

Special Thanks To

Lt. Col. Robinson, SFC Thornton & SFC

Jefferson & Franklin Military Academy

Raiders Cadets



Franklin Military Academy

2024-2025

Weekly Agenda

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



"A Knight Forever"



(H) Col. David A. Hudson, Principal
November 18, 2024



Congratulations!

2024 R.E.B. Awards for Teaching Excellence

Finalists



Lisa Perkinson
Dogwood Middle School



Bill Watson
Franklin Military Academy



Keauntee Teal
Bellevue Elementary School

Emergency Alerts

Lock & Hide

Crisis Condition

Return to class and secure door

Lock & Teach

Trouble in the local area

Secure your classroom /office

Continue teaching until future notice

Lock & Check

Bomb threat procedures

Evacuate

Exit building due to an emergency

Take Fire Exit Route

Make Preparations To Depart For Primary/Alternate

Shelter location

Restrictive Movement

Only essential personnel may move freely

Shelter In Place

Report to designated areas

Assume required position(s)

Reverse Evacuation

Return to your facility

Normal Operation

Return to business as usual

Attention, Attention this is not a drill

Safety At Franklin Military Academy

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

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

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



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

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



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.

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.



8th Grade Happenings

2024-2025

8th GradeEVENTS

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

* Denotes a civilian clothes day

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2024-2025

8th GradeEVENTS

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

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End the Silence

End the Stigma

Mindful

MOVIE NIGHT

Family! Fun!
Food!

Mental Health Awareness!

Wednesday, November 20, 2024

Concession: 4:30pm-5:25pm
Movie Begins: 5:30pm

Bring your family and join us for a Mindful Movie Night! Snacks will be available for purchase, and community partners will be present to provide Mental Health resources. Let's End the Silence, End the Stigma, and Embrace Every Emotion!

We are watching....

INSIDE OUT
2

1ST NINE WEEKS AWARDS FRANKLIN MILITARY ACADEMY

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

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



Awards Program

FOR MORE INFORMATION

EMAIL: DHUDSON2@RVASCHOOLS.NET

EVENT ORGANIZED BY – FRANKLIN MILITARY ACADEMY'S COMMITTEE

Starry Night



FMA
Homecoming Dance

\$20

WHO WILL WIN
HOCO COURT?



6:00pm-10:00pm

November 23, 2024

701 North 37th Street



Boys Basketball

<u>December</u> <u>Time</u>	<u>Location</u>	<u>Opponents</u>
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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701 North 37th Street
Richmond, Virginia 23223
Telephone (804) 780-8526
Fax (804) 780-8054

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*****

Specialty Schools Timeline

November 2024

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

December 2024

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

January 2025

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

February 2025

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

March 2025

- 7 (Fri): School Applications results posted online

Seniors Dates

Class of 2025 Important Dates

October 2024			
Event	Date	Time	Location
Fall Festival	10/5/24	TBD	TBD
November 2024			
Event	Date	Time	Location
Homecoming 2024 (Spirit Week)	11/11-15/24	N/A	N/A
Alumni Cookout	11/15/24	TBD	Back Field
Homecoming Dance	11/16/24	6:00pm-10:00pm	Cafeteria
December 2024			
Event	Date	Time	Location
Holiday Movie	12/20/24	2:00pm-4:00pm	TBD

Graduation Schedule - Class of 2025

DRAFT

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

Office of The Principal

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 20th

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

November 22nd

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

November 23rd

Homecoming Dance – High School Only

November 27th – 29th

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





Franklin Military Academy
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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

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	<p>Middle School Visits</p> <p>Franklin Military</p> <ul style="list-style-type: none"> - JROTC - Business/FACS Ms. Reives/Mrs. Parker <p>Lucille Brown MS</p> <ul style="list-style-type: none"> - IB Program - Ms. Tracy Cady (tcady@) <p>RPS High School Football Game (Playoff Game to be confirmed after 11/15)</p> <ul style="list-style-type: none"> - Location TBD - Time TBD 	<ul style="list-style-type: none"> - Rhonda will confirm with FMA teachers and JROTC - Principals to be prepared

Links

[3 E](#)

[Accreditation](#)

[AP Curriculum Information](#)

[Assessment Calendar](#)

[Attendance Tracker](#)

[Auditorium](#)

[Computer Replacement Form](#)

[Comprehensive Data Sheet](#)

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

[CLEP Guide](#)

[Data Meeting Document](#)

[Detention](#)

[ELLE VATION](#)

[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](#)



Office of The Principal

Field Trips

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

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

November 14 th	-	Finance Park – Reives & Taylor
November 16 th	-	Pocahontas State Park" - Raiders - Corey Robinson
November 22 nd	-	Black History Museum & Cultural - Dubinsky
December 3 rd	-	Virginia Commonwealth University – Choir – White
December 5 th	-	Virginia Union University - White
December 6 th	-	Track St Christopher - Barclay
December 11 th	-	Richmond High School of The Arts - White
January 17 th	-	Track St Christopher - Barclay
December 19 th	-	Richmond High School of The Arts - White
April 7 th	-	Peacemill – Bryant



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CUSTODIAN SCHEDULE

Custodial Duties

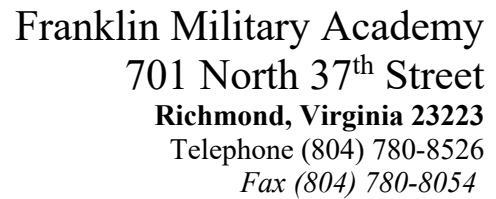
Names	Vacant 3 rd floor	Ms. Andrews 1 st floor	2 nd floor Ms. Ford
Break times	12:15 & 4:30 – 4:45	12:15 & 4:30 – 4:45	12:15 & 4:30 – 4:45
Lunch	12:00 – 12:30	2:00 – 2:30	3:00 – 3:30

Crew Leader Mr. Anderson

*Everyone is to remain on their floor unless needed



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Teacher Name _____
Date _____ **Room/Location** _____
Type of Activity _____

[illegible]

Dr. J. Smiths' Weekly Schedule 11/18/24

Monday	Morning bag-checks Announcements Walk through Administration Meeting Lunch Duty Observations
Tuesday	Morning bag-checks Announcements Walk through Administration Meeting Lunch Duty Observations
Wednesday	Morning bag-checks Announcements Walk through Attendance Meeting 10:00 Lunch Duty Re-Eval Observations
Thursday	Morning bag-checks Announcements Walk through Lunch Duty IEP Meeting Observations
Friday	Morning bag-checks Announcements Walk through Lunch Duty Observations

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



**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

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

Vocabulary in Action

Word ^{or} _{the} Week Steadfast

What It Means

What It Means

Someone described as steadfast is very devoted or loyal to a person, belief, or cause. *Steadfast* is also used to describe something, such as support, that remains unchanging.

From Lt. Corey Robinson

JLAB Level I Leadership and Academic Teams Testing on 19 November

Good evening Staff. I'm requesting exemption of the following students from class as a result of their participation in the 2024-2025 JROTC Leadership and Academic Bowl. The testing window is open, and the students have been working very hard in preparation for the 2024-2025 JLAB Bowl. The test can take up to an hour and a half in time. This is why it is extremely important for the student to have adequate time for practice as well as testing. We will conduct another day of practice on 18 November during formation time. **The actual JLAB Level I Leadership and Academic Bowl Tests will be conducted on 19 November 2024 beginning at 2:00PM in the media center.** I appreciate your support and assistance in this matter of importance. If you have any questions, please give me a call at the number below. Below are the following students requesting exemption from 4th block on 19 November 24:

ACADEMIC TEAM MEMBERS:

Amare Maccombie
Kobe DeGuzman
Isaac Dejesus
Nyire Rogers-Battle
David Avula

LEADERSHIP TEAM MEMBERS:

Quatilyha Santiago
Alexander Moya
Christopher Dejesus-Pinzon
Adrian London
Malachi Hall

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
- 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 16th: VT NSBE's [Pre-college Initiative](#) Computer and Electrical Engineering/Computer Science

Point of Contact for the information above is Dr. Kim Lester. She can be reached via email at kimm161@vt.edu, or via phone at 540-231-7337.

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

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

Office of The Principal

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

UPCOMING EVENTS

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

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

UPCOMING COLOR GUARD ACTIVITY:

09 NOV 24 Saint Paul Church (Veteran Ceremony)

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

School Day Starts 8:30 am – 4:30 pm.

Certified Staff has to work 8hrs a Day

Let me know if you are arriving or leaving early

Subject to change

SPMT meetings. – 1st Wednesday of the Month

Faculty Meeting - 2nd Thursday of the Month

Instructional Meeting (PLC Meetings) – 3rd Thursday of the Month

Breakfast Teams

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

- **Timing:**
 - 8:25am - All members of breakfast team are present
 - 8:30am - cafeteria is open
 - 8:55am - the cafeteria is closing down and new arrivals become *grab-&-go*. Students may be dismissed to classroom/lockers.
 - 9:00am - the cafeteria closes when the bell rings. If students have not had enough time to eat, they may carry the remainder to the classroom.
- **Rules:**
 - No student on 2nd or 3rd floor
 - All students must be in a seat
 - If a student asks to use the restroom: "yes and please come straight back."
 - If a student asks to go to a locker: "no, you'll have 10 minutes at lockers prior to class starting."
 - Student asks to see a teacher: "No, you cannot visit teachers during breakfast."
 - If teachers would like to see students, they must come and pick them up.
- **Positions**
 - 1 at front doors
 - 1 at back doors
 - 2 circulating
 - 1 on M street stair - stop students from going upstairs, keep students moving in the hall
 - 1 on N street stair - stop students from going upstairs, keep students moving in the hall
 - Center stair monitored by security team and/or admin

Team 1	Team 2	Team 3
C. Cory	Dereu	Felton

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

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

Timeline for roll-out:

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

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



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

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Richmond Chapter of The Links Activities Dates

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)

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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

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

Awards Programs

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

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

Monday – November 19, 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**
- **Championship & Habits – 9:15 a.m. – Dr. Bell**
- **Graduation Impact Meeting – Dr. Bell**
- **Parent Meeting 12:00 p.m.**
- **Parade Practice 2 Hour**
- **New Teachers Meeting 3:30 p.m.**
- Mr. Otto @andrew.otto@swimrichmond.org from SwimRVA will escort the students to and from Franklin on Mondays and Wednesdays for swim practice at the boys and girls club up the street from us. The students will meet him in the cafeteria before he arrives at 4:00pm and return at 5:10pm. As far as swim meets parents are responsible for taking their child to and from the meets.
- I will contact parents today to confirm and finalize. Here is the list of students who are involved, I have a copy of the swim waiver and contact numbers for parents in case of emergencies. Attached is the schedule for practices and swim meets.
-
- Adeline Carpenter
- De'lonah Green
- Jariel Brita
- Ashley Fuentes
- Calvin Townes
- Emerson Bolton
- Waverly Smith

Franklin Military Academy 2-Hour Early Dismissal Bell Schedule

<i>Period</i>	<i>Time</i>	<i>Minutes</i>
Morning Arrival (Breakfast in the cafeteria or from kiosks to take to 1st period)	8:30 a.m.-9:00 a.m.	30
1 st Period	9:05am-10:10am	65
2 nd Period	10:15am-11:20am	65
3 rd Period & Lunch	11:25am-12:55pm	90
<u>Lunches</u> (see provided schedule for specific time by class)	11:25am-12:00pm Grab & Go	
4 th Period	1:00pm-2:00pm	60

Tuesday – November 19, 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**
- **JLAB Level I Leadership and Academic Teams Testing on 19 November**
- Good evening Staff. I'm requesting exemption of the following students from class as a result of their participation in the 2024-2025 JROTC Leadership and Academic Bowl. The testing window is open, and the students have been working very hard in preparation for the 2024-2025 JLAB Bowl. The test can take up to an hour and a half in time. This is why it is extremely important for the student to have adequate time for practice as well as testing. We will conduct another day of practice on 18 November during formation time. **The actual JLAB Level I Leadership and Academic Bowl Tests will be conducted on 19 November 2024 beginning at 2:00PM in the media center.** I appreciate your support and assistance in this matter of

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importance. If you have any questions, please give me a call at the number below. Below are the following students requesting exemption from 4th block on 19 November 24:

-
- **ACADEMIC TEAM MEMBERS:**
- Amare Maccombie
- Kobe DeGuzman
- Isaac Dejesus
- Nyire Rogers-Battle
- David Avula

- **LEADERSHIP TEAM MEMBERS:**
- Quatilyha Santiago
- Alexander Moya
- Christopher Dejesus-Pinzon
- Adrian London
- Malachi Hall

Wednesday – November 20, 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
- Awards High School - 3:15 p.m. – Teachers Are Needed
- Richmond Middle Schools P2B Session 3: Student, Staff, Room & Course Attributes – 9:00 a.m.
- Richmond Bland at Franklin Military Academy 12:00 p.m. – Cafeteria During Lunch
- Mindfulness Movie – Smith 4:15 – 5:15 p.m. – Late Bus Will Be Available
- Mr. Otto [@andrew.otto@swimrichmond.org](mailto:andrew.otto@swimrichmond.org) from SwimRVA will escort the students to and from Franklin on Mondays and Wednesdays for swim practice at the boys and girls club up the street from us. The students will meet him in the cafeteria before he arrives at 4:00pm and return at 5:10pm. As far as swim meets parents are responsible for taking their child to and from the meets.
- I will contact parents today to confirm and finalize. Here is the list of students who are involved, I have a copy of the swim waiver and contact numbers for parents in case of emergencies. Attached is the schedule for practices and swim meets.
-
- Adeline Carpenter
- De'lonah Green
- Jariel Brita



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- Ashley Fuentes
- Calvin Townes
- Emerson Bolton
- Waverly Smith
-

Thursday – November 21, 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

Talent Office Support and Collaboration – 7:45 a.m.

Faculty Meeting – Committee Updates & Testing – 4:15 p.m.

Friday – November 22 , 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
- JAPAN Students - Exchange
- Awards Program – Middle SCHOOL – 3:15 P.M.

Saturday – November 23, 2024 -

- Homecoming Dance - 6:00 pm.

Military Instruction

MILITARY INSTRUCTOR LESSONS FOR WEEK 18 - 22 NOVEMBER 2024

LET IV – Team Building (Battalion Drills), Boys & Girls Club, Parade Practice, Test

LET III – Health & Fitness (The Effects of Substance Abuse), Boys & Girls Club, Parade Practice, Test

LET II – Elements of Health, Parade Practice, Boys & Girls Club

LET I – Drill and Ceremony, Our American Government, Citizenship and Government Rights of Citizens, Parade Practice

MIDDLE SCHOOL – MSG Gilliam, CPT York, and Mr. Felton will focus on Parade Practice, Decision Making Skills, Conflict Resolution, Drill and Ceremony and Emblem

Language Arts

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."

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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. "

6.W.3 Revise 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

viewpoints, and qualifications impact the meaning and credibility of a text.

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

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

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8.DSR.c When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located.

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

9th Grade Language Arts

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

9.RV.1 Vocabulary Development and Word Analysis

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

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.RI.3 Integration of Concepts

A. Compare the perspectives and viewpoints of two or more authors regarding their treatment of the same or similar topics, including the details they include and emphasize in their respective accounts as well as the impact of each author's qualifications.

9.RI.2 Craft and Style

A. Compare characteristics of expository, technical, and persuasive texts, including their differences in purpose, format, and text structure.

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.

iii. Using transitions, precise vocabulary, and sentence variety to create a cohesive structure that shows the relationship between arguments, evidence, and ideas.

9.W.3 Usage and Mechanics

A. Revise writing for clarity of content, accuracy, and adequate elaboration.

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10th Grade Language Arts

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.

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

10.RL.1 Key Ideas and Plot Details

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

- C. Describe the different character roles in literary texts (e.g., foil, tragic, hero) and their impact on the theme.

10.RL.2 Craft and Style

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

10.RL.3 Integration of Concepts

- A. Explain and analyze the influence of the historical and cultural context of a text on its form, style, characters, and point of view.
 - B. Compare and contrast character development, dramatic plot structure, and conventions in a play to character development, narrative structure, and conventions in other literary forms.

Analyze the similarities and differences represented in the literature of different cultures and eras.

- C. **10.RI The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.**

10.RI.1 Key Ideas and Confirming Details

- A. Explain how authors organize an analysis or series of ideas or events, including the order in which points are made, how they are introduced and developed, and the connections that are drawn among them.
 - B. Compare characteristics of the information from informational, historical, scientific, and technical texts and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams.
 - C. Evaluate the argument and specific claims in texts, examining whether the reasoning is valid, the evidence is relevant, and whether there are any false or unsupported statements.

10.RI.2 Craft and Style

- D. Analyze how authors use structure to explain relationships among concepts in a text, including how key sentences, paragraphs, and sections of texts contribute to the whole.

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- E. Analyze key terms (e.g., words and phrases, technical terminology) and ideas of historical, scientific, and technical texts to clarify the relationships and understandings among key concepts.
- F. Analyze the author's purpose and impact of literary techniques such as hyperbole, analogy, and paradox as they appear in texts.

11th Grade Language Arts – SOL Test

2nd Semester

12th Grade Language Arts Writing

Developing Skilled and Building Reading Stamina

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

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

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

Communication and Multimodal Literacies

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

12.C.1 Communication, Listening, and Collaboration

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

12.C.2 Speaking and Presentation of Ideas

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

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

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

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- 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.

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.

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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.

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.

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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.

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.

AP Language

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

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

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

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

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

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

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

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

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

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

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Math

6th Grade Mathematics

6.NS.2 The student will reason and use multiple strategies to represent, compare, and order integers.

Students will demonstrate the following Knowledge and Skills:

- a) Represent integers (e.g., number lines, concrete materials, pictorial models), including models derived from contextual situations, and identify an integer represented by a point on a number line.
- b) Compare and order integers using a number line.
- c) Compare integers, using mathematical symbols ($<$, $>$, $=$).
- d) Identify and describe the absolute value of an integer as the distance from zero on the number line.

8th Grade Mathematics

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

Students will demonstrate the following Knowledge and Skills:

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

Algebra I

A.EI.3 The student will represent, solve, and interpret the solution to a quadratic equation in one variable.

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Students will demonstrate the following Knowledge and Skills:

- a) Solve a quadratic equation in one variable over the set of real numbers with rational or irrational solutions, including those that can be used to solve contextual problems.
- b) Determine and justify if a quadratic equation in one variable has no real solutions, one real solution, or two real solutions.
- c) Verify possible solution(s) to a quadratic equation in one variable algebraically, graphically, and with technology to justify the reasonableness of answer(s). Explain the solution method and interpret solutions for problems given in context.

Geometry

Reasoning, Lines, and Transformations

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

Algebra II

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

Students will demonstrate the following Knowledge and Skills:

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

Probability & Statistics

Introduction Week - Relationship Building and Classroom Expectations

Trigonometry

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

T.5 The student will verify basic trigonometric identities and make substitutions, using the basic identities.

AP Pre Calculus

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

Validate a model constructed from a data set.

Evaluate the composition of two or more functions for given values.

Construct a representation of the composition of two or more functions.

Rewrite a given function as a composition of two or more functions.

Determine the input-output pairs of the inverse of a function.

Determine the inverse of a function on an invertible domain.

Evaluate logarithmic expressions.

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Science

6th Grade Science

- LS.9 The student will investigate and understand that relationships exist between ecosystem dynamics and human activity. Key ideas include
- a) changes in habitat can disturb populations;
 - b) disruptions in ecosystems can change species competition; and
 - c) variations in biotic and abiotic factors can change ecosystems.

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;
 - c) enzymes have a role in biochemical processes;

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- 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.

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.

Revolution and the New Nation: 1770s to the Early 1800s

- USI.6 The student will demonstrate knowledge of the causes and results of the American Revolution by
- a) identifying the issues of dissatisfaction that led to the American Revolution;
 - b) identifying how political ideas shaped the revolutionary movement in America and led to the Declaration of Independence;
 - c) describing key events and the roles of key individuals in the American Revolution, with emphasis on George Washington, Benjamin Franklin, Thomas Jefferson, and Patrick Henry;
 - d) explaining reasons why the colonies were able to defeat 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.12 The student will demonstrate knowledge of the structure and operation of the United States economy by

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- 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.

9th Grade Geography

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.
- WHI.8 The student will demonstrate knowledge of Islamic civilization from about 600 to 1000 A.D. (C.E.) by
- a) describing the origin, beliefs, traditions, customs, and spread of Islam;
 - b) assessing the influence of geography on Islamic economic, social, and political development, including the impact of conquest and trade;
 - c) identifying historical turning points that affected the spread and influence of Islamic civilization, with emphasis on the Sunni-Shi'a division and the Battle of Tours;

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

Not taught this semester

11th VA/US History

Expansion and Reform: 1788 to 1860

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

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

11th VA/US History – AP Period 3

Virginia and United States Government

GOVT.6 The student will demonstrate knowledge of local, state, and national elections by

- a) describing the organization, role, and constituencies of political parties;
- b) describing the nomination and election process;
- c) examining campaign funding and spending;
- d) analyzing the influence of media coverage, campaign advertising, public opinion polls, and Internet-based communications on elections;
- e) examining the impact of reapportionment and redistricting on elections;
- f) identifying how amendments extend the right to vote;
- g) analyzing voter turnout;
- h) evaluating the degree to which interest groups influence political life;
- i) participating in simulations of local, state, and/or national elections.

AP Government

Unit 1 Foundations of American Government 1.3second semester

Real Richmond

RR.4

Humanities

Standards of Learning for Electives

FACS (11/29)

FACS Exploratory I

- 5 - Demonstrate work ethic
- 6 - Demonstrate conflict-resolution skills
- 31 - Identify influences on individual development
- 32 - Explain the major traits of character development
- 33 - Explain Maslow's hierarchy of needs
- 34 - Set a personal goal
- 35 - Describe responsibilities for personal safety
- 36 - Manage transition in the school environment
- 37 - Perform a task by completing the steps in a sequence
- 48 - Identify nutrients, their functions, and food sources
- 57 - Identify personal resources
- 58 - Identify strategies for earning and saving money
- 59 - Explain the relationship between education/training and income
- 60 - Demonstrate comparison shopping techniques useful in lifelong decision-making
- 61 - Explain the importance of consumer safety
- es useful in lifelong decision-making
- 61 - Explain the importance of consumer safety

FACS Exploratory II

- 5 - Demonstrate work ethic
- 6 - Demonstrate conflict-resolution skills
- 31 - Describe the developmental characteristics of early adolescence
- 32 - Identify factors and conditions that influence individual and family development
- 33 - Describe factors that influence the development of self-esteem, self-concept, and personality
- 50 - Demonstrate food safety and sanitation practices
- 51 - Demonstrate kitchen safety
- 52 - Identify food preparation terms and equipment
- 53 - Perform sequential steps in all aspects of food preparation
- 54 - Plan a nutritious family meal
- 55 - Demonstrate dining etiquette

Independent Living

- 14 - Manage time and resources
- 15 - Demonstrate information-literacy skills
- 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) (11/22)

6th grade:

6.1 The student will apply critical thinking skills and personal management strategies to address issues and concerns related to personal health and wellness.

Substance Abuse Prevention

- a. Differentiate between proper use and misuse of prescription and nonprescription medications.
- b. Recognize social influences/influencers on both the reduction and promotion of the use of tobacco, nicotine products, and other drugs.
- c. Define addiction.
- d. Identify different types of opioids.
 - e. Explain the importance of accepting responsibility for personal actions to avoid risk-taking behaviors related to substance use.

8th grade:

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

Substance Abuse Prevention

- i) Describe the short- and long-term health issues and effects on the brain related to the use of alcohol, tobacco, nicotine products, and other drugs, including inhalants, marijuana, cocaine, stimulants, methamphetamines, opiates, steroids, and performance-enhancing drugs.

- i) Research the signs, symptoms, and causes of addiction and the impact of substance use disorder on relationships and behavior.

9th grade:

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

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

h) Evaluate the effects of alcohol and other drugs on human body systems, brain function, and behavior, and describe health benefits associated with abstaining from alcohol, tobacco, or other drugs.

i) Develop a set of personal standards to resist the use of alcohol, tobacco, and other harmful substances and behaviors.

j) Analyze and draw inferences about behaviors connected to addiction and mental health.

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

h) Promote ways to encourage reporting peer substance use to trusted adults (e.g., parents, teachers, coaches, doctors).

i) Develop a personal plan to prevent substance use.

Physical Education (High) (11/22)

9th & 10th Grade Physical Education (Basketball)

- 9.1 The student will perform all basic movement skills and demonstrate movement and biomechanical principles in a variety of activities that may include outdoor pursuits, fitness activities, dance and rhythmic activities, aquatics, individual performance activities, and games and sports
- 10.1 The student will demonstrate proficiency and apply the concepts and principles of exercise physiology, biomechanics, and anatomy in a variety of lifetime activities that may include outdoor pursuits, fitness activities, dance and rhythmic activities, aquatics, selected individual

performance activities, and net/wall and target games in at least two self-selected, lifelong, skill-related physical activities

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.

- 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.

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.

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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.

Art 7

7.1 The student will apply creative thinking to communicate ideas, experiences, and narratives in works of art.

7.2 The student will apply the steps of a creative process. a) Use, and record in a digital or traditional sketchbook/journal, steps of the creative process, including research to create works of art. b) Use ideas, concepts, and prior knowledge to solve artmaking challenges and create works of art.

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

Art 1

AI.1 The student will apply creative thinking to original artistic works. a) Communicate personal ideas in works of art by selecting media and incorporating appropriate elements of art and principles of design. b) Employ a variety of subject matter, including symbols and metaphors, to represent ideas about personal, cultural, or social concepts.

AI.15 The student will exercise increasing skill and control in the use of media and techniques.

Art 2

AII.1 The student will apply creative thinking to original artistic works. a) Select materials, media, and processes of personal interest to communicate ideas in artworks. b) Communicate a personal style and point of view in artwork.

AII.15 The student will demonstrate proficiency, skill, and control in the use of media and techniques.

Art 3

AIII.1 The student will develop essential questions to guide a sustained investigation which includes synthesis of ideas, materials, and processes over time.

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

Guitar (11/29)

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.

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)

HI.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.

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:

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

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

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

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

- a) Develop, draft, and share choral music ideas.
- b) Refine choral music ideas and skills collaboratively with peers and the teacher through ongoing feedback.
- c) Independently identify and examine inquiry-based questions related to choral music.

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

- a) Develop, improvise, draft, refine, and share choral music ideas.
- b) Refine choral music ideas and skills collaboratively with peers and the teacher by giving and receiving constructive criticism to improve performance.
- c) Research and document findings of inquiry related to choral music.

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

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

- c) Describe performances of music using music terminology.
- d) Examine accepted criteria used for critiquing musical performances.
- HCB 3. The student will analyze, interpret, and evaluate choral music.
 - a) Describe the social cultural and historical context of music.
 - b) Describe works of music using inquiry skills and music terminology.
 - d) Describe performances of music using music terminology
- HCI.3 The student will analyze, interpret, and evaluate choral music.
 - a) Describe social, cultural and historical context of works of music.
 - b) Interpret works of music using inquiry skills and music terminology.
 - c) Apply accepted criteria for evaluating works of music.
 - d) Apply accepted criteria for critiquing music performances.
- MCB 4. The student will formulate and justify personal responses to music.
 - a) Identify reasons for preferences among works of music using music terminology.
- HCB 4. The student will formulate and justify personal responses to music.
 - a) Describe personal criteria used for determining the quality of a work of music or importance of a musical style.
 - b) Explain preferences for different works of music using music terminology.
 - c) Identify ways in which music evokes sensory, emotional, and intellectual responses, including ways in which music can be persuasive
- HCI.4 The student will formulate and justify personal responses to music.
 - a) Describe personal emotional and intellectual responses to works of music using music terminology.
 - b) Analyze ways in which music can evoke emotion and be persuasive.
- MCB 5. The student will identify and apply collaboration and communication skills for music rehearsal and performance.
 - a) Identify concert etiquette.
 - b) Identify skills needed for cooperating and collaborating as a singer during rehearsal.
 - c) Identify active listening for rehearsal, performance, and as an audience member.

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

- a) Participate in a variety of performances [(from HCI 5.) and other music activities].
- b) Cooperate and collaborate as a singer in a rehearsal.
- c) Demonstrate active listening in rehearsal, performance, and as an audience member

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

development and performance of music and musical styles

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

development of vocal music and choral styles

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

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

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

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

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

with other disciplines to develop innovative solutions to problems.

MCB 12. The student will demonstrate music literacy.

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

b) Notate student-created compositions using standard notation.

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

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

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

MCI 12. The student will demonstrate music literacy.

e) Identify components of a vocal score.

HCB 12. The student will demonstrate music literacy.

a) Identify the components of a vocal score.

b) Read and count rhythmic patterns.

c) Identify the function of accidentals.

d) Define the rules for identifying key signatures.

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

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

g) Demonstrate basic conducting patterns.

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

i) Identify tempo markings, including presto, allegro, andante, adagio, rallentando, ritardando, and accelerando.

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

k) Notate student-created compositions using standard notation

HCI.12 The student will demonstrate music literacy.

a) Identify the components of a vocal score.

b) Read and count rhythmic patterns.

c) Apply the rules for identifying key signatures.

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

tonic triad skips with appropriate solmization.

e) Sing major and minor scales using appropriate solmization.

f) Demonstrate basic conducting patterns in duple meter.

g) Write four-measure melodic phrases from dictation.

h) Demonstrate understanding of the grand staff.

i) Notate student-created compositions using standard notation.

MCB 13. The student will develop aural skills.

a) Identify diatonic intervals.

c) Identify similar and contrasting musical phrases and sections.

MCI 13. The student will demonstrate aural skills.

b) Distinguish ascending half-step and whole-step intervals

c) Identify same and different melodic patterns.

HCB.13 The student will demonstrate aural skills.

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

b) Distinguish major and minor tonalities.

c) Identify similar and contrasting musical phrases and sections.

d) Differentiate melodic and harmonic patterns.

e) Write simple four-measure rhythmic phrases from dictation.

HCI.13 The student will demonstrate aural skills.

a) Recognize and demonstrate diatonic intervals (m2, m3, M6, m7).

b) Identify ascending and descending halfstep and whole-step intervals.

c) Identify and explain simple musical forms.

d) Write eight-measure rhythmic phrases.

e) Write four-measure melodic phrases from dictation.

f) Identify a cappella vs. accompanied singing.

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

a) Use proper posture and breathing techniques that support vocal production.

b) Identify components of the vocal anatomy and vocal health.

c) Develop vocal agility and range through vocal exercises.

d) Use correct intonation.

e) Blend with other singers on the same vocal part.

f) Use proper diction (e.g., pure vowel sounds, diphthongs, and consonants with

emphasis on beginning and ending consonants).

g) Sing an assigned vocal part in a small group.

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

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

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

a) Use proper posture and breathing techniques for choral singing that support vocal production.

b) Identify components of the vocal anatomy and vocal health.

c) Develop vocal agility and range by singing appropriate vocal exercises.

d) Demonstrate proper diction (e.g., pure vowel sounds, diphthongs, consonants).

e) Blend with other singers on the same vocal part using correct intonation.

- f) Sing an assigned vocal part in an ensemble.
- g) Sing music literature with and without accompaniment in at least one language other than English.
- h) Exhibit audition skills.

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

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

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

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

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

- a) Interpret the components of a vocal score, dynamic markings, tempo markings,
musical road signs/form features, and articulations, style, and phrasing.
- b) Respond to basic conducting patterns and interpretive gestures.
- c) Consistently use facial and physical expressions that reflect the mood and style of the
music.

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

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

French (11/29)

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.**

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.

Spanish (11/22)

Spanish 1

- **Unit Summary:**

- ***Unidad 2: La Vida en la Escuela*** enables students to talk about their school experience. Culturally, students will gain insight into student life in Spanish-speaking countries. Structurally, students will learn about articles and the role of number and gender in nouns and how to conjugate -ar verbs to form more sentences

- **Vocabulary topics:**

- School supplies
- Numbers 30-100
- Telling time
- School subjects
- School activities (verbs)

- **Culture**

- Student experiences in Spanish-speaking countries

- **Functions**

- How to identify people and things
- How to exchange information about course schedules
- How to describe one's classes
- How to ask and tell time

- **Grammar/Structure**

- Articles (number and gender)
- Conjugating -ar verbs
- Writing questions in Spanish

- **Essential Questions:**

- Which places, people, and activities define student life?
- How is student life at my school similar to and/ or different from student life at a school in Costa Rica?
- How do schools reflect the values of their communities?

- **Student Learning Objectives:**

I can...

- exchange information about my life at school, including people, places, calendars, schedules, and student activities
- interpret images, videos, schedules, and calendars to gain insights into what school life is like in Costa Rica
 - present information about my own life at school
- investigate and reflect on how a country's educational system mirrors cultural values and perspectives

Spanish 2

Unit Summary:

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

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

- family members
- physical and personality traits
- superlatives
- **Culture**
 - compare and contrast family structure in the US to family structure and culture of various countries in the Spanish-speaking world
- **Functions**
 - How to exchange information about one's school's academic and extracurricular activities
 - How to describe and present information on school rules and culture
 - How to make comparisons
 - Identify cultural similarities and differences in the family structure between US and countries in the Spanish-speaking world
- **Grammar/ structure**
 - comparisons and superlatives (tanto...como, el más)
 - reflexive verbs
 - imperfect tense

Essential Questions:

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

Student Learning Objectives:

I can...

- exchange and compare information about family structure, members, routines, and responsibilities

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

Spanish 3

Unit Summary:

- *Unidad 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.

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.

Band (11/29)

1.1 The student will demonstrate proper posture, embouchure, hand position, and playing position.

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

The student will adjust intonation and match pitches.

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

The student will demonstrate a variety of articulations.

1. Play staccato, legato tongue, accent, marcato, and tenuto on wind instruments.

The student will perform one-octave major scales, ascending and descending.

1. Play F, B-flat, E-flat, and A-flat one-octave scales on wind and mallet instruments.
2. Play D, G, C, and F one-octave scales on stringed instruments.

The percussion student will perform multiple bounce roll, five stroke roll, nine stroke roll, flam, single paradiddle, and drag from the Percussive Arts Society (PAS) International Drum Rudiments, open-close-open.

The wind/mallet student will perform a chromatic scale, ascending and descending, in eighth notes (M.M. quarter note = 72).

HI.11 The student will demonstrate and describe ensemble skills at an intermediate level, including

1. balancing and blending instrumental timbres;
2. making adjustments to facilitate intonation;
3. matching dynamic level and playing style;
4. responding to conducting patterns and gestures; maintaining a steady beat at various tempos in the music being studied.

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

The student will demonstrate knowledge of the instrument being studied.

1. Identify instrumental parts.
2. Demonstrate proper care and maintenance.

The student will demonstrate increased learning through a variety of music activities.

1. Maintain attendance with required materials.
2. Demonstrate completion of assignments and/or practice.
3. Participate in concerts, performances, cross disciplinary activities, and co-curricular activities.
4. Demonstrate concert etiquette as a performer and listener

IB.19 The student will read and notate music.

- Use a syllable, number, or letter system to read and write simple pitch notation in the appropriate clef.
- Use a syllable, number, or letter system to read and write rhythmic patterns that include whole, dotted half, half, dotted quarter, quarter, and eighth notes and rests in simple meter.
- Identify, define, and demonstrate standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
- The students will learn methods to enhance the effectiveness of their practice time. The students will be assessed on the parts of their instrument of study.
- Students will learn the parts of the instrument that they will study.
- Intermediate and advanced students will start learning sheet music.
- High school students will review major and chromatic scales and work on ensemble sound.

CTE EPF (11/29)

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
- 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.

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- the concept that scarcity forces a trade-off and incurs opportunity costs.

CTE Programming (11/29)

Keyboarding

Demonstrating Personal Qualities and Abilities

- 1 Demonstrate creativity and innovation.
- 2 Demonstrate critical thinking and problem solving.
- 3 Demonstrate initiative and self-direction.
- 4 Demonstrate integrity.
- 5 Demonstrate work ethic.

Demonstrating Interpersonal Skills

- 6 Demonstrate conflict-resolution skills.
- 7 Demonstrate listening and speaking skills.

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- 8 Demonstrate respect for diversity.
- 9 Demonstrate customer service skills.
- 10 Collaborate with team members.

Demonstrating Professional Competencies

- 11 Demonstrate big-picture thinking.
- 12 Demonstrate career- and life-management skills.
- 13 Demonstrate continuous learning and adaptability.
- 14 Manage time and resources.
- 15 Demonstrate information-literacy skills.
- 16 Demonstrate an understanding of information security.
- 17 Maintain working knowledge of current information-technology (IT) systems.
- 18 Demonstrate proficiency with technologies, tools, and machines common to a specific occupation.
- 19 Apply mathematical skills to job-specific tasks.
- 20 Demonstrate professionalism.
- 21 Demonstrate reading and writing skills.
- 22 Demonstrate workplace safety.

Addressing Elements of Student Life

- 23 Identify the purposes and goals of the student organization.
- 24 Explain the benefits and responsibilities of membership in the student organization as a student and in professional/civic organizations as an adult.
- 25 Demonstrate leadership skills through participation in student organization activities, such as meetings, programs, and projects.
- 26 Identify Internet safety issues and procedures for complying with acceptable use standards.

Exploring Work-Based Learning

- 27 Identify the types of work-based learning (WBL) opportunities.
- 29 Explore career opportunities related to the WBL experience.

Understanding Computer Basics

- 31 Identify computer system components.
- 32 Describe ergonomic and repetitive strain injury (RSI) guidelines related to safe computer use.
- 33 Maintain workstation, equipment, materials, and supplies.
- 34 Launch and exit software programs following correct procedures.
- 35 Input data and commands using peripherals (e.g., keyboard, mouse, scanner, audio/video input, and voice recognition).

37 Apply file management techniques, such as copy, move, store, name , rename, open, save, delete, and create/manipulate folders.

Developing Keyboarding Skills

38 Key alphabetic, numeric, and symbolic information using a touch system and correct techniques.

39 Improve keyboarding techniques.

40 Increase keyboarding speed and/or accuracy.

41 Proofread copy.

43 Key and format business documents.

44 Edit copy.

46 Produce documents incorporating simple graphic elements, such as tables and graphs.

47 Obtain assistance for preparing documents from electronic and hard-copy references and documentation.

AP CSP

Algorithms and Programming (AP)

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

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

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

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

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

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

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

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

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

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

- a. Define the role of inheritance, polymorphism, and encapsulation in object-oriented programming languages.
- b. Use classes with instance data and methods to satisfy a design specification.

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- 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.
- 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.
- e. Apply mathematical operations and algorithms to manipulate and extract insights from data sets.
- f. Justify the design, use, and effectiveness of different forms of data visualizations.

Impacts of Computing (IC)

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

- a. Use a design document to explain the reasoning for the design decisions made when developing an application.
- b. Research the effects of technical design decisions on overall program function.
- c. Examine and explain the impacts of unintended consequences related to program design.

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

- a. Use statistical data to analyze the relationship between excessive screen time and attention span.
- b. Analyze screen time usage data and propose recommendations to promote healthy habits.
- c. Examine and discuss the impact of screen time and social media on academic or workplace performance.

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

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

Programming

1. Exploring Programming Concepts

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

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

- a. Code a program to display graphics.
 - b. Code a program to incorporate multimedia.
 - c. Code a program to animate objects.
 - d. Examine the history of game design and development.
 - e. Identify game genres.
 - f. Examine a variety of game programming platforms.
 - g. Create a storyboard.
 - h. Code a game program from the storyboard.
 - i. Create a game object.
 - j. Specify behaviors of a game object.
 - k. Develop a game program that uses a scoring method.
 - l. Create a game program with multiple levels.
6. Using Web Technology
 - a. Explain how to locate resources and references to aid program development.
 - b. Evaluate sample code obtained from the Internet and/or other sources.
 - c. Develop a web page, using hypertext markup language (HTML) and cascading style sheets (CSS) and/or JavaScript.
7. Preparing for Industry Certification
 - a. Describe the process and requirements for obtaining industry certifications related to the Programming course.
 - b. Identify testing skills/strategies for a certification examination.
 - c. Demonstrate ability to successfully complete selected practice examinations (e.g., practice questions similar to those on certification exams).
 - d. Successfully complete an industry certification examination representative of skills learned in this course (e.g., MCP, IC3).
8. Developing Employability Skills
 - a. Identify careers in the information technology industry.
 - b. Describe ways that computer programs can be used in business and industry.
 - c. Create or update a résumé.
 - d. Investigate information technology educational and job opportunities.
 - e. Assemble a professional portfolio.



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

- 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.