

Franklin Military Academy

2022-2023

Weekly Agenda

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

Hispanic
Heritage Month

September 15-October 15



October is

**National Bullying
Prevention Month**

Founded by PACER's National Bullying Prevention Center in 2006

(H) Col. David A. Hudson, Principal
October 3, 2022



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

Special Thanks To

Ms. Walker
SGT 1st Class Thornton
Ms. Claiborne
Ms. Smith
Ms. Frierson
Ms. James
Mr. Jamison

**For Your Hard Work This Past Saturday
With The Class of 2023 Information Session.
Your Hard Work Does Not Go Unnoticed**





ALL 9th, 10th, and 11th grade students will take the PSAT and PSAT/NMSQT on **Wednesday October 12, 2022**. This test is offered by RPS free of charge to families and will be administered at Franklin Military Academy during the school day. Please make sure your Cadet reports to school on time for test day.

parks, recreation and
community facilities

You're a



Teens of Richmond In Parks



Richmond Parks, Recreation & Community Facilities in partnership with the Richmond Volleyball Club is offering a teen job opportunity.

Teens ages 14 and older that are interested in being a Volleyball referee are encouraged to apply for the training.

Please use this [link](#) to apply.

Referee clinics are now free and referees will receive a \$75 bonus after they've worked for 30 days. Referees will get paid \$15-\$20 per match depending on what division they are rated for.

A birthday cake with white frosting, colorful sprinkles, and lit candles. The cake is on a glass stand. The background is pink with large pink balloons.

Happy Birthday

Shanice Clarke - October 9

Sandra Hayward-Jones - October 9

Jonathan Ashe-October 10

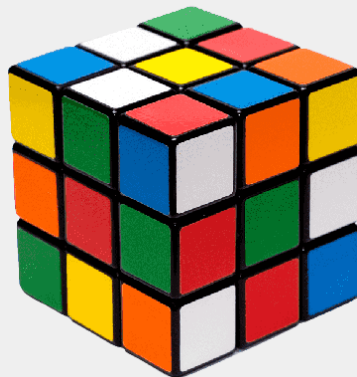
Naiia Smith - October 28

Rubik's® Cube Club

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

Tuesdays at 4:00pm

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



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





UPCOMING EVENTS

DATE	DESCRIPTION	# OF VOLUNTEERS NEEDED
9/26 - 9/28	SCHOLASTIC BOOK FAIR: Cadets can come to the library to purchase books.	6
10/7/2022	Hispanic Heritage Month Presentation: Families are welcome to enjoy Latin history & experiences.	4
10/12/2022	Fire Safety Day: The Fire Department will come to FMA to give a presentation.	2
10/20/2022	Franklin PTSA Meeting	2

**Franklin
Military
Academy PTSA**

Officers

2022 - 23

Sheena Palmer,
President

VACANT
Vice President

VACANT
Secretary

DS Guishard,
Treasurer

Darryl Williams,
Parent Liaison



Contact Information:
franklinma.ptsa@gmail.com
(804) 305-9244

Next Breakfast Meeting:
Thursday, September 22, 2022 @ 0800
Thursday, October 20, 2022 @ 0800



Mrs. Edmond's Schedule Week of September 26-30, 2022

Monday October 3	-Attendance Monitoring -Student Check-ins -2:0pm-4:00pm Huddle with CIS Supervisor
Tuesday October 4	-Attendance Monitoring -Student Check-ins -Data Entry
Wednesday October 5	RPS CLOSED
Thursday October 6	-Attendance Monitoring -Student Check-ins
Friday October 7	-Attendance Monitoring -Student Check-ins -Data Entry

This is subject to change



Office of The Principal

RPS Anti-Bullying Month - October 2022 Toolkit

Dear Administrator,

October is recognized nationally as Anti-Bullying month. As such, we will be encouraging schools to participate in various activities throughout the month to recognize the importance of adopting an anti-bullying mindset, teaching students the importance of being an upstander vs. a bystander and creating opportunities to demonstrate kindness in an effort to combat bullying behavior. Below you will find information on the resources and materials contained in this "toolkit". If you have further questions, please contact [Charles Johnson](#) or [Kari Savage](#).

Our goals for the Anti-Bullying Toolkit are:

- to make the anti-bullying initiative applicable to students, families, and staff
- to reinforce the ideas around demonstrating kindness, saying something when you see something and being an upstander vs. a bystander
- to encourage students and families to denounce bullying when they see it

Links to Materials:

How to Use:

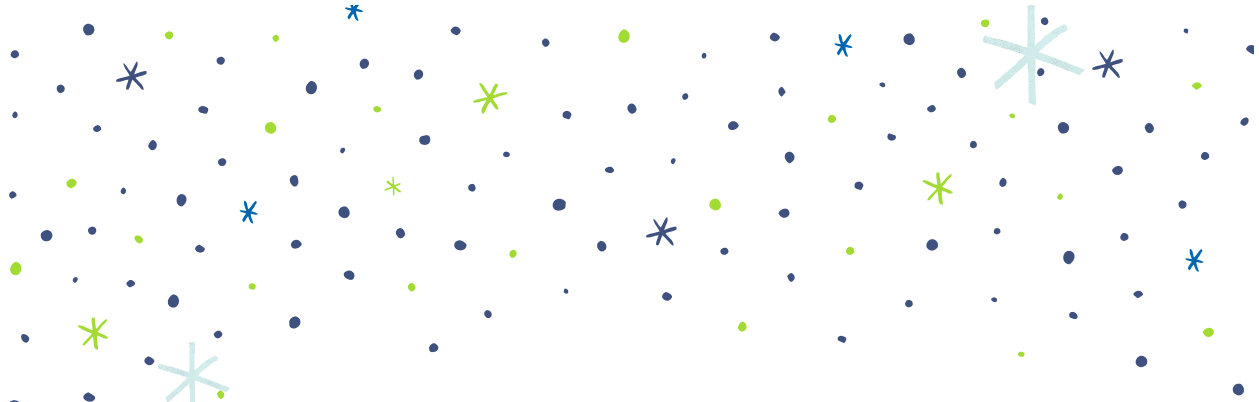
Monday October 3, 2022 is Blue Shirt Day: World Day of Bullying Prevention	All staff and students should wear blue to show a united front against bullying - post your pics wearing blue
Information on Being an upstander vs. a bystander	Engage students in discussion around what it means to be an upstander and why it is important to be an upstander vs. a bystander
SpeakUp for Safety speakup@rvaschools.net 804-655-5585	Anonymous reporting system for students. Can email from any email address if you want to remain anonymous, can also call or text
Social media information: Use the hashtags #BeKind #BlueUp	Use these hashtags in your social media posts to bring attention to the anti-bullying activities and initiatives you are promoting in your school building. Post pictures of your school participating in wearing blue, anti-bullying activities, etc. on social media platforms.
Caregiver letters	Include this verbiage in your caregiver newsletter at the beginning of October to reinforce the anti-bullying activities that will take place this month <i>*Use your school's branding/letterhead</i>
Morning Announcement Script Morning announcement	Utilize this script daily during the month of October to have students pledge to take a stand against bullying.

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

Office of The Principal

Community Building Circle Prompts Secondary Community Building Circle Prompts Elementary Community Building Circle Prompts	Utilize the division wide CBC prompts which are focused on anti-bullying for the month of October
School marquee messaging	On your school's front marquee board, announce that October is Anti-Bullying month, promote kindness activities, encourage participation from the community.
Opportunities to learn and practice school-wide expectations (The 4 Be's) Create opportunities for student to learn and practice 4B's	Talk with students about ways they can be kind, safe, responsible and respectful at school in each environment.
Information on cyberbullying What Is Cyberbullying StopBullying.gov	Use this resource to engage in dialogue with students about cyberbullying (what it is, what student's experience (if any) is with cyberbullying and how it can be prevented)
Resources for LGBTQIA+ youth It Gets Better – The It Gets Better Project exists to uplift, empower, and connect LGBTQ+ youth around the globe.	Use this resource to allow students to take the pledge to stand up for LGBTQIA+ persons and to speak up against hate and intolerance
Develop and carry out a school wide event School wide event ideas	Look through potential ideas that your school can carry out to demonstrate an act of kindness that involves the entire school.
Recognize students for being kind	When you see students demonstrating kindness, use the link to the left to recognize them and to generate ideas to show kindness.
Provide students with tools for their own toolbox: SCIDDLE Restorative Questions	These are RPS resources that are being used division wide. Utilize these tools for regulation and anger management (SCIDDLE) as well as for relationship building (restorative questions)
Utilize the following links to help students strengthen their skills: Student Activity Kit Student Activity Book	Use these two resources to strengthen student skills and to gather more ideas or activities for students to engage in.

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



NATIONAL CUSTODIAN APPRECIATION DAY

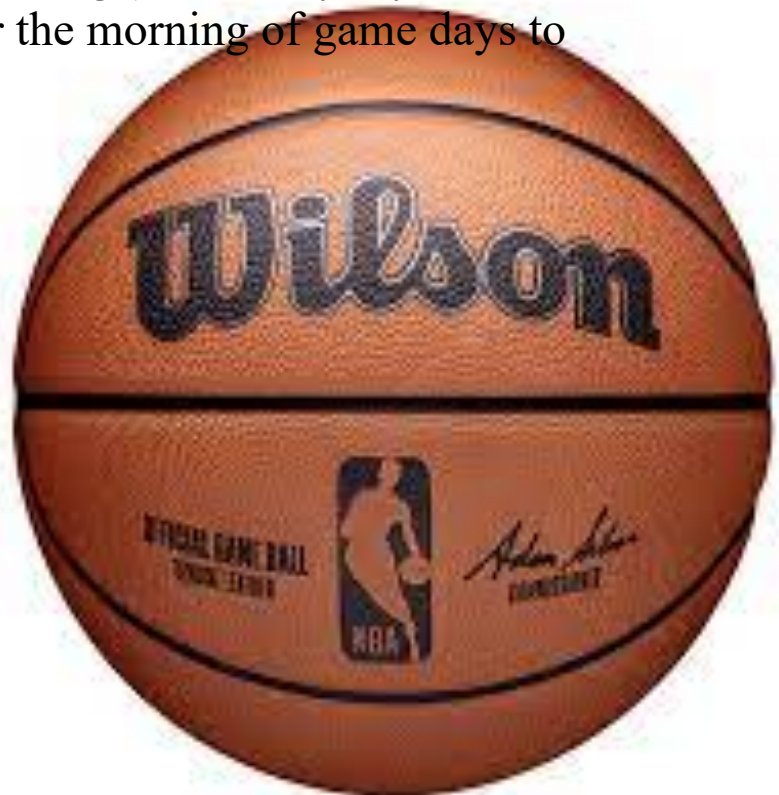
Monday, October 3, 2022

Please take an opportunity to
thank our RPS custodians for
making our facilities SPARKLE!

From Ms. Clarke:

The season's first game is this Monday, Oct 3rd, at 4:00 pm here at Franklin. Games are every Monday and Wednesday from the beginning of October to the middle of November. The athletes are responsible for making up any assignments and classwork they miss because of their games. So please excuse the following students to leave class early to warm up before their game at home (2:40 pm), or catch the transportation bus for away games (1:45 pm time may change). I will try my best to send an email the night before or the morning of game days to remind you all.

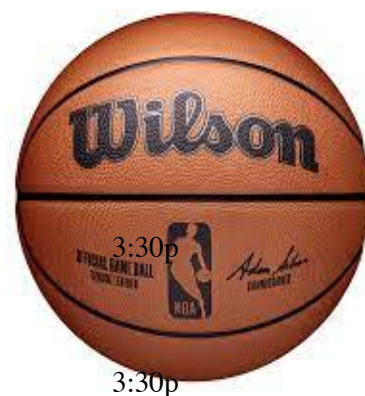
1. Peyton Sapini
2. Mikenzie Jones
3. Julia Anderson
4. Makayla Anderson
5. Taneah Hicks
6. Joal Sloan
7. Love Gale
8. Campbell Nabors
9. Chardasia Wyatt
10. Hayleigh Gordan



Office of The Principal

Updated 9/28

<u>Date</u>	<u>Location</u>	<u>Opponents</u>
October 3, 2022		
3:30p	Binford	Albert Hill vs Binford
4:00p	River City	Boushall vs River City
October 6, 2022		
3:30p	Brown	Boushall vs Brown
3:30p	Albert Hill	Franklin @ Albert Hill
3:30p	Binford	River City @ Binford
October 10, 2022		
4:00p	Franklin	Boushall vs Franklin
3:30p	Binford	Brown vs Binford
3:30p	Albert Hill	Henderson vs Albert Hill
4:00p	River City	MLK vs River City
October 13, 2022		
3:30p	Brown	Albert Hill vs Brown
3:30p	Boushall	Binford vs Boushall
3:30p	MLK	Franklin vs MLK
3:30p	Henderson	River City vs Henderson
October 17, 2022		
3:30p	Albert Hill	Boushall vs Albert Hill
3:30p	Henderson	Brown vs Henderson
4:00p	River City	Franklin vs River City
	Binford	MLK vs Binford
October 19, 2022		
3:30p	MLK	Brown vs MLK
	Franklin	Henderson vs Franklin



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



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

Office of The Principal

BASKETBALL

October 20, 2022	MLK	Albert Hill vs MLK	
3:30p	Franklin	Binford vs Franklin	
4:00p	River City	Brown vs River City	
4:00p	Boushall	Henderson vs Boushall	3:30p
October 26, 2022	Henderson	MLK vs Henderson	
3:30p			
October 27, 2022	Henderson	Binford vs Henderson	
3:30p	Brown	Franklin vs Brown	
3:30p	Boushall	MLK vs Boushall	
3:30p	Albert Hill	River City vs Albert Hill	
3:30p			
November 3, 2022	MLK	Binford vs MLK	
3:30p	Boushall	Albert Hill vs Boushall	
3:30p		Brown	Henderson vs Brown
	3:30p		
	Franklin	River City vs Franklin	
4:00p			
November 10, 2022	TBA	Tournament Round 1	
TBA			
November 15, 2022	TBA	Tournament Round 2	
TBA			
November 17, 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

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

Office of The Principal

SOCCER

<u>Date</u>	<u>Time</u>	<u>Location</u>	<u>Opponents</u>
October 6, 2022	3:30p	Brown	Boushall vs Brown
	3:30p	Albert Hill	Franklin vs Albert Hill
	3:30p	River City	Binford vs River City
	4:00p		
October 10, 2022	4:00p	Franklin	Boushall vs Franklin
	3:30p	Brown	Binford vs Brown
	3:30p	Albert Hill	Henderson vs Albert Hill
	4:00p	River City	MLK vs River City
October 13, 2022	3:30p	Brown	Albert Hill vs Brown
	3:30p	Boushall	Binford vs Boushall
	3:30p	MLK	Franklin vs MLK
	3:30p	Henderson	River City vs Henderson
October 17, 2022	3:30p	Albert Hill	Boushall vs Albert Hill
	3:30p	Henderson	Brown vs Henderson
	4:00p	River City	Franklin vs River City
	3:30p	MLK	Binford vs MLK

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



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

Office of The Principal

October 20, 2022	MLK	Albert Hill vs MLK
3:30p	Franklin	Binford vs Franklin
4:00p	River City	Brown vs River City
4:00p	Boushall	Henderson vs Boushall
3:30p		
October 26, 2022	Henderson	MLK vs Henderson
3:30p		
October 27, 2022	Albert Hill	Binford vs Albert Hill
3:30p	River City	Boushall vs River City
4:00p	MLK	Brown vs MLK
3:30p	Franklin	Henderson vs Franklin
4:00p		
November 3, 2022	TBA	Tournament Round 1
TBA		
November 10, 2022	TBA	Tournament Round 2
TBA		
November 15, 2022	Armstrong	Tournament Championship
TBA		

League Commissioners

Dr. Stefanie Ramsey - sramsey@rvaschools.net

Travis Amos - tamos@rvaschools.net

Please report all scores to tamos@rvaschools.net

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

Reminders

October 5th
Yorn Kippur – (School Closed)

October 24th
Diwali – (School Closed)



"A Knight Forever"



BELL SCHEDULE

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



"A Knight Forever"

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

Office of The Principal

Updated Schedules

October 3RD

Lunch A

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

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

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

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

Dates to Place on Your Calendar

Subject To Change

October 5th	Yom Kippur - School Closed
October 24th	Diwali - School Closed
November 4th	End of the 1 st Quarter
November 7th	Wellness Day - School Closed
November 8th	Professional Learning & Caregiver/Teacher Conference - School Closed for Students
November 23rd – 25th	Thanksgiving Break – School Closed
December 19th – 30th	Winter Break – School Closed
January 16th	Martin Luther King Day - School Closed
January 27th	Planning Day – End of the Second Quarter/1 st Semester - 2 Hour Early Release Day
March 10th	Professional Learning & Caregiver/Teacher Conference - School Closed for Students
March 31st	End of the 3 rd Quarter
April 3rd – 7th	Spring Break - School Closed
May 29th	Memorial Day - School Closed
June 9th	Last Day of School - 2 Hour Early Release Day
June 19th	Juneteenth – 2 Hour Early Release Day
July 4th	4 th of July - RPS Closed

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

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

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

Office of The Principal

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

Teachers complete a draft of their goals and schedule a meeting with their evaluators to look at the available data from performance measures and discuss the proposed goal. Each year, teachers are responsible for submitting their goals to me by October 14, 2019.

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

A mid-year/final review of progress on the goal is held for all teachers. At the principal's discretion, this review may be conducted through peer teams, assistance from the evaluator, teacher led conversations at a faculty meeting or professional development day, or in another format that promotes collegiality and reflection. The mid-year review should be held by February 14, 2023 if it is a year goal. It is the principal's responsibility to establish the format and select the time of the review.

June 10, 2023 - End-of-Year Review of Goal

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

POLICY 7-3.6 STAFF TIME SCHEDULES

Work Schedules

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

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

Professional Development

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

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

3) PD is a part of the workday

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

Assessment Window Schedule

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

Share Google Classroom

Dr. Jennifer Smith

Denise Claiborne

Special Loney

Michael Jaimson

Clara Bannister

Tiffany Frierson

Kim Gray

Almitra Bryant

David Hudson

James Austin Brown





The arts—and the National PTA® Reflections program—support student success and serve as a valuable tool for engaging families and building strong partnerships in the school community. Founded in 1969, Reflections engages over 300,000 students and their families in arts education activities each year by encouraging students to explore the arts for fun and recognition.

..... **START your PTA Reflections program today!**

Pre-Kindergarten through grade 12 students are encouraged to submit original works of art in one or more of the following categories:



Dance Choreography



Music Composition



Film Production



Literature



Photography



Visual Arts

Students who identify as having a disability may enter in the Special Artist Division or grade division most closely aligned to their functional abilities. Check with your state PTA for program guidelines, submission deadlines and recognition opportunities. Learn more and get involved!

Awards and Exhibits

Student entries submitted to the national level go through two rounds of review by esteemed arts professionals across the country. Over 200 students are recognized for their achievements in the arts and their works are exhibited throughout the year. Top national-level winners are provided prizes and scholarships and their works are showcased and exhibited.

Reflections Theme Contest

Students are invited to submit a concept to be considered for a future Reflections program theme. Every year, one student's theme is selected by a team of National PTA volunteers and the winning student is awarded and recognized. Contact your state PTA for guidelines and entry form.

Mary Lou Anderson Arts Enhancement Grant

This grant provides matching dollar funding to local PTAs to support in-school and after-school arts enhancement projects within their communities. PTAs serving at-risk student populations are particularly encouraged to apply.

Don't have an active PTA/PTSA affiliate?

Contact National PTA at info@PTA.org or (800) 307-4782

and we will help you bring the arts to your school community with Reflections.

Artwork from Reflections winners:

Sarah Winters, Julia Scheuermann, Alexandra Hanesworth, Ezekiel Kulow, Siena Frankland, Anna Eafanti, Hannah Shoultz, Mackenzie Baldree, Heidi Kyler, Haley Young, Katelyn Smith, Gabriel Bowman, Bethany Barnes, Jadyn Sano, Marisa Lu

Learn more and get involved! PTA.org/Reflections.

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Office of The Principal

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

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 before 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

Custodian Work Schedule

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

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

Hispanic Heritage Month

SPIRIT WEEK

EVENTS

Oct

10

Rodeo Day

Dress in your best cowboy and cowgirl clothes!

Oct

11

Latino Day

Dress in the colors of the flag of a Hispanic Country of your choice!

Oct

12

Hispanic Celebrity Day

Dress up like a Hispanic Celebrity! (Past or Present Activist, Entertainers, Athletes, and More)

Oct

13

College Day

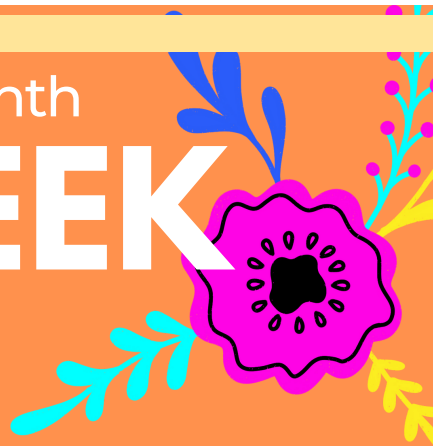
Si Se Puede! Dress up in college gear!

Oct

14

Frida Kahlo Day

Unleash your inner artist! Dress up in colorful clothes!



Dr. J. Smiths' Weekly Schedule 10/02/2022

Monday	Walk through – Positive views!!! Interview 10:30 Begin setting and writing goals. Sign up for initial meeting and observation. Formation Schedule
Tuesday	Walk through – Positive views!!! IEP Meeting High School STC Meeting Begin setting and writing goals. Sign up for initial meeting and observation.
Wednesday	School Closed
Thursday	Eligibility Meetings Intervention Meeting Begin setting and writing goals. Sign up for initial meeting and observation.
Friday	Walk through – Positive views!!! Begin setting and writing goals. Sign up for initial meeting and observation. Formation Schedule

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

School Counselor Schedule

Week of 09/26-09/30

Monday	Admin. Meeting Data Entry
Tuesday	HS Counselor Meeting Minute Meetings
Wednesday	State Fair- OUT OF THE OFFICE
Thursday	MS Counselor Meeting Minute Meetings
Friday	Data Entry

Week of 10/03-10/07

Monday	Admin. Meeting
Tuesday	Conference- OUT OF THE OFFICE
Wednesday	Attendance Meeting: 10:00a.m. PSAT Pre Administration
Thursday	PSAT Pre Administration Counselor Meeting
Friday	Data Entry

Week of 10/10-10/14

Monday	Admin. Meeting Data Entry
Tuesday	HS lead Counselor Meeting
Wednesday	PSAT TEST ADMINISTRATION
Thursday	MS Lead Counselor Meeting
Friday	Data Entry

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

Vocabulary in Action

Word ^{of} _{the} Week

critique

Definition:

A *critique* is a careful judgment in which you give your opinion about the good and bad parts of something, such as a piece of writing or a work of art.

// Although I disagreed with them, the reviewer gave a fair and honest *critique* of the film.

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

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

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

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

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

Certified Staff has to work 8hrs a Day

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

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

From the desk of Lt. Col. Robinson:

UPCOMING ACTIVITIES AND EVENTS:

30 SEP 22 - Color Guard Support Seniors Installation at Franklin Military Academy at 10AM

07 OCT 22 - LTC(RET) Robinson and 2 Cadets will be accompanied by COL(RET) Day to the Federal Reserve Bank of Richmond, VA. The purpose is to meet Mr. Reginal Bryant, Senior Vice President and Chief Information Officer and maintain our trusting partnership while discussing Cyber Internship opportunities.

08 OCT 22 - Just a reminder. All Seniors are highly encouraged to participate in the upcoming FREE SCHOLARSHIP FAIR. Information has been disseminated to all seniors for registration. Location of event will be at the First Baptist Church of Highland Park at 6801 Sheriff Road, Landover, MD 20785.

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

12 OCT 22 - PSAT Testing

13 OCT 22 - Just a reminder that the Partnership in Education Program (PIE) Adopt-a-School Program is a joint project to help foster education excellence and Support the local school districts. Fort Lee's Army Logistics University, Noncommissioned Officer Academy and Franklin Military Academy will conduct the official Adopt-a-School sign dedication on 13 October at 1100hrs. Request all staff and students be in attendance for sign dedication. Anticipated guests include Major General Mark T. Simerly, CSM Marissa Cisneros, Superintendent Jason Kamras, and Ms. Cherly Burke. Coordination and Staffing is ongoing to ensure full support. Any support the staff can provide would be greatly appreciated. Lastly, media coverage will also be coordinated to ensure FMA and Fort Lee Logistics University is highlighted in the best way. Fort Lee soldiers have much to offer our FMA, and their efforts will go far in contributing to educational excellence for our students.

UPCOMING COLOR GUARD PERFORMANCES:

20 OCT 22 - Color Guard Support support to JA Inspire the Future Breakfast: Botanical Garden Lewis Ginter time is from 7:30-9:00 AM

20 OCT 22 - ASVAB Testing for 10th, 11th, and 12th Graders. Testing will begin at 1000hrs in the cafeteria

29 OCT 22 - Color Guard Support to Harvest Festival in Holton

12 NOV 22 - Color Guard Support at Saint Paul Church POW Table; time is 11AM to 1PM

03 DEC 22 - Color Guard Support to Christmas Parade

10 DEC 22 - Color Guard Support to MacArthur Parade



"A Knight Forever"

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

Committees

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

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

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

Office of The Principal

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

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

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

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

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

Monday – October 3rd

- **Formation Schedule**

- **National Custodian Day**

- (Formal Observation and Goal Meetings Starts)
- No Cell Phones, Headphones Used During Instruction - All Cell phones and handphones must be put away at 9:00 a.m., and students are allowed to use them at 4:00 p.m.
- [Students Out of Uniform Link](#)
- Administration Meeting - 9:45 a.m.
- **The goal due date is October 7th**
 - **2nd Period Teachers - Remind students to report to their 3rd-period class before going to lunch so attendance can be taken**
 - **Post Attendance at the start of each period**
 - **Make A Positive Call Home**
 - Interviews For Instructional Assistant – 10:00 a.m. – 12:00 p.m. – Hudson, Smith, Taylor & Claiborne
 - Extended Day Planning Meeting - Room 207 – 12:15 p.m.
 - LIEP Meeting
 - Make sure you schedule a formal observation with your administration that will be observing you.
 - School Tour 12:30 p.m.
- **Post Interim Grades**

Tuesday – October 4th

- **Regular Schedule**

- (Formal Observation and Goal Meetings Starts)
- No Cell Phones, Headphones Used During Instruction - All Cell phones and handphones must be put away at 9:00 a.m., and students are allowed to use them at 4:00 p.m.
- [Students Out of Uniform Link](#)
- Administration Meeting - 9:45 a.m.
- **The goal due date is October 7th**
 - **2nd Period Teachers - Remind students to report to their 3rd-period class before going to lunch so attendance can be taken**

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

- **Post Attendance at the start of each period**
- **Make A Positive Call Home**
- **Make sure you schedule a formal observation with your administration that will be observing you.**
- **Interim Grades Are Due By Wednesday - A verification document will be given for you to review students' grades. Please check the grades and return the verification sheet to Ms. Logan before Thursday.**
- **SPMT Meeting 3:15 p.m. auditorium. – SPMT is scheduled on Tuesday due to school being closed on Wednesday. Please let me know if this is a problem**
- **Post Interim Grades**

Wednesday – October 5th - No School For Students Or Staff

- **Formation Schedule – 3:30 p.m.**
- (Formal Observation and Goal Meetings Starts)
- No Cell Phones, Headphones Used During Instruction - All Cell phones and handphones must be put away at 9:00 a.m., and students are allowed to use them at 4:00 p.m.
- [Students Out of Uniform Link](#)
- Administration Meeting - 9:45 a.m.
- **Goal due date is October 7th**
- **2nd Period Teachers - Remind students to report to their 3rd-period class before going to lunch so attendance can be taken**
- **Post Attendance at the start of each period**
- **Make A Positive Call Home**
- **Make sure you schedule a formal observation with your administration that will be observing you.**
- **Interim Grades Are Due By Wednesday - A verification document will be given for you to review students' grades. Please check the grades and return the verification sheet to Ms. Logan before Thursday.**

Thursday – October 6th

- **Regular Schedule**
 - (Formal Observation and Goal Meetings Starts)
- MAKE A POSITIVE/HONEST CALL TO PARENTS IN THE FIRST MONTH**

Office of The Principal

- No Cell Phones, Headphones Used During Instruction - All Cell phones and handphones must be put away at 9:00 a.m., and students are allowed to use them at 4:00 p.m.
- [Students Out of Uniform Link](#)
- Administration Meeting - 9:45 a.m.
- **The goal due date is October 7th**
- **2nd Period Teachers - Remind students to report to their 3rd-period class before going to lunch so attendance can be taken**
- **Post Attendance at the start of each period**
- **Make A Positive Call Home**
- **Make sure you schedule a formal observation with your administration that will be observing you.**
- RPS- Academic Review Training w/VDOE – Hudson & Jamison – Va War Memorial
- CBM Meeting with Male students – 1:30 p.m.

Friday – October 7th

• Formation Schedule

- (Formal Observation and Goal Meetings Starts)
- No Cell Phones, Headphones Used During Instruction - All Cell phones and handphones must be put away at 9:00 a.m., and students are allowed to use them at 4:00 p.m.
- [Students Out of Uniform Link](#)
- Administration Meeting - 9:45 a.m.
- **The goal due date is October 7th**
- **2nd Period Teachers - Remind students to report to their 3rd-period class before going to lunch so attendance can be taken**
- **Post Attendance at the start of each period**
- **Make A Positive Call Home**
- **Interim Goes Home To Parents**
- **Make sure you schedule a formal observation with your administration that will be observing you.**

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





Office of The Principal

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

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

Military Instruction

LET IV - Continuation of Chapter 3 (Team Building), Lesson 2 (Communicating to Lead) and Review for Test on Chapter 3, Lessons 1 and 2

LET III - Continuation of Chapter 3 (Team Building), Lesson 2 (Executing Platoon Drills) and Review for Test on Chapter 3, Lessons 1 and 2

LET II - Leadership Competencies, Quiz, Physical Fitness and Leadership, Command and Staff Roles

LET I - Drill and Ceremony concentration for upcoming parades

MIDDLE SCHOOL - SSG Guishard and SFC Gilliam - Steps in Marching, Career

Investigations, Military Leadership Assessment, Historic American Heritage Project Presentation

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.

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

Office of The Principal

- h) Identify and analyze the author's use of figurative language.
- i) Compare/contrast details in literary and informational nonfiction texts.
- j) Identify transitional words and phrases that signal an author's organizational pattern.
- k) Use reading strategies to monitor comprehension throughout the reading process.

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

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

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.

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

Office of The Principal

- f) Compare and contrast various forms and genres of fictional text.
- g) Describe the impact of word choice, imagery, and literary devices including figurative language in an author's style.
- h) Compare/contrast details in literary and informational nonfiction texts.
- i) Make inferences and draw conclusions based on the text.
- j) Use reading strategies to monitor comprehension throughout the reading process.

8th Grade Language Arts - SOL Test

Communication and Multimodal Literacies

8.1 The student will participate in, collaborate in, and report on small-group learning activities.

- a) Assume responsibility for specific group tasks and share responsibility for collaborative work within diverse teams.
- b) Exhibit willingness to make necessary compromises to accomplish a goal.
- c) Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.
- d) Include all group members, and value individual contributions made by each group member.
- e) Make statements to communicate agreement or tactful disagreement with others' ideas.
- f) Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.
- g) Use self-reflection to evaluate one's own role in preparation and participation in small-group activities.

8.2 The student will develop and deliver multimodal, interactive presentations collaboratively and individually.

- a) Select, organize, and create multimodal content that encompasses opposing points of view.
- b) Choose vocabulary and tone appropriate to the audience, topic, and purpose.
- c) Use effective verbal and nonverbal communication skills to deliver multimodal presentations.
- d) Cite information sources.
- e) Respond to audience questions and comments.
- f) Differentiate between Standard English and informal language.
- g) Evaluate presentations.

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

Office of The Principal

Reading

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

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

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

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

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

9th Grade Language Arts

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

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

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

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

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

- a) Apply knowledge of text features and organizational patterns to understand, analyze, and gain meaning from texts.
- b) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.
- 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.

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

Office of The Principal

- h) Evaluate clarity and accuracy of information.
- i) Analyze, organize, and synthesize information in order to solve problems, answer questions, complete a task, or create a product.
- j) Differentiate between fact and opinion and evaluate their impact.
- k) Analyze ideas within and between selections providing textual evidence.
- l) Use the reading strategies to monitor comprehension throughout the reading process

Writing

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

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

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

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

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

10th Grade Language Arts

Reading

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

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

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

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

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

- a) Analyze text features and organizational patterns to evaluate the meaning of texts.
- 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.

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

Office of The Principal

- f) Draw conclusions and make inferences on explicit and implied information using textual support as evidence.
- g) Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.
- h) Analyze ideas within and between selections providing textual evidence.
- i) Summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.
- j) Use reading strategies throughout the reading process to monitor comprehension.

Writing

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

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

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

- a) Use parallel structure across sentences and paragraphs.
- b) Use complex sentence structure to infuse sentence variety in writing.
- c) Distinguish between active and passive voice.
- d) Use colons correctly.
- e) Analyze the writing of others and suggest how writing might be improved.

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

11th Grade Language Arts – SOL Test

Reading

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

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

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

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

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

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

12th Grade Language Arts Writing

Reading

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

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

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

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

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

- a) Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s).
- b) Identify and synthesize resources to make decisions, complete tasks, and solve specific problems.
- c) Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.

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- d) Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.
- e) Analyze false premises claims, counterclaims, and other evidence in persuasive writing.

Writing

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

- a) Apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing to address a specific audience and purpose.
- b) Produce arguments in writing that develop a thesis to demonstrate knowledgeable judgments, address counterclaims, and provide effective conclusions.
- c) Use a variety of rhetorical strategies to clarify and defend a position organizing claims, counterclaims, and evidence in a sustained and logical sequence.
- d) Blend multiple forms of writing including embedding a narrative to produce effective essays.
- e) Adapt evidence, vocabulary, voice, and tone to audience, purpose, and situation.
- f) Use words, phrases, clauses, and varied syntax to connect all parts of the argument creating cohesion from the information presented.
- g) Revise writing for clarity of content, depth of information, and technique of presentation.
- h) Write and revise to a standard acceptable both in the workplace and in postsecondary education.
- i) Write to clearly describe personal qualifications for potential occupational or educational opportunities.

Title I

Reading

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

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

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 plot.
 - c) Explain how an author uses character development to drive conflict and resolution.
 - d) Differentiate between first and third person point-of-view.
 - e) Describe how word choice and imagery contribute to the meaning of a text.
 - f) Draw conclusions and make inferences using the text for support.
 - g) Identify the characteristics of a variety of genres.
 - h) Identify and analyze the author's use of figurative language.
 - i) Compare/contrast details in literary and informational nonfiction texts.
 - j) Identify transitional words and phrases that signal an author's organizational pattern.
 - k) Use reading strategies to monitor comprehension throughout the reading process.
- 6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.
- a) Skim materials using text features such as type, headings, and graphics to predict and categorize information.
 - b) Identify main idea.
 - c) Summarize supporting details.
 - d) Create an objective summary including main idea and supporting details.
 - e) Draw conclusions and make inferences based on explicit and implied information.
 - f) Identify the author's organizational pattern(s).
 - g) Identify transitional words and phrases that signal an author's organizational pattern.
 - h) Differentiate between fact and opinion.
 - i) Identify cause and effect relationships.
 - j) Analyze ideas within and between selections providing textual evidence.
 - k) Use reading strategies to monitor comprehension throughout the reading process.

Writing

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

Reading

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

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

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

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

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

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

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

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.

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

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

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

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

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

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AP Literature Short Fiction

- 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.A Identify and describe how plot orders events in a narrative.
- 4.A Identify and describe the narrator or speaker of a text.

AP Lag

- 1.A Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.
- 3.A Identify and explain claims and evidence within an argument.
- 4.B Write a thesis statement that requires proof or defense and that may preview the structure of the argument.
- 4.A Develop a paragraph that includes a claim and evidence supporting the claim.

6th Grade Mathematics

- 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

7th & 8th Grade Mathematics

Patterns, Functions, and Algebra

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

Algebra

- A.5 The student will
- a) solve multistep linear inequalities in one variable algebraically and represent the solution graphically;
 - b) represent the solution of linear inequalities in two variables graphically;
 - c) solve practical problems involving inequalities; and
 - d) represent the solution to a system of inequalities graphically.

Geometry

- G.2 The student will use the relationships between angles formed by two lines intersected by a transversal to
- a) prove two or more lines are parallel; and
 - b) solve problems, including practical problems, involving angles formed when parallel lines are intersected by a transversal.

Algebra II

- AII.2 The student will perform operations on complex numbers and express the results in simplest form using patterns of the powers of i .

Equations and Inequalities

- AII.3 The student will solve
- a) absolute value linear equations and inequalities;
 - b) quadratic equations over the set of complex numbers;
 - c) equations containing rational algebraic expressions; and
 - d) equations containing radical expressions.



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Pre Calculus

Triangular and Circular Trigonometric Functions

- T.1 The student, given a point on the terminal side of an angle in standard position, or the value of the trigonometric function of the angle, will determine the sine, cosine, tangent, cotangent, secant, and cosecant of the angle.
- T.2 The student will develop and apply the properties of the unit circle in degrees and radians.

Calculus

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Science

6th Grade Science

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

7th Grade Science - Life Science

- PS.8 The student will investigate and understand that work, force, and motion are related. Key ideas include
- a) motion can be described using position and time; and
 - b) motion is described by Newton's laws.

Earth Science

- ES.4 The student will investigate and understand that there are major rock-forming and ore minerals. Key ideas include
- a) analysis of physical and chemical properties supports mineral identification;
 - b) characteristics of minerals determine the uses of minerals; and
 - c) minerals originate and are formed in specific ways.

Biology

- BIO.2 The student will investigate and understand that chemical and biochemical processes are essential for life. Key ideas include
- a) water chemistry has an influence on life processes;
 - b) macromolecules have roles in maintaining life processes;
 - c) enzymes have a role in biochemical processes;
 - d) protein synthesis is the process of forming proteins which influences inheritance and evolution; and
 - e) the processes of photosynthesis and respiration include the capture, storage, transformation, and flow of energy.

Chemistry

- CH.2 The student will investigate and understand that elements have properties based on their atomic structure. The periodic table is an organizational tool for elements based on these properties. Key information pertaining to the periodic table includes
- a) average atomic mass, isotopes, mass number, and atomic number;
 - b) nuclear decay;
 - c) trends within groups and periods including atomic radii, electronegativity, shielding effect, and ionization energy;
 - d) electron configurations, valence electrons, excited electrons, and ions; and
 - e) historical and quantum models.

AP Physics

Unit 2: Dynamics

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

AP Biology

Unit 2: Cell Structure and Function

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

Anatomy Physiology

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

6th United States History to 1865

Exploration to Revolution: Pre-Columbian Times to the 1770s

USI.3 The student will demonstrate knowledge of how early cultures developed in North America by

- a) describing how archaeologists have recovered material evidence of ancient settlements, including Cactus Hill in Virginia.
- b) locating where the American Indians lived, with emphasis on the Arctic (Inuit), Northwest (Kwakiutl), Plains (Lakota), Southwest (Pueblo), and Eastern Woodlands (Iroquois);
- c) describing how the American Indians used the resources in their environment.

USI.4 The student will demonstrate knowledge of European exploration in North America and West Africa by

- a) describing the motivations for, obstacles to, and accomplishments of the Spanish, French, Portuguese, and English explorations;
- b) describing cultural and economic interactions between Europeans and American Indians that led to cooperation and conflict, with emphasis on the American Indian concept of land;
- c) identifying the location and describing the characteristics of West African societies (Ghana,

7th United States History to Present

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

USII.4 The student will demonstrate knowledge of how life changed after the Civil War by

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

8th 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
- a) describing the functions of political parties;
 - b) comparing the similarities and differences of political parties;
 - c) analyzing campaigns for elective office, with emphasis on the role of the media;
 - d) examining the role of campaign contributions and costs;
 - e) describing voter registration and participation;
 - f) describing the role of the Electoral College in the election of the president and vice president;
 - g) participating in simulated local, state, and/or national elections.

9th Grade Geography

- WHI.3 The student will demonstrate knowledge of ancient river valley civilizations, including those of Mesopotamia, Egypt, the Indus River Valley, and China and the civilizations of the Hebrews, Phoenicians, and Nubians, by
- a) locating these civilizations in time and place;
 - b) describing the development of social, political, and economic patterns, including slavery;
 - c) explaining the development of religious traditions;
 - d) describing the origins, beliefs, traditions, customs, and spread of Judaism;
 - e) explaining the development of language and writing.

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

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

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

Era V: Emergence of a Global Age, 1500 to 1650 A.D. (C.E.)

WHII.3 The student will demonstrate knowledge of the Reformation in terms of its impact on Western civilization by

- a) explaining the effects of the theological, political, and economic differences that emerged, including the views and actions of Martin Luther, John Calvin, Henry VIII, and Elizabeth I;
- b) describing the impact of religious conflicts, the Inquisition, and the Catholic Reformation on society and government actions;
- c) describing changing cultural values, traditions, and philosophies, and assessing the role of the printing press. WHII.4 The student will demonstrate knowledge of the impact of the European Age of Discovery and expansion into the Americas, Africa, and Asia by
 - a) explaining the roles and economic motivations of explorers and conquistadors;
 - b) describing the influence of religion;
 - c) explaining migration, settlement patterns, cultural diffusion, and social classes in the colonized areas;
 - d) describing the Columbian Exchange, including its impact on native populations;
 - e) mapping and explaining the triangular trade;
 - f) describing the impact of precious metal exports from the Americas.

WHII.4 The student will demonstrate knowledge of the impact of the European Age of Discovery and expansion into the Americas, Africa, and Asia by

- a) explaining the roles and economic motivations of explorers and conquistadors;
- b) describing the influence of religion;
- c) explaining migration, settlement patterns, cultural diffusion, and social classes in the colonized areas;
- d) describing the Columbian Exchange, including its impact on native populations;
- e) mapping and explaining the triangular trade;
- f) describing the impact of precious metal exports from the Americas.

11th Virginia & United States History

Taught Next Semester

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

11th AP US History

Period 1 1.5, 1.6, 1.7

12th Grade VA US Government

GOVT.2 The student will demonstrate knowledge of the political philosophies that shaped the development of Virginia and United States constitutional government by

- a) describing the development of Athenian democracy and the Roman republic;
- b) explaining the influence of the Magna Carta, the English Petition of Rights, and the English Bill of Rights;
- c) examining the writings of Hobbes, Locke, and Montesquieu;
- d) explaining the guarantee of the “rights of Englishmen” set forth in the charters of the Virginia Company of London;
- e) analyzing the natural rights philosophies expressed in the Declaration of Independence;
- f) examining George Mason’s Virginia Declaration of Rights, Thomas Jefferson’s Virginia Statute for Religious Freedom, and James Madison’s leadership role in securing adoption of the Bill of Rights by the First Congress.

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

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

12th Grade AP VA US Government

Unit 1

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

Standards of Learning

Mendez

Middle School Guitar

- **MIB.7** The student will explore the functions of music, including the use of music as a form of expression, communication, ceremony, and entertainment.
- **MIB.11** The student will describe the connections of instrumental music to the other fine arts and other fields of knowledge.
- **MIB.12** The student will demonstrate music literacy.
 - e) Identify, read, and perform music in simple meters ($2/4$, $3/4$, $4/4$, C).
 - i) Guitar student—read and create chord diagrams; read and perform basic rhythm guitar using G, G7, B7, C, D, D7, Dm, A, A7, Am, E, E7, Em, and F chords in first position.

High School Guitar

- **HIB.7** The student will identify ways to engage the school community in a music performance
- **HIB.11** The student will describe relationships of instrumental music to the other fine arts and other fields of knowledge.
- **HIB.12** The student will demonstrate music literacy
 - e) Identify, read, and perform music in simple and compound meters ($2/4$, $3/4$, $4/4$, C, $6/8$).
 - j) Guitar student— use standard and instrument specific notation; read basic rhythm guitar using first position chords.

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Travis

Health and PE 9

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

Drivers Education

DE.1 The student will demonstrate an understanding of Virginia traffic laws, licensing procedures, and other responsibilities associated with the driving privilege.

- a) graduated driver licensing requirements and types of licenses;
- b) traffic safety information in the Virginia Driver's Manual
- c) the motor vehicle section of the Code of Virginia
- d) the organ- and tissue-donation designation process
- e) interaction with law enforcement
- f) responsibilities at a crash scene.

Advanced PE

Objective: The student will understand the importance of having several different streams of revenue and having a business mind throughout teenage and adult hood.

Sept. 19 th - Sept. 23 rd

Advanced PE

9.1 The student will perform all basic movement skills and demonstrate movement and biomechanical principles in a variety of activities that may include outdoor pursuits, fitness activities, dance and rhythmic activities, aquatics, individual performance activities, and games and sports (net/wall, striking/fielding, and goal/target(s)).

9.4 Identify and demonstrate proper etiquette, respect for others, integrity, and teamwork while engaging in a variety of activities.

10.1 The student will demonstrate proficiency and apply the concepts and

principles of exercise physiology, biomechanics, and anatomy in a variety of lifetime activities that may include outdoor pursuits, fitness activities, dance and rhythmic activities, aquatics, selected individual performance activities, and net/wall and target games in at least two self-selected, lifelong, skill-related physical activities.

10.4 Explain the importance of and demonstrate communication skills in physical activity settings

Parker

Family and Consumer Sciences Exploratory CTE Competencies:

- 51 - Demonstrate food safety and sanitation practices**
- 52 - Demonstrate measuring techniques**
- 53 - Follow a standardized recipe to prepare a simple, nutritious snack**
- 54 - Demonstrate basic kitchen safety practices**
- 57 - Identify personal resources.**
- 58 - Identify strategies for earning and saving money.**
- 59 - Explain the relationship between education/training and income.**
- 60 - Demonstrate comparison shopping techniques useful in lifelong decision-making.**
- 61 - Explain the importance of consumer safety.**

Independent Living CTE Competencies:

- 51 - Demonstrate food safety and sanitation practices**
- 52 - Demonstrate measuring techniques**
- 53 - Follow a standardized recipe to prepare a simple, nutritious snack**
- 54 - Demonstrate basic kitchen safety practices**
- 45 - Explain the benefits of establishing and maintaining healthy relationships**
- 46 - Identify the situational guidelines that influence behavior in interpersonal relationships**
- 47 - Identify conflict-resolution methods**
- 48 - Evaluate conflict-prevention and management techniques**

49 - Identify aspects of mental illness that can affect healthy relationship

Taylor

AP CSP

CSP.2 The student will illustrate ways computing systems implement logic, input, and output through hardware components.

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

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

CSP.3 The student will explain abstractions enabling
a. one computer to communicate with another over an Internet connection; and
b. different layers of Internet technology to build on one another.

CSP.11 The student will store, process, and manipulate data contained in a data structure.

Programming

PRG.14 The student will create programs demonstrating an understanding of the interactions between classes in object-oriented design, and by implementing classes with instance data and methods to satisfy a design specification.

PRG.13 The student will write functions, both with and without parameters, and both with and without return values, that represent abstractions useful to the solution of a larger problem.

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

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

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PRG.8 The student will trace the execution of iterative and recursive algorithms, illustrating output and changes in values of named variables.

Clarke

7.1 The student will demonstrate competence and apply movement concepts in modified versions of various game/sport, rhythmic, and recreational activities.

Demonstrate and apply mature movement forms and skill combinations competently in a variety of cooperative and tactical activities that include dynamic and unpredictable situations.

Demonstrate offensive strategies and tactics, to include creating open space, skilled movement, speed, accuracy, and selection of appropriate skill/tactic to gain offensive advantage.

8.1 The student will apply and demonstrate movement concepts and skills in modified versions of various game/sport, rhythmic, and recreational activities.

a) Demonstrate and apply movement forms to a variety of cooperative and tactical activities that include dynamic and unpredictable situations with a focus on defensive strategies, to include reducing space, transitioning from offense to defense quickly, communicating with teammates, and selecting appropriate tactics to gain defensive advantage.

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



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Concerns:

Suggestions:

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