

Franklin Military Academy 2021-2022 Weekly Agenda

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

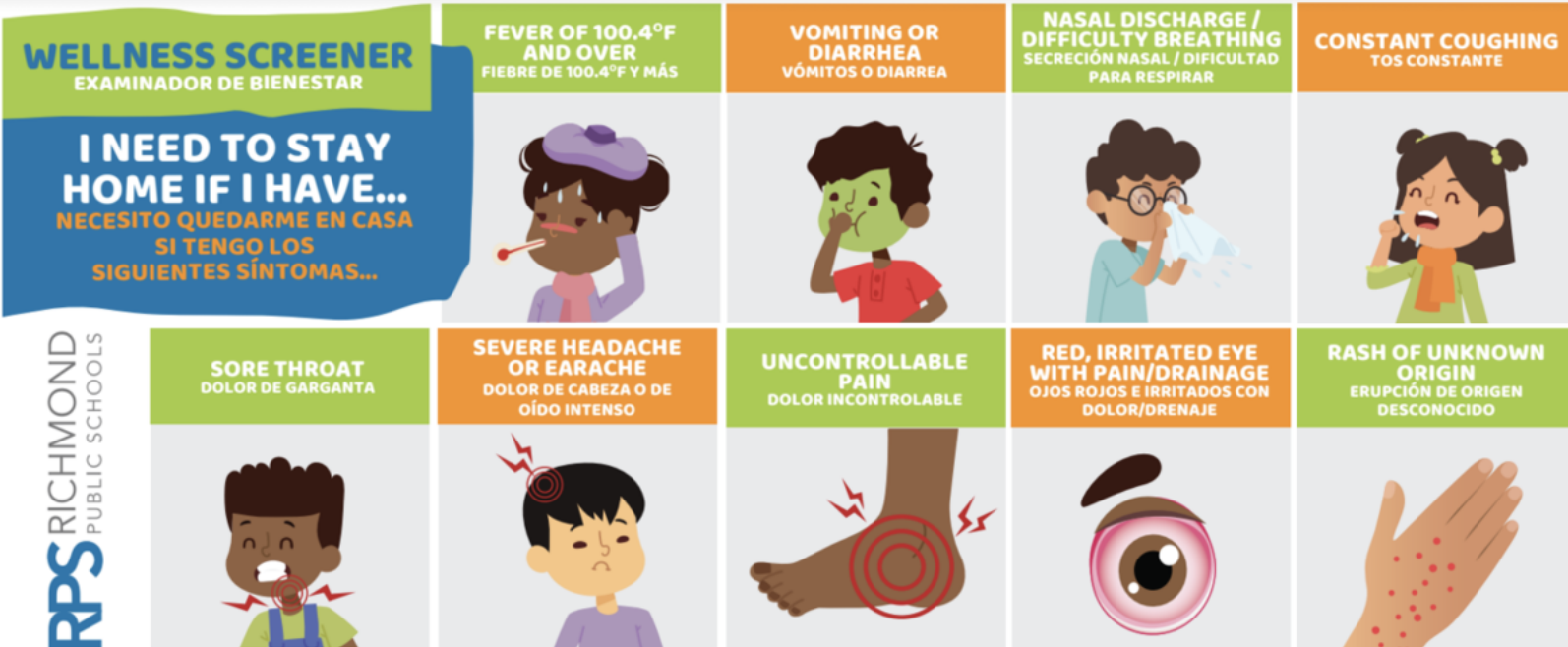
Franklin Military Academy Knight

Happy Holidays



"A Knight Forever"

David Hudson, Principal
December 6, 2021



Some reminders about COVID rules:

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



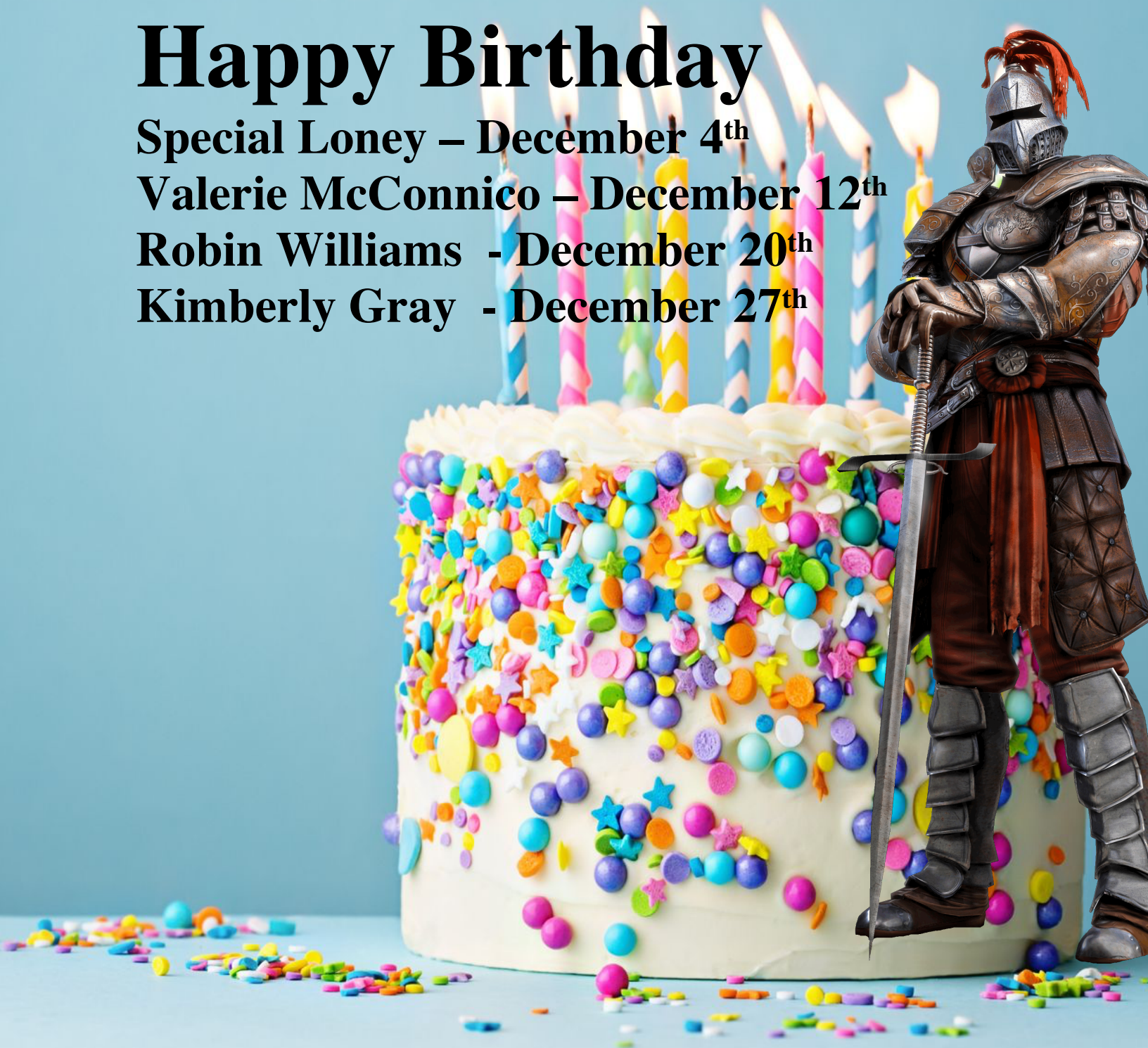
Happy Birthday

Special Loney – December 4th

Valerie McConnico – December 12th

Robin Williams - December 20th

Kimberly Gray - December 27th



Holiday Spirit Week

Dec. 13 -17

Monday



DECK YOUR HEAD

**Wear your holiday
headgear!**

Tuesday



**SANTA'S
WORKSHOP**

**Dress up as an elf,
Santa, Mrs. Claus,
toy, ect**

Wednesday



**GRANDMA GOT
RAN OVER BY A
REINDEER**

**Dress up an old
person or a
reindeer!**

Thursday



**SNOWED IN
DAY**

Wear your Pjs!

Friday



**UGLY CHRISTMAS
SWEATER**

**Wear your Ugly
Christmas
Sweaters!**

Pick up time for all games is 2:00 p.m.

<u>Date</u>	<u>Time</u>	<u>Location</u>	<u>Opponents</u>	
December 9, 2021	3:30p	Brown	River City vs Brown	
		Franklin	Boushall vs Franklin	
	4:00p			
	3:30p	Binford MLK	Albert Hill vs Binford Henderson vs MLK	3:30p
December 16, 2021	4:00p	River City	Boushall vs River City	
		Binford	Brown vs Binford	3:30p
		Franklin	Henderson vs Franklin	4:00p
		Albert Hill	MLK vs Albert Hill	
January 6, 2022	3:30p			
	4:00p	River City	Binford vs River City	
		Albert Hill	Franklin vs Albert Hill	
	3:30p			
	3:30p	Henderson	Brown vs Henderson	
January 10, 2022	3:30p	Boushall	MLK vs Boushall	
	3:30p	Binford vs Boushall		
		Brown	Albert Hill vs Brown	
	3:30p	Henderson	River City vs Henderson	
January 13, 2022	3:30p	MLK	Franklin vs MLK	
	4:00p	Franklin	Brown vs Franklin	
		Albert Hill	Boushall vs Albert Hill	
	3:30p	Binford	Henderson vs Binford	3:30p



Franklin Military Academy
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Richmond, Virginia 23223
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Fax (804) 780-8054

Office of The Principal

3:30p	MLK	River City vs MLK	
January 20, 2022			
3:30p	Brown	Boushall vs Brown	
	Franklin	River City vs Franklin	
4:00p	Albert Hill	Binford vs Albert Hill	
3:30p	Henderson	MLK vs Henderson	
3:30p			
January 24, 2022			
4:00p	River City	Brown vs River City	
	Boushall	Franklin vs Boushall	
3:30p	Henderson	Albert Hill vs Henderson	
3:30p	MLK	Binford vs MLK	
3:30p			
January 27, 2022			
	Binford	Franklin vs Binford	3:30p
	River City	Albert Hill vs River City	
4:00p			
	Boushall	Henderson vs Boushall	3:30p
	Brown	MLK vs Brown	
3:30p			
February 3, 2022	TBA	Tournament Round 1	
TBA			
February 7, 2022	TBA	Tournament Round 2	
TBA			
February 10, 2022	John Marshall	Tournament Championship	
TBA			

League Commissioners

Dr. Stefanie Ramsey - sramsey@rvaschools.net

Travis Amos - tamos@rvaschools.net

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

Good Apple Award

September 8, 2021

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



September 23, 2021

All staff at Franklin Military Academy

October 7, 2021

Leon Thornton

October 28, 2021

November 17th

Coach Clarke & Coach Elie



SNS FOOD PURCHASES
ONLINE PAYMENT INSTRUCTIONS



TWO (2) WAYS TO ACCESS THE RPS ONLINE PAYMENT SYSTEM

1. From the Richmond Public School Website, you will click on ***Staff Portal***

Click on ***Online Systems***


Scroll down the screen until you see ***Online Payment Systems***

OR

2. You can go to the following web address: <https://osp.osmsinc.com/RichmondVA/>

If this is your first time, you will need to create an account.

CREATING AN ACCOUNT: You must create an account for your funds to be loaded into School Nutrition's System

- 1) To create an account, click on  at the top right of the screen.
- 2) Under ***New User***, enter in your information.

If you have an existing account, under ***Existing User***, you will enter your login information.

MAKING A PAYMENT

- 1) To make a payment you will click on **Nutrition Services**,
- 2) Click on the *Nutrition Services* in the drop down.



- 3) Click on the plus sign (+) to add funds.
- 4) In the "Description Box", you will enter your student's school or your school work location
- 5) In the "Qty" box, leave quantity as 1
- 6) In the "Price" Box enter in the dollar amount.
- 7) Click *Add to Cart*

The screen will change to show you your total.

- 8) Click on *Checkout* to continue your transaction.
- 9) On the **Assign Student Profile to Activity** screen, click on the *Add Student* button.
- 10) Then you will enter in the information. If you are the student, select the "Student" drop down option. If you are an employee, select the "Employee" drop down.
- 11) Under the *Select Student Profile*, you will click on the drop down and pick your profile. Click on *Next*.
- 12) Enter in your bank / credit card information.
- 13) Click on the **Confirm** button to completed your transaction.

You will receive an email payment receipt for confirmation of your payment.

Please give 24 hours for your payment to show up on your school cafeteria account to utilize at RPS SNS Cafeterias.

RPS RICHMOND
PUBLIC SCHOOLS
PRICE GUIDE FOR SNS MEALS
SY 2021 – 2022

ADULT BREAKFAST (ALL SCHOOLS) <i>[ENTRÉE, FRUIT & MILK]</i>	\$ 2.50
ADULT PREFERRED MEAL (PM) LUNCH <i>[PM ENTRÉE, FRUIT, VEGETABLE & MILK]</i>	\$ 4.25
ADULT LUNCH <i>[ENTRÉE, FRUIT, VEGETABLE & MILK]</i>	\$ 4.75
SPECIAL EVENT COMPLETE ADULT LUNCH	\$ 5.00

INDIVIDUAL PRICING

BREAKFAST ENTRÉE	\$ 1.25
LUNCH ENTRÉE	\$ 2.25
PM LUNCH ENTRÉE	\$ 2.50
VEGETABLE	\$ 0.75
FRUIT	\$ 0.75
MILK	\$ 0.50

Office of The Principal

Franklin Military Academy

**EXCEPTIONAL EDUCATION DEPARTMENT | SEMESTER 1
SCHEDULES**

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

Maj. Claiborne Schedule

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

Cpt. Loney Schedule

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

Cpt. Scott Schedule

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



Office of The Principal

Dr. J. Smiths' Weekly Schedule 12/06/2021

Monday	Admin Meeting 9:15 Observations SBIT Chair Mandatory 1:00-3:00
Tuesday	Biweekly STC meeting 10:00 Child Find meetings
Wednesday	SAST 10:00 Observations
Thursday	Child find meetings 11:00 Observations
Friday	Observations Meeting 10:00

Please

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

[Dr. Smiths Calendar](#)



School Counselor Schedule

Week of 11/15-11/19

Monday	Admin. Meeting 9:45am
Tuesday	Classroom Guidance- 9 th grade
Wednesday	Attendance Meeting: 10:00am
Thursday	MS Counselor Meeting Classroom Guidance- 9 th grade
Friday	Individual Student Check-ins

School Counselor Schedule

Week of 11/22-11/26

Monday	Admin. Meeting: 9:45a.m.
Tuesday	Classroom Guidance- 6 th & 7 th Grade
Wednesday	Thanksgiving Holiday
Thursday	Thanksgiving Holiday
Friday	Thanksgiving Holiday

School Counselor Schedule

Week of 11/29-12/3

Monday	Admin. Meeting 9:45am
Tuesday	Specialty Enrollment Application Assistance
Wednesday	Attendance Meeting: 10:00a.m. Specialty Enrollment Application Assistance
Thursday	Senior Check-ins School Counselor Meeting
Friday	Senior Check-ins

Community In Schools Schedule



Ms. Tyree Schedule Week of December 6, 2021

Monday December 6	Attendance Monitoring Student Check In's 12:30-12:45 Weekly Check in with Student Data Entry
Tuesday December 7	Attendance Monitoring Student Check In's 12:45-1:00 Weekly Check in with Student 2:00-4:00 Out of Building
Wednesday December 8	Attendance Monitoring 10:00-11:00 Attendance Team Meeting 11:00-11:30 Trio Meeting (Family Liaison, School Social Worker, CIS) 1:45-2:00 Weekly Check In with Student Student Check In's
Thursday December 9	Attendance Monitoring Student Check In's Grief Support Group - ChildSavers - HS 1:19-1:49 - MS 12:42-1:12 Data Entry
Friday December 10	Attendance Monitoring Student Check In's Data Entry

Reminder: Communities in Schools has coats available, sizes ranging from S - XL. Please send students to my office 303A or email me with the student's name so I can get a coat for them!

Vocabulary in Action

Word ^{of} the Week

WEEKLY AGENDA

insurrection

Definition

a usually violent attempt to take control of a government. He led an armed *insurrection* [=rebellion, uprising] against the elected government. acts of *insurrection*



Reminders

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

December 7th

- Awards Program - 1st Nine Weeks – Awards Program will be virtual.

December 7th – Middle School [Link](#) Time 1:20 p.m. Please make sure you sign on at 1:15 p.m. Meeting will be closed at 1:19 p.m. Thanks in advance for your promptness.

December 9th

- 1st Nine Weeks – Awards Program will be virtual.
- December 9th – High School [Link](#) Time 12:45 p.m. Please make sure you sign on at 12:40 p.m. Meeting will be closed at 12:38 p.m. Thanks in advance for your promptness.

December 17th

- Last Day For students
- Toys for Tots drive is coming soon, please bring in a wrapped toy for a youth in need so their Holiday may be worth celebrating.



Office of The Principal

As we prepare for the winter break, please find the calendar pay dates below.

Please note that payroll is accelerated in December due to winter break.

- the December 15th pay will be received on Friday, December 10th
- the December 31st pay will be received on Thursday, December 16th

The next pay date after December 16th is January 14th.

Please note the dates each pay day will cover for:

- additional hours
- overtime
- hourly pay

	CONTRACTED		HOURLY/SUBSTITUTES/ ABSENCES		OVERTIME
PAY PERIOD NUMBER	PAY DATE	PAYDAY	DAYS WORKED & ADDITIONAL HOURS PAY PERIOD BEGIN AND END DATE	DAYS WORKED & ADDITIONAL HOURS PAY PERIOD BEGIN AND END DATE	DAYS WORKED & ADDITIONAL HOURS PAY PERIOD BEGIN AND END DATE
10	11/30/21	Tuesday	11/16/21- 11/30/21	11/01/21 - 11/15/21	10/18/21 - 10/24/21 10/25/21 - 10/31/21
11	12/10/21	Friday	12/01/21 - 12/15/21	**11/16/21 - 11/23/21**	11/01/21 - 11/07/21 11/08/21 - 11/14/21
12	12/16/21	Thursday	12/16/21 - 12/31/21	**11/24/21 - 12/3/21**	11/15/21 - 11/21/21 11/22/21 - 11/28/21
13	01/14/22	Friday	01/01/22 - 01/15/22	**12/4/21 - 12/31/21**	11/29/21 - 12/05/21 12/06/21 - 12/12/21 12/13/21 - 12/19/21

Message from Superintendent:

Towards that end, and after conferring with Chair Burke, I have decided to **close RPS on Monday, December 20, and Tuesday, December 21**, to give our students, staff, and families a full two weeks of Winter Break to rest and recharge – physically, mentally, and emotionally. Please know that I do not take this action lightly. But I believe we face an emotional and mental health emergency right now that requires us to think differently about this year. I'm under no illusion that two extra days will be a panacea, but – based on dozens of conversations I've had over the last couple of weeks with students, teachers, and parents – I believe the additional time will help tremendously. I sincerely apologize for any inconvenience this change causes, and thank you in advance for your understanding.

RPS staff, I want to clarify that we will be fully closed – including for 12-month employees – from Monday, December 20, through Monday, December 27. Twelve-month employees will return to work from Tuesday, December 28, through Thursday, December 30. We will then be fully closed again on Friday, December 31, for all employees. School will resume on Monday, January 3.

Xmas Group, LLC

AMERICAN REDCROSS

First Aid, CPR & AED Training



**Specializing in
Adult, Child, and Infant**

Educators, Counselors, Day Care Staff

Cost: \$65.00 regular registration (space not guaranteed)

- I am able to come to your location for large groups
(6 or more people)

Dates: Tuesdays during the 21-22 school year:

Sept 14 , Oct 5 , Nov 9

Dec 7 , Jan 11 , Feb 8

Mar 1 , Apr 12 , May 3

June 7

Xmas Group, LLC

Time: 5:00 pm (approx. 2.5 hours)

Location: Various locations

804-399-2970

Please contact to RSVP

info@xmasgroup.com

Office of The Principal

Fall SOL Testing

From : Jaimson

I just wanted to give an update on the fall SOL testing schedule. SOL testing for those students who are currently taking SOL verified courses for the fall semester will take place Jan. 10 -13, and will be done by block with each block being designated for a day of testing. Make-up sessions for students who missed their scheduled testing day will take place January 14- 21. If you have expedited retakes (Students who nearly passed but were not successful. In years prior that cutoff was 375 but because of COVID they used 350 last year) they will take place on Jan 24-27. If you have any more questions about the testing schedule please let me know and I'll address them as best as I can.

Franklin Family,

Who's in for a little Secret Santa action this year? If so...

1. Let me know **this week** if you'd like to participate. Don't forget to include three hints of things you like so your Secret Santa can have an idea of what to get you!
2. Next week I'll come around with mystery envelopes for you to pick from. The information inside will be who you'll be the Secret Santa to!
3. Buy a gift (or multiple gifts!) that's approximately \$25.
4. The week of December 13th you will give your gift. You may do so secretly or not so secretly. It's up to you!



Let me know if you have any questions!

Paschall

Monday – December 6, 2021 - Formation Schedule

• Grab & Go Lunch

- **Formation Schedule**
- **Administration Meeting 9:45 a.m.**
- **Make sure you are maintaining the seating charts**
- **Classroom Observation**
- **Lesson plans are due in Google Docs Today by 3:00 p.m.**
- **Music Interview**
- **Toys for Tots drive is coming soon, please bring in a wrapped toy for a youth in need so their Holiday may be worth celebrating.**
- **Students should not be in the building until 8:30 a.m, Teachers should arrive at 8:30 a.m. to greet students. Many students are standing at doors without the teacher present. If you are late, make sure the administration is aware. This is a safety issue.**

Tuesday – December 7, 2021 - Lunch A

- **Make sure you are maintaining the seating charts**
- **The administration will be doing walkthroughs**
- **Superintendent Meeting – 4:00 p.m.**
- **After School Detention Sports Practice**
- **Weekly Principal Call 1:30 – 2:30 p.m.**
- **After School Detention - Basketball Practice - Middle School**
- **Principal Check In With Mr. Brown – 12:30 p.m.**
- **[Awards Program – 12:30 p.m.](#)**
- **Staff, check your LCD projector to use for the awards program next week. Remember, the teacher will project the presentation for students.**
- **Toys for Tots drive is coming soon, please bring in a wrapped toy for a youth in need so their Holiday may be worth celebrating.**
- **Students should not be in the building until 8:30 a.m, Teachers should arrive at 8:30 a.m. to greet students. Many students are standing at doors without the teacher present. If you are late, make sure the administration is aware. This is a safety issue.**

Office of The Principal

Wednesday – December 8, 2021 – Lunch B

- Make sure you maintain your seating charts
- Attendance Meeting
- Custodian Meeting 10:00 a.m.
- PPE Pick Up 12:00 p.m. – Let me know before 11:00 a.m. if you need anything to maintain safety in your classrooms.
- **2nd Goal Meeting Starts**
- **Toys for Tots drive is coming soon, please bring in a wrapped toy for a youth in need so their Holiday may be worth celebrating.**



Thursday - December 9, 2021 – Lunch C

- Make sure you are maintaining the seating charts
- Staff, check your LCD projector to use for the awards program next week.
- Remember, the teacher will project the presentation for students.
Principal's Meeting 9:30 a.m. [- 12:30 p.m.]
- Awards Program 12:42 p.m.
- Puritan Cleaners
- Toys for Tots drive is coming soon, please bring in a wrapped toy for a youth in need so their Holiday may be worth celebrating.
- **Students should not be in the building until 8:30 a.m., Teachers should arrive at 8:30 a.m. to greet students. Many students are standing at doors without the teacher present. If you are late, make sure the administration is aware. This is a safety issue.**

ay – December 10, 2021

• Grab & Go Lunch

- Make sure you are maintaining the seating charts
- Formation Schedule
- Lead Teachers your teaming log is due
- Hudson's Classroom Goal [Link](#) - Please see the evaluation schedule on the agenda.
- Toys for Tots drive is coming soon, please bring in a wrapped toy for a youth in need so their Holiday may be worth celebrating.
- **Students should not be in the building until 8:30 a.m., Teachers**



Office of The Principal

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should arrive at 8:30 a.m. to greet students. Many students are standing at doors without the teacher present. If you are late, make sure the administration is aware. This is a safety issue.

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

August 24th – 1st Day For Virtual Academy

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

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

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

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

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

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

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

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

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

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

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

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

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

** February 21, 2022 - School Closed President Day

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

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

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

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

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

12th Month Employees Report To Work

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

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

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

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

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

*June 24, 2022 – Early Dismissal for Students



Important Dates

September 20, 2021 – June 2022

Formal Observations and Informal Observations

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

September 27, 2021– Classroom Vision (Posted)

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

Goal (s) Meetings Submission

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

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

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

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

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

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

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

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

Office of The Principal

Resources at the click of your mouse or tracking pad.

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

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



Office of The Principal

Military Instruction

What Military Objectives will be covered next week? How will the Standards of Learning be assessed? (Example 6.12 – measurement)

Guishard	<u>6th-Career exploration 7th & 8th- Drill and Ceremony and Leadership Lab</u>
Gilliam	<u>6th-Career exploration 7th & 8th- Drill and Ceremony and Leadership Lab</u> , Jefferson <u>Ethics in Leadership, Physical Fitness, and Drill</u> <u>and Ceremonies.</u>
Thornton	<u>First Aid and Conover Academy</u>
Day	<u>Communicating to Lead, Motivating Other, Quiz Lesson 2 Cyber Security and</u> <u>Programing the Bolt.</u>

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.

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.

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

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.

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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 your own words and following ethical and legal guidelines for gathering and using information.
- f) Demonstrate ethical use of the Internet.

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7th Grade Language Arts - SOL Test

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

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

- a) Engage in writing as a recursive process.
- b) Choose intended audience and purpose.
- c) Use a variety of prewriting strategies to generate and organize ideas.
- d) Organize writing structure to fit form or topic.
- e) Establish a central idea incorporating evidence, while maintaining an organized structure and a formal style.
- f) Compose a thesis statement for persuasive writing that includes a position.
- g) Clearly state a position and organize reasons and evidence, using credible sources.
- h) Distinguish between fact and opinion to support a position.
- i) Write multiparagraph compositions with elaboration and unity.
- j) Use transition words and phrases within and between paragraphs.
- k) Develop and modify the central idea, tone, and voice to fit the audience and purpose.
- l) Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.
- m) Use clauses and phrases for sentence variety.
- n) Revise writing for clarity of content including specific vocabulary and information.

Research

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

- a) Choose appropriate adjectives and adverbs to enhance writing.
- b) Use pronoun-antecedent agreement to include indefinite pronouns.
- c) Use subject-verb agreement with intervening phrases and clauses.

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- d) Edit for verb tense consistency and point of view.
- e) Use quotation marks with dialogue and direct quotations.
- f) Use correct spelling for commonly used words.

7.9 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, organize, and synthesize information from multiple sources.
- c) Analyze and evaluate the validity and credibility of resources.
- d) Quote, summarize, and paraphrase information from primary and secondary sources using proper citations.
- 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.

Communication and Multimodal Literacies

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

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

9th Grade Language Arts

Communication and Multimodal Literacies

9.2 The student will produce, analyze, and evaluate media messages.

- a) Analyze and interpret special effects used in media messages.
- b) Determine the purpose of the media message and its effect on the audience.
- c) Analyze the purpose of information and persuasive techniques used in diverse media formats.
- d) Evaluate the motives (e.g., social, commercial, political) behind media presentation(s).
- e) Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations.
- f) Describe possible cause and effect relationships between mass media coverage and public opinion trends.
- g) Evaluate sources including advertisements, editorials, political cartoons, and feature stories for relationships between intent and factual content.
- h) Monitor, analyze, and use multiple streams of simultaneous information.
- i) Demonstrate ethical use of the Internet when evaluating or producing creative or informational media message

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

Research

9.8 The student will find, evaluate, and select credible resources to create a research product.

- a) Verify the validity and accuracy of all information.

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- b) Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view, or bias.
- c) Evaluate and select evidence from a variety of sources to support claims and introduce counterclaims.
- d) Cite sources for both quoted and paraphrased information using a standard method of documentation such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
- 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.

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.

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- 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.

10.6 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.

11th Grade Language Arts – SOL Test

1.4 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 .

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

Writing

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

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

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

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).

Title I

Reading

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

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

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

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

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

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

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

Writing

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

Reading

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

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

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

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

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.

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- 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

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

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

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

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

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

AP Language

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

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

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

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Mathematics

6th Grade Mathematics

- 6.2 The student will
- a) represent and determine equivalencies among fractions, mixed numbers, decimals, and percents; and
 - b) compare and order positive rational numbers.
- 6.3 The student will
- a) identify and represent integers;
 - b) compare and order integers; and
 - c) identify and describe absolute value of integers.
- 6.6 The student will
- a) add, subtract, multiply, and divide integers;
 - b) solve practical problems involving operations with integers; and
 - c) simplify numerical expressions involving integers.
- 6.8 The student will
- a) identify the components of the coordinate plane; and
 - b) identify the coordinates of a point and graph ordered pairs in a coordinate plane.

7th Grade Mathematics

- 7.12 The student will solve two-step linear equations in one variable, including practical problems that require the solution of a two-step linear equation in one variable.
- 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.

8th Grade Mathematics

Computation and Estimation

- 8.4 The student will solve practical problems involving consumer applications.

Algebra

- A.3 The student will simplify
- a) square roots of whole numbers and monomial algebraic expressions;
 - b) cube roots of integers; and
 - c) numerical expressions containing square or cube roots.

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Geometry

G.6 The student, given information in the form of a figure or statement, will prove two triangles are congruent.

Algebra II

Expressions and Operations

AII.1 The student will

- a) add, subtract, multiply, divide, and simplify rational algebraic expressions;
- b) add, subtract, multiply, divide, and simplify radical expressions containing rational numbers and variables, and expressions containing rational exponents; and
- c) factor polynomials completely in one or two variables.

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

b)

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.2 The student will investigate and identify the characteristics of exponential and logarithmic functions to graph the function, solve equations, and solve practical problems.

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.

MA.4 The student will determine the limit of an algebraic function, if it exists, as the variable approaches either a finite number or infinity.

MA.5 The student will investigate and describe the continuity of functions.

Analytic Geometry

MA.6 The student will investigate, graph, and identify the properties of conic sections from equations in vertex and standard form.



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MA.7 The student will perform operations with vectors in the coordinate plane and solve practical problems using vectors.

MA.8 The student will identify, create, and solve practical problems involving triangles.
Triangular and Circular Trigonometric Functions

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Science

6th Grade Science

- LS.7 The student will investigate and understand that adaptations support an organism's survival in an ecosystem. Key ideas include
- a) biotic and abiotic factors define land, marine, and freshwater ecosystems; and
 - b) physical and behavioral characteristics enable organisms to survive within a specific ecosystem.

7th Grade Science - Life Science

- PS.3 The student will investigate and understand that matter has properties and is conserved in chemical and physical processes. Key ideas include
- a) pure substances can be identified based on their chemical and physical properties;
 - b) pure substances can undergo physical and chemical changes that may result in a change of properties;
 - c) compounds form through ionic and covalent bonding; and
 - d) balanced chemical equations model the conservation of matter.

Earth Science

- ES.6 The student will investigate and understand that resource use is complex. Key ideas include
- a) global resource use has environmental liabilities and benefits;
 - b) availability, renewal rates, and economic effects are considerations when using resources;
 - c) use of Virginia resources has an effect on the environment and the economy; and
 - d) all energy sources have environmental and economic effects.

Biology

- BIO.4 The student will investigate and understand that bacteria and viruses have an effect on living systems. Key ideas include
- a) viruses depend on a host for metabolic processes;
 - b) the modes of reproduction/replication can be compared;
 - c) the structures and functions can be compared;
 - d) bacteria and viruses have a role in other organisms and the environment; and
 - e) the germ theory of infectious disease is supported by evidence.

Chemistry

CH.5 The student will investigate and understand that solutions behave in predictable and quantifiable ways. Key ideas include

- a) molar relationships determine solution concentration;
- b) changes in temperature can affect solubility;
- c) extent of dissociation defines types of electrolytes;
- d) pH and pOH quantify acid and base dissociation; and
- e) colligative properties depend on the extent of dissociation.

CH.

AP Physics

Unit 5: Momentum

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

Anatomy Physiology

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

6th United States History to 1865

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

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

7th United States History to Present

- USII.6 The student will demonstrate knowledge of the social, economic, and technological changes of the early twentieth century by
- a) explaining how developments in factory and labor productivity, transportation (including the use of the automobile), communication, and rural electrification changed American life and standard of living;
 - b) describing the social and economic changes that took place, including prohibition and the Great Migration north and west;
 - c) examining art, literature, and music from the 1920s and 1930s, with emphasis on Langston Hughes, Duke Ellington, Georgia O’Keeffe, and the Harlem Renaissance;
 - d) identifying the causes of the Great Depression, its impact on Americans, and the major features of Franklin D. Roosevelt’s New Deal.

Civics and Economics

- CE.11 The student will demonstrate knowledge of how economic decisions are made in the marketplace by
- a) applying the concepts of scarcity, resources, choice, opportunity cost, price, incentives, supply and demand, production, and consumption;
 - b) comparing the differences among traditional, free market, command, and mixed economies;
 - c) describing the characteristics of the United States economy, including limited government, private property, profit, and competition.

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

CE

9th Grade Geography

- 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.

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

- WHI.7 The student will demonstrate knowledge of the Byzantine Empire and Russia from about 300 to 1000 A.D. (C.E.) by
- a) explaining the establishment of Constantinople as the capital of the Eastern Roman Empire;
 - b) identifying Justinian and his contributions, including the codification of Roman law, and describing the expansion of the Byzantine Empire and economy;
 - c) characterizing Byzantine art and architecture and the preservation of Greek and Roman traditions;
 - d) explaining disputes that led to the split between the Roman Catholic Church and the Greek Orthodox Church;
 - e) mapping and assessing the impact of Byzantine influence and trade on Russia and Eastern Europe.
- WHI.8 The student will demonstrate knowledge of Islamic civilization from about 600 to 1000 A.D. (C.E.) by

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- a) describing the origin, beliefs, traditions, customs, and spread of Islam;
- b) assessing the influence of geography on Islamic economic, social, and political development, including the impact of conquest and trade;
- c) identifying historical turning points that affected the spread and influence of Islamic civilization, with emphasis on the Sunni-Shi'a division and the Battle of Tours;
- d) citing cultural and scientific contributions and achievements of Islamic civilization.

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.

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.

WHII.7 The student will demonstrate knowledge of the Latin American revolutions of the nineteenth century by

- a) describing the colonial system as it existed by 1800;
- b) identifying the impact of the American and French Revolutions on Latin America;
- c) explaining the contributions of Toussaint L'Ouverture and Simón Bolívar;
- d) assessing the impact of the Monroe Doctrine.

11th Virginia & United States History

- VUS.5 The student will demonstrate knowledge of the issues involved in the creation and ratification of the Constitution of the United States and how the principles of limited government, consent of the governed, and the social contract are embodied in it by
- a) explaining the origins of the Constitution, including the Articles of Confederation;
 - b) identifying the major compromises necessary to produce the Constitution, and the roles of James Madison and George Washington;
 - c) examining the significance of the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom in the framing of the Bill of Rights;
 - d) assessing the arguments of Federalists and Anti-Federalists during the ratification debates and their relevance to political debate today;
 - e) appraising how John Marshall's precedent-setting decisions established the Supreme Court as an independent and equal branch of the national government.

12th Virginia and United States Government

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

- GOVT.4 The student will demonstrate knowledge of the Constitution of the United States by
- a) examining the ratification debates and *The Federalist*;
 - b) identifying the purposes for government stated in the Preamble;
 - c) examining the fundamental principles upon which the Constitution of the United States is based, including the rule of law, consent of the governed, limited government, separation of powers, and federalism;
 - d) illustrating the structure of the national government outlined in Article I, Article II, and Article III;
 - e) describing the amendment process.