

NORFOLK ACADEMY

1728

VALUED VOICES EXCITING CHOICES



Beginning Your Year of Record: Form III 2022-2023

Royster Middle School

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Form III (9th Grade)

All Norfolk Academy graduation requirements begin in the 9th grade unless otherwise indicated.

Norfolk Academy Minimum Graduation Requirements

- 4 years of English,
- 4 years of mathematics,
- 3 years of history (required: World Cultures, US History, and Political Science),
- 2 laboratory sciences (required: Biology and Chemistry),
- 3 years of World Language, beginning in Form II*
- 4 full-credit academic electives
- ½ credit each of physical education and fine arts in grade 9 (Form III)
- ½ credit in fine arts while in grades 10-12 (Form IV - Form VI)
- Total: 20.5 credits

*Students who begin their study of World Languages in the 9th grade will receive a full-year elective credit for their third year to allow them to meet all graduation requirements.

Form III students take Biology, English III (either Literature Intensive or Writing Intensive), mathematics (typically Geometry), World Cultures II: Modern History, World Language, Physical Education, and a Fine Arts Offering. In addition to their formal curriculum, Form III students are required to present a 5 ½ - 7 ½ minute formal speech to the Middle School students and faculty each morning at chapel.

Examples of Typical Ninth Grade Schedules*

English
Biology
World Cultures II
Mathematics
World Language
EDI/Study Hall OR Study Hall
Arts Offering/PE OR Band/Chorus/Orchestra/PE

Course Descriptions

English III

For the 2022-2023 Academic Year, students in the Class of 2026 will have an opportunity to take one of two Ninth Grade English offerings. Our purpose in offering these two different courses is to assist more of our students by offering options more specific to student needs in writing and literary study. Our goal is to prepare all students for Norfolk Academy's sophomore English course, which requires mastery of the abilities to analyze literature and to express that analysis in a cogent and meaningful essay. The choice of which course to pursue is yours. It should, though, be informed by the recommendation of the student's eighth grade English teacher.

Ninth Grade English—Literature Intensive Course:

Students explore literary genres that address the theme of growing up and shaping an identity. Texts include William Golding's *The Lord of the Flies*, Zora Neale Hurston's *Their Eyes Were Watching God*, Charles Dickens' *Great Expectations*, William Shakespeare's *Henry IV Part One*, Ernest Gaines' *A Lesson Before Dying*, and various short stories, poems, and articles. Students learn to analyze fiction and poetry through an applied understanding of literary devices and terms. Rigorous writing assignments accompany the study of these works of literature. Writing instruction is supported by lessons on the mechanics of writing as well as the use of strong word choice. By the end of the year, the students gain a great deal of experience with the idiom of academic writing, an awareness of their own voices as writers, and facility with close, analytical reading.

Ninth Grade English—Writing Intensive Course:

Students explore writing within its many purposes: to express and reflect, to inform and explain, to evaluate and judge, to inquire and explore, to analyze and interpret, and to take a stand and propose a solution. They consider audience, perspective, and tone as they explore their passions and heartbreaks. Student work includes lessons on organization, analysis, grammar, syntax, and voice. Texts include William Golding's *Lord of the Flies*, J.D. Salinger's *The Catcher in the Rye*, William Shakespeare's *Romeo and Juliet*, Ernest Gaines' *A Lesson Before Dying*, and articles and poems. Students choose their final book from a list of approved texts, reading a work of non-fiction about a "changemaker" in society. As part of the final unit, students convey an important message of their generation by exploring one world heartbreak, explaining its importance to society, evaluating current ways society is changing that heartbreak, and proposing other methods for a solution. Students themselves become changemakers. And they do this while they gain a greater understanding of writing as an art form.

Choosing EDI Lab or Study Hall

Students have the choice between EDI Lab or study hall. Choosing EDI Lab is no small commitment, and we ask that parents and students carefully consider the ramifications of such a decision as it impacts their opportunity to have a study hall every day.

Engineering, Design, and Innovation Lab

Our project-based curriculum focuses on practical applications of engineering topics such as structural engineering, aerodynamics, computer-aided design (CAD), circuits, computer science, and more. By structuring projects that focus on a specific end-user, students gain empathy and can see the direct impact they have on their community.

Furthermore, this course affords students the opportunity to use their hands to design and build, as well as learn how to use new technology and tools such as 3D printers and laser cutters. The goal of the course is for students to gain a sense of accomplishment through perseverance, creativity, and entrepreneurial spirit.

The EDI Lab is for students who are interested in learning the fundamentals of product design and engineering. This course will meet every other day for the full school year. In order to take EDI Lab, students must forgo their study hall on the days that it meets.

Fine Arts during the School-Day

New this upcoming school year, Middle School students have several choices in the Fine Arts. Students may choose from our traditional performing arts in Band, Chorus, or Orchestra or they can also select from a menu of new offerings: Art in the Ancient World, Drama, Exploring Two-Dimensional Art, Exploring Three-Dimensional Art, Exploring Kinesthetic Pathways, Shakespeare, and Visual Rhetoric. Course descriptions are offered below.

Band*

Band is an option for any middle school student with previous experience on their instrument. All interested students must know music notation fundamentals, and have experience playing their respective instruments, either by way of prior ensemble work or private lessons. The middle school band consists of a brass, a woodwind, and a rhythm section. As students explore a wide range of musical styles, ranging from symphonic to jazz and beyond, band members will have the opportunity to develop and hone their individual technique as well as their appreciation for the intricacies of working within the context of a larger ensemble. Students will be expected to perform at the winter and spring concerts, and most will have opportunities to perform at additional school functions throughout the year.

Chorus*

Chorus is a class designed for singers at all levels of experience. Students will not only study various classical and popular choral styles but will perform at school concerts and functions throughout the year. Singers will explore different languages, broaden their musicianship, and grow out of their comfort zones. Solos are available in some pieces, and all students are invited to audition. Students will have the opportunity to audition for District 2 Chorus, a selective group comprised of students from Virginia Beach, Norfolk, and the Eastern shore.

Orchestra*

String musicians will have the opportunity to develop and hone their technique through studying music of all styles. Improvisation and alternative bowing techniques can be studied, too. Students will perform at the winter and spring concerts and have opportunities to perform at school functions throughout the year. Participation in the Virginia Band and Orchestra Directors Association events are open to qualified string players interested in performing outside of school. For musicians interested in a greater challenge, chamber music ensembles may be formed with the consent of the director.

**Note: Choral music and instrumental music classes meet during the same bell but on different days. Students may select one or both.*

Art in the Ancient World

This course introduces students to the art and architecture of the greater Mediterranean world, exploring how these traditions built upon one another to set the scene for Medieval, Renaissance, and contemporary visual culture. Beginning with the earliest evidence for symbolic representation in African and European Paleolithic contexts, students will explore why this uniquely human phenomenon emerged 60,000 years ago, while developing skills in critical visual analysis, contextual analysis, comparison, and interpretation. These techniques will guide our study of Neolithic and Bronze Age art of the Mediterranean and Near East, focusing on the intersection of art, power, and cultural contact. Students will build on these themes through in-depth study of the rich visual culture of the Classical world, where ancient texts and objects will guide our study of ceramic, sculptural, architectural, and pictorial compositions by Greek and Roman masters. Particular attention is paid to exploring the rediscovery of Greco-Roman art in the Renaissance and the influence of these traditions on contemporary aesthetics. The course concludes by introducing the art and architecture of the Early Medieval world, where Byzantine, western European, and Islamic traditions collide in fascinating new ways. Throughout the course, students will undertake individual projects, brief presentations, and group work, and guest lectures by leading experts will expose students to current trends in art historical scholarship.

Drama

Students discuss the origins of theatre and develop an understanding of theatre in relation to history & culture through the study of Greek, Japanese and Italian theatre styles, concluding with the design and creation of their own Venetian Carnival Mask. They'll gain knowledge of fundamental theatre terminology and stage configurations, and free themselves to take risks and hone interactive skills through participation in improvisational games. To identify and discuss the dramatic elements in artistic compositions, and achieve critical thinking skills, students study Genres and all design elements of a production: scenic, lighting, sound, choreography, costumes, makeup, and stage combat. Students learn hands-on from our in-house working professionals and see what our student-led, after-school, backstage production crews have to offer.

Through theatre exercises, class presentations, and a playwright project, students will develop, and improve, their ease and confidence of public speaking. They will have the opportunity to think and act creatively, individually, and collaboratively, when they finish out the year with a class performance on stage.

Exploring Two-Dimensional Art

or

Exploring Three-Dimensional Art

Students create new meaning, develop expressive abilities, and communicate relevant artistic ideas through intentional, inquiry-based artmaking experiences. They will be guided in the use of a wide range of 2-D or 3-D media, skills, and techniques related both to contemporary and historical themes and perspectives. Projects may include, but are not limited to, drawing, painting, printmaking, collage, and mixed-media in 2-D Art, and clay, fine craft, plaster, found object assemblage, and mixed-media in 3-D Art. Student artists are introduced to the problem-solving, responsible risk-taking, rigor, and flexible cycle of the artmaking process, including planning, producing, reflecting, and revising. Students employ critical analysis and interpretation of their own artwork and that of others in order to achieve artistic goals related to perception, innovation, individual expression, strong technique, and expert craftsmanship.

Exploring Kinesthetic Pathways

Description: *Using the body to create, to express thoughts, ideas, and concepts.*

Eye-hand coordination, flexibility, spatial awareness, general motor skills, critical thinking and analytical skills will be enhanced through participation and experimentation. Kinesthetic intelligence development increases the capacity to manipulate objects and use a variety of physical skills. This intelligence involves a sense of timing and the perfection of skills through mind-body union. Athletes, dancers, surgeons, and crafts people exhibit well-developed bodily kinesthetic intelligence - such will be our pursuit in this curricular experience

Shakespeare in the Round

Shakespeare in the Round seeks to leverage the introductory framework students have received in their English classes and bring these Shakespearian performances to life. While there will be many opportunities for students to strengthen their critical and analytical skill sets, the overwhelming majority of the experience in this course will transpire on stage — in the round. Through a series of small and large-group performances, students will hone their skills as elocutionists, learning to refine their approach to on-stage delivery as well as the artform of acting. Students will have some opportunities to revisit a few of their favorite scenes from plays they have already read, but this course will expose them to a host of other works by William Shakespeare. Though lovers of theater will enjoy both course offerings, students do not need to have previously taken Drama in order to be eligible to register for this course.

Visual Rhetoric

Visual Rhetoric seeks to create an avenue through which students can engage in both the critical examination as well as the creation of comics and graphic novels. Interested students should be mindful that this is as much a literary experience as it is an artistic one. We will develop skills and frameworks to offer critical analysis of a variety of visual story-telling styles and techniques, exploring texts across a range of different genres. This course has something for everyone — from the avid fan of superheroes to the relative newcomer to the world of comics. Artistically, students need not possess any particular skillset in order to be successful in this course. As we strive to create comics of our own, students will have the opportunity to experiment with a range of traditional media (pencils, ink, etc.) as well as some of the emerging digital tools that comics artists and colorists are using throughout the industry. In many ways, the academic and artistic study of comics is long overdue. This course seeks to rectify the situation.

The growth a student experiences results from the proper balance of academics and extracurricular activities. A student's academic plan should be supplemented with involvement in athletics, the arts, clubs, and service activities; therefore, we hope that each of you will participate thoughtfully in planning a comprehensive education.

ROYSTER MIDDLE SCHOOL PROGRAMMING

The Middle School offers a variety of ways that students can get involved during the school day to grow as individuals, including elected student councils, chartered clubs, and annual clubs. While each experience requires a different time commitment, every opportunity offers a chance for students to learn and grow in valuable ways. We hope that students participate in as many activities as they can while maintaining their academic, artistic, and athletic commitments.

Elected Student Councils

Royster Honor Council

The Royster Honor Council is comprised of seven students: two from the seventh grade, two from the eighth, and three from the ninth. Members are elected by their classmates. The Council performs two functions. First, they oversee the process of continuing education of the Middle School student body as to the Honor System and its daily application. Second, they hear cases of infractions of the Honor System and make recommendations to the school's administration as to appropriate sanction for those infractions. This is a serious responsibility and should be undertaken only by those interested in assuming a substantive leadership role.

Royster Student Council

The Royster Student Council serves as the leaders and ambassadors for the Middle School. The RSC is comprised of an Executive Board and two representatives from each grade. We focus on bringing awareness to issues in our school and community. Our major projects during the year include the seventh grade/new student orientation, the United Way drive, the Union Mission Canned Food drive, and Field Day ticket sales.

Chartered Clubs have an element of tradition here at Norfolk Academy and are habitually rechartered each year to continue their legacy and impact.

Happy Club (8, 9)

The Happy Club raises awareness about and money for Operation Smile, a non-profit medical charity. For over 25 years, Operation Smile volunteers from around the world have performed free surgeries to repair facial deformities in children and adults in over 25 countries around the world. The Happy Club raises awareness about this organization and offers opportunities for students to participate in fundraisers like Boo Grams at Halloween, the Operation Smile Dodgeball Tournament, Wrapping Paper Sales for the Winter Holidays, the NA MS Volleyball Tournament, and a Be Someone Concert.

CARE (7,8,9)

CARE Club (Culture, Acceptance, Respect, and Equity) strives to foster a culture of belonging in the Middle School in which everyone in the community feels that they are accepted for who they are regardless of their identity or background, respected as a unique individual, and treated equitably. Students will participate in activities that will raise awareness about multicultural and social justice issues in our school and community. We encourage students from all ethnicities and backgrounds to join the CARE Club so that the club represents the many diverse perspectives in our school community.

The Green Team (7, 8, 9)

The Royster Middle School Environmental Club, The Green Team, was established during the 2009-2010 school year. Its goal is to improve the environment and to educate the Norfolk Academy community about the importance of keeping this planet GREEN. The club is responsible for recycling paper, aluminum cans, and glass bottles for the Middle School as well as the other areas on campus. Club members are also involved in recycling fundraisers and helping with Field Day to minimize the event's carbon footprint.

LIVESTRONG@NA (7,8,9)

The Livestrong@NA Club raises awareness and funds for the Livestrong Foundation, a non-profit organization that supports people affected by cancer. Throughout the year, club members sponsor and participate in a variety of activities to support Livestrong's mission. In the past, these activities have included representing Livestrong while cheering on runners at local races, hosting a "Knock-out Cancer" knock-out basketball tournament at school, and selling Valentine's Day donuts on "Lovingstrong 4 Livestrong" Day. Everyone knows someone who has been affected by cancer. If you have a desire to support these people, Livestrong@NA is the club for you!

Annual clubs are shorter term clubs that are chartered for one year or less, based on the passions of our students and faculty. This provides students and faculty with flexibility in terms of the creation and development of a club. Examples of Annual Clubs that were chartered in past years are listed below.

Chess Club (7, 8, 9)

Chess Club offers a quiet and competitive environment for students to hang out and work on their mental focus and game strategies as they compete in the game of chess. Students learn to balance their desires to win with the need for a formidable opponent and they bring each other along in the skills, strategies, and sense of the game of chess.

Coding: Computer Programming for Beginners (7, 8)

CCPB introduces students to the world of coding and computers by DOING! Students will learn fundamentals of CS language development and build transferable problem-solving and computational skills. Students collaborate to develop interactive solutions, custom games, and apps. Work will reflect each student's own interests and values.

Ping Pong Club (7, 8, 9)

Ping Pong Club provides students with a fun and competitive environment to practice their skills. Students learn to organize and run several styles of tournaments while maintaining a balance between competitiveness and sportsmanship. Faculty members get involved too! A forum for play offers stronger student-to-student and teacher-to-student relationships outside of the classroom during their free time.

Royster Model United Nations Club (7, 8, 9)

The Royster Model United Nations introduces the students to the world of international relations and cultural diplomacy. In conjunction with Tunstall's Model United Nations students, participants will gain invaluable insight into world geography, cultures, diplomatic skills, and global politics. Additionally, they will explore the mission of the United Nations and cultivate their research, writing, and speaking skills in order to participate in UN simulations.

Special Needs Assistance Program (S.N.A.P.)

S.N.A.P Club raises money and volunteers for Team Hoyt and the Special Olympics, participates in the fall and spring seasons of Special Olympics practices held at Norfolk Academy, and raises awareness in the Middle School community about people with special needs.

Sports Talk (7, 8, 9)

Sports Talk provides a structured forum for discussions about current trends and topics in professional and amateur sports alike. Students learn to debate both sides of an issue and find a balance between passion and respect for the opposing viewpoint. The topics flow from season to season with the natural schedule of sports on the national stage and follow the interests of the members of the club.

EXTRA-CURRICULAR ACTIVITIES

Norfolk Academy has many after-school programs for students in both the arts and athletics. We encourage students to participate in after-school activities to make the most of their time in the middle school.

Fine Arts

The fine arts allow students to give creative expression to ideas and feelings in a variety of ways on a journey of self-discovery. The universal language of civilization, the arts help to motivate and inspire. The Fine Arts Department at Norfolk Academy strives to develop an appreciation of the arts through creation, performance, and observation that will last a lifetime. Students develop cognitive, psychomotor, affective, and aesthetic abilities, and they acquire the capacity to think critically, solve problems creatively, make informed judgments, work cooperatively in groups, appreciate different cultures, exercise their imagination, and develop leadership skills.

Dance

Goals: To teach dance technique and the development of the individual with an emphasis on creativity, imagination, individuality, and teamwork.

Offerings: Dance Team, Grades 7-12. Dance Team is held after school in the fall and spring.

Drama

Goals: To teach drama and musical theater performance skills, acting technique, character study, and stage crafts. Rehearsals are after school.

Offerings: Academy Players Productions of Fall and Spring Plays; Winter Musical, Grades 7-12.

Stage Crafts/Tech/Stage Management

Goals: To teach design and operational elements in lighting and sound; to teach stage craft for sets, costumes, and props; to teach management and leadership skills for student stage managers and assistants to the directing team.

Offerings: Fall and Spring Academy Players Stage Productions; Winter Musical; Fall and Spring Dance Concerts, Grades 7-12.

ATHLETICS

Norfolk Academy conducts a comprehensive athletic program featuring 75 interscholastic teams for grades 7-12. Teams compete in the Tidewater Conference of Independence Schools, the League of Independent Schools, and the Virginia Prep League. The athletic department promotes engagement, commitment, and competitive excellence, and we have multiple teams for each sport offered. All Middle School students are eligible to try out for junior varsity teams, and 8th and 9th graders are eligible to try out for varsity teams; however, all 7th graders and most 8th graders will play at the sub-varsity level while most 9th graders will play at the junior varsity level. If you have any questions about which level is most appropriate for your child, simply call the athletic office, and we will be happy to help in any way.

What does it mean to “Be a Bulldog”?

RESPECT, COMMITMENT, TOUGHNESS, SPIRIT

Your child will soon know what these words mean and how they apply to his or her success as an athlete, student, and person by the time he or she graduates.

The athletic program strives to enhance each student’s overall educational experience by providing spirited competition at multiple levels; by developing sportsmanship, physical fitness, self-discipline, and self-confidence; by encouraging initiative, leadership, and teamwork; and by giving each student the opportunity to learn to handle the pressure of competition and deal positively with both success and failure. In the final analysis the record of the various teams does not matter most; rather, the development and character of each student athlete forms the foundation for a vigorous and vital athletic program.

FALL

Boys’ Soccer
Football
Cheerleading
Cross Country (co-ed)
Field Hockey
Girls’ Tennis
Girls’ Volleyball
Sailing

WINTER

Boys’ Basketball
Cheerleading
Girls’ Basketball
Indoor Track (co-ed)
Swimming/Diving
Wrestling

SPRING

Baseball
Boys’ Lacrosse
Boys’ Tennis
Crew (co-ed)
Girls’ Lacrosse
Girls’ Soccer
Golf (co-ed)
Softball
Track & Field (co-ed)

TENTATIVE 2022-23 CALENDAR DATES

August 8	Varsity Football Practice Begins
August 10	All Varsity Sports Practices Begin
August 15	All JV Sports Practices Begin
August 22	Orientation for NEW students and ALL 1 st , 7 th , and 10 th Graders MS Football Practices Begin at 3:30 PM
August 24	Opening Day of School
August 25	Fall Arts and Middle School Athletics Begin
August 30	5:30-6:30 PM Athletic Orientation for Grades 7-12
September 5	Labor Day Holiday
September 8	6:30 PM Royster Parents' Night
September 25	Rosh Hashanah Begins at Sundown
September 26	Rosh Hashanah Holiday
October 4	Yom Kippur Begins at Sundown
October 5	Yom Kippur Holiday
October 12	1:00 PM Dismissal—PSAT 8/9 Testing for Grades 7 and 8; and PSAT Testing for Grades 9-11
October 17	Faculty Professional Development Day—No School for Students
October 21	Homecoming
November 3	Parent Conferences for All Divisions from 4:00-7:00 PM
November 4	Parent Conferences for All Divisions from 8:00 AM-5:00 PM; No School for Students
November 8	Winter Arts and Varsity and JV Athletics Begin
November 11	Veterans Day Holiday
November 14	Middle School Athletics Begin
November 22	3:15 PM Dismissal—Thanksgiving Break Begins
November 29	Classes Resume
December 14	Royster Exam Review Day
December 15-16	3:15 PM Dismissal—Royster Exams
December 19	Noon Dismissal—Royster Exams
December 20	Noon Dismissal—Royster Exams and Holiday Break Begins
January 4	Classes Resume
January 16	Martin Luther King Jr. Day Holiday
February 13	Professional Development for Faculty from 7:30-9:30 AM; 10:00 AM Classes Begin
February 20	Presidents' Day Holiday (Possible Snow Make-Up Day)
February 21	Spring Arts and Athletics Begin
February 23	Royster Parent Conferences from 4:00-7:00 PM
February 24	Royster Parent Conferences from 8:00 AM-5:00 PM; No School for Students
March 6-10	Spring Break
March 13	Classes Resume
March 27	Faculty Professional Development Day; No School for Students
April 5	Passover Begins at Sundown
April 7	Good Friday Holiday
April 10	No School (Possible Make-Up Day)
April 17	Professional Development for Faculty from 7:30-9:30 AM; 10:00 AM Classes Begin
May 6	Field Day
May 12	7:00 PM Royster 9 th Grade Awards Night
May 23	9:00 AM Upper School Graduation; No School for Grades 1-9
May 26	Royster Exam Review Day
May 29	Memorial Day Holiday
May 27	Royster Exam Review Day
May 30-June 1	Royster Exams
June 3	Noon Dismissal—Royster Mini-mester
June 5-7	3:15 PM—Royster Mini-mester
June 8	Noon Dismissal—Royster Mini-mester and Last Day of School