

Franklin Military Academy 2021-2022

Weekly Agenda

The Home of the Mighty Knights

Going From Good To Great

Congratulations 2022-Honor Society Members



David Hudson, Principal

May 9, 2022

--- HELP US RAISE MONEY FOR FRANKLIN'S 8TH GRADE CLASS ---



Franklin will be partnering with the Richmond Kickers to sell tickets for their Military Appreciation home game in June!

For each ticket sold, we'll earn a portion back. By selling 100 tickets, a Franklin student will get to make the first kick of the game!

Game Date & Time: Saturday, June 11th @ 6:30

Use this link (or the QR code!) to purchase tickets:

<https://fevo.me/franklinmilitaryacademy>

****Only tickets purchased through this link will be counted towards our fundraiser so please use this link when purchasing tickets!****



Happy Birthday

Nirva Vernett – May 7th

Lindsay Goodrich Kromline – May 24th

Rafael Day June 8th

Kathy Paschall - June 15th

Meredith Bush – June 22nd

Bill Watson – July 2nd

Dominique Menefee – July 8th

Crystal Corey. – July 10th

Mary Simon - July 18th

Natalie Diaz – July 21st

Theodore Dubinsky – July 31st



2022 RPS Summer Programs

[Click to
Complete
Summer
School Staff
Interest
Form](#)

Summer School Pay Rate

Certified Teachers: \$40/hour
EIAs/IAs: Hourly Rate + 1/2

Questions?

Email summerschool@rvaschools.net

Summer Overview and Staffing Needs

High School: June 27-July 28, Mon -Thurs

Staff Hours: 8:00 a.m. - 4:00 p.m.

Staff Hours for online HPE 9 & 10 and SOL Academy: 4 hours per day

Positions Needed: Core Content Teachers, Health & PE, Driver's Ed Theory, Behind the Wheel, SOL Academy Remediation Teachers, Exceptional Ed. Teachers, LIEP Teachers

Middle School: June 29-August 3, Mon -Thurs

Staff Hours: 8:45 am - 3:45 pm

Positions Needed: 6-8 Math and ELA Teachers, Fine Arts (Music, Dance, Visual Arts, Theatre) Teachers, Health & PE Teachers, CTE Teachers

Elementary: June 29-August 3, Mon -Thurs

Staff Hours: 7:45 am - 2:45 pm

Positions Needed: K-5 Teachers, Librarians, Fine Arts (Music, Dance, Visual Arts, Theatre) Teachers, Health & PE Teachers, Spanish Teachers, K-5 Early Intervention Assistants (EIAs) & Instructional Assistants

Preschool: June 29-August 3, Mon -Thurs

Staff Hours: 7:45am - 2:45pm

Positions Needed: PK Certified Teachers, Instructional Assistants

K-12
Exceptional Ed
and LIEP
Teachers
Needed

Seeds for Success!



Franklin
Military
Academy



Job Fair

May 9th 5:30-7:00PM:
Virtual Interview
Etiquette
[https://meet.google.com/
bhi-wvow-kqn?
hs=122&authuser=0](https://meet.google.com/bhi-wvow-kqn?hs=122&authuser=0)

May 16th During
Lunches: Franklin
Military Academy Career
Fair

Get to know companies
that you can make a
career out of!





Office of The Principal

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

Softball Schedule

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

April

Date

Time

Location

Opponents

May

May 2, 2022

3:30p

Albert Hill

MLK vs Albert Hill

Henderson

Binford vs Henderson

3:30p

Boushall

Franklin vs Boushall

3:30p

Brown

River City vs Brown

3:30p

League Commissioners

Dr. Stefanie Ramsey - sramsey@rvaschools.net

Travis Amos - tamos@rvaschools.net

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

Regular Middle School Lunch Schedule 12:42-1:07

Group A Tuesday Bush 17 C. Corey 15 Dubinsky 22 Hayward Jones 4	Group B Wednesday Gilliam 20 Guishard 24 Watson 17 Paschall 12	Group C Thursday Barclay 7 Carter 12 Ashe 14 Jamison 7 James 4
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High School Lunch 1:19-1:44

Group A Tuesday Simons 25 Giffin 19	Group B Wednesday Kim 10 Lindley 20 Williams 13	Group C Thursday Thornton 8 Reives 7 Taylor 11 Vernet 10
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Monday and Fridays are grab and go for the entire school.

The above schedule is when your class stays in the cafeteria. Please walk your students to and from lunch.

Lunch Schedule for grab and Go!

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 12:42 – 1:07

Corey 109	12:42
Watson 107	12:45
Guishard	12:47
Gilliam 106	12:50
Dubinsky 104	12:53
Ashe 105	12:55
Bush 101	12:57
Hayward Jones	1:00
Paschall 210	1:03
Barclay 206	1:05
Carter 308	1:06
James 203B	1:08

High School Lunch 1:19 – 1:44

Reives 302	1:19
Lindley 311	1:21
Kim 305	1:23
Vernet 204A	1:25
Simons 209	1:28
Giffin 306	1:31
Taylor 208	1:33
Williams 307	1:35
Thornton 108	1:37

Crystal Apple Award

September 8, 2021

**SGT 1st Class Kelvin Gilliam
Dr. Clara Bannister
C.P.T. Melody Reives
C.O.L. Carlton Day**



September 23, 2021

All staff at Franklin Military Academy

October 7, 2021

Leon Thornton

October 28, 2021

November 17

Coach Clarke & Coach Elie

January 13, 2022 Jamison

February 15, 2022

Climate & Culture Committee

April 11, 2022

Ms. Hairston

Dr. Bannister

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Franklin Military Academy After School Activity Attendance

Teacher's Name _____ **Date** _____

Room/Location _____ (Do not leave blank)

Type of Activity: _____

[illegible]

Custodian Work Schedule

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

DR. J. SMITH'S WEEKLY SCHEDULE 05/09/22

Monday	AP Exam 7:30 Master Schedule Administrative Meeting
Tuesday	School Holiday!!
Wednesday	AP Exam 7:30 SAST Meeting 10:00
Thursday	Master Schedule Child Find Meeting 11:00 Summer School Meeting 3:00
Friday	AP Exam 7:30 Master Schedule

Classes will continually be monitored as a support. Please ensure that your google classrooms are set up so that students may enter remotely. Be sure to send your links to all persons coming into your classroom.





Franklin Military Academy

EXCEPTIONAL EDUCATION DEPARTMENT | SEMESTER 2 SCHEDULES

Maj. Claiborne Schedule

SECTION	Subject
BLOCK 1	Consultations/ meetings, Smith even
BLOCK 2	Walker (even days) Smith (odd days), meetings
BLOCK 3	Consultations, Lunch
BLOCK 4	Smith even

Cpt. Loney Schedule

SECTION	Subject,
BLOCK 1	Kim
BLOCK 2	Kim, Wester
BLOCK 3	Paschall
BLOCK 4	Simons, Wester

Cpt. Scott Schedule

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

School Counselor Schedule

Week of 05/02-05/06

Monday	Admin Meeting AP TESTING
Tuesday	NO SCHOOL
Wednesday	AP TESTING Attendance Meeting
Thursday	Data Entry Master Schedule
Friday	AP TESTING

School Counselor Schedule

Week of 05/09-05/13

Monday	Admin. Meeting AP TESTING
Tuesday	AP TESTING HS Counselors Meeting
Wednesday	Attendance Meeting: 1000a.m. AP TESTING
Thursday	MS Counselors Meeting AP TESTING
Friday	Data Entry Master Schedule

School Counselor Schedule

Week of 05/16-05/20

Monday	Admin. Meeting
Tuesday	Counselors Meeting Master Schedule
Wednesday	Attendance Meeting 10:00 am
Thursday	Data Entry
Friday	Master Schedule

Community In Schools Schedule



Ms. Tyree's Schedule Week of May 9

Monday May 9	Attendance Monitoring Student Check Ins Data Entry
Tuesday May 10	Attendance Monitoring 12:00-1:00 Out of Building Student Check In's 4:00-5:00 <i>Building Resiliency Together</i> Afterschool Group
Wednesday May 11	Attendance Monitoring 10:00-11:00 Attendance Team Meeting 11:00-12:00 Trio Meeting (Family Liaison, School Social Worker, CIS) Student Check Ins
Thursday May 12	Attendance Monitoring Student Check In's Weekly Lunch w/ Student Data Entry
Friday May 13	Student Check Ins Data Entry 11:45 -3:00 CIS Staff Meeting, Out of Building



"Life is not what you alone make it. Life is the input of everyone who touched your life and every experience that entered it. We are all part of one another." - Yuri Kochiyama, Activist

Vocabulary in Action

Word ^{of} _{the} Week

Definition

mollify

Definition of *mollify* What It Means

Mollify means "to soothe in temper or disposition" or "to reduce in intensity."

// The company attempted to *mollify* its employees by offering them more flexible work schedules.

// The explanation was intended to *mollify* the manager's anger.





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From The Senior Class Desk:

Prom will be May 13,2022 at the Delta Hotel @ 7pm

Graduation

Date: June 15, 2022

Location: The Diamond

Time: 9:00am

Attire: Cap and Gown

Senior Pictures

Maj. Paschall will take individual pictures in Class A every Monday beginning next week during the 2nd period.

Prom

(New) Date: Friday, May 13, 2022

Location: Delta Hotel, 555 EAST CANAL STREET, RICHMOND, USA,
VIRGINIA 23219

Time: 7:00 p.m.

College Acceptances/Scholarships

Please turn in all information to COL Day

Attendance

Each senior must have 140 seat hours per class. Make sure you are attending school and all classes daily.

Dues Break Down

\$55.00 Cap & Gown

\$40.00 T-Shirt

\$30.00 Pictures

\$40.00 Social Event

\$100.00 Prom Preparation

Reminders

Dates may change

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



May 30
School Closed for Memorial Day

June 8th
Bush Gardens Trip – 8th Grade
9:00 a.m. – 7:00 p.m.

June 15, 2022
Graduation

June 20th School closed For
Juneteenth

June 22nd
Moving On Program – 8th Grade
11:00 a.m. (2 tickets per student)

June 24th
Last Day Of School
2 Hour Early Dismissal

JROTC – From Col. Day Upcoming Events:

* The Franklin Knighting Ceremony will take place now on 31 May this is the latest change due to changes in the current situation and military staff schedule. More to follow with the date on how we shall execute.

* The Military Awards Ceremony will take place on 31 May 2022 at 1400. More to follow as we continue to monitor current COVID Protocols.

* JCLC will be held this year at Virginia Polytechnic Institute and State University, (VA Tech), from 26 – 30 June 2022. The objectives of the JROTC Cadet Leadership Challenge (JCLC) are: To provide a safe, healthy, and fun training environment that is both physically and mentally challenging. To provide hands-on training designed to develop leadership, discipline, teamwork, and self-confidence. We have extended this camp to also include STEAM activities and at the end of camp have a project display. This is open to all cadets from 8-11 grades. More data is forthcoming, as the camp is currently being redesigned.

*** TEACHER VOLUNTEERS WANTED for our JCLC Camp coming up in June. The Dates are 26-30 June. The Army will pay room and board and you will receive a stipend of \$750.00 for that week. You will be co-teaching subjects to over 386 cadets from across several states. It is a lot of fun and excitement just ask MAJ Paschall, MAJ Taylor, and CPT Nunez. Attached is the link to a video created at camp. If you have further questions, please do not hesitate to reach out to those individuals or me. Come join the EXCITEMENT!!!**

Link: <https://mail.google.com/mail/u/0/#search/video+/QgrcJHshZXxmKzkvBKlztGCKQxhTvCvhmQ?pprojector=1>

Below is further information about the program. We need you!!! MAJ Paschall is our lead teacher, thank you MAJ Paschall for being our lead and supporting JCLC!!

JROTC STEM Leadership Academy Teacher Professional Development Opportunity

The JROTC STEM Leadership Academy is a weeklong residential camp for high school students who have previously participated in the Army 4th Brigade JROTC program in their high school. The main purpose and goal of this program are to introduce students to the various fields of science, technology, and engineering and experience a modified military environment so that they can become involved in STEM, ROTC and the Corps of Cadets as collegiate undergrads whether at Virginia Tech or otherwise, leading to careers in STEM. Participants spend half of their day in STEM-related activities including hands-on sessions, lab tours and they complete a design project, culminating in a showcase on the last day. The other half of the day is spent in military-related activities including high ropes challenge course,

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rappel tower, and archery. Military presentations led by the Corps of Cadets, ROTC, and the Army National Guard are also included in the programming.

Two of the STEM design projects will be led by K-12 teachers following training on May 21 at the DC Armory.

- **Adventures with Arduinos** (Technology/Engineering Project): We will be teaming as engineers to design, build, test, and improve objects controlled by Arduinos. These microcontrollers function via instructions created using the Arduino programming language (a subset of C/C++ programming languages). Teams will be working to design small-scale prototypes of an original idea, replicating or building a working model of a currently produced, or enhancing the design and/or functionality of a pre-existing application. Items will be made of simple and easy to work with materials for display purposes. Computer code will be written to control these items. Possibilities are endless! On Day 1, students will learn the components of working with Arduinos. The second day will be spent in a guided project, and on the final day they will create their own project. Participants will work in teams of two on days 1 & 2, and then be combined into groups of four for the final project. The curriculum was developed, and instruction will be led by Frank Leighton, Technology teacher with Radford City Schools, Danny Mathiesen, Virginia Tech Computer Science graduate student and Christina Martin, STEM specialist with Giles County Public Schools. All three have worked with CEED for many years on engineering projects for CEED's summer programs.
- **Biotech-in-Box Disease Spread** (Science/Technology Project): Students will be investigating how diseases spread and what methods can be used for diagnosis of disease. Now how can you relate this to real diseases? In groups, participants will be researching, relating information back to, and presenting on a disease. They should be thinking about several aspects of the disease while researching and presenting. How is it spread? How is it diagnosed? How is it detected/tested for? How is it treated? Are there any alternative STEM technologies associated with your disease? Additionally, they should include a demonstration related to the disease to help them better understand the disease. Days 1 & 2 will be spent learning and practicing the technologies, including protein electrophoresis, that allow scientists to diagnose and detect diseases. On the third day, in groups, they will research and prepare a presentation on a particular disease. The curriculum for this project is an extension of the Virginia Tech Fralin Life Center's [Biotech-in-a-Box program](#), designed by Dr. Alexandra Hyler, the lead research scientist at Cytorecovery and a Virginia Tech grad. This program has made available complete kits for bringing biotechnology to high school and community college classrooms. Instruction will be led by Dr. Hyler and Shajaesza, a Biochemistry graduate student at Virginia. As with the previous project, both have been associated with CEED's summer programs for several years.



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* Franklin has established a Cyber Camp partnered with Virginia Commonwealth University (VCU) this summer. The camp is scheduled for the end of July and will be open to all JROTC Cadets, from 8-12 grades. More to follow as details are being worked out at this time.

* Franklin will support the Memorial Day Ceremony in Washington D.C on 26 May 2022.

.From Central Administration:

- **SURN Summer Professional Learning** – SURN at William & Mary's School of Education is offering teachers a variety of 5-week, online, asynchronous courses. Register for one or more summer events:

Deeper Learning: Unpacking the 5 Cs (July 5 - August 5)
For the Joy of Learning: Cultivating Student Engagement (July 5 - August 5)
Engaging Students In Meaningful Formative Assessment (July 5 - August 5)
Mentoring and Coaching Teachers 1: Defining the Rules (May 30 - July 1; can be standalone or taken with
Mentoring and Coaching Teachers 2: (July 5 - August 5; requires Mentoring and Coaching Teachers 1)
- **Essay/Speaking Contest** – The Virginia School Boards Association is holding a personal essay/speaking contest where the finalists will have an opportunity to present before an audience of more than 300 school board members and administrators at the **2022 VSBA Conference on Education** held at the Richmond Delta Marriott on **July 19**. We hope that this contest will bring out the very best in students' writing and speaking efforts and allow our attendees to witness examples of the bright, thoughtful, and accomplished students from around the Commonwealth. This year's topic is Food Security. This year, thanks to a generous donation from an anonymous sponsor, the top 3 finalists will each receive a **\$1,000 scholarship**. **Submissions** are open to all Virginia public high school students (**grades 9-12**), and is a great opportunity to share their unique voices as well as compete for funds to further their education. For more information on the contest and complete guidelines please view this **guidebook**. For questions, please contact Brittany Moore, membership services coordinator, at **brittany@vsba.org** or by calling **434-295-8722 x7**.
- **RPS Stories in the News** – We all know that there are so many amazing people, programs, and events happening at RPS every day, but how can we make sure those stories are being shared with the greater Richmond community? Local news outlets are always interested in what's happening at RPS. If you know of an **innovative program or project with students**, or an **event that showcases the very best of RPS values**, share those with the **Department of Advocacy and Outreach**! We can help pitch the story to the media and who knows, maybe you'll be on the local news! Contact **Sarah Abubaker**, Associate Director of Advocacy and Outreach via email, text or phone (804-573-2699) with your ideas! Sarah can help facilitate interviews or filming.

AP Testing Schedule

Date	Exam	Testing Room	Examiner	Displacement Instructions
5/02 @ 8am	AP Gov	301	N. Smith	Nunez 1 st report to 310; Walker will cover 1 st , Thornton will cover 2 nd Period rm 207
5/04 @ 8am	AP Lit	301	H. Kim	Nunez 1 st report to 310; Smith will cover 1 st period; Nunez will cover 2 nd Period in 305
5/06 @ 8am	AP US	301	E. Lindley	Nunez 1 st period report to 310; Sub Needed for Lindley
05/06 @ 8am	AP Euro	101	J. Nunez	Bush 1 st period report to 105 & 3 rd period report to 102; Williams will cover 1 st Period in 310
5/09 @ 8am	AP Calculus	301	R. Williams	Nunez 1 st report to 310; Sub needed for Williams
5/09 @ 12pm	AP CSP	101	T. Frierson	Bush 3 rd period report to 102 & 4 th period report to 108; Nunez 4 th period report to 311
5/10 @ 8am	AP Language	301	M. Simons	Nunez 1 st period report to 310; Sub needed for Simons
5/11 @ 12pm	AP Biology	301	B. Taylor	Nunez 1 st period report to 310; Sub needed for Taylor
5/12 @ 12pm	AP Physics	301	N. Walker	Nunez 1 st period report to 310; Sub needed for Walker

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Staff, make sure we are working 8 hours a day. We must arrive no later than 8:30 a.m. and leave at 4:30 p.m. Students enter the building at 8:30 a.m. and need to be supervised. If I cannot locate you during the 8:30 a.m. – 4:30 p.m., I assume you are gone or not reporting to work, and the administration will record the time accordingly in SMART FINDER. If you are late or need to leave early, please notify me. Thanks in advance for assisting with the ongoing issue, and thanks to those who let me know when they arrived late and have to leave before 4:30 p.m.

Summer School

Middle School - June 29 – August 3 - 9:00 a.m. – 3:30 p.m. (Monday – Thursday)

High School – June 27 – July 28 - Session B – 12:30 p.m. 3:30 p.m. (Monday – Thursday)

Professional Meetings (Subject to change)

1st Wednesday - SPMT Meeting

2nd Thursday – Faculty & Professional Development

3rd Thursday Department Meetings

The dial-out code for phones has changed. To make calls outside the building from your phone, please use the following:

Last Working Day For Staff

For 9.5-month teachers, it's June 28 -10 month teachers is June 30.

Classroom Phone

Pickup handset

Dial 99, then area code and seven-digit number

You will see Enter Account Code on the phone display.

Enter *1958*



Staff:

- The daily announcements will be at the start of the 2nd period and the last five minutes of the fourth period. An announcement sheet must be done before an announcement can be announced. I need to approve announcements made during off times.
- Make sure students are not using the staff restroom.
- Students should not be released from class 15 minutes when the class starts and 15 minutes before the end of class.
- Please walk and pick students up from lunch.
- Please walk students to formation.
- Please be at your doors during the change of classes.
- Notified parents once students' grades drop below a D or an F.
- At least eight grades should be in the grade book before the end of the nine weeks
- Make sure desks and door handles are wiped at the end of each period
- Students must have a pass if they are released from class
- When showing a non-educational movie, I need to sign off, and parents need to know before students see a non-educational movie

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Monday – May 9, 2022 - Grab & Go Lunch

- Administration Meeting 9:45 a.m.
- Formation 3:30 p.m.
- After School Activities & Detention – 4:10 p.m.
- AP Exam – Calculus Shhh – 8:00 a.m.
- AP CSP Shhh - 12:00 p.m.
- Students & staff – Welcome William Fox Elementary School Back to School at Clark Springs Elementary School - 7:30 a.m. – 8:30 a.m. – Students attending must have their transportation to and from the welcoming ceremony. The school will provide NO transportation.
- Staff, make sure we are making certain rooms are wiped down after each period, mask-wearing, and social distance. COVID-19 cases are picking up. Make sure you are maintaining the seating charts.

Tuesday – May 10, 2022 - Lunch A

- Staff, make sure we are making certain rooms are wiped down after each period, mask-wearing, and social distance. COVID-19 cases are picking up. Make sure you are maintaining the seating charts.
- A.P. Exam – Language - Shhh – 8:00 a.m.
- After School Activities & Detention – 4:10 p.m.
- CTE Discussion 12:15 p.m.
- Bi-Monthly High School Check-In
- Weekly Principal Meeting – 1:30 p.m.

Wednesday – May 11, 2022 – Lunch B

- Staff, make sure we make sure rooms are wiped down after each period, mask-wearing, and social distance. COVID-19 cases are picking up. Make sure you are maintaining the seating charts.
- P.P.E. Pick Up noon – Let me know before 11:00 a.m. if you need anything to maintain safety in your classrooms.
- After School Activities & Detention – 4:10 p.m.
- PPE Pick Up
- SPMT Meeting 4:15 p.m.
- After School Activities & Detention – 4:10 p.m.
- AP Biology - Shhh - 12:00 p.m.
- Student recognition program. – 6:00 p.m.

Thursday – May 12, 2022 – Lunch C

- Staff, make sure we make sure rooms are wiped down after each period, mask-wearing, and social distance. COVID-19 cases are picking up. Make sure you are maintaining the seating charts.
- After School Activities & Detention – 4:10 p.m.
- Middle School Grief Group 12:40 p.m.

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- **Middle School Only Anything But A Back Pack**
- **Awards Program – Middle and Non A.P. classes – Classes will be called to the program**
- **AP Physics - Shhh - 12:00 p.m.**
- **Foundation Update – 3:00 p.m.**
- **Lead Teachers Meeting - 4:15 p.m.**

Friday- May 13, 2022 – Grab & Go Lunch

- **Formation**
- **Grab & Go Lunch**
- **Staff, make sure we are making certain rooms are wiped down after each period, mask-wearing, and social distance. COVID-19 cases are picking up. Make sure you are maintaining the seating charts.**
- **Awards Program**
- **Prom**



FRANKLIN MILITARY ACADEMY

PLEASE MAKE SURE DATA IS TURNED IN ON TIME

**Bi-Weekly Schedule Subject To Change
2021-2022**

August 24th – 1st Day For Virtual Academy

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

12th Month Employees Report To Work

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

Data Due - April 22 (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



Military Instruction

Guishard	<u>Military Time, Drill and Ceremonies & Social Skills</u>
Gilliam	<u>Military Time, Drill and Ceremonies & Social Skills</u>
Jefferson	<u>Drill & Ceremony, First Aid, and Physical Fitness.</u>
Thornton	<u>Drill and Ceremony, Thinking and Learning Concepts, and First Aid</u>
Day	<u>Cyber Security Test, Global Connectivity, Ethics, and Ethical Decision Making,</u> <u>Scholarship Closeout for Seniors.</u>

Language Arts

Reading

6th Grade

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 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.

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.

- Engage in writing as a recursive process.
- Choose audience and purpose.
- Use a variety of prewriting strategies to generate and organize ideas.
- Organize writing to fit mode or topic.
- Write narratives to include characters, plot, setting, and point of view.
- Establish a central idea incorporating evidence and maintaining an organized structure.
- Compose a thesis statement for expository and persuasive writing.
- Write multiparagraph compositions with elaboration and unity.
- Use transition words and phrases.

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- 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.

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conjunctions.

7th Grade Language Arts

Communication and Multimodal Literacies

7.1 The student will participate in and contribute to conversations, group discussions, and oral presentations.

- a) Use a variety of strategies to listen actively and speak using agreed upon discussion rules with awareness of verbal and nonverbal cues.
- b) Clearly communicate ideas and information orally in an organized and succinct manner.
- c) Ask probing questions to seek elaboration and clarification of ideas.
- d) Participate in collaborative discussions with partners building on others' ideas.
- e) Make statements to communicate agreement or tactful disagreement with others' ideas.
- f) Use language and style appropriate to audience, topic, and purpose.
- g) Give formal and informal presentations in a group or individually, providing evidence to support a main idea.
- h) Work effectively and respectfully within diverse groups.
- i) Exhibit willingness to make necessary compromises to accomplish a goal.
- j) Share responsibility for collaborative work.

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.

Reading

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.

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- 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.

8th Grade Reading

R Reading

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

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

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

- a) Analyze how authors' development of characters, conflict, point of view, voice, and tone convey meaning.

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

9th Grade Language Arts

Communication and Multimodal Literacies

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

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

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.

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- 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.

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.

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- 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 responses.
- 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.

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.

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- m) Revise writing for clarity of content, accuracy, and depth of information.
- n) Write and revise to a standard acceptable both in the workplace and in postsecondary education.

11th Grade Language Arts – S.O.L. 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.

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- 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.

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.

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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.

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.

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- 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.
- 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 of figurative language.
- i) Compare/contrast details in literary and informational nonfiction texts.
- 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.

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- h) Differentiate between fact and opinion.
- i) Identify cause and effect relationships.
- j) Analyze ideas within and between selections providing textual evidence.
- k) Use reading strategies to monitor comprehension throughout the reading process.

Writing

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

Reading

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

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

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

- a) Identify the characteristics that distinguish literary forms.
- b) Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.
- c) Interpret how themes are connected across texts.
- d) Compare and contrast the use of rhyme, rhythm, sound, imagery, and other literary
- e) Analyze the cultural or social function of a literary text.
- g) Explain the influence of historical context on the form, style, and point of view of a written work.
- 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.
- e) Summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.

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- 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.

Research

11.8 The student will analyze, evaluate, synthesize, and organize information from a variety of credible resources to produce a research product.

- a) Critically evaluate quality, accuracy, and validity of information.
- b) Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.
- c) Synthesize relevant information from primary and secondary sources and present it in a logical sequence.
- d) Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
- e) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.
- f) Demonstrate ethical use of the Internet.

AP English

Poetry

- 1.A Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives.
- 2.A Identify and describe specific textual details that convey or reveal a setting.
- 3.E Explain the function of a significant event or related set of significant events in a plot.
- 3.F Explain the function of conflict in a text.

AP Language

- 7.B Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas.
- 8.B Write sentences that clearly convey ideas and arguments.
- 4.C Qualify a claim using modifiers, counter arguments, or alternative perspectives.

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Mathematics

6th Grade Mathematics

Measurement and Geometry

- 6.7 The student will
- derive π (pi);
 - solve problems, including practical problems, involving circumference and area of a circle; and
 - solve problems, including practical problems, involving area and perimeter of triangles and rectangles.

7th Grade Mathematics

- 8.16 The student will
- recognize and describe the graph of a linear function with a slope that is positive, negative, or zero;
 - identify the slope and y-intercept of a linear function, given a table of values, a graph, or an equation in $y = mx + b$ form;
 - determine the independent and dependent variable, given a practical situation modeled by a linear function;
 - graph a linear function given the equation in $y = mx + b$ form; and
 - make connections between and among representations of a linear function using verbal descriptions, tables, equations, and graphs.

8th Grade Mathematics

- 8.18 The student will solve multistep linear inequalities in one variable with the variable on one or both sides of the inequality symbol, including practical problems, and graph the solution on a number line.

Algebra

- A.9 The student will collect and analyze data, determine the equation of the curve of best fit in order to make predictions, and solve practical problems, using mathematical models of linear and quadratic functions.

Geometry

- G.11 The student will solve problems, including practical problems, by applying properties of circles. This will include determining
- angle measures formed by intersecting chords, secants, and/or tangents;
 - lengths of segments formed by intersecting chords, secants, and/or tangents;
 - arc length; and
 - area of a sector.

Algebra II

Functions

- AII.5 The student will investigate and apply the properties of arithmetic and geometric sequences and series to solve practical problems, including writing the first n terms, determining the n^{th} term, and evaluating summation formulas. Notation will include Σ and a_n .
- AII.7 The student will investigate and analyze linear, quadratic, absolute value, square root, cube root, rational, polynomial, exponential, and logarithmic function families algebraically and graphically. Key concepts include
- a) domain, range, and continuity;
 - b) intervals in which a function is increasing or decreasing;
 - c) extrema;
 - d) zeros;
 - e) intercepts;
 - f) values of a function for elements in its domain;
 - g) connections between and among multiple representations of functions using verbal descriptions, tables, equations, and graphs;
 - h) end behavior;
 - i) vertical and horizontal asymptotes;
 - j) inverse of a function; and
 - k) composition of functions algebraically and graphically.
- AII.8 The student will investigate and describe the relationships among solutions of an equation, zeros of a function, x -intercepts of a graph, and factors of a polynomial expression.

Statistics

- AII.9 The student will collect and analyze data, determine the equation of the curve of best fit in order to make predictions, and solve practical problems, using mathematical models of quadratic and exponential functions.

Calculus – Riemann Sums, Integrals

Math Analysis

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

Science

6th Grade Science

- LS.6 The student will investigate and understand that populations in a biological community interact and are interdependent. Key ideas include
- a) relationships exist between predators and prey and these relationships are modeled in food webs;
 - b) the availability and use of resources may lead to competition and cooperation;
 - c) symbiotic relationships support the survival of different species; and
 - d) the niche of each organism supports survival.

7th Grade Science - Life Science

SOL Review

Earth Science

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

Biology

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

Chemistry

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

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

A.P. Physics

Unit 7: Torque and Rotational Motion

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

Anatomy Physiology

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

A.P. Biology

Unit 7: Natural Selection

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

6th United States History to 1865

- USI.7 The student will demonstrate knowledge of the challenges faced by the new nation by
- identifying the weaknesses of the government established by the Articles of Confederation;
 - describing the historical development of the Constitution of the United States;
 - describing the major accomplishments of the first five presidents of the United States.
- USII.7 The student will demonstrate knowledge of the major causes and effects of American involvement in World War II by
- identifying the causes and events that led to American involvement in the war, including the attack on Pearl Harbor;
 - locating and describing the major events and turning points of the war in Europe and the Pacific;
 - describing the impact of the war on the home front.

8th Government & Economics

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

9th Grade Geography

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
- describing the Scientific Revolution and its effects;
 - describing the Age of Absolutism, including the monarchies of Louis XIV and Peter the Great;
 - assessing the impacts of the English Civil War and the Glorious Revolution on democracy;
 - explaining the political, religious, and social ideas of the Enlightenment and the ways in which they influenced the founders of the United States;
 - describing the French Revolution;

- f) describing the expansion of the arts, philosophy, literature, and new technology.

11th Virginia & United States History

Conflict: The World at War: 1939 to 1945

VUS.11 The student will demonstrate knowledge of World War II by

- a) analyzing the causes and events that led to American involvement in the war, including military assistance to the United Kingdom and the Japanese attack on Pearl Harbor;
- b) describing and locating the major battles and turning points of the war in North Africa, Europe, and the Pacific, including Midway, Stalingrad, the Normandy landing (D-Day), and Truman's decision to use the atomic bomb to force the surrender of Japan;
- c) describing the role of all-minority military units, including the Tuskegee Airmen and Nisei regiments;
- d) examining the Geneva Convention and the treatment of prisoners of war during World War II;
- e) analyzing the Holocaust (Hitler's "final solution"), its impact on Jews and other groups, and the postwar trials of war criminals.

12th Virginia and United States Government

GOVT.12 The student will demonstrate knowledge of the role of the United States in a changing world by

- a) describing the responsibilities of the national government for foreign policy and national security;
- b) assessing the role played by national interest in shaping foreign policy and promoting world peace;
- c) examining the relationship of Virginia and the United States to the global economy;
- d) examining recent foreign policy and international trade initiatives since 1980.

AP History - Unit 5 & 6

AP US Government - Review