

Franklin Military Academy 2021-2022










Weekly Agenda

The Home of the Mighty Knights

Going From Good To Great



David Hudson, Principal
October 18, 2021

<p>WELLNESS SCREENER EXAMINADOR DE BIENESTAR</p> <p>I NEED TO STAY HOME IF I HAVE... NECESITO QUEDARME EN CASA SI TENGO LOS SIGUIENTES SÍNTOMAS...</p>	<p>FEVER OF 100.4°F AND OVER FIEBRE DE 100.4°F Y MÁS</p> 	<p>VOMITING OR DIARRHEA VÓMITOS O DIARREA</p> 	<p>NASAL DISCHARGE / DIFFICULTY BREATHING SECRECIÓN NASAL / DIFICULTAD PARA RESPIRAR</p> 	<p>CONSTANT COUGHING TOS CONSTANTE</p> 
<p>SORE THROAT DOLOR DE GARGANTA</p> 	<p>SEVERE HEADACHE OR EARACHE DOLOR DE CABEZA O DE OÍDO INTENSO</p> 	<p>UNCONTROLLABLE PAIN DOLOR INCONTROLABLE</p> 	<p>RED, IRRITATED EYE WITH PAIN/DRAINAGE OJOS ROJOS E IRRITADOS CON DOLOR/DRENAJE</p> 	<p>RASH OF UNKNOWN ORIGIN ERUPCIÓN DE ORIGEN DESCONOCIDO</p> 

Some reminders about COVID rules:

- Quarantine is 14 days. While the VDH allows some flexibility in quarantine length in unique circumstances, we are not “eligible” for those given our community transmission rate. No negative test is required to return from quarantine (just no symptoms).
- Quarantine is NOT required for vaccinated individuals (students and staff) with no symptoms. A test is recommended (not required) between Day 3-5. The individual should not stay home while they are waiting for results.
- Isolation (for positive individuals) is 10 days. No negative test is needed to return (just no symptoms).

Happy Birthday

Shanice Clarke - October 9th

Sandra Hayward – Jones – October 9th

Jonathan Ashe – October 20th

Naiia Smith October 28th



Girls Basketball Schedule 2021



Updated 10/15/2021

Schedules are subject to change according to various factors

<u>Date</u>	<u>Time</u>	<u>Location</u>	<u>Opponents</u>	
October 18, 2021	3:30p	Henderson	Binford vs Henderson	
		MLK	Albert Hill vs MLK	
	3:30p			
	4:00p	Franklin	Brown vs Franklin	
October 21, 2021				
	3:30p	Brown	Albert Hill vs Brown	
		Henderson	MLK vs Henderson	
	3:30p	Franklin	Boushall vs Franklin	4:00p
October 25, 2021				
		Binford	MLK vs Binford	3:30p
		Boushall	Albert Hill vs Boushall	
	3:30p			
		River City	Franklin vs River City	
October 28, 2021				
November 1, 2021				



Franklin Military Academy
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November 3, 2021	Boushall	Binford vs Boushall	
3:30p			
	Albert Hill	Brown vs Albert Hill	
3:30p			
	MLK	River City vs MLK	
3:30p			
	Franklin	Henderson vs Franklin	4:00p
November 8, 2021	TBA	Tournament Round 1	
TBA			
November 10, 2021	TBA	Tournament Round 2	
TBA			
November 11, 2021	John Marshall	Tournament Championship	
TBA			

League Commissioners

Dr. Stefanie Ramsey - sramsey@rvaschools.net

Travis Amos - tamos@rvaschools.net

*****Please report all scores to tamos@rvaschools.net*****

Soccer Schedule 2021



*****Schedules are subject to change according to various factors*****

<u>Date</u>	<u>Time</u>	<u>Location</u>	<u>Opponents</u>
October 18, 2021	4:00p	Franklin	Brown vs Franklin
	3:30p	Henderson	Binford vs Henderson
October 20, 2021	3:30	Albert Hill	Binford vs Albert Hill
October 21, 2021	3:30p	Henderson	MLK vs Henderson
	3:30p	Brown	Albert Hill vs Brown
	4:00p	Franklin	Boushall vs Franklin
October 25, 2021	3:30p	MLK	Binford vs MLK
	3:30p	Boushall	Albert Hill vs Boushall
	4:00p	River City	Franklin vs River City
	3:30p	Franklin	Brown vs Henderson
October 28, 2021	4:00p	River City	Binford vs River City
	3:30p	Albert Hill	Henderson vs Albert Hill



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3:30p	Brown	MLK vs Brown
3:30p	Boushall	Franklin vs Boushall
November 1, 2021 TBA	TBA	Tournament Round 1
November 3, 2021 TBA	TBA	Tournament Round 2
November 8, 2021 TBA	Armstrong	Tournament Championship

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Dr. Stefanie Ramsey - sramsey@rvaschools.net

Travis Amos - tamos@rvaschools.net

*****Please report all scores to tamos@rvaschools.net*****

Updated 10/15/2021

Schedules are subject to change according to various factors

<u>Date</u>	<u>Location</u>	<u>Opponents</u>
October 11, 2021	Albert Hill	Binford vs Albert Hill
3:30p	Brown	Franklin vs Brown
3:30p		
October 14, 2021	Binford	Brown vs Binford
3:30p	Albert Hill	Franklin vs Albert Hill
3:30p		
October 18, 2021	Henderson	Binford vs Henderson
3:30p	MLK	Albert Hill vs MLK
3:30p	Franklin	Brown vs Franklin
4:00p		
October 21, 2021	Brown	Albert Hill vs Brown
3:30p	Henderson	MLK vs Henderson
3:30p	Franklin	Boushall vs Franklin
4:00p		
October 25, 2021	Binford	MLK vs Binford
3:30p	Boushall	Albert Hill vs Boushall
3:30p	River City	Franklin vs River City
4:00p	Henderson	Brown vs Henderson
3:30p		
October 28, 2021	Binford	Henderson vs Binford
3:30p		



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	Franklin	Albert Hill vs Franklin
4:00p		
	Brown	MLK vs Brown
3:30p		
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3:30p		
November 1, 2021	Binford	Franklin vs Binford
3:30p		
	Albert Hill	MLK vs Albert Hill
3:30p		
	Brown	River City vs Brown
3:30p		
	Boushall	Henderson vs Boushall
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November 3, 2021	Boushall	Binford vs Boushall
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November 8, 2021	TBA	Tournament Round 1
TBA		
November 10, 2021	TBA	Tournament Round 2
TBA		
November 11, 2021	John Marshall	Tournament Championship
TBA		

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Office of The Principal

Richmond Public Schools SY 21-22

Aspen User Guide for Schools

Contents:

1. [How to get to ASPEN](#)
2. [ASPEN's Homepage](#)
3. [Student Overview - Finding & Accessing Student Data](#)
 1. [Student Profile](#)
 2. [Side Tabs - Details, Contacts, Attendance, Membership, Transcript](#)
4. [How to excuse Absences](#)
5. [Uploading Documents](#)
6. [ASPEN Reports](#)
 1. [Attendance History](#)
 2. [Conduct History](#)
 3. [Principal's Attendance Report](#)

As you continue to get the hang of this unique school year, there have been several questions about the proper QA and QP coding so we wanted to take a moment to walk you through it.

The details below are a quick summary, but a more robust guide can be found HERE: [Aspen User Guide for Schools](#)

When you navigate to your student roster, you should see the row of buttons in line with each student on your roster as reflected in the below image. The QA and QP are highlighted in Red in this image but are not highlighted in red in ASPEN. This is just to show the new codes.

This chart shows the list of codes, and combinations, that are legitimate codes in ASPEN for attendance. Below the chart is a description of how each should be entered.

Attendance Coding Guidance			
Attendance Status	Button to Click	Code	Attendance
Present	P		Present
Absent, Unexcused	A	A	A
Absent, Excused	A	A-E	A-E
Quarantine Absent - Unexcused	QA	A QA	A QA
Quarantine Absent - Excused	QA	A-E QA	A-E QA
Tardy	T	T	T
Early Dismissal	D	D	D
Quarantine Present	QP	QP	QP

While ASPEN may allow other combinations, **no other combinations of codes are legitimate.**

Steps for each Attendance Status:

Present

Office of The Principal

ASPEN defaults to present. If attendance is not actively taken daily all students on the roster will have 100% attendance. Please practice clicking on the "P" button, as this is good practice to ensure no students are missed. Once selected, the other buttons will be grayed out. Once completed, the "Code" column will be blank, however, the "Attendance" Column will read "Present"

Absent, Unexcused

Enter an absence by first clicking on the "A" button. This will bring up a popup window. Verify "Absent?" is checked. You do not need to take any additional action on this popup window. Hit "Save". Once completed, the "Code" Column and "Attendance" Column will both read "A".

Absent, Excused

Enter an excused absence by first clicking on the "A" button. This will bring up the popup window. Verify "Absent?" is checked. On this popup window, you will need to also click the check box for Excused. Hit "Save". Once completed, the "Code" Column and "Attendance" Column will both read "A-E".

Quarantine Absent, Unexcused

To enter an absence for a student who is currently under quarantine click on the "QA" button. This will bring up the popup window. On this popup window, you will see "Absent?" is already checked and "QA" is selected from the dropdown listing. Verify the "QA" is selected and "Absent?" is checked. Hit "Save". Once completed, the "Code" Column and "Attendance" Column will both read "A QA".

WHEN DO I MARK A STUDENT "A QA"?

If a student is under quarantine due to exposure, but tested negative or being isolated due to testing positive, but is asymptomatic, yet is not actively engaged on the virtual class platform or is not completing the assigned course work from the teacher, this student should be marked as "A QA".

Quarantine Absent, Excused

To enter an excused absence for a student who is currently under quarantine click on the "QA" button. This will bring up the popup window. On this popup window, you will see "Absent?" is already checked and "QA" is selected from the dropdown listing. Verify the "QA" is selected and "Absent?" is checked. Check off the "Excused?" box and hit "Save". Once completed, the "Code" Column and "Attendance" Column will both read "A-E QA".

WHEN DO I MARK A STUDENT "A-E QA"?

If a student is being isolated due to testing positive and is unable to engage virtually as a result of symptoms this student should be marked as "A-E QA".

Tardy

Enter a late arrival/tardy by first clicking on the "T" button. This will bring up the popup window. Verify "Tardy?" is checked. On this popup window "Time In?" will auto-populate the current time. Update the time if needed to accurately reflect the time the student arrived. Hit "Save". Once completed, the "Code" Column and "Attendance" Column will both read "T".

Early Dismissal

Enter an early dismissal by first clicking on the "D" button. This will bring up the popup window. Verify "Leave Early?" is checked. On this popup window "Time Out?" will auto-populate the current time. Update the time if needed to accurately reflect the time the student was dismissed. Hit "Save". Once completed, the "Code" Column and "Attendance" Column will both read "D".

Quarantine Present

To enter a Quarantine Present for a student who is currently under quarantine click on the "QP" button. This will bring up the popup window. On this popup window, you will see "QP" is selected from the dropdown listing. Verify the "QP" is selected and nothing else is checked. Hit "Save". Once completed, the "Code" Column and "Attendance" Column will both read "QP".

WHEN DO I MARK A STUDENT "QP"?

If a student is being isolated due to testing positive, but not experiencing symptoms preventing the student from engaging, or is being quarantined due to exposure, but is actively engaging virtually to meet the teacher assigned work expectations this student should be marked as "QP".

Office of The Principal

Committees Updates - Chairperson will meet next faculty meeting

Anime

* Theodore Dubinsky, Michael Jamison, Haeyun Kim, Daniel Elie, John Nunez

Awards

* Carlton Day, Denise Claiborne, David Hudson, Haeyun Kim, Jose Pomier, Travis Richardson, Shaia Scott, John Nunez, Special Loney

Beautification

* Jonathan Ashe, Natalie Diaz, Clinton Jefferson, Brian Taylor, Carlton Day, Gilbert Carter, Special Loney, Dominique Menefee

Black History

* Robin Williams, Meredith Bush, Jennifer Smith, Jose Pomier, Sandra Hayward-Jones, Daniella White, Special Loney, Tiffany Frierson

Culture & Climate

* Dr. Jennifer Smith, Travis Richardson, Abigail Tyree – CIS, Christal Corey, Jasmine Terry, Tiffany Frierson

Crisis

* Leon Thornton, Dr. Jennifer Smith, Travis Richardson, Abigail Tyree – CIS, David Hudson, Tiffany Frierson

Dungeon & Dragon

* Andrew Giffin, Amitie Hylton

FMA Social Media (Facebook, Twitter & Instagram)

* Kathy Paschall, Shanice Clarke, Bill Watson

Foreign Language

* Natalie Diaz, Dr. Clara Bannister

Garden

* Melody Reives, Haeyun Kim, Shaia Scott, Gilbert Carter, Special Loney, Dominique Menefee

GRTC Program For High School

History Fair

* Meredith Bush, Robin Williams

Hospitality

* Dr. Clara Bannister, Melody Reives, Zonita James, Dominique Menefee

Links

* Naiia Smith

Master Schedule

Jennifer Smith, David Hudson, Tiffany Frierson, Matt Wester, Mary Simons

National Junior Honor Society

* Brian Taylor, Matthew Wester, Johnetta Guishard, John Barclay, Sandra Hayward-Jones, Gilbert Carter, Bill Watson

National Honor Society

* Matthew Wester, Eric Lindley, Mary Simons, Brian Taylor, Nikitria Walker

Oratorical

* Melody Reives, Daniel Elie, Johnetta Guishard, Andrew Giffin, Naiia Smith, David Hudson

Professional Development (Lead Teachers)

* Brian Taylor, Nia Smith, Zonita James, William Watson, Mary Simon, John Nunez, Matthew Wester, Carlton Day, Theodore Dubinsky, Nikitria Walker

PTSA Representative

* Johnetta Guishard

REA/VEA

** Dr. Clara Bannister, Natalie Diaz

Recruitment Committee - Evaluate Incoming Students

* Bill Watson, Kelvin Maxwell Gilliam, Clinton Jefferson, Eric Lindley, Sandra Hayward-Jones, Carlton Day, Theodore Dubinsky, Gilbert Carter, Leon Thornton, Tiffany Frierson



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Recruitment - High School - Tours

* Carlton Day , Clinton Jefferson, Leon Thornton, Tiffany Frierson

Recruitment - Middle School - Tours

* Kelvin Maxwell Gilliam, Johnetta Guishard, Tiffany Frierson, John Barclay, Matthew Wester, Daniel Elie

Robotics

*Carlton Day, Leon Thornton, Kim Gray

RTI - (Response To Intervention & SBIT - School Base Intervention Team)

* Dr. Jennifer Smith, Michael Jamison, Zonita James

SAT/PSAT

*Tiffany Frierson, Special Loney

Safety & Security

* Leon Thornton, Jennifer Smith, Clinton Jefferson, , Kelvin Maxwell Gilliam, Carlton Day,

Senior Class

* Nikitria Walker, Eric Lindley, Mary Simon, Denise Claiborne, Naiia Smith, Special Loney

School-Based Intervention

*Abigail Tyree – CIS, Jasmine Terry

School Photography

David Hudson

School-Wide End of The Year Field Day

*Daniel Elie, Daniella White, Shaia Scott, Amitie Hylton, Meredith Bush

SOL Testing Committee

*Michael Jamison, Crystal Corey, Denise Claiborne, Special Loney, Gilbert Carter, Special Loney, Bill Watson

Sound System & Set Up For Assemblies

*Jose Pomier, *David Corey

Spelling Bee

* John Nunez, Naiia Smith, Zonita James

STEM/Science Fair

*John Barclay, David Hudson

Students' Talent Show

*Robin Williams, Johnetta Guishard, John Barclay, Daniella White, Special Loney, Jose Pomier, Amitie Hylton, David Corey

Technology

* Daniel Elie, Christal Corey, Dr. Clara Bannister,

Veteran Day

*David Hudson, Carlton Day, Clinton Jefferson, Kim Gray

Wellness

*Shanice Clarke, Robin Williams, Jonathan Ashe, Travis Richardson, Special Loney

Website

*David Hudson

Yearbook

* Kathy Paschall, Christal Corey, Jonathan Ashe

Good Apple Award

September 8, 2021

**SGT 1st Class Kelvin Gilliam
Dr. Clara Bannister
CPT Melody Reives
COL. Carlton Day**

September 23, 2021

All staff at Franklin Military Academy

October 7, 2021

Leon Thornton





Franklin Military Academy

**EXCEPTIONAL EDUCATION DEPARTMENT | SEMESTER 1
SCHEDULES**

*****Schedules subject to change as needed*****

Maj. Claiborne Schedule

SECTION	Subject
BLOCK 1	303B, and Williams
BLOCK 2	Walker (Odd days) Smith (Even days), meetings
BLOCK 3	Consultations, Lunch
BLOCK 4	Thornton

Cpt. Loney Schedule

SECTION	Subject,
BLOCK 1	Kim, Paschall
BLOCK 2	Consultations, meetings
BLOCK 3	Paschall, lunch
BLOCK 4	Lindley, Wester

Cpt. Scott Schedule

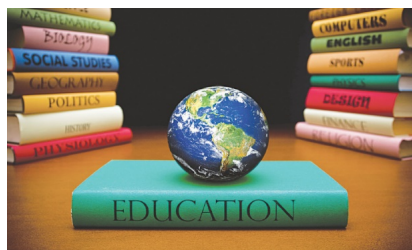
SECTION	Subject
BLOCK 1	Carter, Giffin, Elie, Bush
BLOCK 2	Nunez, Hylton, Watson
BLOCK 3	Barclay, Dubinsky, Watson, Carter, lunch
BLOCK 4	Barclay/Watson/Giffin/Elie

DR. J. SMITH'S WEEKLY SCHEDULE 10/18/2021

Monday	Admin Meeting 9:00 Observations SBIT Chair Mandatory 1:00-3:00 TBM Meeting 4:00
Tuesday	Biweekly STC meeting 10:00 Walk trough's Child Find meetings
Wednesday	SAST 10:00 Observations
Thursday	Child find meetings 11:00 Observations
Friday	Observations Meeting 10:00

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.](#)

[Dr. Smiths Calendar](#)



WEEKLY AGENDA

Vocabulary in Action

Word ^{of} _{the} Week

Ambiguity

Definition

Ambiguity: something that does not have a single clear meaning : something that is ambiguous you should remove *ambiguity* [=vagueness] from your essay by adding more details. *moral ambiguity* [=lack of certainty about whether something is right or wrong] the *ambiguities* in his answers

Reminders

November 2nd

School Closed For Election Day

November 4th

School Closed For Diwali

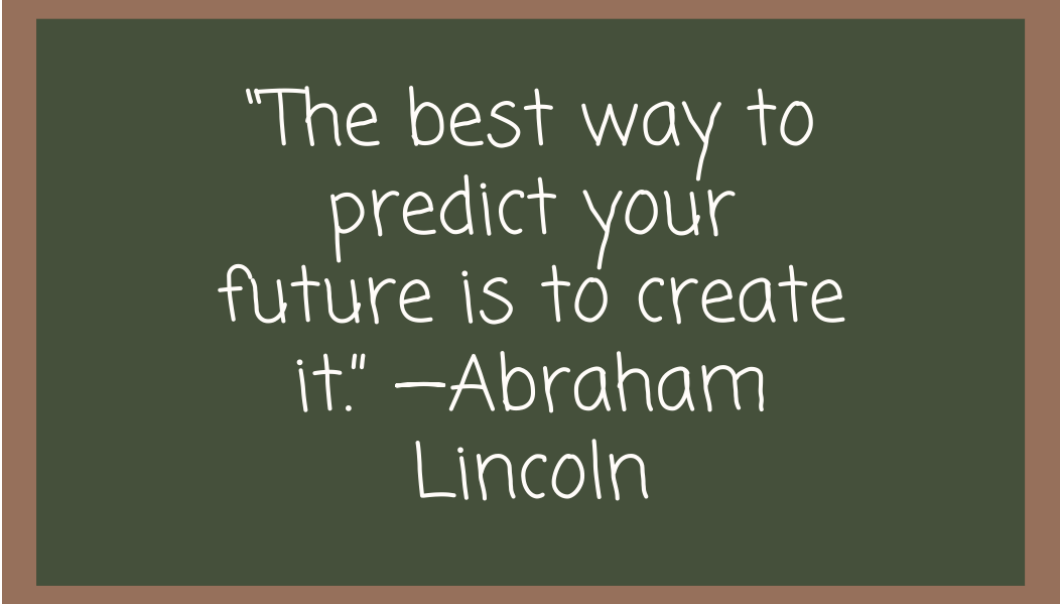
November 5th

Parent/Caregiver Conference Day

School Closed For Students

November 24th – 26th

School Closed For Thanksgiving Break



"The best way to
predict your
future is to create
it." —Abraham
Lincoln

Office of The Principal

Monday – October 18, 2021

From Coach Clarke

Announcement for FMA Girls' Basketball Team!

The girls have a home game on Monday – No spectators allowed. Coach Clarke is trying to arrange live streaming. Stay tuned for updates.

From Coach Metcalf

Announcement for FMA Soccer!

FMA Soccer has a game at home on Monday, 10/18

Students are to bring their game equipment to school on Monday and be ready to play!!!

Monday Lunch

Middle School

Barclay (7), Carter (12), D. Corey (8), Jamison (7), Jefferson (7), Paschall (13)

High School

Day (11), Richardson (21), Wester (15)

Soccer & Basketball Game at Franklin Military Academy

- **Admin Meeting - 9:00 a.m.**
- Survey From Richmond Health Department - This event may be put off due to parental information needing to be distributed. The following teachers' classes will be participating in the survey – Hylton, Watson, Ashe, Richardson, Wester, Paschall, Lindley, Jefferson & Corey
- **Open Enrollment for health benefit**
- **Make sure you are maintaining the seating charts**
- **Make positive calls home**
- Classroom Observation & Goal Meetings
- Lesson plans are due in Google Docs Today by 3:00 p.m.
- Hudson's Classroom Goal [Link](#) - Please see the evaluation schedule on the agenda.
- **After School Detention & Basketball, Soccer & Track Practice**
- **School Accreditation Meeting**
- **Formation Schedule – Students will return to homeroom at 3:25 p.m. to pick up interim before formation**
- **Middle & High School Lead Teachers Meeting – 4:30 p.m. – ELA, Science & Math Meetings – 4:00 p.m.**

Tuesday – October 19, 2021

Tuesday Lunch Schedule

Middle School

Bush (19), Clarke (22), C. Corey (14), Dubinsky (20)

High School

James (2), Pomier (11), Simons (17), , Diaz (16)

Office of The Principal

- Principal's Meeting 10:00 a.m. – 4:00 p.m.
- Make sure you are maintaining the seating charts
- Make positive calls home
- The Navy will speak to the senior class on Tuesday in a virtual session about opportunities in the Navy.
- The administration will be doing walkthroughs
- Superintendent Meeting – 4:00 p.m.
- Lesson plans are due in Google Docs Today by 3:00 p.m.
- After School Detention & Basketball, Soccer & Track practice
- Weekly Principal Call 4:00 p.m.
- Senior Installation Practice – Auditorium – 3:00 p.m.
-

Wednesday - October 20, 2021

Wednesday Lunch Schedule

- Middle School
- Gilliam (12), Guishard (6), Watson (15)
- High School
- Kim (20), Lindley (14), Nunez (8), Williams (12)
-
- Attendance Meeting
- PPE Pick Up 12:00 p.m.
- After School Detention & Basketball, Soccer & Track Practice
- Formation Schedule
- Lunch for seniors - Senior Installation 10:00 a.m. – Auditorium
-

Thursday - October 21, 2021

Thursday Lunch Schedule

Middle School

Bush (19), Clarke (22), C. Corey (14), Dubinsky (20)

High School

James (2), Pomier (11), Simons (17), Diaz (16)

Make sure you are maintaining the seating charts

- Make positive calls home
- The administration will be doing walkthroughs
- Franklin Military Welcomes the Army Cyber Pilot Program Site Team Visit on 21 October 2021 from 0900-1200. We are requesting the Media Center for the day of the visitor. We can expect eight persons to be in the Army's party and they will be walking around the building. Thank-You in advance for your support



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Friday – October 22, 2021

- Central Administration will be in classes observing today
- Make sure you are maintaining the seating charts
- Make positive calls home
- Formation Schedule
- Lead Teachers your teaming log is due
- Hudson's Classroom Goal [Link](#) - Please see the evaluation schedule on the agenda.

FRANKLIN MILITARY ACADEMY
PLEASE MAKE SURE DATA IS TURNED IN ON TIME
Bi-Weekly Schedule Subject To Change
2021-2022

August 24th – 1st Day For Virtual Academy

Data Due - September 24th (Bring Data To Data Meeting)

*October 15, 2021– Professional Development Day – Student Early Dismissal

Data Due -October 22nd (Bring Data To Grade Level Meeting)

**November 2nd & 4th – School Closed For Staff & Students

November 5, 2021 – No School For Students - Teachers will report to have parent/caregiver conference

Data Due - November 19th (Bring Data To Grade Level Meeting)

** School Closed For Thanksgiving November 24th – 26th

*December 3, 2021– Professional Development Day – Student Early Dismissal

** School Closed For Winter Holiday December 22nd – December 31, 2022

** School Closed For Martin L. King Birthday – January 17, 2022

Data Due -January 27th (Bring Data To Grade Level Meeting)

*January 28, 2022 – Professional Development Day – Student Early Dismissal

** January 31, 2022 - School Closed For Students - Teacher Work Day

** February 21, 2022 - School Closed President Day

Data Due - February 25th (Bring Data To Grade Level Meeting)

*March 4th – Early Release Day For Students – Professional Development For Teachers

*March 18th Parents & Caregiver Conference – School Closed For Students

Data Due - March 25, 2022 (Bring Data To Grade Level Meeting)

**April 4th – April 8th - Spring Break – School Closed For Students & Teachers

12th Month Employees Report To Work

** April 18, 2022 - School Closed For Students & Teachers – Easter Monday

Data Due - April 22nd (Bring Data To Grade Level Meeting)

** May 3, 2022 - School Closed For Students & Teachers – Eid al - Fitr

** May 30, 2022 - School Closed For Students & Teachers – Memorial Day

** June 20, 2022 - School Closed For Students & Teachers – Juneteenth

*June 24, 2022 – Early Dismissal for Students



Important Dates

September 20, 2021 – June 2022

Formal Observations and Informal Observations

Emergency Plans (10 Days of Enrichment and Stimulating Activities That Will Increase Academic Achievement) Make sure you place emergency procedures and place in plans that sub cannot leave the building unless they are permitted principal/assistant principal.

September 27, 2021– Classroom Vision (Posted)

Teachers, make sure the students in your class come up with a classroom vision. The classroom vision needs to be posted in your classroom. Students may come up with their vision, but you will be required to have one for the entire class.

Goal (s) Meetings Submission

October 8, 2021- Submission of the Goal Setting for Student Progress Form 1st Quarter)

Teachers complete a draft of procedures and schedule a meeting with their evaluators to look at the available data from performance measures and discuss the proposed goal. Each year, teachers are responsible for submitting their goals to me by October 8, 2021.

February – 4, 2021 – Review 1st Semester Goal and Identify 2nd Semester New Goal

A mid-year review of progress on the goal is held for all teachers. At the principal's discretion, this review may be conducted through peer teams, assistance from the evaluator, teacher-led conversations at a faculty meeting or professional development day, or in another format that promotes collegiality and reflection. The mid-year review should be held by February 14, 2019. It is the principal's responsibility to establish the format and select the time of the review.

February 14, 2022- Submission of the Goal Setting for Student Progress Form 1st Quarter)

Teachers complete a draft of procedures and schedule a meeting with their evaluators to look at the available data from performance measures and discuss the proposed goal. Each year, teachers are responsible for submitting their goals to me by October 8, 2021.

June 10, 2022 - End-of-Year Review of Goal

By June 1, each teacher is responsible for assessing the professional growth made on the goal and for submitting documentation to the evaluator. A teacher may find it beneficial to draft the next year's goal as part of the reflection process in the event the goal has to be continued and/or revised. The due date for the end-of-year reviews may be extended to include the current year's testing data or exam scores.

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Resources at the click of your mouse or tracking pad.

Description	Link
<u>Instructional Vision</u> The RPS Instructional Vision 2.0 drives how we plan, deliver, and assess instruction.	Instructional Vision 2.0
<u>Assessment Calendar</u> The assessment calendar shares the descriptions of all assessments and the timeline for the administration of assessments.	Assessment Calendar Final Draft
<u>Professional Learning Pods</u> We have created smaller learning communities for principals and teachers for district professional learning to be more responsive to individual school and student needs.	Professional Learning Pods
<u>Literacy Plan</u> The RPS Literacy Plan guides our focus on literacy.	RPS Literacy Plan
<u>Lesson Preparation & Planning</u> For K-8 teachers that use Eureka, EL Education, and/or Amplify curricula, teachers should use the Intellectual Preparation & Planning guidance and the planning document contained there. For other grades or content areas, please use the 5E or standard lesson plan document for planning. <i>*All of these are available on RPStech.</i> Preschool will use the <i>MyTeachingStrategies</i> lesson plan template in the “Teach Tab” of the platform. See details in the PK Instructional Guidance & Procedures document.	2021-2022 Intellectual Preparation & Lesson Planning Guidance 5E lesson plan Lesson plan Unit plan PK Instructional Guidance & Procedures
<u>Literacy Block and Math Block</u> The visuals of the K-8 literacy and math blocks help to articulate the expectations of implementing the curriculum with integrity as well as provide personalized learning and small group instruction. The focus of the first month of school will be to ensure the structures of these blocks are established.	21-22 Literacy Block Requirements 21-22 Math Block Requirements
<u>K-5 Scope & Sequence At-A-Glance</u> For elementary leaders, a one-pager for each grade level will show the scope and sequence for all 4 content areas. <u>Preschool Objectives At-A-Glance</u> For Preschool	Coming soon PK Creative Curriculum Objectives for Development and Learning

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	<u>PK Learning Progressions</u>
<u>Teacher Leadership</u> Instructional Coaches, Academic Architects, and Instructional Leads will have required monthly learning sessions throughout the year to build their leadership and have them transfer learning to their peers.	<u>Cohort Dates</u>
<u>Professional Learning Platform</u> The KickUp information sheet explains how our new platform will be used and contains helpful resources to utilize its features.	<u>KickUp Information Sheet</u>
<u>Digital Resources</u> The updated digital resources documents explain are each intended to be used and who are points of contact for.	<u>21-22 Digital Resources</u>
<u>school-BasedAssignments</u> This spreadsheet is a one-stop-shop to see all the additional support staff assigned to each school.	<u>School-Based Assignments</u>
<u>Grading Practices & Windows</u>	<u>Secondary Grading Procedures</u> <u>Elementary Grading Procedures</u> <u>HS grading timeline</u> <u>ESMS grading timeline</u>
<u>Google Classroom Guidance</u>	Coming soon
<u>Secondary Master Schedule</u>	<u>Master Schedule Guide</u>
<u>Attendance</u>	<u>Attendance GuideBook</u>
<u>BOY Materials</u>	<u>2021-2022 BOY Documents</u>
<u>Cluster Meeting Dates</u>	<u>ES Cluster Meeting</u> <u>Secondary Cluster Mtgs. SY21-22</u>
<u>Exceptional Education</u>	<u>Ex. Ed. Leadership Resources</u>

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Military Instruction

Guishard	<u>6th -8th grade CHiSL Setting Goals; Substance Abuse making</u>
Gilliam	<u>6th grade Career Exploration; 8th CHiSL Leadership & Decision making</u>
Jefferson	<u>Richmond Health Department Survey on Monday, Personal Growth and Behavior, Physical Fitness, and Continuous Improvement.</u>
Thornton	<u>Military Drill and Ceremonies, Appearance and Customs and Courtesies</u>
Day	<u>Life After High School Quiz, College Application Process, Management and You Introduction to Cybersecurity Quiz</u>

Language Arts

Reading

Reading

6.4 The student will read and determine the meanings of unfamiliar words and phrases within authentic texts.

- a) Identify word origins and derivations.
- b) Use roots, affixes, synonyms, and antonyms to expand vocabulary.
- c) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.
- d) Identify and analyze the construction and impact of figurative language.
- e) Use word-reference materials.
- f) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

6.5 The student will read and demonstrate comprehension of a variety of fictional texts, literary nonfiction, and poetry.

- a) Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.
- b) Describe cause and effect relationships and their impact on the plot.
- c) Explain how an author uses character development to drive conflict and resolution.
- d) Differentiate between first and third person point-of-view.
- e) Describe how word choice and imagery contribute to the meaning of a text.
- f) Draw conclusions and make inferences using the text for support.
- g) Identify the characteristics of a variety of genres.
- h) Identify and analyze the author's use of figurative language.
- i) Compare/contrast details in literary and informational nonfiction texts.
- j) Identify transitional words and phrases that signal an author's organizational pattern.
- k) Use reading strategies to monitor comprehension throughout the reading process.

6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.

- a) Skim materials using text features such as type, headings, and graphics to predict and categorize information.

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- b) Identify main idea.
- c) Summarize supporting details.
- d) Create an objective summary including main idea and supporting details.
- e) Draw conclusions and make inferences based on explicit and implied information.
- f) Identify the author's organizational pattern(s).
- g) Identify transitional words and phrases that signal an author's organizational pattern.
- h) Differentiate between fact and opinion.
- i) Identify cause and effect relationships.
- j) Analyze ideas within and between selections providing textual evidence.
- k) Use reading strategies to monitor comprehension throughout the reading process.

7th Grade Language Arts - SOL Test

Communication and Multimodal Literacies

7.1 The student will participate in and contribute to conversations, group discussions, and oral presentations.

- a) Use a variety of strategies to listen actively and speak using agreed upon discussion rules with awareness of verbal and nonverbal cues.
- b) Clearly communicate ideas and information orally in an organized and succinct manner.
- c) Ask probing questions to seek elaboration and clarification of ideas.
- d) Participate in collaborative discussions with partners building on others' ideas.
- e) Make statements to communicate agreement or tactful disagreement with others' ideas.
- f) Use language and style appropriate to audience, topic, and purpose.
- g) Give formal and informal presentations in a group or individually, providing evidence to support a main idea.
- h) Work effectively and respectfully within diverse groups.
- i) Exhibit willingness to make necessary compromises to accomplish a goal.
- j) Share responsibility for collaborative work.

Reading

7.4 The student will read and determine the meanings of unfamiliar words and phrases within authentic texts.

- a) Identify word origins and derivations.
- b) Use roots, affixes, synonyms, and antonyms to expand vocabulary.
- c) Identify and analyze the construction and impact of figurative language.
- d) Identify connotations.
- e) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.
- f) Use word-reference materials to determine meanings and etymology.

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- g) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

7.5 The student will read and demonstrate comprehension of a variety of fictional texts, literary nonfiction, poetry, and drama.

- a) Describe the elements of narrative structure including setting, character development, plot, theme, and conflict and how they influence each other.
- b) Identify and explain the theme(s).
- c) Identify cause and effect relationships and their impact on plot.
- d) Differentiate between first and third person point-of-view.
- e) Identify elements and characteristics of a variety of genres.
- f) Compare and contrast various forms and genres of fictional text.
- g) Describe the impact of word choice, imagery, and literary devices including figurative language in an author's style.
- h) Compare/contrast details in literary and informational nonfiction texts.
- i) Make inferences and draw conclusions based on the text.
- j) Use reading strategies to monitor comprehension throughout the reading process.

7.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.

- a) Skim materials using text features including type, headings, and graphics to predict and categorize information.
- b) Identify an author's organizational pattern using textual clues, such as transitional words and phrases.
- c) Make inferences and draw logical conclusions using explicit and implied textual evidence.
- d) Differentiate between fact and opinion.
- e) Identify the source, viewpoint, and purpose of texts.
- f) Describe how word choice and language structure convey an author's viewpoint.
- g) Identify the main idea.
- h) Summarize text identifying supporting details.
- i) Create an objective summary including main idea and supporting details.
- j) Identify cause and effect relationships.
- k) Organize and synthesize information for use in written and other formats.
- l) Analyze ideas within and between selections providing textual evidence.
- m) Use reading strategies to monitor comprehension throughout the reading process.

Communication and Multimodal Literacies

- 8.1 The student will participate in, collaborate in, and report on small-group learning activities.
- a) Assume responsibility for specific group tasks and share responsibility for collaborative work within diverse teams.
 - b) Exhibit willingness to make necessary compromises to accomplish a goal.
 - c) Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.
 - d) Include all group members, and value individual contributions made by each group member.
 - e) Make statements to communicate agreement or tactful disagreement with others' ideas.
 - f) Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.
 - g) Use self-reflection to evaluate one's own role in preparation and participation in small-group activities.
- 8.2 The student will develop and deliver multimodal, interactive presentations collaboratively and individually.
- a) Select, organize, and create multimodal content that encompasses opposing points of view.
 - b) Choose vocabulary and tone appropriate to the audience, topic, and purpose.
 - c) Use effective verbal and nonverbal communication skills to deliver multimodal presentations.
 - d) Cite information sources.
 - e) Respond to audience questions and comments.
 - f) Differentiate between Standard English and informal language.
 - g) Evaluate presentations.
- 8.3 The student will analyze, develop, and produce creative or informational media messages.
- a) Analyze the purpose of information and persuasive techniques used in diverse media formats.
 - b) Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations.
 - c) Use media and visual literacy skills to create products to express new understandings.
 - d) Evaluate sources for relationships between intent and factual content.
 - e) Utilize multimedia to clarify information and emphasize differing points of view.
 - f) Evaluate the motives (e.g., social, commercial, political) behind media presentation(s).
 - g) Demonstrate the ethical use of the Internet when evaluating or producing creative or informational media messages.

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Reading

8.4 The student will apply knowledge of word origins, and figurative language to extend vocabulary development within authentic texts.

- a) Identify and analyze the construction and impact of an author's use of figurative language.
- b) Use context, structure, and connotations to determine meaning and differentiate among multiple meanings of words and phrases.
- c) Use roots, affixes, synonyms, and antonyms to determine the meaning(s) of unfamiliar words and technical vocabulary.
- d) Identify the meaning of common idioms.
- e) Use word-reference materials to determine meanings and etymology.
- f) Discriminate between connotative and denotative meanings and interpret the connotation.
- g) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

8.6 The student will read, comprehend, and analyze a variety of nonfiction texts.

- a) Identify an author's organizational pattern using textual clues, such as transitional words and phrases.
- b) Apply knowledge of text features and organizational patterns to analyze selections.
- c) Skim materials to develop an overview or locate information.
- d) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.
- e) Analyze the author's qualifications, viewpoint, word choice, and impact.
- f) Analyze details for relevance and accuracy.
- g) Differentiate between fact and opinion.
- h) Identify the main idea.
- i) Summarize the text identifying supporting details.
- j) Identify cause and effect relationships.
- k) Evaluate, organize, and synthesize information for use in written and other formats.
- l) Analyze ideas within and between selections providing textual evidence.
- m) Use reading strategies to monitor comprehension throughout the reading process.

9th Grade Language Arts

Communication and Multimodal Literacies

9.1 The student will participate in, collaborate in, and make multimodal presentations both independently and in small groups.

- a) Make strategic use of multimodal tools.
- b) Credit information sources.
- c) Use vocabulary appropriate to the topic, audience, and purpose.

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- d) Assist with setting rules for group work including informal consensus, taking votes on key issues, presentation of alternate views and goal setting.
- e) Assume responsibility for specific group tasks.
- f) Share responsibility for collaborative work.
- g) Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.
- h) Include all group members, acknowledge new information expressed by others, and value individual contributions made by each group member.
- i) Respond thoughtfully and tactfully to diverse perspectives, summarizing points of agreement and disagreement.
- j) Evaluate impact, purpose, point of view, reasoning, and use of evidence and rhetoric of presentation(s).
- k) Use self-reflection to evaluate one's own role in preparation and participation in small-group activities.

9.4 The student will read, comprehend, and analyze a variety of fictional texts including narratives, literary nonfiction, poetry, and drama.

- a) Identify the characteristics that distinguish literary forms.
- b) Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.
- c) Interpret how themes are connected across texts.
- d) Compare and contrast the use of rhyme, rhythm, sound, imagery, and other literary devices to convey a message and elicit the reader's emotion.
- e) Analyze the cultural or social function of a literary text.
- f) Explain the relationship between the author's style and literary effect.
- g) Explain the influence of historical context on the form, style, and point of view of a written work.
- h) Compare and contrast authors' use of literary elements within a variety of genres.
- i) Analyze how the author's specific word choices and syntax impact the author's purpose.
- j) Make inferences and draw conclusions using references from the text(s) for support.
- k) Compare/contrast details in literary and informational nonfiction texts.
- l) Use reading strategies to monitor comprehension throughout the reading process.

10th Grade Language Arts

Reading

10.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.

- a) Use structural analysis of roots, affixes, synonyms, and antonyms, to understand complex words.
- b) Use context, structure, and connotations to determine meanings of words and phrases.

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- c) Discriminate between connotative and denotative meanings and interpret the connotation.
- d) Explain the meaning of common idioms.
- e) Explain the meaning of literary and classical allusions and figurative language in text.
- f) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

10.4 The student will read, comprehend, and analyze literary texts of different cultures and eras.

- a) Make inferences and draw conclusions using references from the text(s) for support.
- b) Analyze the similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.
- c) Interpret the cultural or social function of world and ethnic literature.
- d) Analyze universal themes prevalent in the literature of different cultures.
- e) Examine a literary selection from several critical perspectives.
- f) Critique how authors use key literary elements to contribute to meaning including, character development, theme, conflict, and archetypes.
- g) Interpret how themes are connected within and across texts.
- h) Explain the influence of historical context on the form, style, and point of view of a literary text(s).
- i) Evaluate how an author's specific word choices, syntax, tone, and voice shape the intended meaning of the text.
- j) Compare/contrast details in literary and informational nonfiction texts.
- k) Compare and contrast how literary devices convey a message and elicit a reader's emotions.
- l) Compare and contrast character development in a play to characterization in other literary forms.
- m) Use reading strategies to monitor comprehension throughout the reading process.

10.5 The student will read, interpret, analyze, and evaluate nonfiction texts.

- a) Analyze text features and organizational patterns to evaluate the meaning of texts.
- b) Recognize an author's intended audience and purpose for writing.
- c) Skim materials to develop an overview and locate information.
- d) Compare and contrast informational texts for intent and content.
- e) Interpret and use data and information in maps, charts, graphs, timelines, tables, and diagrams.
- f) Draw conclusions and make inferences on explicit and implied information using textual support as evidence.
- g) Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.
- h) Analyze ideas within and between selections providing textual evidence.
- i) Summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.
- j) Use reading strategies throughout the reading process to monitor comprehension.

11th Grade Language Arts – SOL Test

11.1 The student will make planned informative and persuasive multimodal, interactive presentations collaboratively and individually.

- a) Select and effectively use multimodal tools to design and develop presentation content.
- b) Credit information sources.
- c) Demonstrate the ability to work collaboratively with diverse teams.
- d) Respond thoughtfully and tactfully to diverse perspectives, summarizing points of agreement and disagreement.
- e) Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.
- f) Anticipate and address alternative or opposing perspectives and counterclaims.
- g) Evaluate the various techniques used to construct arguments in multimodal presentations.
- h) Use vocabulary appropriate to the topic, audience, and purpose.
- i) Evaluate effectiveness of multimodal presentations.

11.4 The student will read, comprehend, and analyze relationships among American literature, history, and culture.

- a) Describe contributions of different cultures to the development of American literature.
- b) Compare and contrast the development of American literature in its historical context.
- c) Analyze American literature, as it reflects traditional and contemporary themes, motifs, universal characters, and genres.
- d) Interpret the social or cultural function of American literature.
- e) Analyze how context and language structures convey an author's intent and viewpoint.
- f) Critique how authors use key literary elements to contribute to meaning including character development, theme, conflict, and archetypes within and across texts .
- g) Interpret how the sound and imagery of poetry support the subject, mood, and theme, and appeal to the reader's senses.
- h) Evaluate how specific word choices, syntax, tone, and voice support the author's purpose.
- i) Analyze the use of dramatic conventions in American literature.
- j) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).
- k) Compare/contrast literary and informational nonfiction texts.

11.5 The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing.

- a) Apply information from texts to clarify understanding of concepts.
- b) Read and correctly interpret an application for employment, workplace documents, or an application for college admission.
- c) Analyze technical writing for clarity.

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- d) Paraphrase and synthesize ideas within and between texts.
- e) Draw conclusions and make inferences on explicit and implied information using textual support.
- f) Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.
- g) Analyze false premises, claims, counterclaims, and other evidence in persuasive writing.
- h) Recognize and analyze use of ambiguity, contradiction, paradox, irony, sarcasm, overstatement, and understatement in text.
- i) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).

Writing

11.6 The student will write in a variety of forms, to include persuasive/argumentative, reflective, interpretive, and analytic with an emphasis on persuasion/argumentation.

- a) Apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing to address a specific audience and purpose.
- b) Produce arguments in writing developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions.
- c) Organize claims, counterclaims, and evidence in a sustained and logical sequence.
- d) Adapt evidence, vocabulary, voice, and tone to audience, purpose, and situation.
- e) Use words, phrases, clauses, and varied syntax to create a cohesive argument.
- f) Blend multiple forms of writing including embedding narratives to produce effective essays.
- g) Revise writing for clarity of content, accuracy and depth of information.
- h) Write and revise to a standard acceptable both in the workplace and in postsecondary education.

12th Grade Language Arts Writing

Communication and Multimodal Literacies

12.1 The student will make planned persuasive/argumentative, multimodal, interactive presentations collaboratively and individually.

- a) Select and effectively use multimodal tools to design and develop presentation content.
- b) Credit information sources.
- c) Demonstrate the ability to work collaboratively with diverse teams.
- d) Anticipate and address alternative or opposing perspectives and counterclaims.
- e) Evaluate the various techniques used to construct arguments in multimodal presentations.
- f) Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.
- g) Critique effectiveness of multimodal presentations.

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12.4 The student will read, comprehend, and analyze the development of British literature and literature of other cultures.

- a) Compare and contrast the development of British literature in its historical context.
- b) Analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts.
- c) Compare/contrast details in literary and informational nonfiction texts.
- d) Interpret the social and cultural function of British literature.
- e) Interpret how the sound and imagery of poetry support the subject, mood, and theme, and appeal to the reader's senses.
- f) Compare and contrast traditional and contemporary poems from many cultures.
- g) Evaluate how dramatic conventions contribute to the theme and effect of plays from American, British, and other cultures.
- h) Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s).

12.5 The student will read, interpret, analyze, and evaluate a variety of nonfiction texts.

- a) Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s).
- b) Identify and synthesize resources to make decisions, complete tasks, and solve specific problems.
- c) Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.
- d) Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.
- e) Analyze false premises claims, counterclaims, and other evidence in persuasive writing.

12.6 The student will write in a variety of forms to include persuasive/argumentative-reflective, interpretive, and analytic with an emphasis on persuasion/argumentation.

- a) Apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing to address a specific audience and purpose.
- b) Produce arguments in writing that develop a thesis to demonstrate knowledgeable judgments, address counterclaims, and provide effective conclusions.
- c) Use a variety of rhetorical strategies to clarify and defend a position organizing claims, counterclaims, and evidence in a sustained and logical sequence.
- d) Blend multiple forms of writing including embedding a narrative to produce effective essays.
- e) Adapt evidence, vocabulary, voice, and tone to audience, purpose, and situation.
- f) Use words, phrases, clauses, and varied syntax to connect all parts of the argument creating cohesion from the information presented.

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- g) Revise writing for clarity of content, depth of information, and technique of presentation.
- h) Write and revise to a standard acceptable both in the workplace and in postsecondary education.
- i) Write to clearly describe personal qualifications for potential occupational or educational opportunities.

Title I

Reading

6.4 The student will read and determine the meanings of unfamiliar words and phrases within authentic texts.

- a) Identify word origins and derivations.
- b) Use roots, affixes, synonyms, and antonyms to expand vocabulary.
- c) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.
- d) Identify and analyze the construction and impact of figurative language.
- e) Use word-reference materials.
- f) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

6.5 The student will read and demonstrate comprehension of a variety of fictional texts, literary nonfiction, and poetry.

- a) Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.
- b) Describe cause and effect relationships and their impact on plot.
- c) Explain how an author uses character development to drive conflict and resolution.
- d) Differentiate between first and third person point-of-view.
- e) Describe how word choice and imagery contribute to the meaning of a text.
- f) Draw conclusions and make inferences using the text for support.
- g) Identify the characteristics of a variety of genres.
- h) Identify and analyze the author's use of figurative language.
- i) Compare/contrast details in literary and informational nonfiction texts.
- j) Identify transitional words and phrases that signal an author's organizational pattern.
- k) Use reading strategies to monitor comprehension throughout the reading process.

6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.

- a) Skim materials using text features such as type, headings, and graphics to predict and categorize information.
- b) Identify main idea.
- c) Summarize supporting details.
- d) Create an objective summary including main idea and supporting details.

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- e) Draw conclusions and make inferences based on explicit and implied information.
- f) Identify the author's organizational pattern(s).
- g) Identify transitional words and phrases that signal an author's organizational pattern.
- h) Differentiate between fact and opinion.
- i) Identify cause and effect relationships.
- j) Analyze ideas within and between selections providing textual evidence.
- k) Use reading strategies to monitor comprehension throughout the reading process.

Writing

- l) Revise writing for clarity of content including specific vocabulary and information.

Reading

9.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.

- a) Use structural analysis of roots, affixes, synonyms, and antonyms to understand complex words.
- b) Use context, structure, and connotations to determine meanings of words and phrases.
- c) Discriminate between connotative and denotative meanings and interpret the connotation.
- d) Identify the meaning of common idioms.
- e) Explain the meaning of literary and classical allusions and figurative language in text.
- f) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

9.4 The student will read, comprehend, and analyze a variety of fictional texts including narratives, literary nonfiction, poetry, and drama.

- a) Identify the characteristics that distinguish literary forms.
- b) Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.
- c) Interpret how themes are connected across texts.
- d) Compare and contrast the use of rhyme, rhythm, sound, imagery, and other literary devices to convey a message and elicit the reader's emotion.
- e) Analyze the cultural or social function of a literary text.
- f) Explain the relationship between the author's style and literary effect.
- g) Explain the influence of historical context on the form, style, and point of view of a written work.
- h) Compare and contrast authors' use of literary elements within a variety of genres.
- i) Analyze how the author's specific word choices and syntax impact the author's purpose.
- j) Make inferences and draw conclusions using references from the text(s) for support.
- k) Compare/contrast details in literary and informational nonfiction texts.
- l) Use reading strategies to monitor comprehension throughout the reading process.

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9.5 The student will read and analyze a variety of nonfiction texts.

- a) Apply knowledge of text features and organizational patterns to understand, analyze, and gain meaning from texts.
- b) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.
- c) Analyze the author's qualifications, viewpoint, and impact.
- d) Recognize an author's intended purpose for writing and identify the main idea.
- e) Summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.
- f) Identify characteristics of expository, technical, and persuasive texts.
- g) Identify a position/argument to be confirmed, disproved, or modified.
- h) Evaluate clarity and accuracy of information.
- i) Analyze, organize, and synthesize information in order to solve problems, answer questions, complete a task, or create a product.
- j) Differentiate between fact and opinion and evaluate their impact.
- k) Analyze ideas within and between selections providing textual evidence.
- l) Use the reading strategies to monitor comprehension throughout the reading process.

AP Literature

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

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

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

3.A Identify and describe how plot orders events in a narrative.

4.B Identify and explain the function of point of view in a narrative.

Comparisons, and syntax to convey a specific tone or style in an argument. 4.A Develop a paragraph that includes a claim and evidence supporting the claim.

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



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

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

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

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Mathematics

6th Grade Mathematics

- 6.8 The student will
- a) identify the components of the coordinate plane; and
 - b) identify the coordinates of a point and graph ordered pairs in a coordinate plane.

7th Grade Mathematics

- 7.11 The student will evaluate algebraic expressions for given replacement values of the variables.

Patterns, Functions, and Algebra

- 8.14 The student will
- a) evaluate an algebraic expression for given replacement values of the variables; and
 - b) simplify algebraic expressions in one variable.

8th Grade Mathematics

- 8.12 The student will
- a) represent numerical data in boxplots;
 - b) make observations and inferences about data represented in boxplots; and
 - c) compare and analyze two data sets using boxplots.

Algebra

Functions

- A.7 The student will investigate and analyze linear and quadratic function families and their characteristics both algebraically and graphically, including
- a) determining whether a relation is a function;
 - b) domain and range;
 - c) zeros;
 - d) intercepts;
 - e) values of a function for elements in its domain; and
 - f) connections between and among multiple representations of functions using verbal descriptions, tables, equations, and graphs.

Geometry

- G.2 The student will use the relationships between angles formed by two lines intersected by a transversal to
- a) prove two or more lines are parallel; and

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- b) solve problems, including practical problems, involving angles formed when parallel lines are intersected by a transversal.

- G.4 The student will construct and justify the constructions of
- a) a line segment congruent to a given line segment;
 - b) the perpendicular bisector of a line segment;
 - c) a perpendicular to a given line from a point not on the line;
 - d) a perpendicular to a given line at a given point on the line;
 - e) the bisector of a given angle,
 - f) an angle congruent to a given angle;
 - g) a line parallel to a given line through a point not on the line; and
- an equilateral triangle, a square, and a regular hexagon inscribed in a circle

Algebra II

- AII.6 For absolute value, square root, cube root, rational, polynomial, exponential, and logarithmic functions, the student will
- a) recognize the general shape of function families; and
 - b) use knowledge of transformations to convert between equations and the corresponding graphs of functions.
- AII.7 The student will investigate and analyze linear, quadratic, absolute value, square root, cube root, rational, polynomial, exponential, and logarithmic function families algebraically and graphically. Key concepts include
- a) domain, range, and continuity;
 - b) intervals in which a function is increasing or decreasing;
 - c) extrema;
 - d) zeros;
 - e) intercepts;
 - f) values of a function for elements in its domain;
 - g) connections between and among multiple representations of functions using verbal descriptions, tables, equations, and graphs;
 - h) end behavior;
 - i) vertical and horizontal asymptotes;
 - j) inverse of a function; and
 - k) composition of functions algebraically and graphically.
- AII.8 The student will investigate and describe the relationships among solutions of an equation, zeros of a function, x -intercepts of a graph, and factors of a polynomial expression.

Pre Calculus

MA.8 The student will identify, create, and solve practical problems involving triangles.

Triangular and Circular Trigonometric Functions

T.1 The student, given a point on the terminal side of an angle in standard position, or the value of the trigonometric function of the angle, will determine the sine, cosine, tangent, cotangent, secant, and cosecant of the angle.

T.2 The student will develop and apply the properties of the unit circle in degrees and radians.

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Science

6th Grade Science

- LS.10 The student will investigate and understand that organisms reproduce and transmit genetic information to new generations. Key ideas include
- a) DNA has a role in making proteins that determine organism traits;
 - b) the role of meiosis is to transfer traits to the next generation; and
 - c) Punnett squares are mathematical models used to predict the probability of traits in offspring.

7th Grade Science - Life Science

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

Earth Science

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

Biology

- BIO.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;
 - 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.

Chemistry

- CH.2 The student will investigate and understand that elements have properties based on their atomic structure. The periodic table is an organizational tool for elements based on these properties. Key information pertaining to the periodic table includes

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- a) average atomic mass, isotopes, mass number, and atomic number;
- b) nuclear decay;
- c) trends within groups and periods including atomic radii, electronegativity, shielding effect, and ionization energy;
- d) electron configurations, valence electrons, excited electrons, and ions; and
- e) historical and quantum models.

AP Physics

Unit 2: Dynamics

<https://apstudents.collegeboard.org/courses/ap-physics-1-algebra-based>

Anatomy Physiology

The students will understand the purpose and anatomical features of the **respiratory system**.

6th United States History to 1865

- USI.4 The student will demonstrate knowledge of European exploration in North America and West Africa by
- a) describing the motivations for, obstacles to, and accomplishments of the Spanish, French, Portuguese, and English explorations;
 - b) describing cultural and economic interactions between Europeans and American Indians that led to cooperation and conflict, with emphasis on the American Indian concept of land;
 - c) identifying the location and describing the characteristics of West African societies (Ghana, Mali, and Songhai) and their interactions with traders.

7th United States History to Present

Reshaping the Nation and the Emergence of Modern America: 1877 to the Early 1900s

- USII.4 The student will demonstrate knowledge of how life changed after the Civil War by
- a) identifying the reasons for westward expansion, including its impact on American Indians;
 - b) explaining the reasons for the increase in immigration, growth of cities, new inventions, and challenges arising from this expansion;
 - c) describing racial segregation, the rise of “Jim Crow,” and other constraints faced by African Americans and other groups in the post-Reconstruction South;
 - d) explaining the impact of new inventions, the rise of big business, the growth of industry, and life on American farms;
 - e) describing the impact of the Progressive Movement on child labor, working conditions, the rise of organized labor, women’s suffrage, and the temperance movement.

Civics and Economics

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

9th Grade Geography

Era I: Human Origins and Early Civilizations, Prehistory to 1000 B.C. (B.C.E.)

- WHI.4 The student will demonstrate knowledge of the civilizations of Persia, India, and China in terms of chronology, geography, social structures, government, economy, religion, and contributions to later civilizations by
- a) describing Persia, including Zoroastrianism and the development of an imperial bureaucracy;
 - b) describing India, with emphasis on the Aryan migrations and the caste system;
 - c) describing the origins, beliefs, traditions, customs, and spread of Hinduism;
 - d) describing the origins, beliefs, traditions, customs, and spread of Buddhism;
 - e) describing China, with emphasis on the development of an empire and the construction of the Great Wall;
 - f) describing the impact of Confucianism, Taoism, and Buddhism.

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

- WHII.4 The student will demonstrate knowledge of the impact of the European Age of Discovery and expansion into the Americas, Africa, and Asia by
- a) explaining the roles and economic motivations of explorers and conquistadors;
 - b) describing the influence of religion;
 - c) explaining migration, settlement patterns, cultural diffusion, and social classes in the colonized areas;
 - d) describing the Columbian Exchange, including its impact on native populations;
 - e) mapping and explaining the triangular trade;
 - f) describing the impact of precious metal exports from the Americas.

11th Virginia & United States History

Revolution and the New Nation

- VUS.4 The student will demonstrate knowledge of events and issues of the Revolutionary Period by
- a) analyzing how the political ideas of John Locke and those expressed in *Common Sense* helped shape the Declaration of Independence;
 - b) evaluating how key principles in the Declaration of Independence grew in importance to become unifying ideas of American democracy;
 - c) describing the political differences among the colonists concerning separation from Great Britain;

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d) analyzing reasons for colonial victory in the Revolutionary War

12th Virginia and United States Government

Reshaping the Nation and the Emergence of Modern America: 1877 to 1930s

GOVT.4 The student will demonstrate knowledge of the Constitution of the United States by

- a) examining the ratification debates and *The Federalist*;
- b) identifying the purposes for government stated in the Preamble;
- c) examining the fundamental principles upon which the Constitution of the United States is based, including the rule of law, consent of the governed, limited government, separation of powers, and federalism;
- d) illustrating the structure of the national government outlined in Article I, Article II, and Article III;
- e) describing the amendment process.

APUS History Unit 2
AP Gov Unit 1 Duties