

Franklin Military Academy

2022-2023

Weekly Agenda

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



"A Knight Forever"

(H) Col. David A. Hudson, Principal
October 24, 2022



RAIDER CHALLENGE MEET CONCEPT OF THE OPERATION

Situation: Williams Stadium consists of a standard 400 meter track with a 100 yard infield with adjoining softball field capable of supporting all Raider Challenge event stations.

Mission: The Richmond Public Schools DAI Office conducts the Raider Challenge Meet on 05NOV22 at Fort Lee for area schools in order to test cadets ability in physical fitness, mental agility and team building.

Execution: CASCOM provides support personnel, while JROTC cadre will oversee the planning, construction and execution of each lane.

A. Coordinating Instructions:

1. JROTC cadre assigned as OIC for each lane; responsible for planning, construction, execution and initial adjudication of challenge scores

2. CASCOM personnel assists JROTC cadre in support of lanes; DIRLAUTH once names are identified and assigned tasks

B. Task to Subordinate Units

1. Each RPS is assigned a lane and is responsible for the setup/construction of assigned lane:
 - a. 5K Road March – Huguenot
 - b. Litter Carry - Wythe
 - c. TPFC – John Marshall
 - d. One-Rope Bridge – Franklin
 - e. Logistics Relay – Armstrong

Sustainment:

- a. Support Requirements
 1. Water Buffalo
 2. Medics
 3. Concessions
 4. Identify C2 Node (TOC)
 5. School Displays

Mission Command:

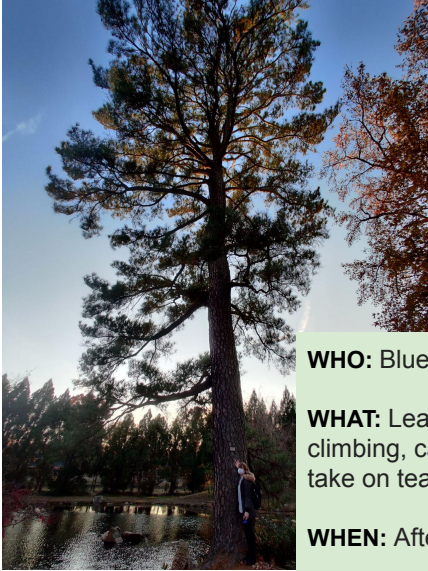
1. TOC/Registration Location
2. Medic(s) Location
3. PAO/Local News Coverage
4. Access Control to Post for Students and Family Members



Timeline

0730	Team Arrival
0730 - 0800	Team Registration
0815 - 0830	CG Opening Remarks/Safety Brief
0830	5K Road March
1000 - 1500	Remaining Event Stations Open
1500 - 1600	Awards Ceremony/Departure
1600 - UTC	Site Clean-Up/Closure Report Submitted





WHO: Blue Sky Fund Outdoor Adventure Club

WHAT: Learn outdoor adventure skills like rock climbing, camping, biking, canoeing, fishing, hiking, and take on team games and challenges with your friends!

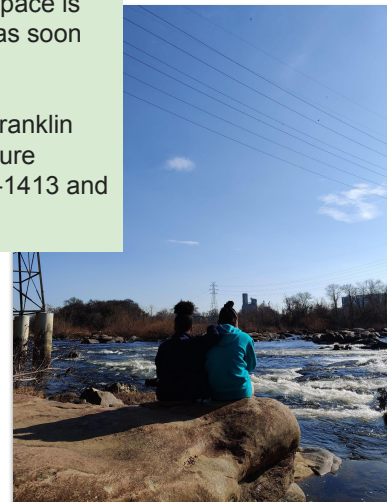
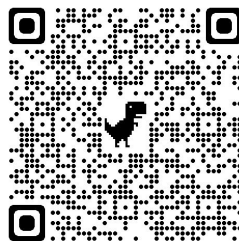
WHEN: After school on Tuesday from 4:00 -5:15

WHERE: We will use the Blue Sky Fund MiniBus to take you to natural spaces in the Richmond area!

WHY: In this club you will have the opportunity to make new memories with your friends in a welcoming environment where Blue Sky Fund staff want you to succeed

HOW: Blue Sky Fund requires a completed permission form from your parent/guardian in order for you to join the Outdoor Adventure Club. Ask for a permission form from Major Ashe, or have your caregiver scan the QR code at the bottom to fill out the form online. Space is limited to 12 participants so get your forms in as soon as you can!

For more information, contact Major Ashe at Franklin Military Academy or David Buenrostro, Adventure Program Manager at Blue Sky Fund, 804-495-1413 and adventure@blueskyfund.org



Sponsored by Bellevue Merchants Association

CHRISTMAS ON MACARTHUR

TOYS FOR TOTS

**PARADE STARTS 11AM,
HOLIDAY SHOPPING,
PHOTOS W/SANTA**

**Saturday
Dec 10th, 2022
10am-2pm**

SAMIS
GROTTO



Looking for Vendors: Contact Teri Phipps at fireweedrva@gmail.com

**Looking to Participate in the Parade: Contact Mike at
bellevuemerchantsassoc1@gmail.com**

Parent Conference

Caregiver/Parent Teacher Conference

Teachers, you can start on having your parent/caregivers conferences. Make sure that on Tuesday, November 8th you have and professional meetings or conferences, it **must** be held at Franklin Military Academy. You have the option of virtual or in-person, but on that given day, it has to occur FMA.

You have the option of having your conferences virtual, face to face or using a hybrid model (face to face and virtual by request). Even if virtual, all conferences should occur at your school site. Please see the matrix below for the times of these conferences by grade band. Please make sure you use the attached document to record the parents that attend your conferences. Each staff is required to submit the sign in sheet in by November 9th.

Professional Learning

The Academic Office will offer professional learning on **Tuesday, November 8th**. Details about the Choice-Based Professional Learning Day are available in this [PL Flyer](#) and registration will take place in [Kickup](#). The majority of the sessions will be facilitated virtually! Teachers should log into PL sessions from their school site. Please see the matrix below for the professional learning time frame by grade band. All staff are required to participate in professional learning.

Elementary		Secondary	
Caregiver Conferences	8:30-1:30pm (with 30 minute lunch)	Professional Learning	8:30-11:30am
Professional Learning	1:30-4:30pm	Caregiver Conferences	11:30-4:30pm (with 30 minute lunch)



CHOICE-BASED PL DAY

Session 2

Tuesday, November 8, 2022

Featured offerings include the 2nd session of the Choice Tracks that began in August!

- Staff can search the "November 8th Choice-Based PL Day" Collection to register for session 2 of the track they registered for in August with the understanding that this is a continuation of that learning.
- The majority of these sessions will be virtual to co-exist with Parent/Caregiver Meetings.
- Virtual sessions have been designed to include synchronous and asynchronous experiences to lessen screen time.

Secondary

Virtual Session Schedule: 8:30 am - 11:30 am
Registration opens in Kickup on November 1st!

Elementary

Virtual Session Schedule - 1:30 pm - 4:30 pm
Registration opens in Kickup on November 1st!

In-Person Sessions

In-person sessions may offered to staff who are not involved in Parent/Caregiver Conferences.
Check Kickup for specific times. Times will vary.
Registration opens in Kickup on November 1st!

Scan Here!



Registration opens in Kickup on November 1st!
Access Kickup in either way.

Click Here!

去 kickup

Office of The Principal

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

Parents/Caregivers Conference Sign In Sheet

[illegible]

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

Verde Film and Performing Arts Festival December 3rd 5-7 pm



ONE NIGHT ONLY: An artistic and modern showcase like no other! The Verde Film and Performing Arts Festival's mission is to support teen mental health.

The festival is designed to give voice to local artists. Short films, artistic performances such as spoken word, monologues, and short skits will all be showcased during the event. All performances will be screened for content and those selected will be eligible for a 1st or 2nd place monetary prize.

All submissions for film or performance should not be longer than 10-15 minutes and avoid the use of gore, nudity and excessive profanity. If you are interested in getting your "Artistic Shine On" DM the @verdefilmfest2022 page for submission details.



"A Knight Forever"

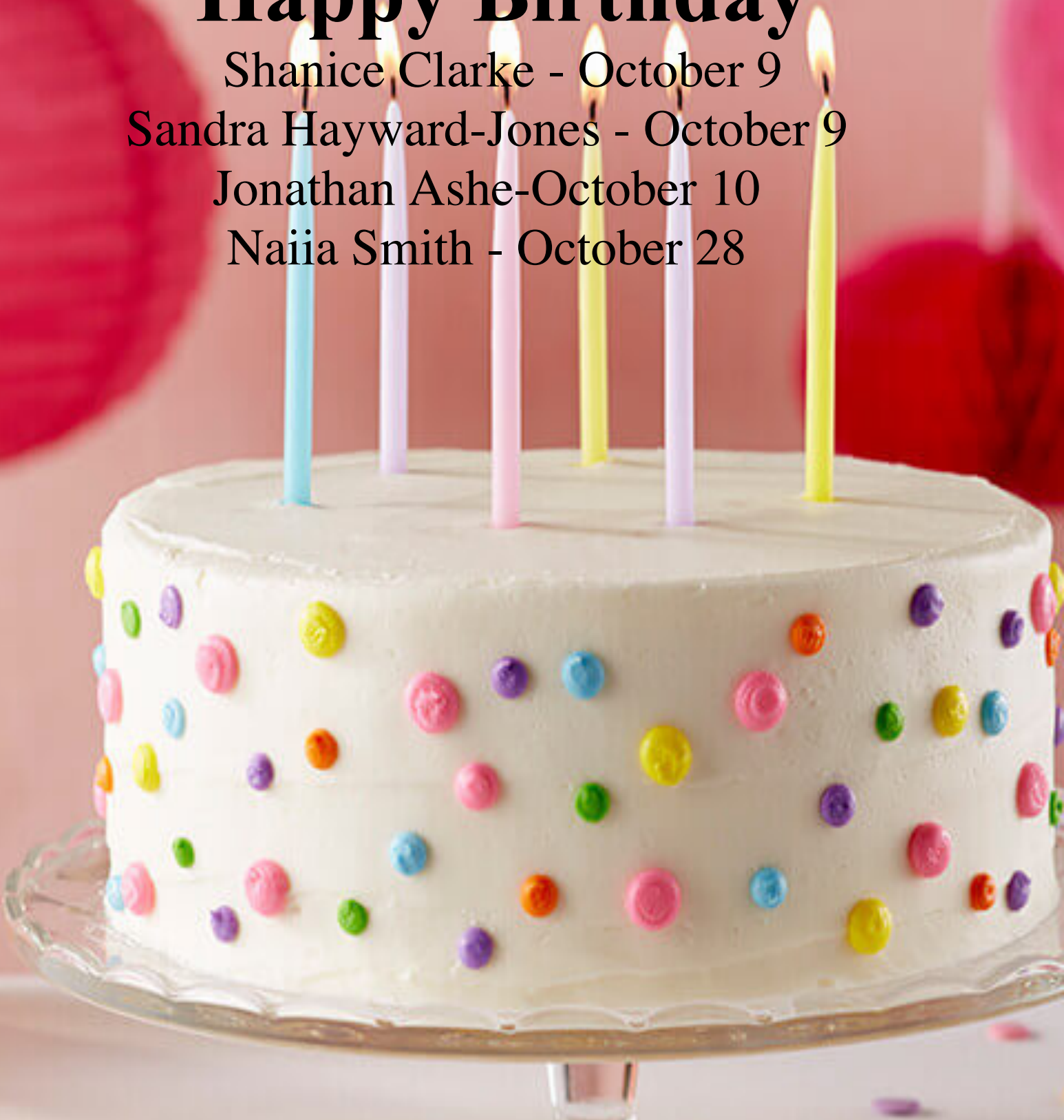
Happy Birthday

Shanice Clarke - October 9

Sandra Hayward-Jones - October 9

Jonathan Ashe-October 10

Naiia Smith - October 28

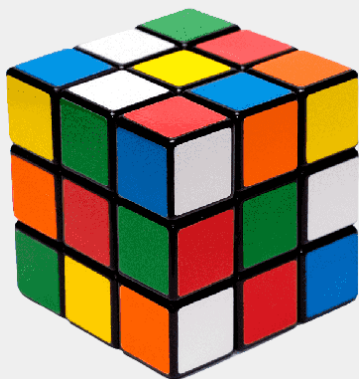


Rubik's® Cube Club

Want to learn how to solve a Rubik's Cube?

Tuesdays at 4:00pm

**Everyone is welcome!
No experience required!**



**Sign up & join us in
Cpt Carter's classroom,
room #308.**



From Ms. Reives:

FBLA Wishlist ... teacher donation

1. Donated magazines
2. Newspapers
3. Stickers
4. Wallpaper Samples
5. Paint samples

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WISH LIST



Office of The Principal

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

Dear FMA, HS Colleagues,

To celebrate the National French Week, FMA and the FL Committee would like to extend an invitation to you: HS Faculty and Students, to a Virtual Forum, on **Tuesday, October 25, at 1 PM, in the auditorium**, with:

**LIEUTENANT COLONEL PONGPAT
(DECK) PILUEK
U.S. ARMY: Chief, Office of Defense & Cooperation (ODC)
U.S. Embassy, Paris, FRANCE**

LIEUTENANT COLONEL PILUEK will be the Guest Speaker. From his active- duty commission in 2001, mostly in Europe and the Middle East, leading to his present position as the Foreign Area Officer (FOA) at the US Embassy, in Paris, and the US Commander Advisor to France in the development and implementation of Security Assistance and International Armaments & Cooperation Programs. He speaks six languages. We will benefit from his presentation about his experiences in learning languages and cultures, his military service, and his multiple functions, at the US Embassy, in Paris, France.

Respectfully,

N. Vernet
Chair of the FL Committee

Girls Basketball Schedule

Updated 9/28

<u>Date</u>	<u>Time</u>	<u>Location</u>	<u>Opponents</u>
October 26, 2022	3:30p	Henderson	MLK vs Henderson
October 27, 2022	3:30p	Henderson	Binford vs Henderson
	3:30p	Brown	Franklin vs Brown
	3:30p	Boushall	MLK vs Boushall
	3:30p	Albert Hill	River City vs Albert Hill
November 3, 2022	3:30p	MLK	Binford vs MLK
	3:30p	Boushall	Albert Hill vs Boushall
	3:30p		Brown Henderson vs Brown
	4:00p	Franklin	River City vs Franklin
November 10, 2022	TBA	TBA	Tournament Round 1
November 15, 2022	TBA	TBA	Tournament Round 2
November 17, 2022	TBA	John Marshall	Tournament Championship

League Commissioners

Dr. Stefanie Ramsey - sramsey@rvaschools.net

Travis Amos - tamos@rvaschools.net

Please report all scores to tamos@rvaschools.net

Soccer Schedule

<u>Date</u>	<u>Location</u>	<u>Opponents</u>
October 26, 2022 3:30p	Henderson	MLK vs Henderson
October 27, 2022 3:30p	Albert Hill	Binford vs Albert Hill
4:00p	River City	Boushall vs River City
3:30p	MLK	Brown vs MLK
	Franklin	Henderson vs Franklin
November 3, 2022 TBA	TBA	Tournament Round 1
November 10, 2022 TBA	TBA	Tournament Round 2
November 15, 2022 TBA	Armstrong	Tournament Championship

League Commissioners

Dr. Stefanie Ramsey - sramsey@rvaschools.net

Travis Amos - tamos@rvaschools.net

Please report all scores to tamos@rvaschools.net



Reminders



"A Knight Forever"

October 24th
Diwali – (School Closed)

October 24th
Diwali - **School Closed**

November 4th
End of the 1st Quarter

November 7th
Wellness Day - **School Closed**

November 8th
Professional Learning & Caregiver/Teacher Conference
- **School Closed for Students**

November 10th
Picture Day For 6th – 11th Grades

November 23rd – 25th
Thanksgiving Break – **School Closed**

December 12th
(Pictures) Fall and Senior Retakes.



December 19th – 30th
Winter Break – School Closed



School and Staff Holidays 2022-23

National Arts in Education Week	Sept 11-17
Hispanic Heritage Month	Sept 15- Oct 15
National Principal Appreciation Month	October
National Custodian Appreciation Day	Oct 2
School Bus Transportation Employee Appreciation Day	Oct 20
National Native American Heritage Month	November
Veteran's Day	Nov 11
Education Support Professionals Day	Nov 16
Substitute Educators day	Nov 19
Holiday Spirit Week	Dec 12-16
National Mentoring Month	January
Black History Month Career and Technical Education Month	February
School Counselor Appreciation Day	Feb 6
National School Counseling Week	Feb 6-10

Office of The Principal

Women's History Month Music in our Schools Month National Nutrition Month	March
Read Across America Day	Mar 2
National Poetry Month National School Library Month	April
National Assistant Principals Week	Apr 3-7
National Library Week	Apr 23-29
Media Specialist Appreciation Day	Apr 25
National Physical Fitness and Sports Month Asian Pacific American Heritage Month	May
Teacher Appreciation Week	May 1-5
Nurses Appreciation Week	May 6-12
National Caribbean-American Heritage Month & Pride Moth	June



BELL SCHEDULE

	Regular Bell	Formation Bell	2Hour Early Release
1 st Period	9:05 a.m. – 10:39 a.m.	9:05 a.m. – 10:29a.m.	9:05 a.m. – 10:10 a.m.
2 nd Period	10:44 a.m.-12:18 p.m.	10:34 a.m. – 12:01 p.m.	10:15 a.m.-11:20 a.m.
3 rd Period	12:23 p.m. – 2:21 p.m.	12:03 p.m.-2:00 p.m.	11:25 a.m.–12:55 p.m.
Lunch High	12:23 p.m. – 12:48 p.m.	12:03 p.m. – 12:28 p.m.	11:25 a.m. – 12:01 p.m. (Grab & Go)
Lunch Middle	12:53 p.m. – 1:18 p.m.	12:40 p.m. – 1:05 p.m.	11:25 a.m. – 12:01 p.m. (Grab & Go)
4 th Period	2:26 p.m. – 4:00 p.m.	3:30 p.m. – 4:00 p.m.	1:00 p.m. – 2:00 p.m.



"A Knight Forever"

Office of The Principal

October 24th Lunch B

Bus Duty AM	
All Days	SFC Gilliam & Richardson
Breakfast (8:30 a.m. 9:00 a.m.)	
	Grab & Go
MS Lunch (12:53 p.m.-1:18 p.m.). – Smith - Regular Schedule (12:40 p.m.-1:05 p.m.). – Smith - Formation Schedule	
Odd Days	White, Claiborne, Loney, Scott, Bryant , Edmonds, Gray
Even Days	Vernet, Parker, Claiborne, Loney, Scott, Bryant , Edmonds, Gray
HS Lunch (12:23 p.m. 12:48 p.m.) – Hudson (12:03 p.m. -12:27 p.m.). –Hudson -Formation Schedule	
Odd Days	Lindley, Nunez, Claiborne, Loney, Scott, Bryant , Edmonds, Gray
Even Days	Simons, Taylor, Claiborne, Loney, Scott, Bryant , Edmonds, Gray
Tech Bus (P.M.)	
All Days	Claiborne, Loney, and Scott
Bus Duty PM (3:55 P.M.)	
All Days	Administration & Military

Dates to Place on Your Calendar

Subject To Change

October 24th	Diwali - School Closed
November 4th	End of the 1 st Quarter
November 7th	Wellness Day - School Closed
November 8th	Professional Learning & Caregiver/Teacher Conference - School Closed for Students
November 23rd – 25th	Thanksgiving Break – School Closed
December 19th – 30th	Winter Break – School Closed
January 16th	Martin Luther King Day - School Closed
January 27th	Planning Day – End of the Second Quarter/1 st Semester - 2 Hour Early Release Day
March 10th	Professional Learning & Caregiver/Teacher Conference - School Closed for Students
March 31st	End of the 3 rd Quarter
April 3rd – 7th	Spring Break - School Closed
May 29th	Memorial Day - School Closed
June 9th	Last Day of School - 2 Hour Early Release Day
June 19th	Juneteenth – 2 Hour Early Release Day
July 4th	4 th of July - RPS Closed

Office of The Principal

Important - Open enrollment

Open enrollment is your annual opportunity to review your plan elections and make changes to your medical, dental, flexible spending accounts and voluntary benefits. Choosing benefits is a significant investment in your physical and financial well-being and should be treated like any major purchase. This year, open enrollment for 2023 benefits will start on **October 24, 2022**, and end on **November 4, 2022**. Elections made during open enrollment will become effective January 1, 2023.

The open enrollment process is optional unless you have a HSA or FSA - you must re-enroll in HSAs and FSAs each year by law. If you do not make an active election during Open Enrollment, your current benefits will rollover to 2023 - except for HSAs and FSAs. Your 2022 elections for HSAs and FSAs will not automatically carry over to 2023. We strongly encourage you to review your benefits to make sure your current coverage still meets your needs and the needs of your family. Attached, please find the 2023 Benefits Open Enrollment Packet and the 2023 Benefits Guide for your review.

There are three convenient ways to enroll:

1. Online

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

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

2. Phone

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

Available Wednesday, October 26th through Friday, November 4th

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

3. Appointment

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

The Benefits and Compensation Department will also hold daily virtual question and answer sessions Monday through Friday during Open Enrollment (October 24th through November 4th). Drop in on Google Meet to ask your question(s), drop out when all of your questions have been answered, and continue with your day.

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

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

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

For more information about your benefits, click [here](#). Enter Username: **RPSbenefits**. This benefits portal will provide you with up-to-date information on your benefits including educational videos and how to enroll instructions.

Questions? Contact the Richmond Public Schools Benefit Service Center at (844) 379-0069 or the Benefits and Compensation Department staff at (804) 780-1880 or benefits@rvaschools.net.



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October 19, 2022

Dear Colleague,

Richmond Public Schools (RPS) is pleased to offer comprehensive and competitive benefit options to support the health and wellness of employees and their families. Each year, employees who are eligible for benefits have the opportunity to enroll in or make changes to their benefit elections through Open Enrollment. This year, Open Enrollment will take place from **Monday, October 24th through Friday, November 4th**. All benefit elections made during Open Enrollment will be effective January 1, 2023.

After six years with no increase to employee health care costs, in 2023 there will be a small increase in employee premiums – 4.4% which equals between a \$0.61 to \$15.21 increase per pay period, depending on plan and tier. We remain committed to providing quality healthcare and keeping costs as low as possible. Medical, vision, and voluntary plans will remain unchanged.

RPS benefits include three (3) Cigna medical plan options for primary coverage which includes comprehensive health care, vision, and prescription drugs. Voluntary benefits include dental, accident, hospital indemnity, critical illness, universal life, short and long-term disability, and prepaid legal.

If you do not make an active election during Open Enrollment, your current benefits will rollover to 2023. However, if you have a HSA or FSA, you must re-enroll each year. We strongly encourage you to review your benefits to make sure your current coverage still meets your needs and the needs of your family.

All Open Enrollment activities will be virtual. There are three ways to enroll in your benefits for 2023:

1. Online
<https://trustmark.benselect.com/enroll/login.aspx?ReturnUrl=%2fenroll>
Your pin is a six digit number, consisting of the last four of your SSN, followed by the last two digits of your birth year.
2. Phone
Richmond Public Schools Benefit Service Center – (844) 379-0069
Available Wednesday, October 26th through Friday, November 4th – 7:00 a.m. to 7:00 p.m.
3. Appointment
Schedule an appointment at www.efpnow.com/RPS. Co-browse with a Benefit Counselor during your session to see all your enrollment details in real time.

The Benefits and Compensation Department will also hold virtual question and answer sessions Monday through Friday during Open Enrollment (October 24th through November 4th) – 8:00 a.m. – 9:00 a.m., 12:00 p.m. – 1:00 p.m., and 4:00 p.m. – 5:00 p.m. Drop in to ask your questions, drop out when all of your questions have been answered, and continue with your day. Links to the virtual question and answer sessions will be emailed to your RPS email.

Please read the enclosed materials to learn more about the benefits available to you and your family. Details about your benefits including the 2023 Benefits Guide and an Open Enrollment presentation can be found at www.hrconnection.com. The Username is **RPSbenefits** (no password required).

Again, we look forward to your participation in this year's virtual Open Enrollment process, to be held October 24th through November 4th. As always, feel free to contact the Benefits and Compensation Department at benefits@rvaschools.net or (804) 780-1880. Wishing you a safe and healthy year!

Sincerely,
Benefits and Compensation Department

Office of The Principal

October 6, 2022- Submission of the Goal Setting for Student Progress Form

Teachers complete a draft of their goals 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 14, 2019.

January 27th – Review 2nd Semester Goal and Identify 2nd Semester New Goal

A mid-year/final 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, 2023 if it is a year goal. It is the principal's responsibility to establish the format and select the time of the review.

June 10, 2023 - 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 in order to include the current year's testing data or exam scores.

POLICY 7-3.6 STAFF TIME SCHEDULES

Work Schedules

The workday for full-time administrative and professional staff will be a minimum of eight hours and will continue until professional responsibilities to the pupil, school, and division are completed. Middle and High school teachers will be provided at least an average of thirty minutes per day during the pupils' school week as planning time. Administrative meetings, curriculum development, pupil supervision, assigned duties, parent conferences, group or individual planning and extra-curricular activities may require hours beyond the stated minimum. Work schedules for other employees will be defined by the division superintendent or his/her designee, consistent with the Fair Labor Standards Act and the provisions of this policy.

2) 90-minute PD schedules/week are developed by each school except on those weeks we designated as closed weeks (no PD days)

Professional Development

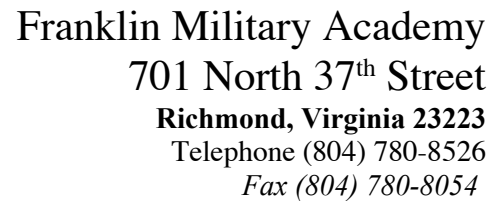
Each principal will plan and conduct 90 min/week planned professional development for 28 weeks of the academic year. Please make Thursday is open on your calendar for professional developments and staff meetings.

The way the 90 minutes/week is utilized does not have to be the same for all teachers; some could be working on state/fed reporting while others are engaged in meaningful professional development. Customization is recommended and expected to meet the needs of the teachers/teams in the school to improve teaching and learning. Re-certification credits may be earned through this process – details on that are still to come.

3) PD is a part of the workday

4) Franklin Military Academy SPMT will come up with time and dates for professional development.

Assessment Window Schedule

[illegible]

Custodian Work Schedule

Custodian	Time	Time Out	Duties
Mr. Day	7:00 a.m.	3:30 p.m.	<ul style="list-style-type: none"> Open the building for staff and cadets Check to see if the duties of custodians were completed. If the task was not done, Mr. Day will complete the task. Collect trash from all the classes as soon as breakfast is over. The task should start at 9:00 a.m. If any work tickets need to be placed into school duties, Mr. Day will perform the task. Mr. Day will check all the restrooms in the building. He will be checking for cleanliness, paper towels, toilet paper, soap, and sanitizer Assist with trash in the cafeteria Mr. Day will check the school grounds to make sure no paper or unwanted items are on the grounds. Mr. Day will wipe doorknobs and touchpoints. will make sure the grounds are secured. Assist teachers and other staff when needed
Mr. Day's Lunch	11:00 a.m.	12:00p.m.	
Mr. Patterson (2 nd Floor)	10:00 a.m.	6:30 p.m.	<ul style="list-style-type: none"> Mr. Patterson will assist with lunch. He will make sure trash from lunch is thrown in the trash bend and the classrooms are cleaned. Mr. Patterson will check all the restrooms on the 2nd floor. He will be checking for cleanliness, paper towels, toilet paper, soap and sanitizer. Mr. Patterson will wipe doorknobs, rails, lockers, desks and touchpoints. Mr. Patterson will make sure all rooms on the 2nd floor are deep cleaned/sanitized daily. This including the auditorium and gym.. Mr. Patterson will assist teachers and other staff when needed.
Mr. Patterson's Lunch	1:00 p.m.	2:00 p.m.	
Mr. Belton	10:00 a.m.	6:30 p.m.	<ul style="list-style-type: none"> Mr. Belton will assist with lunch. He will make sure trash from lunch is thrown in the trash bend and the classrooms are cleaned. Mr. Belton will check all the restrooms on the 3rd floor. He will check for cleanliness, paper towels, toilet paper, soap and sanitizer. Mr. Belton will wipe doorknobs, rails, lockers, and touchpoints. Mr. Belton will make sure all rooms on the 3rd floor are deep cleaned/sanitized daily. Mr. Belton will assist teachers and other staff when needed.
Mr. Belton's Lunch	2:00 p.m.	3:00 pm.	
Ms. Haskins' Lunch	9:00 a.m.	5:30 p.m.	<ul style="list-style-type: none"> Ms. Haskin will assist with lunch. She will make sure trash from lunch is thrown in the trash bend and the classrooms are cleaned Ms. Haskin will check all the restrooms pm the 1st floor. He will be checking for cleanliness, paper towels, toilet paper, soap and sanitizer Ms. Haskin will wipe doorknobs, rails, lockers and touchpoints. Ms. Haskin will make sure all rooms on the 1st floor are deep cleaned/sanitized daily. In addition to the classroom, he will clean the office and locker rooms Ms. Haskin will assist teachers and other staff when needed
Ms. Haskins' Lunch	12:00 p.m.	1:00 p.m.	



Mrs. Edmond's Schedule Week of October 24th-28th, 2022

Monday October 24	NO SCHOOL
Tuesday October 25	-Attendance Monitoring -Student Check-ins -Data Entry -11:00am-12:00pm TRIO Meeting
Wednesday October 26	-Attendance Monitoring -Student Check-ins -10:00-11:00am Attendance Meeting
Thursday October 27	-Attendance Monitoring -Student Check-ins -1:00pm Mental Health Awareness Committee Meeting
Friday October 28	-Attendance Monitoring -Student Check-ins -Data Entry -Out of office 11:00am-4:30pm

This is subject to change



School Counselor Schedule

Week of 10/17-10/21

Monday	Admin. Meeting Data Entry
Tuesday	HS Counselor Meeting SOL Test Prep
Wednesday	VSCA Conference- OUT OF OFFICE
Thursday	VSCA Conference- OUT OF OFFICE
Friday	VSCA Conference- OUT OF OFFICE

Week of 10/24-10/28

Monday	SCHOOL HOLIDAY
Tuesday	HS Counselor Meeting EOC Writing SOL
Wednesday	Attendance Meeting: 10:00a.m. EOC Writing SOL
Thursday	MS Counselor Meeting
Friday	Data Entry

Week of 10/31-11/04

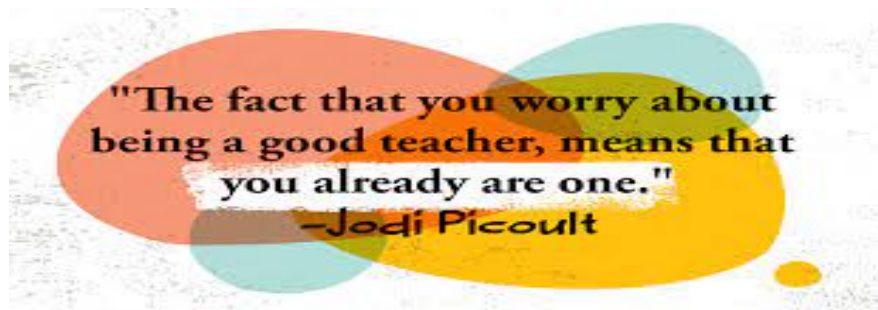
Monday	Admin. Meeting Minute Meetings
Tuesday	HS lead Counselor Meeting
Wednesday	Attendance Meeting Minute Meetings
Thursday	Minute Meetings
Friday	Data Entry

Dr. J. Smiths' Weekly Schedule 10/24/2022

Monday	No School
Tuesday	Formal Observations IEP Meeting High School STC Meeting Begin setting and writing goals. Sign up for initial meeting and observation.
Wednesday	Formal Observations Begin setting and writing goals. Sign up for initial meeting and observation
Thursday	Formal Observations Eligibility Meetings Begin setting and writing goals. Sign up for initial meeting and observation.
Friday	Formal Observations Eligibility Meetings Begin setting and writing goals. Sign up for initial meeting and observation.

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](#)



Vocabulary in Action

Word ^{of} the Week

Abide

Definition of complacency:

What It Means

Abide is often used in negative constructions, such as “can't abide,” to say that someone cannot tolerate or accept something. *Abide* can also mean “to accept without objection” and “to remain or continue.”

Please see the Community Building Circle Prompts for September below. Please share with Principals for them to share with their staff. Thank you!

[Community Building Circle Prompts \(Elementary\) - September](#)

[Community Building Circle Prompts \(Secondary\) - September](#)

**If you are not able to make your duty, let administrator know.
Thanks In Advance**

School Day Starts 8:30 a.m. – 4:30 p.m.

Certified Staff has to work 8hrs a Day

**Let me know if you are arriving or leaving early
Formation Schedule Monday, Wednesday & Friday**

- Faculty Meeting 1st & Last Week of the Month
- Content Meetings Lead By Lead Teachers 3rd Thursday of the Month – Math Department Wednesday
- Last Week of the Month Professional Development
- SPMT – 1st Wednesday of the Month

From the desk of Lt. Col. Robinson:

UPCOMING ACTIVITIES AND EVENTS:

21 OCT 22 - Two Hour early release for Parade Practice
28 OCT 22 - Two Hour early release for Parade Practice
18 NOV 22 - Two Hour early release for Parade Practice

UPCOMING COLOR GUARD PERFORMANCES:

21 OCT 22 - RATS support to Mary Scott for Breast Cancer and Awareness Parade
29 OCT 22 - Color Guard Support to Harvest Festival in Holton
12 NOV 22 - Color Guard Support at Saint Paul Church POW Table; time is 11AM to 1PM
03 DEC 22 - Color Guard Support to Christmas Parade
10 DEC 22 - Color Guard Support to MacArthur Parade

Committees

ANIME	APPLICANT EVALUATION TEAM	BLACK HISTORY
Theodore Dubinsky (Chairmen)	John Barclay	Ciara Logan
Michael Jamison	Gilbert Carter (Chairmen)	Daniella White
Daniel Elie	Nirva Vernet	Nirva Vernet
Jonathan Ashe	Sandra Hayward-Jones	Sandra Hayward-Jones
Jared Gentzel	Joy Matthews	Robin Williams (Chairmen)
Thurman Haynes	Special Loney	Special Loney
John Nunez	Eric Lindley	Kim Gray
	Theodore Dubinsky	Meredith Portmess
CRISIS	FOREIGN LANGUAGE	HOSPITALITY / SUNSHINE
Jennifer Smith	Nirva Vernet (Chairmen)	Jennifer Smith
Johnetta Guishard	Johnetta Guishard	Zonita James
Joy Matthews (Chairmen)	Candies Taramona	Candies Taramona
Corey Robinson		Clara Bannister (Chairmen)
David Hudson		Bianca Parker
Tiffany Frierson		Brian Taylor
Kelvin Gilliam		
Leon Thornton		
PHOTOGRAPHY	SAFETY & SECURITY	
Kathy Paschall (Chairmen)	Jennifer Smith	
Kyle Mendez	Kelvin Gilliam	
Almitra Bryant	Leon Thornton (Chairmen)	
Candies Taramona	Corey Robinson	
	Clinton Jefferson	
	Johnetta Guishard	
	David Hudson	

CULTURE & CLIMATE	DUNGEONS & DRAGONS	FIELD DAY
Jennifer Smith	Andrew Giffin (Chairmen)	Daniella White
David Corey	Thurman Haynes	Shanice Clarke (Chairmen)
Crystal Corey (Chairmen)		Clinton Jefferson
Daniella White		Travis Richardson
Jini Valence		Daniel Elie
		Almitra Bryant
		Meredith Portmess

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GARDEN	HISTORY FAIR	JUNIOR NATIONAL HONOR SOCIETY
Gilbert Carter	John Dereu	Gilbert Carter
Denise Claiborne	Jared Gentzel	Matthew Wester (Chairmen)
Special Loney	Meredith Portmess (Chairmen)	Sandra Hayward-Jones
Shaia Scott		Daniel Elie
Melody Reives (Chairmen)		Johnetta Guishard
Brian Taylor		Brian Taylor
Almitra Bryant		Eric Lindley
Jini Valence		Thurman Haynes
Haeyun Kim		

TESTING	ORATORICAL	WELLNESS
John Barclay	Daniel Elie	Danielle White
Michael Jamison (Chairmen)	Melody Reives (Chairmen)	Shanice Clarke
Corey Robinson	Andrew Giffin	Joy Matthews
Andrew Giffin	Kyle Mendez	Travis Richardson (Chairmen)
	Naiia Smith	Jonathan Ashe
		Kyle Mendez
PTSA	REA	STUDENT AWARDS
Johnetta Guishard. (Chairmen)	Daniella White	David Hudson
Kim Gray	David Corey	Theodore Dubinsky
David Hudson	Clara Bannister (Chairmen)	Gilbert Carter
	Johnetta Guishard	Travis Richardson
	Theodore Dubinsky	Special Loney
		Denise Claiborne (Chairmen)
		Kim Gray
		Haeyun Kim
		John Nunez
SAT / PSAT	SCHOOL BASED INTERVENTION	SENIOR CLASS
Denise Claiborne	Jennifer Smith	Daniella White
Bianca Parker	Zonita James (Chairmen)	Denise Claiborne
John Dereu	Joy Matthews	Candies Taramona
Corey Robinson (Chairmen)	Johnetta Guishard	Mary Simons
	Kim Gray	Eric Lindley
	Jini Valence	Naiia Smith
		Leon Thornton
		Nikitria Walker (Chairmen)

SOL TESTING	SPELLING BEE	STEM / SCIENCE FAIR
Corey Robinson	Theodore Dubinsky	Michael Jamison
Melody Reives	Zonita James	Thurman Haynes (Chairmen)
Bianca Parker	Kyle Mendez	Jini Valence (Chairmen)
Michael Jamison (Chairmen)	Naiia Smith	
	John Nunez (Chairmen)	
TALENT SHOW	TECHNOLOGY	VETERANS DAY
John Barclay	Clara Bannister	Johnetta Guishard
Crystal Corey	William Watson (Chairmen)	Corey Robinson (Chairmen)
David Corey		Kelvin Gilliam
Candies Taramona		Clinton Jefferson
Johnetta Guishard		Leon Thornton
Shaia Scott		
Kyle Mendez (Chairmen)		

YEARBOOK	MASTER SCHEDULE	SOCIAL MEDIA
Mary Simons	Jennifer Smith (Chairmen)	Jennifer Smith
Kathy Paschall (Chairmen)	Tiffany Frierson	David Corey
Kyle Mendez	Mary Simon	Shanice Clarke
Haeyun Kim	David Hudson	Clinton Jefferson
	Matthew Wester	Kathy Paschall (Chairmen)
		Bianca Parker
		William Watson
		Leon Thornton
		David A. Hudson

Key Earthquake Safety Accessibility Tips



When You Feel Shaking or Get an Alert, Protect Yourself from Falling Objects

If Possible

DROP where you are, onto your hands and knees. This position protects you from being knocked down by shaking and reduces your chance of being hit by falling or flying objects.



COVER your head and neck with one arm and hand.

- If a sturdy table or desk is nearby, crawl underneath for shelter
- If no shelter is nearby, crawl next to an interior wall
- Stay on your knees; bend over to protect vital organs



HOLD ON until the shaking stops.

- Under shelter: hold on to it with one hand; be ready to move with your shelter if it shifts
- No shelter: hold on to your head and neck with both arms and hands.



Or Adapt to Your Situation

If you have difficulty getting onto the ground, or cannot get back up again without help, then follow these recommendations:

- If you are in a recliner or bed: Cover your head and neck with your arms or a pillow until the shaking stops.
- If you use a cane: Drop, Cover, and Hold On or sit on a chair, bed, etc. and cover your head and neck with both hands. Keep your cane near you so it can be used when the shaking stops.
- If you use a walker or wheelchair: **LOCK** your wheels (if applicable). If using a walker carefully get as low as possible. Bend over and **COVER** your head/neck with your arms, a book, or a pillow. Then **HOLD ON** until the shaking stops.



Learn more at EarthquakeCountry.org/step5.

People who are Deaf or Hard of Hearing

Prior to an earthquake, identify and test multiple ways to receive warnings and evacuation information.

People who are Blind or have Low Vision

Earthquakes can cause items to fall and furniture to shift. Regular sound clues may not be available afterwards. Move with caution.

People with Developmental/Cognitive/Intellectual Disabilities

If you have difficulty understanding, remembering, or learning, keep a simple list of what to do and important information with you and in your kits. Practice your plan in advance. If you need help with your communication or use assistive technology, be sure to include this in your plan.

Additional Preparedness Recommendations

- Develop or update your individual and family plans, including your communication plans and important contacts.
- Make emergency go kits – one that you take with you, and perhaps other kits at home and work. Be sure to include batteries, lighting, water, essential personal supplies, and items for service animals and pets too. Your home kit might have more items.
- Label adaptive equipment or other devices with your contact information, and how to handle each item, in case they are separated from you.
- Create safe spaces by securing heavy furniture and other items that could fall, injure you, or block your way out.
- Build a Personal Support Team (PST) to check on you in case you need assistance. Include them in all phases of your planning.
- Get involved! Volunteer with your local Community Emergency Response Team (CERT) or similar organizations in your area.
- If you live near or visit the beach, be aware of tsunami evacuation routes and learn what to do to protect yourself. Practice tsunami evacuations with your care provider or support team.
- Hold drills at home, work, and in your community regularly. Invite your PST and care providers to join you.

Learn more: EarthquakeCountry.org/accessibility

[Detention Link](#)

[Observation Goal Link](#)

Monday – October 24th

- **Holiday**

Tuesday – October 25th

- **Regular Schedule**
- No Cell Phones, Headphones Used During Instruction - All Cell phones and handphones must be put away at 9:00 am, and students are allowed to use them at 4:00 pm.
- [Students Out of Uniform Link](#)
- **Post Attendance at the start of each period**
- **FMA French Week Guest Speaker-Piluek & Link – Virtual – (Vernet)**
- **Superintendent meeting 1:30 pm.**
- **Administration Meeting 9:45 a.m.**
- **Writing SOL Multiple Choice**
- **Committees make sure you are meeting. Chairperson will be reporting out on Thursday's faculty meeting**

Wednesday – October 26th

Formation Schedule – 3:30 pm.

- No Cell Phones, Headphones Used During Instruction - All Cell phones and handphones must be put away at 9:00 am, and students are allowed to use them at 4:00 pm.
- [Students Out of Uniform Link](#)
- Attendance Meeting 10:00 am.
- **Mary Burrus - Volunteer Post Attendance at the start of each period 10:00 a.m.**
- **Writing SOL Prompt**

Thursday – October 27th

- **Regular Schedule**
- No Cell Phones, Headphones Used During Instruction - All Cell phones and handphones must be put away at 9:00 am, and students are allowed to use them at 4:00 pm.
- [Students Out of Uniform Link](#)

- Professional Development – 4:15 p.m.
- Mental Health Student Awareness Committee Post Attendance at the start of each period – 1:00 p.m. – Ms. Edmonds
- Earth Quake Drill – 9:45 a.m.

Friday – October 28th

- Parade Practice Day - 2-Hour Early Schedule
(This time is not for staff to leave early - Make sure your leave at 4:30 unless you notify me) -Work On lesson plans/classroom 2:00 pm – 3:00 pm - Committee Meetings from 3:00 pm – 4:30 pm.
- (Formal Observation and Goal Meetings Starts)
- No Cell Phones, Headphones Used During Instruction - All Cell phones and handphones must be put away at 9:00 am, and students are allowed to use them at 4:00 pm.
- [Students Out of Uniform Link](#)
- [Grab & Go Lunch](#)
- Parent Tour

Military Instruction

Below is the Military Information for the Teaming Log:

LET IV - Chapter 3 (Teambuilding) Lesson 4 (Battalion Drills) review Chapter 3, Lesson 3 for test on 28 OCT

LET III - Chapter 4 (Decision Making) Lesson 1 (Prejudice) review Chapter 2, Lesson 3 for test on 28 OCT

LET II - Personal Growth and Behaviors, quiz, and physical fitness

LET I - Continuation of Drill and Ceremony concentration for upcoming parades

MIDDLE SCHOOL - SSG Guishard and SFC Gilliam - Drill and Ceremony procedures, Citizenship, Social Skills, and Current Events

Language Arts

Reading

6.3 The student will determine the purpose of media messages and examine how they are constructed.

- a) Compare and contrast techniques used in a variety of media messages.
- b) Identify the characteristics and effectiveness of a variety of media messages.
- c) Interpret information presented in diverse media formats and explain how it contributes to the topic.
- d) Craft and publish audience-specific media messages.

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.

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- k) Use reading strategies to monitor comprehension throughout the reading process.

Writing

6.7 The student will write in a variety of forms to include narrative, expository, persuasive, and reflective with an emphasis on narrative and reflective writing.

- a) Engage in writing as a recursive process.
- b) Choose audience and purpose.
- c) Use a variety of prewriting strategies to generate and organize ideas.
- d) Organize writing to fit mode or topic.
- e) Write narratives to include characters, plot, setting, and point of view.
- f) Establish a central idea incorporating evidence and maintaining an organized structure.
- g) Compose a thesis statement for expository and persuasive writing.
- h) Write multiparagraph compositions with elaboration and unity.
- i) Use transition words and phrases.
- j) Select vocabulary and information to enhance the central idea, tone, and voice.
- k) Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.
- l) Revise writing for clarity of content including specific vocabulary and information.

6.8 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.

- a) Use subject-verb agreement with intervening phrases and clauses.
- b) Use pronoun-antecedent agreement to include indefinite pronouns.
- c) Maintain consistent verb tense across paragraphs.
- d) Eliminate double negatives.
- e) Use quotation marks with dialogue.
- f) Choose adverbs to describe verbs, adjectives, and other adverbs.
- g) Use correct spelling for frequently used words.
- h) Use subordinating and coordinating conjunctions.

Research

6.9 The student will find, evaluate, and select appropriate resources to create a research product.

- a) Formulate and revise questions about a research topic.
- b) Collect and organize information from multiple sources.
- c) Evaluate and analyze the validity and credibility of sources.
- d) Cite primary and secondary sources.
- e) Avoid plagiarism by using own words and follow ethical and legal guidelines for gathering and using information.
- f) Demonstrate ethical use of the Internet.

7th Grade Language Arts - SOL Test

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.
- 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.

8th Grade Language Arts - SOL Test

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.

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- 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.

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.

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- 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

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.

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.

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- 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

Writing

9.6 The student will write in a variety of forms to include expository, persuasive, reflective, and analytic with an emphasis on persuasion and analysis.

- a) Engage in writing as a recursive process.
- b) Plan, organize, and write for a variety of audiences and purposes.
- c) Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style.
- d) Blend multiple forms of writing including embedding a narrative to produce effective essays.
- e) Communicate clearly the purpose of the writing using a thesis statement.
- f) Compose a thesis for persuasive writing that advocates a position.
- g) Clearly state and defend a position using reasons and evidence from credible sources as support.
- h) Identify counterclaims and provide counter - arguments.
- i) Determine the best kind of evidence to use for a claim, and effectively use fact and opinion to support a position.
- j) Use textual evidence to compare and contrast multiple texts.
- k) Arrange paragraphs in a logical progression, using transitions between paragraphs and ideas.
- l) Revise writing for clarity of content, accuracy, and depth of information.

9.7 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.

- a) Use parallel structure across sentences and paragraphs.

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- b) Use appositives, main clauses, and subordinate clauses.
- c) Use commas and semicolons to distinguish and divide main and subordinate clauses.
- d) Distinguish between active and passive voice.
- e) Use a variety of sentence structures to infuse sentence variety in writing.

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.
- 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.

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- 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.

Writing

10.6 The student will write in a variety of forms to include persuasive, reflective, interpretive, and analytic with an emphasis on persuasion and analysis.

- a) Engage in writing as a recursive process.
- b) Plan and organize writing to address a specific audience and purpose.
- c) Adjust writing content, technique, and voice for a variety of audiences and purposes.
- d) Communicate clearly the purpose of the writing using a thesis statement.
- e) Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style.
- f) Compose a thesis statement for persuasive writing that advocates a position.
- g) Clearly state and defend a position using reasons and sufficient evidence from credible sources as support.
- h) Identify counterclaims and provide counter - arguments.
- i) Show relationships among claims, reasons, and evidence and include a conclusion that follows logically from the information presented.
- j) Blend multiple forms of writing including embedding a narrative to produce effective essays.
- k) Elaborate ideas clearly through word choice.
- l) Use textual evidence to compare and contrast multiple texts.
- m) Revise writing for clarity of content, accuracy, and depth of information.
- n) Write and revise to a standard acceptable both in the workplace and in postsecondary education.

10.7 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.

- a) Use parallel structure across sentences and paragraphs.
- b) Use complex sentence structure to infuse sentence variety in writing.
- c) Distinguish between active and passive voice.

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- d) Use colons correctly.
- e) Analyze the writing of others and suggest how writing might be improved.

11th Grade Language Arts – SOL Test

Reading

11.3 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) 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.

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.
- d) Paraphrase and synthesize ideas within and between texts.

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- 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).

12th Grade Language Arts Writing

Reading

12.3 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) Explain the meaning of common idioms, and literary and classical allusions in text.
- e) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

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.

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- 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.

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.
- 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.

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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.
- 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

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.

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- 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.
- 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.

Reading

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

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- 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.

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.

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- k) Analyze ideas within and between selections providing textual evidence.
- l) Use the reading strategies to monitor comprehension throughout the reading process.

AP Literature Short Fiction

Long Fiction R 1 1.A Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives Franklin Military Academy 701 North 37 th Street Richmond, Virginia 23223 Telephone (804) 780-8526 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. R 3 3.F Explain the function of conflict in a text. N 7 7.A Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself.

AP Lag

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

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

4.B Write a thesis statement that requires proof or defense and that may preview the structure of the argument.

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

6th Grade Mathematics

Computation and Estimation

- 6.5 The student will
- multiply and divide fractions and mixed numbers;
 - solve single-step and multistep practical problems involving addition, subtraction, multiplication, and division of fractions and mixed numbers; and
 - solve multistep practical problems involving addition, subtraction, multiplication, and division of decimals.

7th & 8th Grade Mathematics

- 8.17 The student will solve multistep linear equations in one variable with the variable on one or both sides of the equation, including practical problems that require the solution of a multistep linear equation in one variable.

Algebra

Statistics

- A.8 The student, given a data set or practical situation, will analyze a relation to determine whether a direct or inverse variation exists, and represent a direct variation algebraically and graphically and an inverse variation algebraically.

Geometry

- G.8 The student will solve problems, including practical problems, involving right triangles. This will include applying
- the Pythagorean Theorem and its converse;
 - properties of special right triangles; and
 - trigonometric ratios.

Algebra II

- AII.4 The student will solve systems of linear-quadratic and quadratic-quadratic equations, algebraically and graphically.

Pre Calculus

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.



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

Calculus

Science

6th Grade Science

LS.5 The student will investigate and understand that biotic and abiotic factors affect an ecosystem. Key ideas include

- a) matter moves through ecosystems via the carbon, water, and nitrogen cycles;
- b) energy flow is represented by food webs and energy pyramids; and
- c) relationships exist among producers, consumers, and decomposers.

7th Grade Science - Life Science

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.3 The student will investigate and understand that atoms are conserved in chemical reactions. Knowledge of chemical properties of the elements can be used to describe and predict chemical interactions. Key ideas include
- a) chemical formulas are models used to represent the number of each type of atom in a substance;
 - b) substances are named based on the number of atoms and the type of interactions between atoms;
 - c) balanced chemical equations model rearrangement of atoms in chemical reactions;
 - d) atoms bond based on electron interactions;
 - e) molecular geometry is predictive of physical and chemical properties; and
 - f) reaction types can be predicted and classified.

AP Physics

Unit 4: Energy

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

AP Biology

Unit 3: Cellular Energetics

<https://apstudents.collegeboard.org/courses/ap-biology>

Anatomy & Physiology

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

6th United States History to 1865

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

7th United States History to Present

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

Turmoil and Change: 1890s to 1945

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

8th Grade Science Civics and Economics

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

9th Grade Geography

Era II: Classical Civilizations and Rise of Religious Traditions, 1000 B.C. (B.C.E.) to 500 A.D. (C.E.)

- WHI.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.
- WHI.5** The student will demonstrate knowledge of ancient Greece in terms of its impact on Western civilization by
- a) assessing the influence of geography on Greek economic, social, and political development, including the impact of Greek commerce and colonies;
 - b) describing Greek mythology and religion;
 - c) identifying the social structure and role of slavery, explaining the significance of citizenship and the development of democracy, and comparing the city-states of Athens and Sparta;
 - d) evaluating the significance of the Persian and Peloponnesian wars;
 - e) characterizing life in Athens during the Golden Age of Pericles;
 - f) citing contributions in drama, poetry, history, sculpture, architecture, science, mathematics, and philosophy, with emphasis on Socrates, Plato, and Aristotle;
 - g) explaining the conquest of Greece by Macedonia and the formation and spread of Hellenistic culture by Alexander the Great.
- WHI.6** The student will demonstrate knowledge of ancient Rome from about 700 B.C. (B.C.E.) to 500 A.D. (C.E.) in terms of its impact on Western civilization by
- a) assessing the influence of geography on Roman economic, social, and political development;
 - b) describing Roman mythology and religion;
 - c) explaining the social structure and role of slavery, significance of citizenship, and the development of democratic features in the government of the Roman Republic;

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

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

- 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.
- WHII.5 The student will demonstrate knowledge of the status and impact of global trade on regional civilizations of the world after 1500 A.D. (C.E.) by
- a) describing the location and development of the Ottoman Empire;
 - b) describing India, including the Mughal Empire and coastal trade;
 - c) describing East Asia, including China and the Japanese shogunate;
 - d) describing Africa and its increasing involvement in global trade;
 - e) describing the growth of European nations, including the Commercial Revolution and mercantilism.

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Era VI: Age of Revolutions, 1650 to 1914 A.D. (C.E.)

WHII.6 The student will demonstrate knowledge of scientific, political, economic, and religious changes during the sixteenth, seventeenth, and eighteenth centuries by

- a) describing the Scientific Revolution and its effects;
- b) describing the Age of Absolutism, including the monarchies of Louis XIV and Peter the Great;
- c) assessing the impacts of the English Civil War and the Glorious Revolution on democracy;
- d) explaining the political, religious, and social ideas of the Enlightenment and the ways in which they influenced the founders of the United States;
- e) describing the French Revolution;
- f) describing the expansion of the arts, philosophy, literature, and new technology.

11th Virginia & United States History Taught Next Semester

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

11th AP US History

Period 2 1.2-3

12th Grade VA US Government

GOVT.3 The student will demonstrate knowledge of the concepts of democracy by

- a) recognizing the fundamental worth and dignity of the individual;
- b) recognizing the equality of all citizens under the law;
- c) recognizing majority rule and minority rights;
- d) recognizing the necessity of compromise;
- e) recognizing the freedom of the individual.

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

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- 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

12th Grade
AP VA US Government

Unit 2 Role of Citizens

Humanities

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

Standards of Learning

Mendez

MIDDLE SCHOOL BEGINNING GUITAR

- **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).
- **MIB.12** The student will demonstrate music literacy.
 - **d)** Echo, read, count (using a counting system), and perform simple rhythms and rhythmic patterns, including whole notes, half notes, quarter notes, eighth notes, dotted half notes, dotted quarter notes, and corresponding rests.
 - **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.
 - **i)** Guitar student—read and create chord diagrams; read and perform basic rhythm guitar using G, G7, C, D, D7, A, A7, Am, E, and Em chords in first position.

HIGH SCHOOL - GUITAR 1

- **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.
 - **a)** Identify, define, and use basic standard notation for pitch, rhythm, meter, articulation, dynamics, and other elements of music.
 - **d)** Echo, read, count (using a counting system), and perform rhythms and rhythmic patterns, including whole notes, half notes, quarter notes,

- eighth notes, dotted half notes, dotted quarter notes, corresponding rests, and syncopations**
- o.j) **Guitar student— use standard and instrument specific notation; read basic rhythm guitar using first position chords.**

Richardson

Oct. 3 rd -Oct. 7 th
Health and PE 9 th , 10 th , and Advanced

- Objective : 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

Parker

FACS Exploratory:

#6 - Demonstrate conflict-resolution skills

#39 - Demonstrate ways of getting along with others.

Independent Living

#39 - Identify the meaning of work and the meaning of family

#40 - Identify strategies for balancing work and family roles

#41 - Describe the interplay between work life and family life

- #42 - Explain how social, economic, and technological changes and trends affect work and family dynamics
- #43 - Apply problem-solving processes to identify solutions to work or family situations
- #44 - Evaluate how one's values influence his/her decision making

Taylor

AP CSP

CSP.9 The student will design and implement algorithms with a) compound conditional execution, and b) a variety of loop control structures.

CSP.10 The student will solve a complex problem by decomposing it into subtasks consisting of predefined functions and user-defined functions.

PRG.1 The student will describe and use best practices of program development that make some common flaws less likely and explain how this improves computer security.

PRG.6 The student will design and implement an algorithm a) with compound conditional execution, and analyze and evaluate complex Boolean conditions; and b) using complex iteration, including nested loops.

PRG.7 The student will implement programs that accept input from a variety of sources and produce output based on that input.

PRG.9 The student will perform complex computations a) on numbers, including modular division and random number generation; and b) on strings, including substring manipulation and processing individual characters.

PRG.10 The student will demonstrate an understanding of different data types by using appropriate constructs to convert between them when appropriate.

PRG.11 The student will analyze a large-scale computational problem, identify generalizable patterns, and implement a solution.

Programming

CSF.17 The student will trace the execution of an algorithm, illustrating output and changes in values of named variables.

CSF.19 The student will use predefined functions to simplify the solution of a complex problem.

PRG.9 The student will perform complex computations a) on numbers, including modular division and random number generation; and b) on strings, including substring manipulation and processing individual characters.

PRG.10 The student will demonstrate an understanding of different data types by using appropriate constructs to convert between them when appropriate.

PRG.12 The student will implement an algorithm that uses existing functions and accesses existing libraries or APIs to satisfy its requirements.

PRG.20 The student will use a systematic approach and debugging tools to independently debug a program.

Clarke

- 7.2 The student will use decision-making skills to promote health and personal wellness.
 - (t, u, v)
 - 7.3 The student will promote healthy schools, families, and communities.
 - (i, k, m, t)
 - 8.1 The student will identify and explain essential health concepts to demonstrate an understanding of personal health.
 - (f, g, h)
-

White

- Middle School Beginner (MCB) & Intermediate (MCI):
 - 1 A-C, 5 A-C, 10, 12 A-E, 13 A & C, 14 A-F
- High School Beginner (HCB)
 - 1 A-C, 5 A-C, 12 A-G, 13 A & E, 14 A-G

Ashe

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

6.2 The student will apply steps of a creative process.

a) Use, and record in a digital or traditional sketchbook/journal, steps of the creative process, including brainstorming, preliminary sketching, planning, reflecting, peer critiquing, refining, and elaborating, to create works of art.

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

6.14 The student will apply a variety of techniques including gesture and continuous line in observational drawings.

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

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.

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

AI.2 The student will identify and apply steps of a creative process to develop ideas and artwork.

Cory

- II.1, II.2 & IB.19

Vernet

French I

- 1.NL - The student will initiate, sustain, and close oral and written exchanges in French, applying familiar vocabulary.
2. Exchange detailed information on familiar topics in a variety of interpersonal contexts.

STANDARD 1: Investigate Intercultural Products, Practices and Perspectives (Interpersonal Mode)

4. Share how products and practices of public and personal interest are related to other cultures.
4. Share how global products and practices are related to perspectives of native and other cultures.

French II

- 3.NL - The student will initiate, sustain, and close oral and

written exchanges in French, applying familiar vocabulary and structures.

3. Use nonverbal communication, paraphrasing, and circumlocution to convey and comprehend messages in level-appropriate French.

STANDARD 4: Investigate Intercultural Products, Practices and Perspectives (Interpersonal Mode)

4.AL Share how products and practices of public and personal interest are related to native and other cultures.

4.AM Share how global products and practices are related to native and other cultures.

French III

3.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 in communication.

2. Exchange detailed information on familiar topics in a variety of interpersonal contexts and situations.

3. Use nonverbal communication, paraphrasing, and circumlocution to convey and comprehend messages at an adapted level in French.

STANDARD 5: Investigate Intercultural Products, Practices and Perspectives (Interpersonal Mode & Presentational mode)

4. Share how products and practices of public and personal and unfamiliar interests are related to perspectives of native and other cultures.

4. Share how global products and practices are related to perspectives of native and other cultures.

Taramona

Passing along the SOL's- same for the upcoming week but resending! Have a great weekend.

SPANISH 1:

STANDARD 1: Investigate Intercultural Products, Practices and Perspectives through Interpretive Communication (Interpretive Mode)

1.NL Recognize a few typical products and practices related to familiar, everyday life in native and other cultures.

1.NM Identify typical products and practices related to familiar, everyday life in native and other cultures to help understand perspectives.

1.NH Identify and compare typical products and practices related to familiar, everyday life in native and other cultures to help understand perspectives.

STANDARD 2: Compare Intercultural Behaviors

[2.NL](#) Recognize a few very simple behaviors in other cultures.

2.NM Identify familiar or everyday behaviors in other cultures.

2.NH Identify and compare familiar or everyday behaviors in native and other cultures.

STANDARD 3: Comprehend Authentic Texts that are Spoken, Written, or Signed

[3.NL](#) Understand a few familiar words or phrases in authentic informational texts; authentic fictional texts; and overheard or observed conversations.

3.NM Understand very basic information in authentic informational texts; authentic fictional texts; and overheard or observed conversations.

3.NH Understand the topic and some isolated facts in authentic informational texts; authentic fictional texts; and overheard or observed conversations.

SPANISH 2:

Standards 1, 2, 3, 4, 9, 14

STANDARD 16: Develop Presentational Literacy

16.1 Choose Relevant, Authentic Content and Concepts

16.1.NM Use authentic resources, and familiar vocabulary and structures that are relevant to the topic.

16.1.NH Use authentic resources and familiar content, structures, and syntax that are relevant to the topic.

STANDARD 1: Investigate Intercultural Products, Practices and Perspectives through Interpretive Communication (Interpretive Mode)

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SPANISH 3:

STANDARD 1: Investigate Intercultural Products, Practices and Perspectives through Interpretive Communication (Interpretive Mode)

native and other cultures.



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