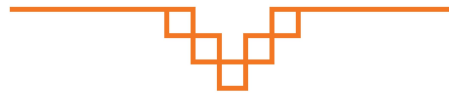


NORFOLK ACADEMY

— 1728 —

VALUED VOICES EXCITING CHOICES



Beginning Your Year of Record: Form III 2026-2027

Royster Middle School

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Form III - 9th Grade

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

Form III students take Biology, English (either Literature Intensive or Writing Intensive), mathematics (typically Geometry), World Cultures II: Modern History, World Language (French, German, Latin IV, or Spanish), Physical Education, a Fine Arts Offering, and Study Hall. 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 at chapel.

Some students might elect to pursue a second World Language or one of our electives such as Introduction to Computer Science or The Engineering Collective Hub (TECH) in lieu of Fine Arts or Physical Education based on their Norfolk Academy extra-curricular activities.

To facilitate these electives while ensuring that students retain access to a study hall, we will require that students pursuing one of these electives also commit to participating in Norfolk Academy after-school artistic or athletic commitments. They will receive credit for either their arts or physical education course based on those commitments.

Examples of Typical Ninth Grade Schedules*

Example #1	Example #2	Example #3
English	English	English
Biology	Biology	Biology
World Cultures II	World Cultures II	World Cultures II
mathematics	mathematics	mathematics
World Language	World Language	World Language
Study Hall	Study Hall	Study Hall
Arts Offering/ Band/Chorus/Orchestra	Arts Offering/ Band/Chorus/Orchestra	Arts Offering/ Band/Chorus/Orchestra
Physical Education	Physical Education and semester elective*	two semester electives or second World Language**

*Students who choose to take the semester course Introduction to Computer Science or one semester of TECH must also participate in one Norfolk Academy after-school athletic commitment during that semester.

**Students who are taking both World Language and either a two semester electives or a second World Language must also participate in at least two Norfolk Academy after-school artistic commitments or two Norfolk Academy after-school athletic commitments through the course of the year to receive credit for either their arts or physical education course based on those commitments.

Course Descriptions

English

Students will have an opportunity to take one of two Ninth Grade English offerings. Our purpose in providing 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*, and William Shakespeare's *Henry IV Part One*, 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. Teachers support writing instruction with lessons on the mechanics of writing and strong word choice. By the end of the year, the students develop skills with analytical reading and academic writing while also becoming more aware of their own voices as writers.

Ninth Grade English—Writing Intensive Course

Students explore writing with many purposes, from personal reflection and evaluation to literary analysis and interpretation, and with many audiences, from teachers to contest judges, in mind. They study different forms of writing, too, from poetry and short fiction to novels, such as William Golding's *Lord of the Flies*, and plays, including Shakespeare's *Romeo and Juliet*. Further topics of instruction include organization, grammar, syntax, and voice. And to find their own voices, students often free-write or respond to specific creative prompts simply to practice putting words to the page.

The goal of the Writing Intensive Course is to develop critical thinking skills that students can use to deepen their own understanding and then clearly and effectively communicate that understanding through their writing.

Course Descriptions - Electives

Introduction to Computer Science

This semester-long course provides a foundational exploration of computer science using Python, a language celebrated for its readability and wide-ranging applications in research, data science, and the arts. Students begin by utilizing an online IDE platform to master core programming concepts, such as variables, functions, conditional logic, and loops, by writing code that generates dynamic graphics and animations. As the course progresses, students move beyond graphical manipulation to explore standard text-based scripting, learning how Python can be used to automate repetitive tasks and process data. By focusing on algorithmic thinking and structured problem-solving, this course equips students with a versatile toolkit applicable across various academic disciplines. No prior programming experience is required.

Latin IV

After three years of building fundamental skills in reading comprehension, grammar, and vocabulary through the use of The Cambridge Latin Course, students in Latin IV will make the transition to reading real, unadapted Latin literature. In the first semester, students will explore Latin prose and rhetoric by reading selections from the works of Cicero. In the second semester, the focus will shift to studying poetry, poetic devices, and meter through readings from the works of Eutropius. Building vocabulary and grammar skills will continue to be important in this course, but students will also learn to critically analyze and comment on the literature they are reading.

The Engineering Collective Hub

The Engineering Collective Hub (TECH) brings students together during an academic bell to work on projects in science and engineering that are centered around a program external to the school. Students elect the program(s) they want to engage with and then work as a team to complete their project. This semester-long course is offered in both the fall and spring and projects will vary by semester based on competition schedules. Past students have chosen to build a robot for the FIRST Tech Challenge, design and fly rockets for the American Rocketry Challenge, program a drone for the Aerial Drone Competition, and plan a city with architectural software

for the Future City Competition. Enrolled students might choose one of these programs or find a new one that they want to pursue. Students who are not enrolled in TECH can still participate in TECH during their study hall or community time. Students will receive a letter grade for their work in TECH which will be reflected on their transcript; however, their grade in TECH will not contribute to their GPA nor will the credit they earn count toward graduation requirements.

World Languages: French, German, and Spanish

These intermediate-level courses build upon the fundamental skills acquired in the first year of study, further developing students' proficiency in listening, speaking, reading, and writing. Emphasis is placed on expanding vocabulary, refining grammatical accuracy, and increasing fluency in a variety of communicative contexts. Students use the target language to communicate on familiar and relevant topics with greater confidence and accuracy. Cultural understanding is supported through continued exposure to perspectives and contexts associated with the language. By the end of the course, students will be able to communicate more effectively in the target language using connected and organized spoken and written expression.

Course Descriptions – Fine Arts

Students may choose from our traditional performing arts in Chorus, Concert Band 1, Concert Band 2, or Orchestra, or they can also select from a menu of offerings: Comedy Lab: Improv and Stand-Up Comedy, Exploring Two-Dimensional Art, Exploring Three-Dimensional Art, Exploring Kinesthetic Pathways, Narrative Art: An Exploration of Comics and Graphic Novels, and Through the Lens: An Introduction to Film and Photography.

Musical Ensembles

Chorus*

This middle school chorus course is designed to foster a lifelong enjoyment of singing through a supportive and engaging environment. Students explore a variety of musical styles, including traditional choral repertoire and songs selected with student input, while developing vocal skills and confidence. Emphasis is placed on singing in two- and three-part harmony, helping students build teamwork, listening skills, and musical independence. Throughout the year, students have opportunities to share their music through community performances as well as two formal concerts, held in the winter and spring, giving them meaningful opportunities to showcase their progress and experience the joy of performing for others.

Concert Band I*

Concert Band I is an option for any middle school student interested in learning a new instrument. Students do not need to have any prior experience with music notation fundamentals or playing in a band. We ask only that students bring with them a desire to try something new and a willingness to practice outside of class. Students will begin by learning the basics of their chosen instrument, including proper technique and care. Throughout the course, they will also learn how to read sheet music, play basic scales, and develop a foundation in music theory. Additionally, students will have the opportunity to practice individually and in small groups, developing their ensemble playing skills.

We do not have the ability to accommodate aspiring guitarists or pianists; however, they are welcome to choose a new instrument to explore in Concert Band I.

Concert Band II*

Concert Band II 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, 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.

We do not have the ability to accommodate additional guitarists or pianists; however, they are welcome to choose a new instrument to explore and join Concert Band I.

Orchestra*

The Royster Orchestra is available for string players and is designed to develop students' technical skills, musical understanding, and ensemble performance through engaging and varied repertoire. Throughout the year, students will build proficiency in first through third position playing, refine bowing techniques, and explore expressive elements such as dynamics, phrasing, and tone to enhance musicality. The course culminates in two formal concerts—a Winter performance and a Spring performance—providing opportunities for students to demonstrate their growth and musicianship.

**Note: Students who are interested in participating in two musical ensembles must also participate in at least two Norfolk Academy after-school athletic commitments or two Norfolk Academy after-school artistic commitments through the course of the year in order to receive credit for either their arts or physical education course based on those commitments. Those families should note that interest on their course selection forms under the comments section. Students who take two musical ensembles forgo the opportunity to take a second World Language, Introduction to Computer Science, or TECH.*

Fine Arts Electives

Comedy Lab: Improv and Stand-Up Comedy

Comedy is both an art and a craft. In this course, students will participate in ensemble-based improv games as well as individual exercises that stretch their understanding of comedy as an art form. A variety of curricular experiences will help students to learn to think quickly, be vulnerable, collaborate, and create original comedic material from real-life experiences. Alongside a light exploration of the history and evolution of comedy, which will provide context for their work, students will be encouraged to take creative risks, develop their own authenticity, and learn how to recover when something doesn't land, all while supporting one another. A collaborative spirit and a positive attitude are prerequisites for the Lab.

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, fiber arts, papier mâché, 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 and 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.

Narrative Art: An Exploration of Comics and Graphic Novels

Award-winning graphic novelist, Scott McCloud, was onto something when he first suggested, "there was something lurking in comics...something that had never been done. Some kind of hidden power!" Students who choose to take this course will have an opportunity to tap into this power, diving headfirst into the world of comics and graphic novels. Interested students should be mindful that this is as much a literary experience as it is an artistic one. Students will gain exposure to a range of styles, techniques, and story-telling strategies, each of which will deepen their appreciation for the medium of comics, generally. 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. Artistically, students need not possess any particular skillset in order to be successful in this course, only a genuine interest in the medium of comics.

Through the Lens: An Introduction to Film and Photography

Students will explore the fundamentals of film and photography through hands-on projects that spark creativity and storytelling. They'll learn how to capture and develop still photographs, shoot and edit short films, and understand the basics of lighting, framing, and sound. A brief study of the camera's evolution helps students appreciate the technology and artistry behind modern visual media. Through both independent and collaborative work, students will analyze visual storytelling, develop technical skills, and express their own unique perspectives. No prior experience is required — just curiosity, imagination, and a willingness to see the world through a new lens.

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, service 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 sanctions and necessary restorative steps**. This is a serious responsibility and should be undertaken only by those interested in assuming a substantive leadership role.

Royster Student Council

The members of the Royster Student Council serve as student-leaders and ambassadors for the Middle School. The RSC is comprised of representatives from each grade level who are elected by their peers. The council internally selects the RSC president from among the elected representatives. We focus on organizing student participation in events and communication between the study body and school faculty and leadership. Our major projects during the year include the seventh grade/new student orientation, community service projects, spirit events, and Field Day ticket sales.

Service Clubs embody a rich tradition of service to others. They are consistently a part of our clubs each year to uphold their enduring legacy and profound impact.

CHKD

The Royster Middle School CHKD Club aims to bring awareness to mental health support and resources. Our club activities and fundraisers are aimed to help destigmatize the need for mental health support for teens and to encourage healthy habits and lifestyle decisions. Our work is in connection with The CHKD Mental Health Hospital and The Sarah Michelle Peterson Foundation.

Happy Club (7, 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, the NA MS Volleyball Tournament, and a Be Someone Concert.

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 "Lovestrong 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!

Morgan's Message (7, 8, 9)

The national Morgan's Message Foundation was founded in 2019 to raise awareness of mental health issues and empower student athletes to take control of their mental health. Morgan's Message Club meetings consist of fun activities intended to bring people together and of discussions centered around dealing with issues that affect middle schoolers, such as self-doubt, breaking bad habits, and gratitude. The Morgan's Message Club exists to normalize conversation, empower students, and create a culture of caring and belonging!

One Love Club (7, 8, 9)

In honor of Yeardley Love and the One Love Foundation, the One Love Club seeks to educate young men and women about healthy and unhealthy relationships through volunteering, fundraising, athletics, and chapel presentations. We encourage all students to consider joining us in our effort to engage in honest conversations about relationships and friendships!

Annual clubs are shorter term clubs that are 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 offered in past years are listed below.

Chess Club (7, 8, 9)

The Chess Club offers a serene yet competitive atmosphere where students can socialize and sharpen their mental focus and strategic skills through the game of chess. Members learn to balance their drive to win with the appreciation for challenging opponents, fostering growth in their chess abilities and strategic thinking. Together, they enhance their skills, strategies, and understanding of the game, creating a supportive and engaging community.

D&D Club (7, 8, 9)

D&D Club meets every week to embark on epic quests and weave legendary stories together. Whether you're a seasoned dungeon crawler or a first-time player, our club provides a welcoming space to master the mechanics of Dungeons & Dragons. We focus on collaborative storytelling, creative problem-solving, and building lasting friendships through the roll of the dice. Grab your character sheet and join us in the media center to see where the journey takes you!

Jazz Club (7, 8, 9)

Norfolk Academy Jazz Band is a club under the Performing Arts umbrella that provides a rich and engaging musical experience for its members. The group performs at various Norfolk Academy events both on and off campus, showcasing a diverse repertoire that includes jazz standards, funk, blues, and contemporary music.

Model UN (7, 8, 9)

Model UN is a simulation of the negotiation process performed in the UN Assembly and/or Security Council. During a MUN committee, each student becomes a diplomat representing a country and defending that country's interest in regard to a specific issue. Presenting and arguing a point as well as creating alliances with a specific action in view are at the core of what a delegate must do daily. MUN is an interesting and engaging manner to learn about world affairs while refining skills that are crucial for one's intellectual development.

Pep Band (7, 8, 9)

Norfolk Academy Pep Band is a club within the Performing Arts umbrella that offers a fun, laid-back musical experience for its members. The band performs at various Norfolk Academy events both on and off campus, playing a lively repertoire of contemporary songs, marches, and school spirit tunes.

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 seasons.

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 Play; 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: Academy Players Stage Production of Fall Play; 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)
Girls’ Golf
Sailing
Softball
Track & Field (co-ed)