

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
August 29, 2022
Welcome Back

"Seven words that can
change a kid's life:
**'I love having you
in my class.'"**

—EDUCATOR
BRIAN MENDLER



#T2T

Happy Birthday

Joy Matthews – September 7th Johnetta

Guishard-September 9th

Tiffany Fierson – September 10th

Andrew Giffin - September 22nd



Franklin Military Academy PTSA SY Events 2022 - 2023	
August	Dates
Franklin PTSA Meeting	August 25th 2022 (Thursday) Providing Breakfast
First Day of School	August 29th 2022 (Monday)
September	Dates
PTA Membership Drive + Back to School Meet & Greet	September 12th 2022 (Monday)
Dad's Take Your Student to School Day	September 20th 2022 (Tuesday)
Franklin PTSA Meeting	September 22nd 2022 (Thursday)
Scholastic Book Fair	September 26th - 28th (Monday - Wednesday)
*PINK OUT TO SUPPORT BREAST CANCER AWARENESS (EVERY MONDAY)	
October	Dates
Hispanic Heritage Month Celebration	October 7th 2022 (Friday)
Fire Safety Day	October 12th 2022 (Wednesday)
Veteran's Day Assembly	TBD
Franklin PTSA Meeting	October 20th 2022 (Thursday)
Honor Roll Assembly/Breakfast	TBD
Trick or Trunk	October 28th 2022 (Friday)
*AMERICAN EDUCATION WEEK - NOVEMBER 14 - 18TH 2022	
November	Dates
FMA Art Museum Day Celebration	November 4th 2022 (Friday)
Are you Smarter than a 6th Grader Family Game Night	November 4th 2022 (Friday)
Franklin Veterans Day Program	TBD
Franklin PTSA Meeting	November 17th 2022 (Thursday)
Franklin Friendsgiving Fest	November 18th 2022 (Friday)
Caregiver-Teacher Conferences	November 21st 2022 (Monday) School closed to students
December	Dates
Franklin PTSA meeting	December 1st 2022 (Thursday)
Franklin's Got Talent Rehearsal Week	December 5th - 9th 2022 (Monday - Friday)
Elf on the Shelf Contest	December 13th 2022 (Tuesday)
"Franklin's Got Talent" Talent Show	December 16th 2022 (Friday)
January	Dates
Honor Roll Assembly/Breakfast	TBD
Franklin PTSA Meeting	January 5th 2023 (Thursday)
Martin Luther King, Jr Day Celebration	January 13th 2023 (Friday)
Winter Wonderland Parent Party	January 27th 2023 (Friday)
February	Dates
Franklin PTSA Meeting	February 2nd 2023 (Thursday)
Franklin Cinema Night	February 10th 2023 (Friday)
Franklin Red & White Dance (High School)	TBD
Franklin goes to VCU WBB Game	TBD
Franklin Red & White Dance (Middle School)	TBD
March	Dates
Franklin PTSA Meeting	March 2nd 2023 (Thursday)
Caregiver-Teacher Conferences	March 10th 2023 (Friday)
Women's History Month Brunch	March 16th 2023 (Thursday)
PJ's & Popcorn Movie Night	TBD
*NATIONAL POETRY MONTH	
April	Dates
Franklin PTSA Meeting	April 13th 2023 (Thursday)
Honor Roll Basketball Night Out	TBD
Take Your Child to Work Day	April 27th 2023 (Thursday)
PJ's & Popcorn Movie Night	TBD
*NATIONAL MENTAL HEALTH AWARENESS MONTH	
May	Dates
National Principal's Day	May 1st 2023 (Monday)
Teacher Appreciation Week	May 1th - 5th 2023 (Monday - Friday)
Franklin PTSA Meeting	May 11th 2023 (Thursday)
Muffins with Mom Mother's Day Arts & Crafts	May 24th 2023 (Wednesday)
Spring Concert/Art Show	TBD
June	Dates
Franklin PTSA Meeting	June 1st 2023 (Thursday)
Franklin Field Day	TBD
Dinner with Dad - Father's Day	June 14th 2023 (Wednesday)
Caribbean Heritage & Juneteenth Celebration	June 16th 2023 (Friday)
12th Grade Trip	TBD
8th Grade Trip	TBD
12th Grade Prom	TBD
8th Grade Prom	TBD
Honor Roll Assembly/Breakfast	TBD
Graduations:	
-12th Grade	
-8th Grade	TBD
Franklin End of Year BBQ	TBD

Reminders

Allergy Meeting/Faculty Meeting

September 1st – 4:15 p.m.

Parents, if your child has a health issue that staff needs to be aware of, please plan on attending the meeting. The meeting will start at 4:15 p.m.

No School For Cadets & Staff

No School September 2nd & 5th

September 12, 2022 - 5:30 p.m.

BACK TO SCHOOL NIGHT

PTSA Membership Drive

(In Person – School Auditorium)

Meet your cadet's teachers and hear about the upcoming school year.

Hear about Franklin Military Academy
Title I Program & Community In Schools

Learn How To Join the PTSA and Meet the PTSA Board Members
Hear about this year's PTSA fundraisers.

September 20, 2022

Dad Take You Cadet To school Day

September 22, 2022

PTSA Breakfast

September 26th

Scholastic Book Fair



(Update)

**Franklin Military Academy
Please Join Us In-Person**

2nd PTSA Meeting of the Year

BACK TO SCHOOL NIGHT

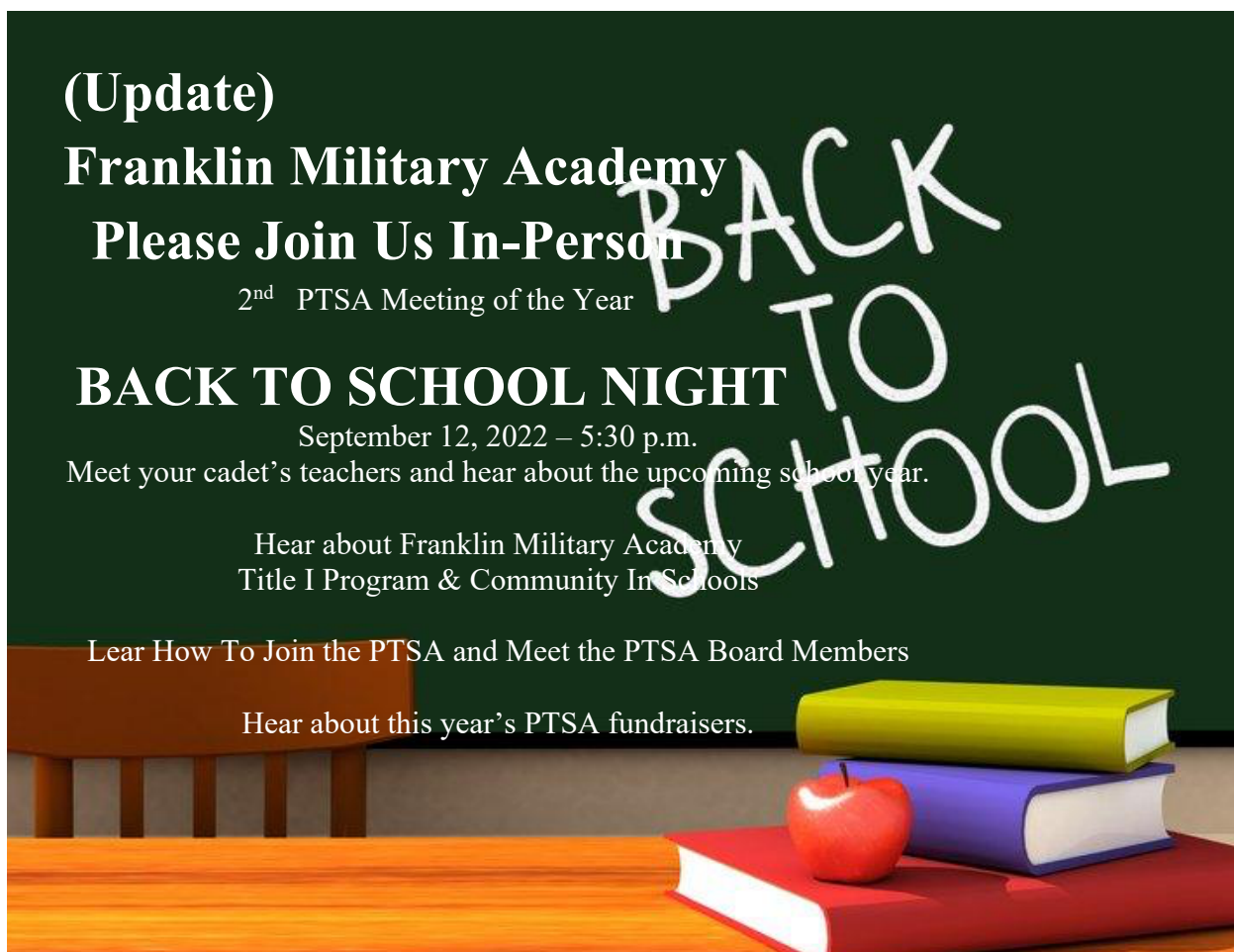
September 12, 2022 – 5:30 p.m.

Meet your cadet's teachers and hear about the upcoming school year.

Hear about Franklin Military Academy
Title I Program & Community In Schools

Lear How To Join the PTSA and Meet the PTSA Board Members

Hear about this year's PTSA fundraisers.





**JOIN THE 2022 – 23
FRANKLIN MILITARY ACADEMY PTSA**



- Membership has Benefits & Discounts at participating retailers
- Communicate with fellow parents, teachers, students, the district offices, local government and national government on behalf of the FMA Community



**Franklin Military
Academy PTSA**

Officers

2022 – 23

Sheena Palmer,
President

Delando Gales
Vice President

Oleda Christian,
Secretary

DS Guishard,
Treasurer

Darryl Williams,
Parent Liaison

Contact Information:

franklinma.ptsa@gmail.com

(804) 305-9244

Next Meeting:
Thursday, August 25, 2022 @ 8 AM

RPS High School

2022-2023 Regular Bell Schedule

<i>Period</i>	<i>Time</i>	<i>Minutes</i>
Morning Arrival <i>(Breakfast in the cafeteria or from kiosks to take to 1st period)</i>	8:45am-9:00am	15
1st Period	9:05am-10:39am	94
2nd Period	10:44am-12:18pm	94
3rd Period & Lunch	12:23pm-2:21pm	118
<u>Lunches</u> First Lunch Second Lunch	12:42pm-1:07pm 1:19pm-1:44pm	25 25
4th Period	2:26pm-4:00pm	94
Dismissal	4:00pm	N/A



RPS High School
2022-2023 FORMATION Bell Schedule
Every Mon / Fri unless otherwise announced

<i>Period</i>	<i>Time</i>	<i>Minutes</i>
Arrival / Breakfast / Lockers	8:30am – 8:45am	15
Community Circles / Formation (after Nov)	8:45am - 9:00am	15
1 st Period	9:00am – 10:29am	89
2 nd Period	10:32am – 12:01pm	89
3 rd Period and Lunches	12:04pm – 1:58pm <i>1st Lunch 12:24pm</i> <i>2nd Lunch 1:00pm</i>	114 (89 instructional)
4 th Period	2:01pm – 3:30pm	89
Formation (until Nov)	3:30pm – 4:00pm	30
Dismissal	4:00pm	

RPS High School

2022-2023 Two-Hour Early Dismissal Bell Schedule

<i>Period</i>	<i>Time</i>	<i>Minutes</i>
Morning Arrival <i>(Breakfast in the cafeteria or from kiosks to take to 1st period)</i>	8:45am-9:00am	15
1st Period	9:05am-10:10am	65
2nd Period	10:15am-11:20am	65
3rd Period & Lunch	11:25am-12:55pm	90
<u>Lunches</u> <u>(see provided schedule for specific time by class)</u>	11:25am-12:00pm	
4th Period	1:00pm-2:00pm	60
Dismissal	2:00pm	N/A

RPS High School

2022-2023 - 2 Hour Late Arrival

TIME	ACTIVITY
10:45 a.m. -11:00 a.m.	Morning Arrival <i>(Breakfast in the cafeteria or from kiosks to take to 1st period)</i>
1 st Period	11:05 a.m. - 12:10 a.m.
2 nd Period	12:15 pm – 1:20 pm
3 rd Period & Lunch	1:20 p.m. – 2:55 p.m.
Lunch Schedule (see attached)	1:20 p.m. – 2:00 p.m.
4 th Period	3:00 p.m. -4 :00 p.m.
Dismissal	4:00 p.m.



We are a Food Allergy Aware Classroom!

Please do not bring **peanuts,**
tree-nuts, dairy, or
egg into the classroom!



Please wash hands.

Clean hands help you stay healthy,
and our friends safe.

Thank You!

Fire Drill

Safety Rules

Follow Your Teacher To Area In
Front of The School on 37th Street.

Face away from the building.

Make sure you are 3 or more feet
away from classmates.

Remain with your class at all times.

In the event your class is not
released by the administrator, wait
for the signal code green or the
school bell to sound before you go
back into the building.





Franklin Military Academy

Room Number_____

Fire Exit Door_____



STUDENT PASSWORD RESET

TUESDAY, SEPTEMBER 7, 2021

Let's use example "student" Jason Kamras and pretend he was born on January 3, 2005.

- **First initial** of student's **first name** in **lower case**
 - ◆ Example: this would be "j"
- **First initial** of student's **last name** in **UPPER case**
 - ◆ Example: this would be "K"
- Student's **date of birth** using "leading zeroes" and all four digits of the birth year
 - ◆ Example: **January 3, 2005** would be "01032005"
- Putting it all together, the default password would be **jK01032005**
- For students with hyphenated or multiple last names, the first last name will be used to generate the last name initial.
 - ◆ Example: if the student's last name is Jane Brown-Smith and was born on April 5, 2010, their default password would be **jB04052010**

Once this password is entered, a student (or parent/caregiver) can reset it to anything they'd like.

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



Office of The Principal

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

Fire Drills

#1 within First 10 days of School **August – September**

#2 within 20 days of School Due by **Oct 6, 2021**

#3- #10 - conduct a monthly drill

Lock-Down Drills

Lock-down Drill #1 within the first 20 days of School, **Due By Oct 7, 2022**
(pre-k & kindergarten exempt from lock-down drills within the first 60 days of school)

Lock-Down Drill #2 after 60 days of School (**December - June 2023**)

Tornado Drill

At least one per year (**Should occur in the first semester**)
(statewide drills occur in March)

Bus Evacuation Drills (**Transportation will be sending a memo out with a drill schedule**)

1 within 30 days due by **October**

1 within the second semester

Earthquake Drill (recommended, not required)

October 21, 2022

Days To Place On Your Calendar

Subject To Change

August 26	1 st Day of School For Students
August 2	Labor Day – School Closed
September 12 th	Back o School Night 5:30 p.m.
October 5	Yom Kippur - School Closed
October 24 th	Diwali - School Closed
November 4 th	End of 1 st Semester
November 7 th	Wellness Day - School Closed
November 8 th	Professional Learning & Caregiver/Teacher Conference - School Closed
November 23 – 25 th	Thanksgiving Break
December 19 th – 30 th	Winter Break
January 16	Martin L. King Day - School Closed
January 27	Planning Day - 2HRS Early Released
March 10 th	Professional Learning & Caregiver/Teacher Conference - School Closed
March 31	End of the 3 rd Quarter
April 3 – 7 th	Spring Break - School Closed
May 29 th	Memorial Day - School Closed
June 9	2Hour Early Released Day
June 19	Juneteenth - 2HRS Early Released
July 4 th	4 th of July - RPS Closed

Timeline – Subject To Change

FRANKLIN MILITARY SCHOOL – DAVID A. HUDSON

	Day of the Week	Time
Data Meeting	See Attached Sheet For Weeks	
Faculty Meeting	Thursday	4:15 p.m.
Leadership Team Meeting School Planning and Management Team	WEDNESDAY/1 st of The Month	4:15 p.m.
Graduation Meetings	THURSDAY	4:15 p.m.
Professional Development	Every Thursday	4:15 p.m.
Child Study Team	TUESDAY	ALL DAY
Grade Level Planning	WEDNESDAY	ALL DAY
Attendance Meeting	Wednesday	10:00 a.m.

Lesson Plans Due Date
Teaming Log
Criteria
Emergency Plans -
Positive Contact
Fire Drill
Back to School Night
September 2022

Dates will be placed in the agenda
Due no later than Friday at 12:00 p.m.

September 2022
Month of September & October

September 12th - 5:30 p.m.
Principal & Assistant Principal Informal
Walkthroughs

Office of The Principal

September 2, 2022– Sign Up For Committees

Please sign up for at least two committees.

September 27, 2022– Classroom Vision (Posted)

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

Goal (s) Meetings Submission

October 14, 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

From The Desk of Dr. Joy Matthews

Hello Franklin Military Academy Family:

My name is Dr. Joy Matthews, MSW. I am serving as your School Social Worker for school year 2022-2023. I have been a School Social Worker for over ten years at Richmond Public Schools. I have also been an Exceptional Education Teacher for third and fourth grade students. My role as your School Social Worker is to:

- Support and provide resources for student(s) and their families
- Monitor and intervene with school attendance
- Member of the Child Find Team (Student- Based Intervention Team SBIT) and Eligibility
- Partnership with Community in Schools and other organizations for housing, clothing, food and any addition needs students and their families may endure
- Partnership with Child Savers in providing crisis interventions for child welfare, mental health, behavior, and trauma
- Supporting Tier-1 social emotional supports and providing Tier-2 and Tier 3 interventions
- Sharing information about community programs, events and additional outside supports

Attached is my School Social Work referral for any student who may have needs as listed above. Please fill out the referral and submit to me, Dr. Joy Matthews, MSW @ jmatthew@rvaschools.net. My cell number is (804) 773-0817. I am available at Franklin Military on Wednesdays, Thursdays, and Fridays from 8:30a – 4:30p. My room number is 201A.

I look forward in providing services to students at Franklin Military Academy as your School Social Worker for it is my privilege and honor.

Attached is the [link](#) for an SSW referral to copy and paste:

https://docs.google.com/forms/d/e/1FAIpQLSdDXLlg-dlLXEtcjqlzadkofgdhO1o7l7MbUci4j_iOOmltHw/viewform?vc=0&c=0&w=1&flr=0&gxids=7757

Thank you so much in advance!!

Franklin Military Academy – Evaluation Supervisor

First	Last	Subject	Evaluator
Jonathan	Ashe	ART	Hudson
John	Barclay	SCIENCE	Hudson
Almitra	Bryant	INSTRUCTIONAL ASSISTANT	Hudson
Gilbert	Carter	MATHEMATICS	Hudson
Christal	Corey	SCIENCE – MIDDLE SCHOOL	Hudson
David	Corey	MUSIC - BAND & ORCHESTRA	Hudson
Kelvin	Gilliam	MILITARY LEADERSHIP	Hudson
Johnetta	Guishard	MILITARY LEADERSHIP	Hudson
Sandra	Hayward-Jones	SPACE	Hudson
Michael	Jamison	TITLE 1 MATH	Hudson
Clinton	Jefferson	MILITARY LEADERSHIP	Hudson
Haeyum	Kim	MATHEMATICS	Hudson
Eric	Lindley	SCIENCE	Hudson
Ciara	Logan	Office Associate III/ REGISTRAR / SISOP	Hudson
Kylee	Mendez	MUSIC - GUITAR	Hudson
John	Nunez	SCIENCE	Hudson
Kathy	Paschall	SCIENCE	Hudson
Corey	Robinson	COMMANDANT/MILITARY LEADERSHIP	Hudson
Mary	Simons	MATHEMATICS	Hudson
Jennifer	Smith	ASSISTANT PRINCIPAL	Hudson
Candies	Taramona	SPANISH	Hudson
Brian	Taylor	CTE	Hudson
Leon	Thornton	MILITARY LEADERSHIP	Hudson
Nirva	Vernet	FRENCH	Hudson
William	Watson	MATHEMATICS	Hudson
Mark	Wenberg	ITRT	Hudson
Matthew	Wester	SCIENCE	Hudson
Nathaniel	Belton	CUSTODIAN	Hudson & Smith
Rafael	Day	OFFICE	Hudson & Smith
James	Patterson	CUSTODIAN	Hudson & Smith
Constance	Haskins	Custodian	Hudson & Smith
Clara	Bannister	MEDIA SPECIALIST	Smith
Meredith	Bush	SOCIAL STUDIES	Smith
Denise	Claiborne	EXCEPTIONAL EDUCATION	Smith
Shanice	Clarke	PHYSICAL EDUCATION	Smith
John	Dereu	ENGLISH	Smith
Theodore	Dubinsky	SOCIAL SCIENCE	Smith
Daniel	Elie	ENGLISH	Smith
Jared	Gentzel	ENGLISH	Smith
Andrew	Giffin	ENGLISH	Smith
Adrienne	Hairston	ADMINISTRATIVE OFFICE ASSOCIATE	Smith
Zonita	James	ENGLISH/READING	Smith
Special	Loney	SPECIAL EDUCATION	Smith
Bianca	Parker	FAMILY CONSUMER SCIENCE	Smith
Melody	Reives	BUSINESS	Smith
Travis	Richardson	PHYSICAL EDUCATION/GYM	Smith
Shaia	Scott	EXCEPTIONAL EDUCATION	Smith
Naiaa	Smith	ENGLISH	Smith
Nikitria	Walker	SOCIAL SCIENCE	Smith
Danielle	White	MUSIC - CHOIR	Smith
Robin	Williams	HISTORY	Smith
Tiffany	Frierson	SCHOOL COUNSELOR	Smith & Hudson

Overview

Richmond Public Schools (RPS) is excited to provide all students with the technology resources necessary to access educational resources in school and at home. This student device agreement highlights the responsibilities for parents/guardians and students to maintain the device over the course of the academic year. This agreement will become effective upon receipt of the technologies checked below, between RPS, the student receiving the device, and the student's parent(s) or guardian(s).

Ownership

Richmond Public Schools retains the sole right of possession of the HP Chromebooks, and lends the devices to all students during the current school year. All RPS policies apply to the use of these devices.

In order to issue a device to a student, all parent(s) and/or guardian(s) are required to read and sign the Richmond Public Schools Student Device Agreement. By signing this agreement, students and parent(s)/guardian(s) agree to the following:

- *Student Responsibility:* Students agree to read and abide by the Student Technology Device Agreement.
- *Education Use:* RPS technology resources should be used for educational purposes. Students should always reflect on the Student Code of Responsible Ethics (S.C.O.R.E.). Any student who misuses the technology resources may be held accountable according to actions outlined in the SCORE.
- *Student Privacy:* School administrators or district technology staff may access, view, monitor, and/or track the use of technology assigned to a student at any time and for any reason without notice to the student or parent(s)/guardian(s). This includes the use of monitoring software for use in and while away from the classroom.
- *Maintenance:* School-owned technology resources should never be taken to an outside computer service for any type of repair.
- *Damage or Loss:* If the student's technology resources are damaged, lost, or stolen students are to report the problem immediately to their teacher or school administrator.
- *Fees:* The following fees may be charged to the parent for misuse of equipment or to replace a lost/stolen device:
 - Accidental Damage: Student will meet with appropriate school administrator to review Chromebook care guidelines.
 - 2nd Accidental Damage: Student will receive written guidance on Chromebook care guidelines that must be signed by parent or guardian. A student will receive a refurbished Chromebook.

Office of The Principal

- 3 or more Accidental Damages: \$25 per occurrence.
- Lost/Damaged Charger: \$5
- Lost Chromebook: \$100¹
- *Transferring/Withdrawing:* Secondary students transferring from one RPS school to another will take their Chromebook with them to their new school. Students withdrawing from RPS to a new school division should return their device no later than their last day of enrollment. Unreturned devices will be considered lost and fees may be assessed.
- *Returning Device:* At the end of the school year or when requested by school administrators, students will turn in their Chromebooks and any other technology resources.

INFORMATION	
Student Full Name:	Student ID:
School:	Student Grade:

DEVICE INFORMATION
<input type="checkbox"/> Chromebook and Charger
<input type="checkbox"/> Laptop and Power Adapter
<input type="checkbox"/> Tablet
<input type="checkbox"/> Hotspot
<input type="checkbox"/> Accessories (mouse, keyboard, etc.)

Please read and check the box to indicate that you understand the following conditions:

☐ I have read and understand the Richmond Public Schools Student Device Agreement 2022-2023 and agree to the terms for receiving division-owned technology.

¹ School leadership will work individually with families financially unable to pay for a lost device.



Franklin Military Academy
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Fax (804) 780-8054

Office of The Principal

As a student of Richmond Public Schools, I agree to the following:

- I will take good care of my assigned technology. This means that I won't place decorations (stickers, markings, etc.) on my device. I will not have food and beverages near my device. I will not place heavy objects on my device.
- I will not leave my device unattended or unsupervised.
- I will never loan my devices to others.
- I will not disassemble any of my devices, nor will I attempt any repairs.
- I will not damage or remove the inventory tag.
- I understand that a teacher or administrator may inspect my device at any time.
- I understand my device is the property of Richmond Public Schools.
- I accept full responsibility for all damage or loss caused by my own misuse.

STUDENT AGREEMENT

I have reviewed the Student Device Agreement, and I agree to follow the guidelines.

Student Signature:

Date:

PARENT/GUARDIAN CERTIFICATION

I have reviewed the Student Device Agreement. I am the legal guardian of the student above.

Parent/Guardian Signature:

Date:

MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH

Share Google Classroom

Dr. Jennifer Smith

Denise Claiborne

Special Loney

Shaia Smith

Michael Jaimson

Clara Bannister

Tiffany Frierson

Kim Gray

Almitra Bryant

David Hudson

James Austin Brown





Office of The Principal

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

Franklin Military Academy Afterschool Activity Attendance

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

Teacher Name _____

Date _____ **Room/Location** _____

Type of Activity _____

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

MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH



Office of The Principal

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Grab & Go Schedule 1st Week of School

Middle School Lunch 12:42 – 1:07

Ashe	12:42
Bush	12:45
Carter	12:47
Clarke	12:50
C. Corey	12:53
Dubinsky	12:55
Gilliam	12:57
Guishard	1:00
James	1:03
Parker	1:05
Paschall	1:06
Watson	1:08

High School Lunch 1:19 – 1:44

D. Corey & DeRue	1:14
Kim	1:17
Jefferson	1:20
Lindley	1:25
Kim	1:28
Mendez	1:31
Nunez	1:33
Robinson	1:35
Smith	1:37
Tarmona	1:40
Thornton	1:42
Wester	1:44
Williams	1:46

MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH

Dr. J. Smiths' Weekly Schedule 08/29/2022

Monday	First Day of School Welcome Back!! Homerom Walk through – Positive views!!!
Tuesday	Walk through – Positive views!!! Homerom
Wednesday	Homerom Walk through – Positive views!!! Edgenuity Training 1:30 – 3:30
Thursday	Homerom Walk through – Positive views!!!
Friday	Homerom Walk through – Positive views!!!

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](#)



MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH

Vocabulary in Action

Word ^{of} _{the} Week

Mentor

Definition of mentor – make sure we mentor our cadets at Franklin.

1capitalized : a friend of Odysseus entrusted with the education of Odysseus' son Telemachus

2a : a trusted counselor or guide a *mentor* who, because he is detached and disinterested, can hold up a mirror to us

- The staff at Franklin Military Academy were great mentees to the new staff and cadets at Franklin Military Academy.

b : tutor, coach

- The student sought a *mentor* in chemistry.

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](#)

**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**

Monday - August 29th

- Red Carpet - 8:30 a.m. – 8:45 a.m. – Students will go to the cafeteria until 8:45 a.m.
- Grab & Go Breakfast – Students eating breakfast need to finish by 9:05 a.m.
- All cell phone needs to be away after 9:00 a.m. – No exception
- **Homeroom 8:45 a.m. – 9:10 a.m. – Students will receive schedules and review daily school routine**
- **The bell will sound on a regular schedule. An announcement to release students from homeroom will be made.**
- To keep parents and students continuously updated on students' academic progress, all teachers are asked to post a minimum of two graded assignments in ASPEN each week, for a total of at least 18 earned grades per student every nine-week marking period. To provide opportunities for practice and feedback, all teachers are expected to assign homework regularly, provide timely feedback on homework, and award homework grades based in part on effort and completion.
- Make sure you are maintaining the seating charts in your classes
- Make positive calls home
- The administration will be doing walkthroughs
- Lesson plans should be in Google Docs on Thursday this week
- Make sure you are thinking of a goal for 2022-2023. The second week of October is 1st Goal meeting with the administration.
- Admin Meeting - 10:00 a.m.
- **Field Trips for SY 22-23**
 - October 3, 2022, to May 15, 2023 - 9:30 am to 2:00 pm. Field trips **MUST** be turned in ten days before the trip, or they will not be accepted
 - Familiarize yourself with the emergency procedures
 - Make a positive call home to parents

Tuesday - August 30th

- **Homeroom 8:30 a.m. – 9:10 a.m. – Students will receive schedules and review daily school routine**
- **The bell will sound on a regular schedule. An announcement to release students from homeroom will be made.**

MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH

Office of The Principal

- Cadets' Computers Delivery
- **Grab & Go Breakfast – Students eating breakfast need to finish by 9:00 a.m.**
- **All cell phone needs to be away after 9:00 a.m. – No exception**
- Make a positive call home to parents

Field Trips for SY 22-23

- October 3, 2022, to May 15, 2023 - 9:30 am to 2:00 pm. Field trips **MUST** be turned in ten days before the trip, or it will not be accepted

Wednesday - August 31st

- **Homeroom 8:30 a.m.– 9:10 a.m. – Students will receive lockers**
- **The bell will sound on a regular schedule. An announcement to release students from homeroom will be made.**
- Cadets' Computers Delivery
- **Grab & Go Breakfast – Students eating breakfast need to finish by 9:00 a.m.**
- **All cell phone needs to be away after 9:00 a.m. – No exception**
- Make a positive call home to parents
- **TA Schools with Level Two School Quality Indicators Meeting – State Department of education– 9:00 a.m.**
- **Formation schedule – 3:30 p.m. – 4:00 p.m.**
- **Field Trips for SY 22-23**

- October 3, 2022, to May 15, 2023 - 9:30 am to 2:00 pm. Field trips **MUST** be turned in ten days before the trip or it will not be accepted

Thursday – September 1st

- **Homeroom 8:30 – 9:10 a.m. – Students will receive lockers**
 - **The bell will sound on a regular schedule. An announcement to release students from homeroom will be made.**
 - Cadets' Computers Delivery
 - **Grab & Go Breakfast – Students eating breakfast need to finish by 9:00 a.m.**
 - **All cell phone needs to be away after 9:00 a.m. – No exception**
 - Make a positive call home to parents
 - **Formation schedule – 3:30 p.m. – 4:00 p.m.**
 - **Faculty Meeting – 4:15 p.m. – Auditorium**
 - **Teaming Log and Calendars of Event Are Due**
- MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH**

- **Field Trips for SY 22-23**

- October 3, 2022, to May 15, 2023 - 9:30 am to 2:00 pm. Field trips **MUST** be turned in ten days before the trip or they will not be accepted

Friday – September 2nd

- No School



"A Knight Forever"

MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH

First Day of School Attendance Procedures and No Show

The purpose of this communication is to outline procedures for attendance on the first day of school and the “No Show” designation.

First Day of School Procedures

High school and middle school teachers must record attendance on ASPEN for each period. Any student who fails to appear on the first day of school should be recorded as absent on ASPEN.

All school-based office staff responsible for the maintenance of our attendance database/records need to ensure that attendance information for the first day is updated on ASPEN by the end of the school day so that students will not be erroneously designated as inactive.

If students are absent but SISOPs/registrars know the student's whereabouts are outside of RPS and have the official documentation, then the appropriate withdrawal procedures should be used to make the student inactive and document the reason for withdrawal.

On the evening of the first day of school, ICTS will programmatically No Show all students who have been marked absent. This will make the students inactive and remove their schedule from ASPEN. Therefore, SISOPS/registrars should print schedules for high school and middle school students marked absent on the first day of school so they will not have to rebuild schedules from scratch.

No Show Students

Beginning the second day of school, Attendance Officers and School Social Workers will collaborate with school staff, CIS, and other stakeholders to resolve the whereabouts of all students identified as No Show. SISOPs will need to work continuously to ensure student information is updated accurately and in a timely manner.

MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH

Military Instruction

Guishard	<u>Military Ritual & Drill and Ceremonies Review; Intro to CHiSL</u>
Gilliam	<u>Introduction to Drill and Ceremony; Intro to Life Skills</u>
Jefferson	<u>Introduction, Elements of Leadership, Life After High School</u>
Thornton	<u>Introducing JROTC, Organizational and Traditional Service</u>
Robertson	<u>Instructions and Life After High School</u>

Language Arts

Reading

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

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

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

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

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

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- 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.

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.

MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH

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- 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

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.

8.5 The student will read and analyze a variety of fictional texts, literary nonfiction, poetry, and drama.

- a) Analyze how authors' development of characters, conflict, point of view, voice, and tone convey meaning.
- b) Identify cause and effect relationships and their impact on plot.
- c) Explain the development of the theme(s).
- d) Explain the use of symbols and figurative language.
- e) Make inferences and draw conclusions based on explicit and implied information using references to the text for support.
- f) Identify and analyze characteristics within a variety of genres.
- g) Compare/contrast details in literary and informational nonfiction texts.
- h) Compare and contrast the authors' use of word choice, dialogue, form, rhyme, rhythm, and voice in different texts.
- i) Compare and contrast authors' styles.
- j) Use reading strategies to monitor comprehension throughout the reading process.

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9th Grade Language Arts

Communication and Multimodal Literacies

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

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

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

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

MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH

10th Grade Language Arts

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

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

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

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

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

11th Grade Language Arts – SOL Test

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.
- e) Draw conclusions and make inferences on explicit and implied information using textual support.

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- 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).

MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH

Office of The Principal

Writing

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

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

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

- a) Use complex sentence structure to infuse sentence variety in writing.
- b) Use verbals and verbal phrases correctly to achieve sentence conciseness and variety.
- c) Distinguish between active and passive voice.

12th Grade Language Arts 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.

MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH

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- i) Write to clearly describe personal qualifications for potential occupational or educational opportunities.

12.7 The student will self- and peer-edit writing for Standard English.

- a) Use complex sentence structure to infuse sentence variety in writing.
- b) Edit, proofread, and prepare writing for intended audience and purpose.
- c) Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations.

qualifications for potential occupational or educational opportunities.

Title I

Reading

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

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

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

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

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

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

MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH

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

Writing

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

Reading

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

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

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

- a) Identify the characteristics that distinguish literary forms.
- b) Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.
- c) Interpret how themes are connected across texts.
- d) Compare and contrast the use of rhyme, rhythm, sound, imagery, and other literary devices to convey a message and elicit the reader's emotion.
- e) Analyze the cultural or social function of a literary text.
- f) Explain the relationship between the author's style and literary effect.
- g) Explain the influence of historical context on the form, style, and point of view of a written work.
- h) Compare and contrast authors' use of literary elements within a variety of genres.
- i) Analyze how the author's specific word choices and syntax impact the author's purpose.

MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH

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

AP Literature

Develop a paragraph that includes

- 1. A claim that requires defense with evidence from the text**
- and 2) the evidence itself.**

AP Language

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

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

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6th Grade Mathematics

Number and Number Sense

6.1 The student will represent relationships between quantities using ratios, and will use

7th Grade Mathematics

Number and Number Sense

- 7.1 The student will
- a) investigate and describe the concept of negative exponents for powers of ten;
 - b) compare and order numbers greater than zero written in scientific notation;
 - c) compare and order rational numbers;
 - d) determine square roots of perfect squares; and
 - e) identify and describe absolute value of rational numbers.

8th Grade Mathematics

Classroom procedures

Algebra

Expressions and Operations

- A.1 The student will
- a) represent verbal quantitative situations algebraically; and
 - b) evaluate algebraic expressions for given replacement values of the variables.

Geometry

- G.3 The student will solve problems involving symmetry and transformation. This will include
- a) investigating and using formulas for determining distance, midpoint, and slope;
 - b) applying slope to verify and determine whether lines are parallel or perpendicular;
 - c) investigating symmetry and determining whether a figure is symmetric with respect to a line or a point; and
 - d) determining whether a figure has been translated, reflected, rotated, or dilated, using coordinate methods.
- G.4 The student will construct and justify the constructions of
- a) a line segment congruent to a given line segment;
 - b) the perpendicular bisector of a line segment;
 - c) a perpendicular to a given line from a point not on the line;

MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH

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- d) a perpendicular to a given line at a given point on the line;
 - e) the bisector of a given angle,
 - f) an angle congruent to a given angle;
 - g) a line parallel to a given line through a point not on the line; and
- an equilateral triangle, a square, and a regular hexagon inscribed in a circle

Algebra II

AII.5 The student will investigate and apply the properties of arithmetic and geometric sequences and series to solve practical problems, including writing the first n terms, determining the n^{th} term, and evaluating summation formulas. Notation will include Σ and a_n .

- AII.7 The student will investigate and analyze linear, quadratic, absolute value, square root, cube root, rational, polynomial, exponential, and logarithmic function families algebraically and graphically. Key concepts include
- a) domain, range, and continuity;
 - b) intervals in which a function is increasing or decreasing;
 - c) extrema;
 - d) zeros;
 - e) intercepts;
 - f) values of a function for elements in its domain;
 - g) connections between and among multiple representations of functions using verbal descriptions, tables, equations, and graphs;
 - h) end behavior;
 - i) vertical and horizontal asymptotes;
 - j) inverse of a function; and
 - k) composition of functions algebraically and graphically.

Pre Calculus

Functions

- MA.1 The student will investigate and identify the properties of polynomial, rational, piecewise, and step functions and sketch the graphs of the functions.
- MA.3 The student will apply compositions of functions and inverses of functions to practical situations and investigate and verify the domain and range of resulting functions.

Science

6th Grade Science

- LS.2 The student will investigate and understand that all living things are composed of one or more cells that support life processes, as described by the cell theory. Key ideas include
- a) the development of the cell theory demonstrates the nature of science;
 - b) cell structure and organelles support life processes;
 - c) similarities and differences between plant and animal cells determine how they support life processes;
 - d) cell division is the mechanism for growth and reproduction; and
 - e) cellular transport (osmosis and diffusion) is important for life processes.

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.12 The student will investigate and understand that Earth's weather and climate are the result of the interaction of the sun's energy with the atmosphere, oceans, and the land. Key ideas include
- a) weather involves the reflection, absorption, storage, and redistribution of energy over short to medium time spans;
 - b) weather patterns can be predicted based on changes in current conditions;
 - c) extreme imbalances in energy distribution in the oceans, atmosphere, and the land may lead to severe weather conditions;
 - d) models based on current conditions are used to predict weather phenomena; and
 - e) changes in the atmosphere and the oceans due to natural and human activity affect global climate.

Biology

- BIO.8 The student will investigate and understand that there are dynamic equilibria within populations, communities, and ecosystems. Key ideas include
- a) interactions within and among populations include carrying capacities, limiting factors, and growth curves;
 - b) nutrients cycle with energy flow through ecosystems;
 - c) ecosystems have succession patterns; and

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- d) natural events and human activities influence local and global ecosystems and may affect the flora and fauna of Virginia.
- e) conclusions are formed based on recorded quantitative and qualitative data;
- f) sources of error inherent in experimental design are identified and discussed;
- g) validity of data is determined;
- h) chemicals and equipment are used in a safe manner;
- i) appropriate technology including computers, graphing calculators, and probeware, is used for gathering and analyzing data, communicating results, modeling concepts, and simulating experimental conditions;
- j) research utilizes scientific literature;
- k) differentiation is made between a scientific hypothesis, theory, and law;
- l) alternative scientific explanations and models are recognized and analyzed; and
- m) current applications of biological concepts are used.

Chemistry

CH.1 The student will investigate and understand that experiments in which variables are measured, analyzed, and evaluated produce observations and verifiable data. Key concepts include

- a) designated laboratory techniques;
- b) safe use of chemicals and equipment;
- c) proper response to emergency situations;
- d) manipulation of multiple variables, using repeated trials;
- e) accurate recording, organization, and analysis of data through repeated trials;
- f) mathematical and procedural error analysis;
- g) mathematical manipulations including SI units, scientific notation, linear equations, graphing, ratio and proportion, significant digits, and dimensional analysis;
- h) use of appropriate technology including computers, graphing calculators, and probeware, for gathering data, communicating results, and using simulations to model concepts;
- i) construction and defense of a scientific viewpoint; and
- j) the use of current applications to reinforce chemistry concepts.

AP Physics

- a) Unit Kinematics
- b) appropriate technology, including computers, graphing calculators, and probeware, is used for gathering and analyzing data and communicating results.



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Anatomy Physiology

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

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6th United States History to 1865

Geography

- USI.2 The student will use maps, globes, photographs, pictures, or tables to
- locate the seven continents and five oceans;
 - locate and describe the location of the geographic regions of North America: Coastal Plain, Appalachian Mountains, Canadian Shield, Interior Lowlands, Great Plains, Rocky Mountains, Basin and Range, and Coastal Range;
 - locate and identify the water features important to the early history of the United States: Great Lakes, Mississippi River, Missouri River, Ohio River, Columbia River, Colorado River, Rio Grande, St. Lawrence River, Atlantic Ocean, Pacific Ocean, and Gulf of Mexico;
 - recognize key geographic features on maps, diagrams, and/or photographs.

7th United States History to Present

Geography

- USII.2 The student will use maps, globes, photographs, pictures, or tables for
- explaining how physical features and climate influenced the movement of people westward;
 - explaining relationships among natural resources, transportation, and industrial development after 1865;
 - locating the 50 states and the cities most significant to the historical development of the United States.

Grade Science Civics and Economics

- CE.5 The student will demonstrate knowledge of the political process at the local, state, and national levels of government by
- describing the functions of political parties;
 - comparing the similarities and differences of political parties;
 - analyzing campaigns for elective office, with emphasis on the role of the media;
 - examining the role of campaign contributions and costs;
 - describing voter registration and participation;
 - describing the role of the Electoral College in the election of the president and vice president;

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- g) participating in simulated local, state, and/or national elections.

9th Grade Geography

- WHI.1 The student will improve skills in historical research and geographical analysis by
- a) identifying, analyzing, and interpreting primary and secondary sources to make generalizations about events and life in world history to 1500 A.D. (C.E.);
 - b) using maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past to 1500 A.D. (C.E.);
 - c) identifying major geographic features important to the study of world history to 1500 A.D. (C.E.);
 - d) identifying and comparing political boundaries with the locations of civilizations, empires, and kingdoms from 4000 B.C. (B.C.E.) to 1500 A.D. (C.E.);
 - e) analyzing trends in human migration and cultural interaction from prehistory to 1500 A.D. (C.E.);
 - f) analyzing the impact of economic forces, including taxation, government spending, trade, resources, and monetary systems, on events to 1500 A.D. (C.E.).

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

- WHII.2 The student will demonstrate an understanding of the political, cultural, geographic, and economic conditions in the world about 1500 A.D. (C.E.) by
- a) locating major states and empires;
 - b) describing artistic, literary, and intellectual ideas of the Renaissance;
 - c) describing the distribution of major religions;
 - d) analyzing major trade patterns;
 - e) citing major technological and scientific exchanges in the Eastern Hemisphere.

11th Virginia & United States History

Early America: Early Claims, Early Conflicts

- VUS.2 The student will describe how early European exploration and colonization resulted in cultural interactions among Europeans, Africans, and American Indians.

12th Virginia and United States Government

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

GOVT.1 The student will demonstrate mastery of the social studies skills responsible citizenship requires, including the ability to

- a) analyze primary and secondary source documents;
- b) create and interpret maps, diagrams, tables, charts, graphs, and spreadsheets;
- c) analyze political cartoons, political advertisements, pictures, and other graphic media;
- d) distinguish between relevant and irrelevant information;
- e) evaluate the information for accuracy, separating fact from opinion;
- f) identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model;
- g) select and defend positions in writing, discussion, and debate.