

# Franklin Military Academy 2021-2022

## Weekly Agenda

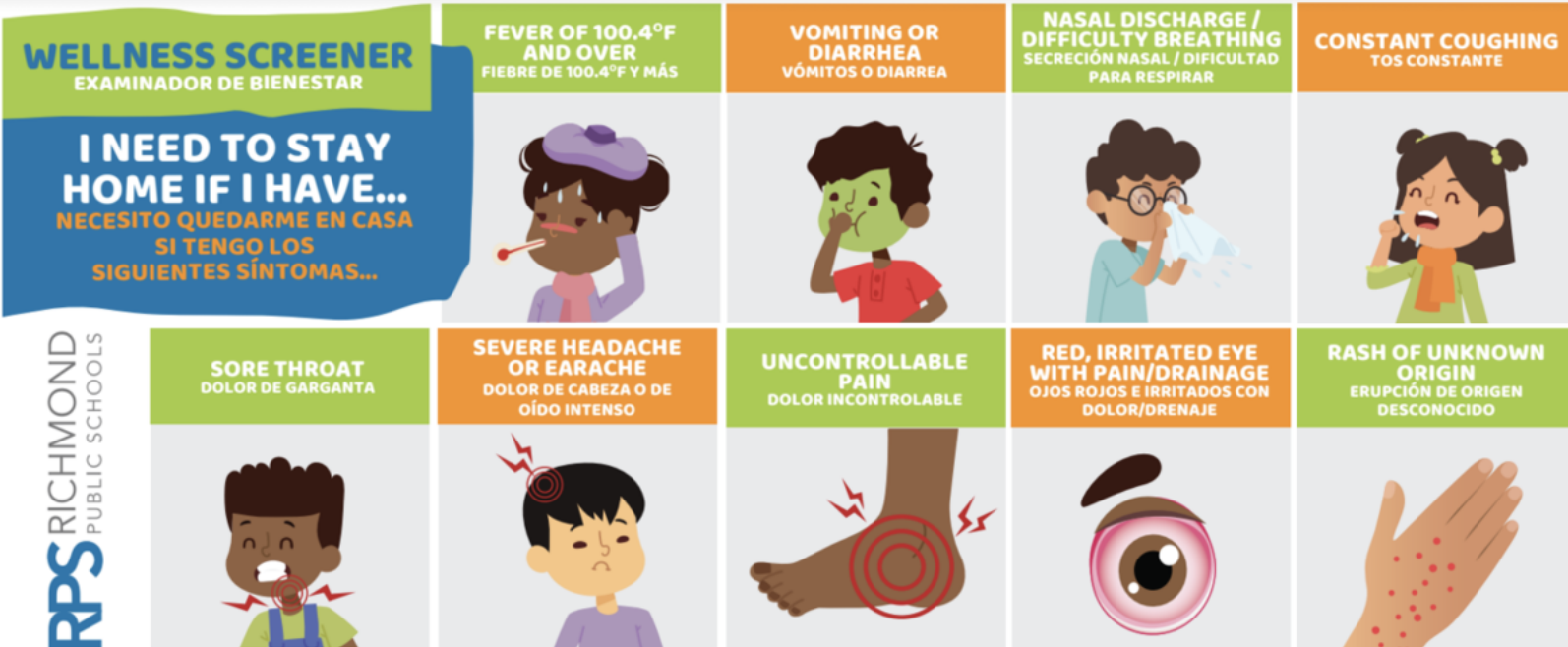
*The Home of the Mighty Knights  
Going From Good To Great*

*Franklin Military Academy Knight*



David Hudson, Principal  
November 8, 2021





### Some reminders about COVID rules:

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



# Happy Birthday

John Barclay - November 16<sup>th</sup>

Melody Reives – November 20<sup>th</sup>

Nikitria Walker – November 20<sup>th</sup>



FRANKLIN MILITARY ACADEMY PRESENTS

# VIRGINIA COLLEGE APPLICATION WEEK



APPLY FOR  
SCHOOLS IN  
VIRGINIA FOR  
FREE!

- On-Site Admissions
- Development Workshops
- College Spirit Week
- Games & Prizes!

NOVEMBER  
15TH-19TH

If you have any questions please reach out to Mr. White, Future Center Navigator  
[jwhite11@rvaschools.net](mailto:jwhite11@rvaschools.net)



## Virginia College Application Week Schedule

**Franklin Military Academy November  
15th - November 19th**



**Monday: 12:00 PM - 2:00 PM Top Schools  
Application Completion**



**Tuesday: 12:00 PM - 2:30 PM  
Secondary School Application  
Completion (Surprise Trivia During  
the Day!)**



**Wednesday: 12:00 PM - 1:00 PM Personal  
Statement Workshop  
1:00 PM - 2:30 PM Personal Statement  
Completion  
5:30 PM - 6:30 PM Parent Q&A Session**



**Thursday: On-Site Admissions Round  
Robin  
2:30 - 3:30 PM Reynolds Community College On-  
Site Admissions (Faculty/Staff: Rep Your Sorority,  
Fraternity, Or Branch Of Service)**



**Friday: 12:00 PM - 2:00 PM  
FAFSA/Scholarship Completion, Workforce  
Applications, Ferrum College On-Site  
Admissions  
(Faculty/Staff: Rep Your Alama Mater)**



VCAW | November 15th - 19th, 2021

- VCAW Planning
  - Nov. 15th:
    - Top Schools Application Completion
  - Nov. 16th:
    - Secondary School Application Completion
    - SAT/ACT Registration
  - Nov. 17th:
    - Personal Statement Workshops with UofR
    - Personal Statement Completion
  - Nov. 18th:
    - Military enlistment/ registering
    - Greek Life Appreciation (Teachers)
  - Nov. 19th:
    - Workforce applications & Prep
    - FAFSA completion event with GRASP
    - Ferrum College On-Site Admissions
- Not going to College? (1 on 1 meetings)
  - Complete a Resume
  - Complete employment Applications
  - ECMC survey
  - Your name will be entered
- Location: **TBA**

PRE-VCAW

- Provide handouts to senior instructors explaining the week of events, on-site admissions, ext... (Distribute November 12th)
- Ask teachers to decorate their doors with their respective school and wear paraphernalia that week to promote the college-going culture
- Ask visiting sites to bring paraphernalia for students
- Ask the school to announce (11/12 afternoon)



*Office of The Principal*

- Announcement: Next week is Virginia College Application Week (VCAW)! Many Virginia colleges offer free applications during this week. FMA will be participating this year with on-site admissions events, college application completion assistance, & opportunities to win prizes if you complete applications at daily workshops. Questions, comments, or concerns please contact...

Monday November 15th	Tuesday November 16th	Wednesday November 17th	Thursday November 18th	Friday November 19th
<b>Wear Your Favorite College Team Apparel (Sports)</b>	<b>TRIVIA</b>	<b>OPEN FOR IDEAS</b>  <b>Hold a virtual parent Q&amp;A</b>	<b>Rep Your Fraternity/Sorority (Teachers/Faculty)</b>	<b>REP YOUR SCHOOL</b>
<b>L U N C H</b>				
<b>2:30-4:00 PM</b> Top School Application Completion	<b>2:30-3:30</b> Secondary school application  SAT/ACT Registration	<b>12:00 PM</b> Personal Statement Workshop with UofR  <b>2:30-4:00 PM</b> Personal Statement Completion	<b>TBA</b> On-Site Admissions Round Robin  <b>2:30-3:30</b> Reynolds on-site	<b>2:30-4:00 PM</b> Workforce Applications  FAFSA/Scholarship Completion  Ferrum On-Site Admissions  Pizza Party?





You are cordially invited to the  
"REVIVED COUNSELOR SYMPOSIUM"

**When:** Tuesday, November 30, 2021

**Time:** 9 am - 1 pm

**Where:** RTC (Media Center)

We will provide you with information about how your students can attend RTC and all that we have to offer.

Please complete the information on the link provided. You may email [smcclend@rvaschools.net](mailto:smcclend@rvaschools.net) or call 804-780-6237 if you have any questions.

Jonathan Mitchum, Principal  
Alida Smith, Assistant Principal



## Cheerleaders Practice - From Ms. Loney

# MIDDLE SCHOOL CHEERLEADER REGISTRATION FOR TRYOUTS

**Contact S. Loney**  
**Room: 207-A**  
**Phone Extension: 213**



**VHSL physical  
forms are  
required to  
participate!!!**



**Mandatory Meeting Dates at 4:30 pm**

**\*\*\*Tardiness will result in penalties\*\*\***

Monday November 1, 2021

Monday, November 8, 2021

Tuesday, November 2, 2021

Wednesday, November 10, 2021

Wednesday, November 3, 2021

Monday, November 15, 2021



Office of The Principal

10/22/21, 11:07 AM EMA Cheer Schedule Richmond Public Schools - Calendar - November 2021

SUN 31	MON Nov 1	TUE 2	WED 3	THU 4	FRI 5	SAT 6
Deadline \$15 Halloween	First Day of A	Closed for El Election Day		Closed for Di	Parent/Careg	
	School Closed	School Closed	School Closed	School Closed	School Closed	
7	8	9	10	11	12	13
Daylight Savi	PHYSICALS DUE Practice	Practice	Practice	Veterans Day		
14	15	16	17	18	19	20
	Practice	Practice	Practice			
21	22	23	24	25	26	27
	Practice	Practice	Closed for Thanksgiving Break	Thanksgiving	Native Ameri	
28	29	30	Dec 1	2	3	4
	Tryoutel	Tryoutel			2-Hour Early I	
					Orders Due	

Office of The Principal

Richmond Public Schools SY 21-22

# Aspen User Guide for Schools

## Contents:

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

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

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

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

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

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

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

Steps for each Attendance Status:

[Present](#)



*Office of The Principal*

## **Committees Updates - Chairperson will meet this Thursday with updates on what committees are doing**

### **Anime**

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

### **Awards**

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

### **Beautification**

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

### **Black History**

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

### **Culture & Climate**

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

### **Crisis**

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

### **Dungeon & Dragon**

\* Andrew Giffin, Amitie Hylton

### **FMA Social Media (Facebook, Twitter & Instagram)**

\* Kathy Paschall, Shanice Clarke, Bill Watson

### **Foreign Language**

\* Natalie Diaz, Dr. Clara Bannister

### **Garden**

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

### **GRTC Program For High School**

### **History Fair**

\* Meredith Bush, Robin Williams

### **Hospitality**

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

### **Links**

\* Naiia Smith

### **Master Schedule**

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

### **National Junior Honor Society**

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

### **National Honor Society**

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

### **Oratorical**

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

### **Professional Development (Lead Teachers)**

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

### **PTSA Representative**

\* Johnetta Guishard

### **REA/VEA**

\*\* Dr. Clara Bannister, Natalie Diaz

### **Recruitment Committee - Evaluate Incoming Students**

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



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

*Office of The Principal*

**Recruitment - High School - Tours**

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

**Recruitment - Middle School - Tours**

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

**Robotics**

\*Carlton Day, Leon Thornton, Kim Gray

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

\* Dr. Jennifer Smith, Michael Jamison, Zonita James

**SAT/PSAT**

\*Tiffany Frierson, Special Loney

**Safety & Security**

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

**Senior Class**

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

**School-Based Intervention**

\*Abigail Tyree – CIS, Jasmine Terry

**School Photography**

David Hudson

**School-Wide End of The Year Field Day**

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

**SOL Testing Committee**

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

**Sound System & Set Up For Assemblies**

\*Jose Pomier, \*David Corey

**Spelling Bee**

\* John Nunez, Naiia Smith, Zonita James

**STEM/Science Fair**

\*John Barclay, David Hudson

**Students' Talent Show**

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

**Technology**

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

**Veteran Day**

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

**Wellness**

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

**Website**

\*David Hudson

**Yearbook**

\* Kathy Paschall, Christal Corey, Jonathan Ashe



**Boys Basketball Schedule**  
**Pick up time for all games is 2:00p**

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



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

*Office of The Principal*

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

**League Commissioners**

Dr. Stefanie Ramsey - sramsey@rvaschools.net

Travis Amos - tamos@rvaschools.net

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



# Good Apple Award

**September 8, 2021**

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

**September 23, 2021**

**All staff at Franklin Military Academy**

**October 7, 2021**

**Leon Thornton**

**October 28, 2021**



Office of The Principal

**Franklin Military Academy**

**EXCEPTIONAL EDUCATION DEPARTMENT | SEMESTER 1  
SCHEDULES**

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

**Maj. Claiborne Schedule**

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

**Cpt. Loney Schedule**

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

**Cpt. Scott Schedule**

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



## DR. J. SMITHS' WEEKLY SCHEDULE 11/15/2021

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

Please

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

[Dr. Smiths Calendar](#)



# HARVEST



**School Counselor Schedule**

**Week of 11/15-11/19**

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

**School Counselor Schedule**

**Week of 11/22-11/26**

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

**School Counselor Schedule**

**Week of 11/29-12/3**

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

## Community In Schools Schedule

Ms. Tyree CIS Schedule Week of November 15, 2021

Monday November 15	Attendance Monitoring Student Check In's 9:30-11:00 CIS HS Meeting <b>Out Of Building</b> 12:30-12:45 Weekly Check in with Student 3:00-3:45 Meeting Data Entry
Tuesday November 16	Attendance Monitoring Student Check In's 12:45-1:00 Weekly Check in with Student 2:00-3:00 Meeting
Wednesday November 17	Attendance Monitoring 10:00-11:00 Attendance Team Meeting 11:00-11:30 Trio Meeting (Family Liaison, School Social Worker, CIS) 1:45-2:00 Weekly Check In with Student Student Check In's
Thursday November 18	Attendance Monitoring Student Check In's Grief Support Group - ChildSavers - HS 1:19-1:49 - MS 12:42-1:12 Data Entry
Friday November 19	<b>Ms. Tyree Off</b>

Vocabulary in Action  
**Word** *of the* **Week**

**WEEKLY AGENDA**

# behemoth

## Definition

any creature or thing of monstrous size or power

Because the elephant was extremely large, people liked to call it a behemoth.



# Reminders

November 24<sup>th</sup> – 26<sup>th</sup>

School Closed For Thanksgiving Break

**English Interim 2 Assessment Window: 11/8/21-11/19/21.**  
**The assessments are to be given using Illuminate.**

- **Donors Choose** – This month, DonorsChoose is celebrating two years of our District Partnership Program! Help us earn \$500 in credits by visiting [donorschoose.org/districtpartners#signup](https://donorschoose.org/districtpartners#signup) to request an invitation to join the Program. (Make sure you mention RPS in the “How did you hear about us?” section!)
- We will be holding **in-person school application information nights** focusing on specialty and governor's schools on **November 11 from 5:30-7:30 PM** at ***Martin Luther King, Jr. Middle School***, and on **November 16 from 5:30-7:30** at ***T.C. Boushall Middle School***. These sessions will provide families with opportunities to hear from specialty and governor's school representatives, ask school-specific questions, and receive technical support on their applications. We will share more details about these events once they are finalized.

***Appomattox Regional Governor's School*** will be hosting an in-person open house for Richmond City residents on **Thursday, November 4 from 6:00-8:30 PM**. ***Maggie L. Walker Governor's School*** will be hosting a Virtual Information Forum on **Tuesday,**

**November 9 at 6:00 PM.** Additional information will be available on our website at [rvaschools.net/schoolapplications](https://rvaschools.net/schoolapplications). If you or our families have any questions, please feel free to reach out to [enrollrps@rvaschools.net](mailto:enrollrps@rvaschools.net)

## Opportunities

- **Teacher Advisory Committee** – Our RPS Teachers truly do rock, and having the voices of teachers to help make the decisions to support students and families will be essential for our continued success. Teachers' voice is vital in the educational process because they play an important and integral role in promoting the social, emotional, and academic success of all students. The Teacher Advisory Council's work will focus on a variety of areas, including ***advocacy, curriculum, professional learning, culture & climate, and equity***. TAC will continue to work on identifying ways to learn, empower, and collaborate to ensure teacher voices are heard.

It is with this in mind that we are asking you to encourage teachers whose voices would add to the solution-driven focus of this council and ask them to apply to be a member of the **Teacher Advisory Council** for the **2021-2022 school year**. Please recommend a diversity of candidates with examples (race, years of experience, etc...). Please have them submit their [application](#) no later than **Tuesday, November 23**. We will hold an information session this **Tuesday, November 16 at 5:00 pm**

- **New Virginia Alternative Assessment Program (VAAP)** – As of this school year (2021-2022), the portfolio-based VAAP will be replaced with a new multiple-choice assessment in the content areas of reading, mathematics, and science that will be administered to students in an online or paper format. The new VAAP will be based on academic content standards derived from the Standards of Learning (SOL) in reading, mathematics, and science that have been reduced in depth, breadth, and complexity. These content standards are referred to as the **Virginia Essentialized Standards of Learning (VESOL)**. To ensure teachers and staff have clarity on the New VAAP administration and VESOL, we would like all Intensive Support teachers to participate in at least one of the New VAAP Training sessions. Please refer to **KICKUP** for the session dates and times.

- **Exceptional Education Fall Learning Series** – Please join us for the upcoming Exceptional Education Fall Learning Series from **November 10 - December 15**. Please be sure to sign up via **KICKUP**. Sessions include: ***\*What is Specially Designed Instruction? \*New VAAP Training.***
- **Free Seminar: Mental Health Aspects of COVID PK-12** – MERC will share research related to the mental health impacts of **COVID-19 on PK-12 students** as well as practical strategies for supporting mental health in schools during the pandemic. In addition to MERC researchers who will be presenting, we have invited representatives from our member school divisions to share their experiences. Here is a [link](#) with more information about the seminar, including our lineup of speakers and topics that we will discuss. Click [here](#) for registration.
- **VCU School of Education Resources** – The VCU School of Education is offering the below opportunities for Professional Development - please share this as a resource with your staff!  
**Follow these links to learn more about [Partnering](#), [Volunteering](#), or [Donating](#)**  
Sign up for our [RPS Direct Newsletter](#)  
Check out our [Strategic Plan, Dreams4RPS](#)
- **VCIC Diversity Dialogue Day** – The Virginia Center for Inclusive Communities, is pleased to let you know that registration is open for another **virtual** Diversity Dialogue Day in December! Here are the details: What: VIRTUAL Diversity Dialogue Day, our annual forum bringing high school students together from across the region to address issues relating to prejudice When: **December 7** – your students will attend from **10 am – 2 pm**, with the option of a school sponsor attending a concurrent educator session and rejoining the students in the afternoon Who: Each school can register up to 8 students, and one adult will need to be “on-call in case of any technical issues. Students and sponsors will participate in a school-based conversation in the afternoon, with the additional option for sponsors to attend the Educator Session. We will have a paperless registration process again this year, which you can access via <https://inclusiveva.org/programs/schools/ricddd/>. For more information please contact [Jessica Hawthorne](#) at VCIC.

## RPS High School

### 2021-22 Two-Hour Early Dismissal Bell Schedule

<i><b>Period</b></i>	<i><b>Time</b></i>
<b>Morning Arrival</b> <i>(Breakfast in the cafeteria or from kiosks to take to 1st period)</i>	<b>8:45am-9:00am</b>
<b>1<sup>st</sup> Period</b>	<b>9:05am-10:10am</b>
<b>2<sup>nd</sup> Period</b>	<b>10:15am - 11:20am</b>
<b>3<sup>rd</sup> Period &amp; Lunch</b>	<b>11:25 am - 12:55pm</b>
<b><u>Lunch Schedule Below</u></b>	<b>11:25 am – 12:00 pm</b>
<b>4<sup>th</sup> Period</b>	<b>1:00 p.m. - 2:00pm</b>
<b>Dismissal</b>	<b>2:00pm</b>

- **Early Release Schedule**
- Please ensure that you go to lunch on time so that we stay on schedule. The times listed are the time you are to arrive in the cafeteria. Please place garbage cans outside of rooms by the end of lunch.



- **Middle School Lunch 11:25 a.m.-12:00 p.m. - Main Hall Way Entrance Line**

Corey 109	11:27 a.m.
Watson 107	11:28 a.m.
Guishard Media Center	11:31 a.m.
Gilliam 106	11:34 a.m.
Dubinsky 104	11:38 a.m.
Clarke	11:40 a.m.
Bush 101	11:43 a.m.
Corey 202	11:45 a.m.
Paschall 210	11:50 a.m.
Barclay 206	11:55 a.m.
Carter 308	12:00 p.m.

- 
- **High School Lunch 11:25 am-12:00 p.m. – Entrance Near SGT Thornton’s Class**

James 203B	11:27 a.m.
Lindley 311	11:28 a.m.
Nunez 301	11:31 a.m.
Day 303C	11:34 a.m.
Simons 209	11:38 a.m.
Diaz 204B	11:40 a.m.
Pomier 203A	11:43 a.m.
Williams 307	11:45 a.m.
Wester 310	11:50 a.m.
Richardson Gym	11:55 a.m.
Kim 305	12:00 p.m.

## **Monday – November 15, 2021 - Formation Schedule**

### **. Grab & Go Lunch**

- **Formation Schedule**
- **Administration Meeting 9:45 a.m.**
- **Make sure you are maintaining the seating charts**
- **Classroom Observation**
- **Lesson plans are due in Google Docs Today by 3:00 p.m.**
- **After School Detention**
- **Formation 3:30 p.m.**
- **Illuminate Support 3:00 p.m.**
- **English Interim 2 Assessment Window: 11/8/21-11/19/21. The assessments are to be given using Illuminate.**
- **Meeting with recruiting Committee – 4:15 p.m.**
- **Virginia College Application – 12:00 p.m. – 2:00 p.m. Top Schools Application Completion**

## **Tuesday – November 16, 2021 – 2 Hour Early Release Schedule – Parade Practice With Military Staff – Subject to change if it rain**

### **Tuesday Lunch Schedule**

- **In Person - 16th at Boushall from 5:30-7:30 that we were hoping to have you and your representatives at to share more with families interested in specialty and governor's schools. Would it be possible to move your school-specific virtual open house to another date?**

### **Grab & Go Lunch**

- **Make sure you are maintaining the seating charts**
- **Make positive calls home**
- **The administration will be doing walkthroughs**
- **Superintendent Meeting – 4:00 p.m.**
- **After School Detention Sports Practice**
- **Weekly Principal Call 12:30 – 2:30 p.m.**
- **12:00 p.m. – 2:30 p.m. – Secondary School Application Completion ( Surprise Trivia During the Day)!**

## **November 17, 2021**

### **Wednesday Lunch Schedule – Formation Schedule**

### **. Grab & Go Lunch**

- **Attendance Meeting**
- **Custodian Meeting 10:00 a.m.**

*Office of The Principal*

- PPE Pick Up 12:00 p.m. – Let me know before 11:00 a.m. if you need anything to maintain safety in your classrooms.
- After School Detention & Basketball, Soccer & Track Practice
- Boushall Open House – 5:30 p.m.

Seniors Personal Statement Workshop - 1:00 p.m. – 2:30 p.m. – Personal Statement Completion  
5:30 p.m. – 6:30 p.m. Parent Question & Answer  
Formation Schedule

**Thursday - November 18, 2021 - 2 Hour Early Release Schedule – Parade Practice With Military Staff – Subject to change if it rain**

- Girls Basketball & Soccer Team at Franklin – vs. Albert Hill

Make sure you are maintaining the seating charts

- Make positive calls home
- 2 hour Early Dismissal Schedule – Parade Practice – Military - See Above Lunch Schedule
- The administration will be doing walkthroughs

**• Faculty Meeting – 4:15 p.m. – Virtual**

**• Grab & Go Lunch**

- Faculty needs to monitor to make sure students are maintaining social distance.
- 2:30 p.m – 3:30 p.m. Reynolds Community College Onsite Admission – Faculty/Staff – Wear A College Fraternity or Sorority Shirt/Military Shirt / School/College Shirt
- **Faculty Meeting - 4:15 p.m. Committee reports**
- Principal Cluster Meeting
- Open House - Franklin (Virtual)

**Friday – November 19, 2021**

**• Grab & Go Lunch**

- Make sure you are maintaining the seating charts
- Make positive calls home
- Formation Schedule
- Lead Teachers your teaming log is due
- Wear your College Mater Shirt – FAFSA/Scholarship Completion, Workforce - Applications – Ferrum College On-Site Admission – 12:00 p.m. – 2:00 p.m.
- Hudson's Classroom Goal [Link](#) - Please see the evaluation schedule on the agenda.

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

August 24<sup>th</sup> – 1<sup>st</sup> Day For Virtual Academy

Data Due - September 24<sup>th</sup> (Bring Data To Data Meeting)

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

Data Due -October 22<sup>nd</sup> (Bring Data To Grade Level Meeting)

\*\*November 2<sup>nd</sup> & 4<sup>th</sup> – School Closed For Staff & Students

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

Data Due - November 19<sup>th</sup> (Bring Data To Grade Level Meeting)

\*\* School Closed For Thanksgiving November 24<sup>th</sup> – 26<sup>th</sup>

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

\*\* School Closed For Winter Holiday December 22<sup>nd</sup> – December 31, 2022

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

Data Due -January 27<sup>th</sup> (Bring Data To Grade Level Meeting)

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

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

\*\* February 21, 2022 - School Closed President Day

Data Due - February 25<sup>th</sup> (Bring Data To Grade Level Meeting)

\*March 4<sup>th</sup> – Early Release Day For Students – Professional Development For Teachers

\*March 18<sup>th</sup> Parents & Caregiver Conference – School Closed For Students

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

\*\*April 4<sup>th</sup> – April 8<sup>th</sup> - Spring Break – School Closed For Students & Teachers

12<sup>th</sup> Month Employees Report To Work

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

Data Due - April 22<sup>nd</sup> (Bring Data To Grade Level Meeting)

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

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

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

\*June 24, 2022 – Early Dismissal for Students





## **Important Dates**

### **September 20, 2021 – June 2022**

Formal Observations and Informal Observations

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

### **September 27, 2021– Classroom Vision (Posted)**

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

Goal (s) Meetings Submission

### **October 8, 2021- Submission of the Goal Setting for Student Progress Form 1<sup>st</sup> Quarter)**

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

### **February – 4, 2021 – Review 1<sup>st</sup> Semester Goal and Identify 2<sup>nd</sup> Semester New Goal**

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

### **February 14, 2022- Submission of the Goal Setting for Student Progress Form 1<sup>st</sup> Quarter)**

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

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

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

Office of The Principal

**Resources at the click of your mouse or tracking pad.**

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

*Office of The Principal*

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

## Military Instruction

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

Guishard	<u>6th-Career exploration 7th &amp; 8th- Drill and Ceremony and Leadership Lab</u>
Gilliam	<u>6th-Career exploration 7th &amp; 8th- Drill and Ceremony and Leadership Lab</u> Jefferson <u>Becoming a Better Writer, Management Skills, Quiz, Physical Fitness, and Drill</u> <u>and Ceremonies.</u>
Thornton	<u>Making Decisions and Setting Goals Appreciating Diversity Through Winning</u> <u>Colors</u>
Day	<u>College Week!!!! GRAPS Application Process, Personal Development and</u> <u>Management Introduction to Cybersecurity Quiz, Lesson 2 Cyber Introduction</u> <u>Physical Fitness Cadet Portfolio and your career choices</u>

## Language Arts

### Reading

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

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

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

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

*Office of The Principal*

## Writing

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

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

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

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

## Research

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

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



## **7<sup>th</sup> Grade Language Arts - SOL Test**

7.3 The student will examine the elements of media literacy.

- a) Identify persuasive/informative techniques used in media.
- b) Distinguish between fact and opinion, and between evidence and inference.
- c) Describe how word choice, visual images, and sound convey a viewpoint.
- d) Compare and contrast the effectiveness of techniques in auditory, visual, and written media messages.
- e) Craft and publish audience-specific media messages.

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

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

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

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

*Office of The Principal*

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

#### Research

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

- a) Choose appropriate adjectives and adverbs to enhance writing.
- b) Use pronoun-antecedent agreement to include indefinite pronouns.
- c) Use subject-verb agreement with intervening phrases and clauses.
- d) Edit for verb tense consistency and point of view.
- e) Use quotation marks with dialogue and direct quotations.
- f) Use correct spelling for commonly used words.

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

- a) Formulate and revise questions about a research topic.
- b) Collect, organize, and synthesize information from multiple sources.
- c) Analyze and evaluate the validity and credibility of resources.
- d) Quote, summarize, and paraphrase information from primary and secondary sources using proper citations.
- e) Avoid plagiarism by using own words and follow ethical and legal guidelines for gathering and using information.
- f) Demonstrate ethical use of the Internet.

*Office of The Principal*

Communication and Multimodal Literacies

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

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

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

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

8.3 The student will analyze, develop, and produce creative or informational media messages.

- a) Analyze the purpose of information and persuasive techniques used in diverse media formats.
- b) Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations.
- c) Use media and visual literacy skills to create products to express new understandings.
- d) Evaluate sources for relationships between intent and factual content.
- e) Utilize multimedia to clarify information and emphasize differing points of view.
- f) Evaluate the motives (e.g., social, commercial, political) behind media presentation(s).
- g) Demonstrate the ethical use of the Internet when evaluating or producing creative or informational media messages.

*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.

## 9<sup>th</sup> Grade Language Arts

### Communication and Multimodal Literacies

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

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

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

- a) Apply knowledge of text features and organizational patterns to understand, analyze, and gain meaning from texts.
- b) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.
- c) Analyze the author's qualifications, viewpoint, and impact.
- d) Recognize an author's intended purpose for writing and identify the main idea.

*Office of The Principal*

- e) Summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.
- f) Identify characteristics of expository, technical, and persuasive texts.
- g) Identify a position/argument to be confirmed, disproved, or modified.
- h) Evaluate clarity and accuracy of information.
- i) Analyze, organize, and synthesize information in order to solve problems, answer questions, complete a task, or create a product.
- j) Differentiate between fact and opinion and evaluate their impact.
- k) Analyze ideas within and

**Research**

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

- a) Verify the validity and accuracy of all information.
- b) Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view, or bias.
- c) Evaluate and select evidence from a variety of sources to support claims and introduce counterclaims.
- d) Cite sources for both quoted and paraphrased information using a standard method of documentation such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
- e) Avoid plagiarism by using own words and follow ethical and legal guidelines for gathering and using information.
- f) Demonstrate ethical use of the Internet.

## **10<sup>th</sup> 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.



*Office of The Principal*

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

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

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

## **11<sup>th</sup> Grade Language Arts – SOL Test**

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

- a) Select and effectively use multimodal tools to design and develop presentation content.
- b) Credit information sources.

*Office of The Principal*

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

### 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.

*Office of The Principal*

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

- a) Apply information from texts to clarify understanding of concepts.
- b) Read and correctly interpret an application for employment, workplace documents, or an application for college admission.
- c) Analyze technical writing for clarity.
- d) Paraphrase and synthesize ideas within and between texts.
- e) Draw conclusions and make inferences on explicit and implied information using textual support.
- f) Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.
- g) Analyze false premises, claims, counterclaims, and other evidence in persuasive writing.
- h) Recognize and analyze use of ambiguity, contradiction, paradox, irony, sarcasm, overstatement, and understatement in text.
- i) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).

**Writing**

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

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

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

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

*Office of The Principal*

## **12<sup>th</sup> Grade Language Arts Writing**

### **Communication and Multimodal Literacies**

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

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

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

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

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

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

*Office of The Principal*

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.

- 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.



*Office of The Principal*

- 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

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.

*Office of The Principal*

- 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.

## **AP Literature**

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

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

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



*Office of The Principal*

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

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

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

## **AP Language**

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

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

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

*Office of The Principal*

## **Mathematics**

### **6<sup>th</sup> Grade Mathematics**

Testing &

Computation and Estimation

6.5 The student will

- a) multiply and divide fractions and mixed numbers;
- b) solve single-step and multistep practical problems involving addition, subtraction, multiplication, and division of fractions and mixed numbers; and
- c) solve multistep practical problems involving addition, subtraction, multiplication, and division of decimals.

### **7<sup>th</sup> Grade Mathematics**

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

Patterns, Functions, and Algebra

8.14 The student will

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

### **8<sup>th</sup> Grade Mathematics**

Probability and Statistics

8.11 The student will

- a) compare and contrast the probability of independent and dependent events; and
- b) determine probabilities for independent and dependent events.

## **Algebra**

Functions

A.2 The student will perform operations on polynomials, including

- a) applying the laws of exponents to perform operations on expressions;
- b) adding, subtracting, multiplying, and dividing polynomials; and
- c) factoring completely first- and second-degree binomials and trinomials in one variable.

## **Geometry**

G.8 The student will solve problems, including practical problems, involving right triangles. This will include applying

- a) the Pythagorean Theorem and its converse;

*Office of The Principal*

- b) properties of special right triangles; and
- c) trigonometric ratios.

## **Algebra II**

### **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.

AII.6 For absolute value, square root, cube root, rational, polynomial, exponential, and logarithmic functions, the student will

- a) recognize the general shape of function families; and
- b) use knowledge of transformations to convert between equations and the corresponding graphs of functions.

AII.7 The student will investigate and analyze linear, quadratic, absolute value, square root, cube root, rational, polynomial, exponential, and logarithmic function families algebraically and graphically. Key concepts include

- a) domain, range, and continuity;
- b) intervals in which a function is increasing or decreasing;
- c) extrema;
- d) zeros;
- e) intercepts;
- f) values of a function for elements in its domain;
- g) connections between and among multiple representations of functions using verbal descriptions, tables, equations, and graphs;
- h) end behavior;
- i) vertical and horizontal asymptotes;
- j) inverse of a function; and
- k) composition of functions algebraically and graphically.

## **Pre Calculus**

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



*Office of The Principal*

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.

*Office of The Principal*

## **Science**

### **6<sup>th</sup> Grade Science**

- LS.4 The student will investigate and understand that there are chemical processes of energy transfer which are important for life. Key ideas include
- a) photosynthesis is the foundation of virtually all food webs; and
  - b) photosynthesis and cellular respiration support life processes.
- LS.5 The student will investigate and understand that biotic and abiotic factors affect an ecosystem. Key ideas include
- a) matter moves through ecosystems via the carbon, water, and nitrogen cycles;
  - b) energy flow is represented by food webs and energy pyramids; and
  - c) relationships exist among producers, consumers, and decomposers.

### **7<sup>th</sup> Grade Science - Life Science**

- PS.2 The student will investigate and understand that matter is composed of atoms. Key ideas include
- a) our understanding of atoms has developed over time;
  - b) the periodic table can be used to predict the chemical and physical properties of matter; and
  - c) the kinetic molecular theory is used to predict and explain matter interactions.

## **Earth Science**

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

## **Biology**

BIO.5 The student will investigate and understand that there are common mechanisms for inheritance. Key ideas include

- a) DNA has structure and is the foundation for protein synthesis;
- b) the structural model of DNA has developed over time;
- c) the variety of traits in an organism are the result of the expression of various combinations of alleles;
- d) meiosis has a role in genetic variation between generations; and
- e) synthetic biology has biological and ethical implications.

## **Chemistry**

CH.4 The student will investigate and understand that molar relationships compare and predict chemical quantities. Key ideas include

- a) Avogadro's principle is the basis for molar relationships; and
- b) stoichiometry mathematically describes quantities in chemical composition and in chemical reactions.

## **AP Physics**

Unit 4

: Energy & Unit 5: Momentum

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

## **Anatomy Physiology**

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

## **6<sup>th</sup> United States History to 1865**

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

## **7<sup>th</sup> United States History to Present**

### **Turmoil and Change: 1890s to 1945**

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

## **Civics and Economics**

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

## **9<sup>th</sup> Grade Geography**

- WHI.5 The student will demonstrate knowledge of ancient Greece in terms of its impact on Western civilization by
- assessing the influence of geography on Greek economic, social, and political development, including the impact of Greek commerce and colonies;

*Office of The Principal*

- b) describing Greek mythology and religion;
  - c) identifying the social structure and role of slavery, explaining the significance of citizenship and the development of democracy, and comparing the city-states of Athens and Sparta;
  - d) evaluating the significance of the Persian and Peloponnesian wars;
  - e) characterizing life in Athens during the Golden Age of Pericles;
  - f) citing contributions in drama, poetry, history, sculpture, architecture, science, mathematics, and philosophy, with emphasis on Socrates, Plato, and Aristotle;
  - g) explaining the conquest of Greece by Macedonia and the formation and spread of Hellenistic culture by Alexander the Great.
- WHI.6 The student will demonstrate knowledge of ancient Rome from about 700 B.C. (B.C.E.) to 500 A.D. (C.E.) in terms of its impact on Western civilization by
- a) assessing the influence of geography on Roman economic, social, and political development;
  - b) describing Roman mythology and religion;
  - c) explaining the social structure and role of slavery, significance of citizenship, and the development of democratic features in the government of the Roman Republic;
  - d) sequencing events leading to Roman military domination of the Mediterranean basin and Western Europe and the spread of Roman culture in these areas;
  - e) assessing the impact of military conquests on the army, economy, and social structure of Rome;
  - f) assessing the roles of Julius and Augustus Caesar in the collapse of the Republic and the rise of imperial monarchs;
  - g) explaining the economic, social, and political impact of the Pax Romana;
  - h) describing the origin, beliefs, traditions, customs, and spread of Christianity;
  - i) explaining the development and significance of the Church in the late Roman Empire;
  - j) listing contributions in art and architecture, technology and science, medicine, literature and history, language, religious institutions, and law;
  - k) citing the reasons for the decline and fall of the Western Roman Empire.

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

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

- e) describing the growth of European nations, including the Commercial Revolution and mercantilism.

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

- WHII.6 The student will demonstrate knowledge of scientific, political, economic, and religious changes during the sixteenth, seventeenth, and eighteenth centuries by
- a) describing the Scientific Revolution and its effects;
  - b) describing the Age of Absolutism, including the monarchies of Louis XIV and Peter the Great;
  - c) assessing the impacts of the English Civil War and the Glorious Revolution on democracy;
  - d) explaining the political, religious, and social ideas of the Enlightenment and the ways in which they influenced the founders of the United States;
  - e) describing the French Revolution;
  - f) describing the expansion of the arts, philosophy, literature, and new technology.

## **11<sup>th</sup> Virginia & United States History**

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

## **12<sup>th</sup> Virginia and United States Government**

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

- GOVT.4 The student will demonstrate knowledge of the Constitution of the United States by
- a) examining the ratification debates and *The Federalist*;
  - b) identifying the purposes for government stated in the Preamble;





*Office of The Principal*

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

- c) examining the fundamental principles upon which the Constitution of the United States is based, including the rule of law, consent of the governed, limited government, separation of powers, and federalism;
- d) illustrating the structure of the national government outlined in Article I, Article II, and Article III;
- e) describing the amendment process.

APUS History Unit 2  
AP Gov Unit 1 Duties