Allen- S1
Carter Brown- S1

ECA Students
Kobe Deguzman- C/O 2025
Jiovanni Elliott- C/O 2025
Yazmine Jackson- C/O 2025
Amare' Maccombie- C/O 2025
Janae Siler- C/O 2025
Michael Amoreti-Ramos- C/O 2026
David Avula- C/O 2026
Jayden Harrington- C/O 2026
Sonia Marquez- C/O 2026
Carlos Melendez Linares- C/O 2026
Darrell Vaughan- C/O 2026

Early Release
Janae Siler- S1 & S2
Jiovanni Elliott- S1 & S2
Malik Baskins- S1
Isaiah Duguid- S1
Malachi Harrington- S1
Jeremy Jones- S1 & S2
Senya Jackson- S2
Ijon Robinson- S1 & S2
Makayla White- S1 & S2
Malachi Hall- S1
Quavarius Cruel-Randolph- S1 & S2
Isaac Dejesus- S1 & S2

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

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Saitama, Japan Teacher Exchange
Richmond Public Schools
November 16 - November 29, 2024

Teacher Information	Host Family Information
Mariyo Goto ("Mario Go-toe-san") Takasago Elementary School	Week 1: Crystal Clark, cclark@rvaschools.net - Elizabeth to add address Week 2: Brooke Cosans, block@rvaschools.net - Elizabeth to add address (N. Chesterfield)
Yuko Anzai ("Yew-ko Anne-zai-san") Wado Elementary School	- Elizabeth is following up to confirm host

Date	Overview & Schedule	Follow Up Tasks/Notes
Friday, November 22	Middle School Visits Franklin Military - JROTC - Business/FACS Ms. Reives/Mrs. Parker Lucille Brown MS - IB Program - Ms. Tracy Cady (tcady@) RPS High School Football Game (Playoff Game to be confirmed after 11/15) - Location TBD - Time TBD	- Rhonda will confirm with FMA teachers and JROTC - Principals to be prepared

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Links

AP Curriculum Information
Assessment Calendar
Attendance Tracker
Auditorium
Computer Replacement Form
Comprehensive Data Sheet
SY 24-25 Curriculum Updates & Resources
Data Meeting Document
Detention
ELLEVATION
FMX – Maintenance
Gaggle
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

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Field Trips

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

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

November 14th - Finance Park – Reives & Taylor

November 16th - Pocahontas State Park" - Raiders - Corey Robinson

November 22nd - Black History Museum & Cultural - Dubinsky

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CUSTODIAN SCHEDULE

Custodial Duties

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

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

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

Franklin Military Academy
Afterschool Activity Attendance

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

Teacher Name_____

Date _____ **Room/Location**_____

Type of Activity_____

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

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Dr. J. Smiths' Weekly Schedule 11/11/24

Monday	Morning bag-checks Announcements Walk through – Positive views!!! Administration Meeting Lunch Duty Observations
Tuesday	Walk through – Positive views!!! Administration Meeting Lunch Duty Observations
Wednesday	Morning bag-checks Announcements Walk through – Positive views!!! Attendance Meeting 10:00 Lunch Duty
Thursday	Morning bag-checks Announcements MS Training Lunch Duty Observations
Friday	Morning bag-checks Announcements Champion Meeting – 9:00 Walk through – Positive views!!! Lunch Duty

This is a basic schedule: Go to link to sign up for goals and observations.

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School Counselor Schedule
Week of 11/11-11/15

Monday	Admin Meeting Grad Impact Meeting
Tuesday	Data Entry
Wednesday	Attendance Meeting
Thursday	Counselor PD
Friday	Data Entry

Week of 11/18-11/22

Monday	Admin Meeting
Tuesday	Data Entry
Wednesday	SCHOOL HOLIDAY
Thursday	SCHOOL HOLIDAY
Friday	SCHOOL HOLIDAY

Week of 11/25-11/29

School Counselor Schedule

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Monday	Admin Meeting
Tuesday	Data Entry
Wednesday	HS Counselor Meeting Attendance Meeting
Thursday	Data Entry
Friday	Data Entry

Week of 12/02-12/06

Monday	Admin Meeting
Tuesday	Data Entry
Wednesday	VCAN Conference
Thursday	VCAN Conference
Friday	VCAN Conference

Week of 12/09-12/13

Monday	Admin Meeting
Tuesday	Data Entry
Wednesday	Attendance Meeting
Thursday	HS Counselor Meeting
Friday	Data Entry

Week of 12/16-12/20

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Vocabulary in Action Word of the Week

Inchoate

What It Means

Inchoate is a formal adjective and synonym of *vague* that describes something that is not completely formed or developed yet.
// In the podcast, the author described the process by which she took a series of *inchoate* vignettes and shaped them into her best-selling novel.

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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 virginiatech.zoom.us/j/82805927271
  - ***November 6th* – Transfer Options** with Jarrid Delaney (Admissions Director) and Sneha Magadi (President of the Transfer Peer Mentoring Program)
  - 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.
  - Previous recordings can be found under the What's Up Wednesdays playlist on CEED's YouTube channel.
  - 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.
  - 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
  - VT student informational panels (college in general, engineering, specific engineering majors)
  - Tutoring/Mentoring
  - Hands on activities
  - Campus visits
  - 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/

Upcoming events:

- 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.

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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

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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

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

Week Starting	Team
September 2	1
September 9	2
September 16	3
September 23	1
September 30	2
October 7	3
October 14	1
October 21	2
October 28	3
November 4	1
November 11	2
November 18	3
November 25	1
December 2	2
December 9	3
December 16	1
January 6	2
January 13	3

Week Starting	Team
January 20	1
January 27	2
February 3	3
February 10	1
February 17	2
February 24	3
March 3	1
March 10	2
March 17	3
March 24	1
April 7	2
April 14	3
April 21	1
April 28	2
May 5	3
May 12	1
May 19	2
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.

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Richmond Chapter of The Links Activities Dates

Tuesday, 11/12/2024
Tuesday, 12/10/2024
Tuesday, 1/14/2025
Tuesday, 1/28/2025
Tuesday, 2/11/2025
Monday, 2/17/2025 - RPS Holiday
Tuesday, 3/11/2025
Tuesday, 3/25/2025
Monday, 4/21/2025 - RPS Holiday
Tuesday, 4/22/2025

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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

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Awards Programs
High School – November 20th – 3:15 p.m.
Middle School - November 22nd – 3:15 p.m.

Monday – November 11, 2024 - FORMATION SCHEDULE

- **Graduation & Administration Meeting - 11:00 am.**
- **Mr. Wash, Brodnax & Brown Tour - Hudson**
- **Detention**
- **Make sure you are posting your DASH on the board.**
  D = Date, A= Agenda, S= Statement Learning – "I Can" Objective, H = Homework
- **The administration will be observing classes**
- **Homecoming Activities: Dress Your Age - (See Flyer In The Agenda For More Details)**
- **Place Awards Information In Spreadsheet – November 15 (Link)**

Tuesday – November 12, 2024 - REGULAR SCHEDULE

- **Detention**
- **Make sure you are posting your DASH on the board.**
  D = Date, A= Agenda, S= Statement Learning – "I Can" Objective, H = Homework
- **The administration will be observing classes**
- **Richmond Middle Schools P2B Session 2: Student Course Requests – Hudson, Frierson & Smith 9:00 am – 12:00 pm.**
- **Homecoming Activities: Decades Day - (See Flyer In The Agenda For More Details)**
- **Place Awards Information In Spreadsheet – November 15 (Link)**

Wednesday – November 13, 2024 - FORMATION SCHEDULE

- **Attendance meeting – 10:00 am.**
- **Detention**
- **Make sure you are posting your DASH on the board.**
  D = Date, A= Agenda, S= Statement Learning – "I Can" Objective, H = Homework
- **The administration will be observing classes**
- **Homecoming Activities: High School Stereotype Day - (See Flyer In The Agenda For More Details)**
- **15th Day Reminder: Drop Day and Code (SAST Team & SISOP)**
- **Fall Pictures -& Senior Pictures - Makeup – Class A for Students Making Up Pictures**

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- **Graduation IMPACT Team Sessions - AV Norrell -= Jamison, Frierson & Hudson 11:00 am.**
- **Technical Assistance Meeting – FMA – Frierson, Hudson, Smith & Jamison**
- **Saitama Visit Briefing**
- **Place Awards Information In Spreadsheet – November 15 (Link)**

Thursday – November 14, 2024 - REGULAR SCHEDULE

- **Detention**
- **Make sure you are posting your DASH on the board.**
  D = Date, A= Agenda, S= Statement Learning – "I Can" Objective, H = Homework
- **The administration will be Fandom Day - (See Flyer In The Agenda For More Details)**
- **PLC Meetings with lead teachers - 4:15 pm.**
- **Principal's Meeting – Albert Hill Middle School - 8:00 am – 4:00 pm.**
- **Partnership for the Future: Student Meeting Schedule Request – Frierson**
- **Track Meet – Barclay, Wester & Ashe 12:00 pm.**
- **Place Awards Information In Spreadsheet – November 15 (Link)**

Friday – November 15th , 2024 - FORMATION SCHEDULE

- **Detention**
- **Make sure you are posting your DASH on the board.**
  D = Date, A= Agenda, S= Statement Learning – "I Can" Objective, H = Homework
- **The administration will be observing classes**
- **Homecoming Activities: Comfy Day - (See Flyer In The Agenda For More Details)**
- **Championship & Habits -**
- **Assistant Principal's Meeting - Thomas Henderson Middle School 9:00 am.**
- **December 1 Count**
- **Family Cookout with Alumni - Friday, November 15, 2024 - 2:00 pm-4:00 pm**
- **Place Awards Information In Spreadsheet – Today (Link)**

Saturday – November 16th , 2024 -

- **Homecoming Dance - 6:00 pm.**

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MilitaryInstruction

MILITARY INSTRUCTOR LESSONS FOR WEEK 6 - 8 NOVEMBER 2024

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 – Archery, Drill & Ceremony, Boys & Girls Club

LET I – Drill and Ceremony, First Aid

MIDDLE SCHOOL – MSG Gilliam, CPT York, and Mr. Felton will focus on Drug Abuse and Violence

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."

6.W.2A. Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:
vii. Providing a concluding statement or section. "

6.W.3 B. Self-and peer-edit for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English. "

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6.W.3Revise writing for clarity of content, word choice, sentence variety, and transition among paragraphs."

7th Grade Language Arts - SOL Test

7.RI.3 Integration of Concepts A. Analyze ideas within and between selections including how specific sentences, paragraphs, or sections contribute to the development and meaning of ideas. B. Compare and contrast how two or more authors writing about the same topic shape their presentations or viewpoints of key information by emphasizing different facts, opinions, and reasoning

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

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

9th Grade Language Arts

9.RV.1 Vocabulary Development and Word Analysis

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

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B. Examine and analyze the characteristics that distinguish literary forms (e.g., fiction, nonfiction, poetry, prose, novel, drama, essay, speech) and analyze how the differing structure of each literary form contributes to its meaning and style.

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

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

9.RL.3 Integration of Concepts

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

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

9.RI.1 Key Ideas and Confirming Details

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

C. Distinguish among, facts, reasoned judgments, and/or speculation in texts to determine where a position/argument is to be confirmed, disproved, or modified.

9.W.1 Modes and Purposes for Writing

B. Write reflectively in response to readings in which students compare two or more texts with details, examples, and other textual evidence to support an idea or position.

10th Grade Language Arts

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.

C. Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 9-10 band (See the quantitative and Qualitative Analysis charts for determining complexity in the

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,

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with peers, or with modest support.). Use this background knowledge as context for new learning.

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.

10.RV The student will systematically build vocabulary and word knowledge based on grade ten content and text.

10.RV.1 Vocabulary Development and Word Analysis

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

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

F. Explain the meaning of literary and classical allusions and figurative language in context and analyze their roles in texts. Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

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

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).**

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

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

Communication and Multimodal Literacies

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

12.C.1 Communication, Listening, and Collaboration

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

12.C.2 Speaking and Presentation of Ideas

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

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to confirm or self-correct word recognition and understanding, as necessary **(Reading Fluency, K-12).**

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

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

Title I

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

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

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

Grade 8– ON PACE

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

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

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

Grade 9– ON PACE

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

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

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

Grade 10– ON PACE

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

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

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

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

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

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

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

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

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

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

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

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

LAN
7.E Demonstrate control over the elements of composition to communicate clearly.
1.A Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.

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

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

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

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

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

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

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

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

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

AP Literature

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

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

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

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

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STR
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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.

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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.

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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

T.4. The student will graph the six inverse trigonometric functions.

AP Pre Calculus

P Precalculus
CED Topics 2.1-6

Express arithmetic sequences found in mathematical and contextual scenarios as functions of the whole numbers.

Express geometric sequences found in mathematical and contextual scenarios as functions of the whole numbers.

Construct functions of the real numbers that are comparable to arithmetic and geometric sequences.

Describe similarities and differences between linear and exponential functions.

Identify key characteristics of exponential functions.

Rewrite exponential expressions in equivalent forms.

Construct a model for situations involving proportional output values over equal-length input-value intervals.

Apply exponential models to answer questions about a data set or contextual scenario.

Construct linear, quadratic, and exponential models based on a data set.

Validate a model constructed from a data set.

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Science

6th Grade Science

LS.6 The student will investigate and understand that populations in a biological community interact and are interdependent. Key ideas include

a) relationships exist between predators and prey and these relationships are modeled in food webs;
b) the availability and use of resources may lead to competition and cooperation;
c) symbiotic relationships support the survival of different species; and
d) the niche of each organism supports survival.

7th Grade Science - Life Science

Physical Science

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.

PS.8 The student will investigate and understand that work, force, and motion are related. Key ideas include

a) motion can be described using position and time; and
b) motion is described by Newton's laws.

Earth Science

ES.8 The student will investigate and understand that freshwater resources influence and are influenced by geologic processes and human activity. Key ideas include

a) water influences geologic processes including soil development and karst topography;
b) the nature of materials in the subsurface affect the water table and future availability of fresh water;
c) weather and human usage affect freshwater resources, including water locations, quality, and supply; and
d) stream processes and dynamics affect the major watershed systems in Virginia, including the Chesapeake Bay and its tributaries.

Biology

BIO.2 The student will investigate and understand that chemical and biochemical processes are essential for life. Key ideas include

a) water chemistry has an influence on life processes;
b) macromolecules have roles in maintaining life processes;

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c) enzymes have a role in biochemical processes;
d) protein synthesis is the process of forming proteins which influences inheritance and evolution; and
e) the processes of photosynthesis and respiration include the capture, storage, transformation, and flow of energy.

Anatomy Physiology

AP.11 The students will understand that the circulatory system transports nutrients, oxygen, and hormones to cells throughout the body and removes metabolic wastes.

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6th United States History to 1865

USI.5 The student will demonstrate knowledge of the factors that shaped colonial America by
- a) describing the religious and economic events and conditions that led to the colonization of America;
- b) 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;
- c) describing colonial life in America from the perspectives of large landowners, farmers, artisans, women, free African Americans, indentured servants, and enslaved African Americans;
- d) 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
- a) explaining the reasons for and results of the Spanish American War;
- b) describing Theodore Roosevelt's impact on the foreign policy of the United States;
- c) 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.11 The student will demonstrate knowledge of how economic decisions are made in the marketplace by
- a) applying the concepts of scarcity, resources, choice, opportunity cost, price, incentives, supply and demand, production, and consumption;
- b) comparing the differences among traditional, free market, command, and mixed economies;
- c) describing the characteristics of the United States economy, including limited government, private property, profit, and competition.

CE.12 The student will demonstrate knowledge of the structure and operation of the United States economy by
- a) describing the types of business organizations and the role of entrepreneurship;
- b) explaining the circular flow that shows how consumers (households), businesses (producers), and markets interact;
- c) explaining how financial institutions channel funds from savers to borrowers;
- d) examining the relationship of Virginia and the United States to the global economy, with emphasis on the impact of technological innovations.

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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

a) assessing the influence of geography on Roman economic, social, and political development;
b) describing Roman mythology and religion;
c) explaining the social structure and role of slavery, significance of citizenship, and the development of democratic features in the government of the Roman Republic;
d) sequencing events leading to Roman military domination of the Mediterranean basin and Western Europe and the spread of Roman culture in these areas;
e) assessing the impact of military conquests on the army, economy, and social structure of Rome;
f) assessing the roles of Julius and Augustus Caesar in the collapse of the Republic and the rise of imperial monarchs;
g) explaining the economic, social, and political impact of the Pax Romana;
h) describing the origin, beliefs, traditions, customs, and spread of Christianity;
i) explaining the development and significance of the Church in the late Roman Empire;
j) listing contributions in art and architecture, technology and science, medicine, literature and history, language, religious institutions, and law;
k) citing the reasons for the decline and fall of the Western Roman Empire.

Era III: Postclassical Civilizations, 300 to 1000 A.D. (C.E.)

WHI.7 The student will demonstrate knowledge of the Byzantine Empire and Russia from about 300 to 1000 A.D. (C.E.) by

a) explaining the establishment of Constantinople as the capital of the Eastern Roman Empire;
b) identifying Justinian and his contributions, including the codification of Roman law, and describing the expansion of the Byzantine Empire and economy;
c) characterizing Byzantine art and architecture and the preservation of Greek and Roman traditions;
d) explaining disputes that led to the split between the Roman Catholic Church and the Greek Orthodox Church;
e) mapping and assessing the impact of Byzantine influence and trade on Russia and Eastern Europe.

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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;

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**

11th VA/US History – AP
Period 3

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

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Humanities

Date: Nov 8, 2024

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

Standards of Learning for Electives

FACS (11/15)

FACS Exploratory I

2 - Demonstrate critical thinking and problem-solving.
3 - Demonstrate initiative and self-direction
4 - Demonstrate integrity
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.
48 - Identify nutrients, their functions, and food sources
49 - Interpret information found on food labels
50 - Describe common food allergies and dietary needs
57 - Identify personal resources
58 - Identify strategies for earning and saving money
59 - Explain the relationship between education/training and income
60 - Demonstrate comparison shopping techniques useful in lifelong decision-making
61 - Explain the importance of consumer safety

FACS Exploratory II

2 - Demonstrate critical thinking and problem-solving.
3 - Demonstrate initiative and self-direction
4 - Demonstrate integrity
31 - Describe the developmental characteristics of early adolescence
32 - Identify factors and conditions that influence individual and family development
33 - Describe factors that influence the development of self-esteem, self-concept, and personality
34 - Demonstrate examples of caring, respectful, and responsible behaviors.
35 - Demonstrate characteristics of positive relationships.

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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.
75 - Use the FCCLA planning process

Independent Living

12 - Demonstrate career- and life management skills
13 - Demonstrate continuous learning and adaptability
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) (11/15)

- **6.1 The student will demonstrate all critical elements in movement forms in various activities and demonstrate the six components of skill-related fitness.**
- Motor Skill Development
- a) Combine and apply manipulative skills into small-sided games for overhand and underhand throwing and catching, throwing and catching to a target with accuracy and control, and hand and/or foot dribbling with accuracy at varying speeds while applying spatial awareness within partner and small-group modified game-play.
- g) Demonstrate basic offensive and defensive strategies in noncomplex, modified, and small-sided activities.

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- **6.2 The student will apply both movement principles and concepts including the knowledge of anatomical structures to movement-skill performance.**

6th grade Day 1-2 is on a separate lesson plan

- Anatomical Basis of Movement
- a) Refine and adapt individual and group activity skills by applying concepts of relationships, effort, spatial awareness, direction, speed, accuracy, and pathways to improve performance.

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

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

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

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

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

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

a. Identify and demonstrate proper etiquette, respect for the differences of others, integrity, safety and teamwork while engaging in a variety of activities.
b. Explain the effects of sports and activities in developing respect for the unique characteristics, differences and abilities of peers.
c. Apply conflict-resolution skills in physical activity settings.
d. Identify an opportunity for social support in a self-selected physical activity.

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

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

Physical Education (High) (11/15)

10th grade drivers education module 6 sharing the road with others
DE.18 The student will identify and describe the performance characteristics of other road users and apply problem-solving skills to minimize risks when sharing the roadway. Key concepts/skills include investigating the unique characteristics and vulnerabilities of
a) pedestrians and animals;
b) bicycles, scooters, mopeds, and motorcycles;
c) tractor-trailers, trucks, and construction vehicles;
d) sport utility vehicles, recreation vehicles, and trailers;
e) emergency vehicles;
f) funeral processions;
g) passenger and school buses;
h) farm machinery and horse-drawn vehicles; and
i) highway workers.

9th grade health chapter 26 safety and injury prevention
9.1 Safety/Injury Prevention
k) Identify behaviors that contribute to injuries and that may result in irreversible consequences.
l) Define traumatic and non-traumatic brain injury and identify examples of each, including concussion.
m) Describe actions, behaviors, and signs that may indicate potential threats to individuals or the school.

Art (11/29)

Art 6

6.12 The student will use elements of art and principles of design to express meaning in works of art.

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a) Color—relationships.
b) Line—variation, implied.
c) Texture—visual, tactile.
d) Value—gradation.
e) Proportion—realistic, distorted.
6.6 The student will explore and understand historical and cultural influences of art.
a) Explore how the ethnic heritage, culture, and personal identities of artists influence their work
b) Examine the roles of crafts in communities.

Art 7

7.12 The student will use elements of art and principles of design to express meaning in works of art:
a) Color—harmonious chromatic relationships.
b) Line—contrast, gradation.
c) Space—positive, negative.
d) Emphasis—focal point, dominance.
e) Proportion—actual, exaggerated

Art I Foundations

AI.2 The student will identify and apply steps of a creative process to develop ideas and artwork.
a) Develop personal questions for inquiry.
b) Research.
c) Brainstorm.
d) Develop preliminary sketches.
e) Plan.
f) Refine.
g) Reflect.
h) Maintain and use a process art portfolio (e.g., sketchbook/journal and digital or traditional working portfolio) for planning and as a resource in the artmaking process.
i) Recognize the role of exhibition as part of the creative process.
AI.12 The student will select and apply elements of art and principles of design to communicate meaning in works of art.

Art II Intermediate

AII.1 The student will apply creative thinking to original artistic works.

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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.2 The student will apply a creative process to develop ideas and artwork.
a) Refine and edit original works of art.
b) Expand the use of a digital or traditional process art portfolio to include research, inquiry, preliminary sketches, completed works, critical writings, and reflections.
AII.12 The student will employ elements of art and principles of design to effectively communicate the intended meaning in works of art and design.

Art III Advanced Intermediate

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.
c) Maintain a digital or traditional process art portfolio that demonstrates inquiry research, fluency of ideas, flexibility of thought, connections, concepts, media exploration, and processes.
AIII.4 The student will analyze how the attributes of works of art and design may evoke viewer response.
AIII.15 The student will demonstrate technical skill and independent thinking in the use of media, techniques, and processes to achieve desired intentions in works of art and design.
AIII.16 The student will investigate, evaluate, and select artmaking media and techniques to create a series or sequence of personal works of art.
AIII.17 The student will refine personal stylistic choices for subject matter of artwork.

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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)

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Use the creative process to develop and inform an original artistic vision/voice.

Guitar (11/29)

Beginning Guitar (Guitar 1)

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.

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

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.

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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

Intermediate Guitar (Guitar 2)

HII.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.

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

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

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

HII.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.

HII.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

Middle School Guitar:

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MIB.3 The student will analyze, interpret, and evaluate music.

- a) Describe and interpret diverse works of music using inquiry skills and music terminology.
- b) Describe accepted criteria used for evaluating works of music.
- c) Describe performances of music using music terminology.

MIB.12 The student will demonstrate music literacy.

- c) Play selected lines from music being studied.
- f) Define and apply music terminology found in the music literature being studied.
- g) Read and interpret standard music notation while performing music of varying styles and levels of difficulty.

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

- 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).

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:

- Holiday concert
    - God Rest Ye Merry, Gentlemen

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- White Christmas
- El Noi de la Mare
- Carol of the Bells

Creative Journal (last 15 minutes of class)

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

Choir (11/29)

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.

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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.

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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

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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

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HCB 10. The student will describe ways in which innovative tools and media influence the
development of vocal music and choral styles
HCI.10 The student will explore a variety of innovative media, tools, and processes to create,
edit, present, and/or understand new works of music.
MCB 11. The student will identify the relationship of choral music to the other fine arts.
HCB.11 The student will describe relationships of vocal music to the other fine arts and other
fields of knowledge.
HCI.11 The student will make cross-curricular connections to explore how music works together
with other disciplines to develop innovative solutions to problems.
MCB 12. The student will demonstrate music literacy.

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

MCI 12. The student will demonstrate music literacy.

e) Identify components of a vocal score.

HCB 12. The student will demonstrate music literacy.

a) Identify the components of a vocal score.
b) Read and count rhythmic patterns.
c) Identify the function of accidentals.
d) Define the rules for identifying key signatures.
e) Sight-sing eight-measure, stepwise melodic patterns using
f) Define the rules for identifying time signatures in duple and triple meters.
g) Demonstrate basic conducting patterns.

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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.

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f) Identify a cappella vs. accompanied singing.

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

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

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

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

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

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

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

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

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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.

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French (11/29)

French I.

1.NL - The student will initiate, sustain, and close oral and written exchanges in French,
applying familiar vocabulary and structures to new situations.
1. Participate in sustained exchanges that reflect major time frames.
2. Exchange detailed information on familiar topics in a variety of interpersonal contexts.
3. Use nonverbal communication, paraphrasing, and circumlocution to convey and comprehend messages in level-appropriate French.
STANDARD 1: Investigate Intercultural Products, Practices and Perspectives (Presentational
Mode)
4. Share how products and practices of public and personal interest are related
to perspectives of native and other cultures.
5. Share how global products and practices are related to perspectives of native

and other cultures.

French II -

Communication Interpretive
Interpersonal Communication & Presentational - ACTFL Standards
Making Connections through Language
FII.NM8 The student will use information acquired in the study of French and information
acquired in other subject areas to reinforce one another.

NM- 10. The student will give examples of the influence of French and francophone culture(s) on other subject areas.
NM-12. The student will compare information acquired in other subject areas to
topics discussed in French class.

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French III

-STANDARD 14: Investigate Intercultural Products, Practices and Perspectives
(Interpersonal Mode)
NM6.AL Share how products and practices of public and personal interest are
related to perspectives of native and other cultures.
AM8.AM Share how global products and practices are related to perspectives of
native and other cultures.

Standards SOL 10.4, 10.5 - The students will read, comprehend, and analyze a variety of
fictional texts including narratives, literary nonfiction, poetry, and drama.
c) Interpret how themes are connected across texts
d) Compare and contrast the bank and the post office e) Analyze the cultural or social
function of a literary text f) Explain the relationship between the author's style and literary
effect Le Conditionnel
Standards 3. NH. Identify typical products and practices related to familiar, everyday life to
help understand perspectives of native and other cultures.
WL 3. 2 - The student will present information orally and in writing in French, combining
learned and original language in connected sentences and paragraphs on familiar topics.
WL3.3. Present information, using structures that reflect present, past, and
immediate future time.
WL3 4. Demonstrate attention to accurate intonation and pronunciation.
WL4.1. Demonstrate attention to accurate word order, punctuation, accents and other diacritical marks, and spelling.

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Spanish (11/15)

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...

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● 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-soeaking 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

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- 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 3: Una vida sana y equilibrada instructs students to explore and identify the ways in which healthy practices affect personal well-being and the community. Vocabulary will focus on healthy living and physical activity. Students will learn the Ud. and Uds. imperative, formation and uses of the present subjunctive, and future tense to suggest possibility. Student's will also explore and recommend examples of healthy practices from the Spanish-speaking world to my community.

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Vocabulary topics
- healthy living
- formal dining
- physical activity

Culture
- explore similarities and differences between healthy living practices in the US and the Spanish-speaking world

Functions
- how to exchange information about how to spend one's free time
- how to describe likes and preferences of hobbies
- explore healthy habits from the Spanish-speaking world into my community

Grammar/ structure
- Ud. and Uds. imperative
- formation of the present subjunctive
- uses of the subjunctive
- future tense to suggest possibility

Essential Questions
- How can I achieve and maintain a healthy and balanced life?
- How can I incorporate some healthy habits from the Spanish-speaking world into my community?
- How can I contribute to the well-being of the local and global community?

Student Learning Objectives

I can...
- Examine how to achieve and maintain a healthy and balanced life based on nutrition and exercise.
- Explore and recommend examples of healthy practices from the Spanish-speaking world to my community.
- Illustrate ways in which I can contribute to the well-being of my community and the global community.

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Band ()

CTE EPF (11/15)

Digital Applications
Compose business documents.
Composition should include

- utilizing the English writing process steps
- writing a business letter that simulates a real-world application, following the identified steps and applying correct spelling, punctuation, grammar, sentence structure, and format
- writing a report assigned in this or another course, following the identified steps and applying correct spelling, punctuation, grammar, sentence structure, and format
- reviewing appropriate rules when writing emails and blogs
- attaching a file to an email document.

Key business documents.

- Keying documents should include applying formatting and writing personal and/or business letters
- using styles (e.g., block, modified block, and modified block with indented paragraphs)
- writing formal and simplified-style memos
- compiling basic business-style and Modern Language Association (MLA)- or American Psychological Association (APA)-style reports
- compiling outlines and reference pages
- setting tabs and margins
- setting headers and footers
- creating documents from existing documents and templates
- creating and manipulating columns
- creating and manipulating tables
- writing emails
- creating signature block for emails

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- using automatic reply function for emails
- using read/receipt option for emails
- using out-of-office function for emails.

Economics & Personal Finance
Describe how consumers, businesses, and government decision-makers face scarcity of resources and must make trade-offs and incur opportunity costs.
Description should include

- definitions of the terms resources, scarcity, trade-offs, opportunity cost, and economics
- the relationships among opportunity cost, trade-offs, resources, and scarcity
- the concept that scarcity forces a trade-off and incurs opportunity costs.

Describe how consumers, businesses, and government decision-makers face scarcity of resources and must make trade-offs and incur opportunity costs.
Description should include

- definitions of the terms resources, scarcity, trade-offs, opportunity cost, and economics
- the relationships among opportunity cost, trade-offs, resources, and scarcity
- the concept that scarcity forces a trade-off and incurs opportunity costs.

CTE Programming (11/29)

Computer Solutions

1. Using Word Processing Software to Solve Problems
    a. Format existing documents.
    b. Describe the writing process.
    c. Create documents.
2. Using Spreadsheet Software to Solve Problems
    a. Identify the structure of a spreadsheet.
    b. Input data and formulas.
    c. Edit data within the spreadsheet.

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d. Create graphs and charts to visually represent data.
e. Apply spreadsheet skills to solve a problem.

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

AP CSP

Algorithms and Programming (AP)

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

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

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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.
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.

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b. Use classes with instance data and methods to satisfy a design specification.
c. Organize programs methodically using comments and other organizational structures so that others can understand, interpret, and modify the program.

PRG.AP.6 The student will explain and justify program design and development decisions.
a. Explain the software life cycle and how it applies to the iterative design process.
b. Justify and communicate decisions and design elements.

PRG.AP.7 The student will interpret, adapt, test, debug, and refine algorithms for use in a particular context and evaluate for efficiency.
a. Use Big O notation to compare the benefits and drawbacks of using different algorithms for a particular process.

Computing Systems (CSY)

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

Cybersecurity (CYB)

PRG.CYB.1 The student will evaluate current and emerging programming security practices.
a. Create programs that safeguard against user error.
b. Create programs that implement encryption algorithms.
c. Describe how software programs can meet basic requirements for security based on best practices.
d. Describe the impact of software vulnerabilities.
e. Evaluate methods developers use to protect unauthorized access to programs.

PRG.CYB.2 The student will write or adapt a program to avoid common vulnerabilities.
a. Understand the role of input validation in programming.
b. Develop code that validates input based on defined specifications.
c. Explain common vulnerabilities in program function and their impact.

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

Data and Analysis (DA)

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

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

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

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

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

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

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

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

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

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

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

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

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

d. Describe privacy considerations in the collection of data.

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

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

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

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.

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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.

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c. Determine the best solution to the problem.

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

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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.