Academic Programs

Academic Honor Roll
Randolph-Macon Academy has a two-division Honor Roll that is published at the end of each quarter. The President’s List requires a Grade Point Average (GPA) of 4.00 or higher. The Dean’s List requires a GPA between 3.30 and 3.99.

National English Honor Society
The Randolph-Macon Academy chapter—the Byzantium Chapter—of the National English Honor Society was inaugurated in October 2007. The National English Honor Society offers recognition, leadership, service, and college scholarship opportunities to high school English students. The mission of the society is to: confer distinction upon secondary school students for high achievement in English language and literature, provide cultural stimulation in secondary school environments, encourage interest in the English language arts, promote exemplary character and good fellowship among its members, and to serve society by fostering literacy.

National Honor Society
The National Honor Society and National Junior Honor Society are national organizations that recognize students for their achievements in the areas of knowledge, character, leadership and service. The NHS/NJHS aims to create and maintain a high profile on campus and encourage other students to meet the standards required for membership. Students are invited to join the NHS twice a year based on academic scholarship (GPA of 3.7 or higher), leadership in the classroom and in extra-curricular activities, community service and the demonstration of excellent character throughout the school year.

Advanced Placement
Randolph-Macon Academy offers several Advanced Placement courses approved by the College Board. Students who have completed prerequisites for AP courses and have a strong interest in AP subject matter may elect to take these courses. Students earn an additional .5 on their grade average for each AP course. College credit for qualifying scores of 3 or higher is awarded at the discretion of colleges upon enrollment.

College Counseling
At Randolph-Macon Academy, each year builds on the next with information about college admissions and standardized tests. In January, juniors begin completing a portfolio to be utilized for the entire college application process. As students return for senior year, the college counselor and mentors work to assure the timely completion of the college applications. Family Connection by Naviance® is utilized to streamline record-keeping and facilitate communication between the Academy and home.

Dual Enrollment
Randolph-Macon Academy has partnered with Shenandoah University (SU) in Winchester, Virginia to provide college credit for select courses. Advanced high school courses that match the curriculum of introductory or intermediate SU courses are open to dual enrollment and subject for approval on a yearly basis. SU issues credit on its own transcript; these credits are transferable to most colleges and universities.

Summer Reading
The English department establishes a summer reading list for each grade level. Teachers determine how to integrate the summer reading assignment into their curriculum at the beginning of each academic year. Selections are approved by the English department chair and the Academic Dean for the purpose of providing a reading experience that enriches students through classic literature as well as contemporary and ethnically diverse selections.
**Honor Code**
All students are required to sign and understand the Honor Code. There are four violations of the Honor Code—lying, cheating, stealing, and failure to report violations. Every student is obligated to live by this code of mutual trust amongst each other.

**Chapel**
Randolph-Macon Academy is affiliated with the United Methodist Church and holds an accreditation with the United Methodist Senate. To integrate religious education and spiritual reflection into the curriculum for all cadets, R-MA holds a weekly chapel service. The academy chaplain administers the service, which includes readings from the Bible, Christian and other character-based messages, and prayer and individual reflection.

**Community Service**
The Randolph-Macon Academy Community Service Program is a volunteer program that reinforces R-MA’s ideals of Character, Knowledge and Leadership. There is no community service requirement for students to graduate as service is an ingrained part of campus culture.

**Mentoring**
Every student at R-MA is assigned to a faculty or staff mentor who provides the student with guidance and support throughout the school year.

The mentor functions as the contact person for the family with any questions or concerns that arise while the student is at the Academy. The mentor also serves as the advocate for students on campus and will work to coordinate action-plans with each student for their academic and social achievement.

Mentors meet with their students each week for a half-hour assigned mentoring group and, additionally, take students to off-campus lunches or dinners at least once a semester. Beyond the scheduled times, mentors are instrumental in college advising and discussion on the character issues and time-management issues that arise for every teenager.

**Academic Support Opportunities**
The Academic Program provides several academic support services for students to encourage proactive study habits and time management. More information on each of these services can be obtained by contacting the Academic Department.

**Tutorial**
Tutorial is an academic period set aside Monday through Thursday that provides further support for students who have questions, have been absent from class, or who are in need for structured review and study time. All faculty members are available in their rooms during this time and may require select students to attend by appointment or on a regular basis.

**NSH (Night Study Hall)**
Night Study Hall is required of all boarding students. Boarding students must study in their dormitory rooms every evening Monday through Thursday. Cadet Student Supervisors and faculty members who are assigned to Night Study Hall teams monitor the study hall.

**APSH (Academic Probation Study Hall)**
Academic Probation Study Hall is an academic study period that takes place after school Monday through Thursday that provides a structured study environment for struggling students or those who need more time to complete
homework. Student academic performance is reviewed continuously to determine the need to place students in this study program.

FSH (Friday Study Hall)
Friday Study Hall takes place every Friday evening to offer one more venue in which students may complete homework. On a weekly basis teachers report students who have missing assignments; the students are then required to report to FSH. This intervention program is tracked by the Academic Office through an online homework infraction site called Student Improvement Program.

Subject Area Specialization

Graduating seniors may earn a subject area specialization seal on their diplomas for completing a sequence of study that is above the credit requirements for the advanced diploma. Acceptability of courses taken at other secondary schools is subject to the discretion of the appropriate Randolph-Macon Academy department chair. The subject area requirements are:

English:
Five credits for college preparatory level English courses. This excludes the extra credit-hour obtained from Randolph-Macon Academy’s composition and literature sequence at the 9th and 10th grades.

Foreign Languages:
Five credits for college preparatory level study in one foreign language, or four credits in one language and two in another language, or three credits in two languages. Credit awards and standardized test scores in first languages of international students are not counted.

Mathematics:
Five credits for college preparatory level math courses. Two of these courses must require completion of Algebra II or its equivalent as a prerequisite.

Sciences:
Five credits for college preparatory level science courses requiring laboratory work. A minimum of one physical science and one biological science must be completed.

Social Sciences:
Five credits for college preparatory level social science courses. In the Commonwealth of Virginia, World History I does not count as a college preparatory level course. Two of the five credits must be in United States History and United States Government.

Visual and Performing Arts:
Five credits for college preparatory level visual and performing arts courses in the areas of art, music, photography, theater, and most other fine arts.
Grading System

All teachers issue progress report grades for each of the four quarters of the year. Semester grades, which are calculated using the quarter grades and the final examination grade, are issued by the teachers and become a permanent part of the student’s academic record. Final grades are computed and ½ credit is issued by semester.

<table>
<thead>
<tr>
<th>Grade Semester One</th>
<th>Quarter 1</th>
<th>9 weeks</th>
<th>40% of grade</th>
</tr>
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<tbody>
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<td></td>
<td>Quarter 2</td>
<td>9 weeks</td>
<td>40% of grade</td>
</tr>
<tr>
<td></td>
<td>Final Exam</td>
<td>2 hours</td>
<td>20% of grade</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade Semester Two</th>
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<td></td>
<td>Quarter 2</td>
<td>9 weeks</td>
<td>40% of grade</td>
</tr>
<tr>
<td></td>
<td>Final Exam</td>
<td>2 hours</td>
<td>20% of grade</td>
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Grading Scale

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<thead>
<tr>
<th>Grading Scale</th>
<th>Unweighted</th>
<th>Weighted</th>
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<tr>
<td>98-100</td>
<td>A+</td>
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</tr>
<tr>
<td>92-97</td>
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<tr>
<td>90-91</td>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>88-89</td>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>82-87</td>
<td>B</td>
<td>3.0</td>
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<tr>
<td>80-81</td>
<td>B-</td>
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<tr>
<td>78-79</td>
<td>C+</td>
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<tr>
<td>72-77</td>
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<tr>
<td>70-71</td>
<td>C-</td>
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<tr>
<td>68-69</td>
<td>D+</td>
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<tr>
<td>62-67</td>
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<tr>
<td>60-61</td>
<td>D-</td>
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<tr>
<td>0-59</td>
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All Honors and Advanced Placement courses are weighted with an additional 0.5 point added to the grade point upon the successful completion of the class.

When a course is repeated, the higher final average is used in calculating the cumulative grade point average.
Graduation Requirements

Randolph-Macon Academy’s graduation requirements are set to allow graduates to qualify for competitive universities in Virginia and across the United States. Credits that represent similar seat-hours are accepted from schools accredited by state or regional accrediting organizations.

**Advanced Diploma**: GPA requirement 2.0

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credits</th>
<th>Courses</th>
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<tbody>
<tr>
<td>Language Arts</td>
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<td>English 9, English 10, English 11, AP English 11, English 12, AP English 12, H. Utopia/Dystopia, Modern Drama (Independent Study), Modern Novel (Independent Study) ESL I, ESL II, ESL III, Intro to Mainstream English (ESL students must complete English 11 and 12 to be eligible for this diploma.)</td>
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<tr>
<td>Science</td>
<td>4</td>
<td>Investigative Laboratory Science, Biology, AP Biology, Chemistry, AP Chemistry, H. Anatomy/Physiology, Physics, AP Physics, Engineering Fundamentals</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>3 of one language or 2 of 2 languages</td>
<td>Spanish I, Spanish II, H. Spanish III, College Spanish IV, AP Spanish V, German 1, German II, H. German III, AP German IV, AP German V,</td>
</tr>
<tr>
<td>Visual and Performing Arts</td>
<td>1</td>
<td>Studio Art, Band, Chorus, Handbells, AP Art History, Theatre Arts, Yearbook, H. Arts in Society, Music Theory</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2</td>
<td>Physical Education, Personal Fitness, Interscholastic Sports</td>
</tr>
<tr>
<td>Computer Literacy</td>
<td>.5</td>
<td>Computer Literacy, Desktop Publishing (Please note that Desktop Publishing is accepted for credit but this course is not offered at R-MA.)</td>
</tr>
<tr>
<td>Electives</td>
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</tr>
<tr>
<td>Minimum total</td>
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## College Prep Diploma

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<tr>
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<th>Courses</th>
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<tbody>
<tr>
<td>Language Arts</td>
<td>4</td>
<td>English 9, English 10, English 11, AP English 11, English 12, AP English 12, H. Utopia/Dystopia, Modern Drama (Independent Study), Modern Novel (Independent Study) ESL I, ESL II, ESL III, Intro to Mainstream English (ESL students must complete English 11 and 12 to be eligible for this diploma.)</td>
</tr>
<tr>
<td>Science</td>
<td>3</td>
<td>Investigative Laboratory Science, Biology, AP Biology, Chemistry, AP Chemistry, H. Anatomy/Physiology, Physics, AP Physics, Engineering Fundamentals</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>2</td>
<td>Spanish I, Spanish II, H. Spanish III, College Spanish IV, AP Spanish V, German I, German II, H. German III, AP German IV, AP German V,</td>
</tr>
<tr>
<td>Visual and Performing Arts</td>
<td>1</td>
<td>Studio Art, Band, Chorus, Handbells, AP Art History, Theatre Arts, Yearbook, H. Arts in Society, Music Theory</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2</td>
<td>Physical Education, Personal Fitness, Interscholastic Sports</td>
</tr>
<tr>
<td>Computer Literacy</td>
<td>.5</td>
<td>Computer Literacy, Desktop Publishing (Please note that Desktop Publishing is accepted for credit but this course is not offered at R-MA.)</td>
</tr>
<tr>
<td>Electives</td>
<td>3.5</td>
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<tr>
<td>Minimum total</td>
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## International Diploma Requirements

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<thead>
<tr>
<th>Requirements</th>
<th>Credits</th>
<th>Courses</th>
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</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>4</td>
<td>English 9, English 10, English 11, AP English 11, English 12, AP English 12, H. Utopia/Dystopia, Modern Drama (Independent Study), Modern Novel (Independent Study) ESL I, ESL II, ESL III, Intro to Mainstream English (ESL students must complete English 11 and 12 to be eligible for this diploma.)</td>
</tr>
<tr>
<td>Science</td>
<td>3</td>
<td>Investigative Laboratory Science, Biology, AP Biology, Chemistry, AP Chemistry, H. Anatomy/Physiology, Physics, AP Physics, Engineering Fundamentals</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>2 (credit is granted for native language)</td>
<td>Spanish I, Spanish II, H. Spanish III, College Spanish IV, AP Spanish V, German 1, German II, H. German III, AP German IV, AP German V,</td>
</tr>
<tr>
<td>Visual and Performing Arts</td>
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</tr>
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<td>Minimum total</td>
<td>24</td>
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</tr>
</tbody>
</table>
Upper School Course Descriptions

Air Force Junior Reserve Officer Training Corps

The AFJROTC curriculum emphasizes the heritage of flight, development of air power, the aerospace environment, human requirements of flight, aerospace vehicles, principles of aircraft flight and navigation, the space environment, space programs, space technology, rocketry, propulsion and the aerospace industry. Cadets learn military customs and courtesies, flag etiquette, citizenship in the United States, the elements of survival, first aid, health, wellness, and fitness. Cadets are also introduced to basic drill and ceremonies, effective communication, management, human relations, and life skills. To reinforce what is learned in the classroom, cadets participate in several outside activities such as field trips to military bases, aerospace facilities and industries, and museums. Cadets also participate in parades, leadership schools, drill competitions, military balls, honorary academic groups and community activities. Each academic course consists of Aerospace Science (AS), Leadership Education (LE) and Wellness components.

Aerospace I: Air Force Tradition
This course is taken the first semester of the student’s first year at R-MA. It focuses on cadet and Air Force organizational structure, uniform wear, customs, courtesies, other military traditions, health and wellness, fitness, self-discipline, and citizenship.

Aerospace I: Frontiers of Aviation History
This second-semester course focuses on flight beginning with ancient civilizations, then progresses through time to the modern world. The emphasis is on civilian and military contributions to aviation; the development, modernization, and transformation of the Air Force; and a brief astronomical and space exploration history. It is interspersed with concise overviews of the principles of flight to include basic aeronautics, aircraft motion and control, flight power, and rockets.

Aerospace II: Leadership
Second-year AFJROTC begins with an emphasis on leadership skills, which includes the importance of communication and awareness of the different types of leadership models.

Aerospace II: Science of Flight
Science of Flight acquaints students with the aerospace environment, the human requirements of flight, principles of aircraft flight, and principles of navigation. The course begins with a discussion of the atmosphere and weather and how they affect flight. Discussions include the forces of lift, drag, thrust, and weight. Students also learn basic navigation including map reading, course plotting, and the effects of wind.

Aerospace II: Global and Cultural Studies
Global and Cultural Studies provides increased international awareness and an insight into foreign affairs of other cultures and enhanced knowledge of America’s interests and role in the world. Geopolitical issues such as terrorism, economics, politics, military issues, religion, environmental concerns, human rights, disease, over-population, literacy, the migration of peoples and other cultural issues will be examined.

Aerospace III: Exploration of Space
Third-year courses begin with the Exploration of Space. This course examines the Earth, the Moon and the planets, the latest advances in space technology, and continuing challenges of space and manned spaceflight. Issues that are critical to travel in the upper atmosphere such as orbits and trajectories, unmanned satellites, space probes, guidance and control systems are explained. The course also explores the history of astronomy to include prehistoric astronomy and the early ideas of the heavens. An in-depth study of the Solar System, the terrestrial planets and the outer planets is covered as well.

Aerospace III: Life and Career Opportunities
The second semester Life and Career Opportunities course helps students decide which path to take after high school. Students will learn about financial planning and domestic management, legal documents, and civic responsibilities. Information on
how to apply for admission to college or to a vocational or technical school is included. Information on how to begin the job search is available to students who decide not to go to college or vocational school.

**Aerospace IV: Principles of Management**

Fourth-year courses begin with the fundamentals of management. This course contains many leadership topics and provides students with some of the necessary skills needed to put these topics into practice.

**Aerospace IV: Survival**

The Survival course synthesizes the basic survival content found in Air Force Regulation 64-4 *Survival Training*. The survival instruction provides training in the skills, knowledge, and attitudes necessary to successfully perform the fundamental tasks needed for survival.

**Aerospace IV: Global Perspectives**

The Building a Global Perspective course continues to explore and discover the processes that shape the earth, the relationships between people and environments, and the links between people and places. Through the study of geography, students will learn to see their world through many different perspectives. Whether they are looking at global patterns or the finer details of neighborhood patterns, they develop valuable insights about the Earth, its people, and the many different kinds of relationships between them.

**Aerospace IV: Policy and Organization**

Policy and Organization establishes the foundation for understanding the United States Air Force and delves into the purpose of the Department of Defense and the Air Force. The text describes the function of the four branches of service, the National Security Strategy, and gives a brief history of the military. It discusses the defense structure of the United States to include descriptions of the objectives, mission, and organization of the Army, Navy, Air Force, Marines, and Coast Guard. Lastly, the text focuses on the current operational and personnel issues of the Air Force.

**Ground School**

The ground school class meets four times a week. Some of the topics the students study are aerodynamics, systems, airport environment, weather, and regulations. The class is for only juniors and seniors and they must meet with the director of flight training before they can be admitted into the class. The student must have an interest in training for a solo flight or obtaining a license. They must also be in good academic standing. Students usually fly once or twice a week.

**English**

A solid foundation in reading and writing is the best preparation for college success. Reading and analyzing literature and rhetoric develops the student as thinker, writer, and speaker. Students develop mastery and voice in diverse writing missions. Rigorous vocabulary study with cumulative testing develops the language facility needed for reading, writing, and standardized testing. Students learn to develop a formal thesis in essays that focus on the themes and literary techniques of literature. Students learn the Modern Language Association (MLA) style for writing research projects. Students in grades 6-10 take two English classes that offer an intensive development of reading, grammar, composition, research, creative writing, speechwriting, and vocabulary.

**English 9**

In this double-block course of English 9 Literature and English 9 Composition and Grammar, students read widely in the genres of world literature from classic and contemporary texts. Students read major works by Homer, Shakespeare, Harper Lee, and many others. The study of the principles of grammar and composition leads to formal essays of analysis. Instruction in essay writing emphasizes the importance of thesis, outlining, and development. College-preparatory vocabulary is formally studied and reinforced through cumulative testing. Introduction to the method and style of MLA research culminates a yearlong research project on the life, times, and works of Charles Dickens.

**Honors English 9**

This double-block course of Honors English 9 Literature and Honors English 9 Composition and Grammar is designed to prepare students for high school and college success with a comprehensive college-preparatory reading and composition curriculum. Students read eight to ten novels and
plays from the classical canon, including yearlong reading for an MLA research project on Charles Dickens and the Victorian Era. In addition, students read major works by Homer, Shakespeare, Harper Lee, and many others. Significant grammar and composition units are studied; creative writing is developed through modeling themes and techniques from literature. Students develop mastery of thesis, support, and argumentation in composition. Cumulative vocabulary testing includes 350+ words and literary terms. Students develop memorization and public speaking skills, and video recording is used for student self-critiquing. The curriculum of the two classes offers students the skills they need to succeed on the SAT, two-thirds of which is reading and writing.

**English 10**

In this double-block course of English 10 Literature and English 10 Composition, students read widely in genres of classic and contemporary literature. Students read seven to ten novels and plays and a wide array of masterpieces of poetry and nonfiction. They focus on the study of types of rhetoric and are challenged to write a variety of essays—narrative, expository, descriptive, argument, and cause and effect. The study of nonfiction writing culminates with the sophomore speech contest. Rigorous vocabulary study continues with cumulative testing in preparation for the PSAT, SAT, and ACT. Students are guided through the process of writing a multi-source, fully-documented MLA research paper.

**Honors English 10**

This double-block course of Honors English 10 Literature and Honors English 10 Composition is designed to prepare students for high school and college success with a comprehensive college-preparatory reading and composition curriculum. Students read eight to ten novels and plays from the classical canon. Full-length texts include works by Sophocles, Shakespeare, Hugo, Tolstoy, Stevenson, and Huxley. Students read standard texts of nonfiction in the categories of history, biography, and criticism as part of the second-quarter MLA research project. In the third quarter, tenth graders participate in a speech contest; video recording is used for student self-critiquing. Creative writing is developed through modeling themes and techniques from literature. Cumulative vocabulary testing includes 350+ words and literary terms. The curriculum of the two classes offers students the training needed to succeed in Advanced Placement courses.

**English 11 (American Literature)**

Juniors undertake a formal survey of American literature that provides an appreciation of the rich heritage of our culture as well as a sense of the American identity and the prominence that American culture has achieved in the world. Students explore the novels, plays, poems, and nonfiction that have defined our nation. Students are guided step-by-step through the process of writing a multisource, fully-documented research paper. Students continue to develop thinking, writing, and speaking skills to a level that will ensure success on the SAT and ACT, as well as success with college application letters and the interview process.

**Advanced Placement Language and Composition**

The course aims to develop students as skilled readers and writers and to expose them to a variety of prose written in many periods, disciplines, and contexts. Students taking the course gain an awareness of the importance of purpose, audience, and subject when approaching writing. Narrative strategies are explored. The course affords students the opportunity to read and write in a variety of forms—narrative, expository, creative, and argumentative. Students gain mastery in the process of drafting, revising, editing, and polishing a piece of work. In developing sophisticated reading and writing skills, students explore and describe how language works. They learn to observe and analyze the words, patterns, and structures that create subtle effects of language. They learn to demonstrate working knowledge of parts of speech, structural patterns, awareness of connotation, and shades of meaning. They learn to synthesize material from diverse sources and to document formal MLA research papers. The course provides an opportunity for exceptionally able students to be challenged and to excel. Advanced Placement testing is given in the spring.

**English 12 (British Literature)**

British Literature is a two-semester course. During the first semester, students focus on an analysis of British Literature from the Anglo-Saxon period through the Pre-Romantic Age. In addition to extensive reading, students write essays, develop memorization, and continue vocabulary study. During the second semester, students continue reading and analysis as they focus on the Romantic
Age through the Modern Age. Students write both formal, extended analyses and timed in-class responses. The student’s work is graded, returned, and discussed in consultation meetings, which help develop all aspects of composition.

**Advanced Placement Literature and Composition**
Seniors who qualify may take this course in lieu of British Literature. Students study masterpieces of English and American literature as well as literature from around the world. In texts ranging from Dante and Shakespeare to Albee and Beckett, students learn to read and analyze the world’s most important writings. Students write analyses and interpretations based on application of the works’ textual details, literary elements, social and historical context, and themes. The depth, breadth, and pace of readings and the writing assignments challenge students and prepare them to succeed in the Advanced Placement test given each spring.

**H. Utopia/Dystopia**
Many writers have posited an imaginary world of social harmony or social disharmony, a world of order or disorder. In this semester-long Honors course, students will analyze and discuss not only primary texts but also secondary materials. They will arrive at their view of life as found in utopia or dystopia. What do the authors say about their own time? What is relevant to today? Students look at what the authors say about marriage, divorce, childbearing, housing, authority, discipline, sin, legal systems, freedom, warfare, communal living. Works analyzed begin with Plato’s Republic and end with the science fiction The Dispossessed. Along the way, students will examine Bellamy’s Looking Backward, Rousseau’s The Social Contract, More’s Utopia, Bacon’s New Atlantis, Campanella’s City of the Sun, Swift’s Gulliver’s Travels, Howell’s The Traveler from Altruria, Orwell’s 1984, Huxley’s Brave New World, and Burgess’s A Clockwork Orange.

**English Electives**

**Honors Arts in Society**
This two-semester course is designed to develop different aspects of critical and creative ability. Development as a creative writer and thinker is a central focus of the courses, and students contribute to the school literary magazine. The concepts of text and intertextuality are explored. Students incorporate complex techniques from textual models as they expand their personal repertoire of thinking, writing, and expression. A wide variety of literary and non-literary texts are examined, and social and cultural trends are studied. Literary texts include classic and contemporary nonfiction, fiction, and poetry. Non-literary texts include film, music, advertising, and art. Students maintain both an online portfolio and a classroom portfolio.

**Journalism**
This course offers both an academic and practical introduction to journalism. Students are introduced to the varieties of modern journalism—in print, on television, and on the Internet. Issues such as the First Amendment and writing for a specific audience are explored. Students develop professional writing and editing skills. They are responsible for providing reporting, writing, and editing resources to all school departments and publications, including the yearbook, The Sabre, the web site, and the literary magazine. Student reporting is sometimes published in the local newspapers as well. The course allows students to develop contacts within the R-MA community and beyond. The journalism class meets in the afternoon during intramural time Monday through Thursday. Students must attend each day to receive 0.5 course credit per semester.

**Modern Drama/Independent Study**
This yearlong independent study course is designed to introduce the student to a deeper reading of modern drama through a chronological study that begins in the late nineteenth century. Modern drama reflects the tensions of the technological age. The search for identity and meaning is highlighted. The student reads varied dramatic texts and analyzes them in terms of literary techniques, dramatic conventions, manipulation of language, cultural/social context, and creative expression. Playwrights include Ibsen, Shaw, Wilde, Ionesco, Beckett, and Stoppard. The text editions are purchased through the school bookstore. Assessments include a reader’s portfolio, tests, and formal essays. This course is available by permission only.

**Modern Novel/Independent Study**
This independent study course is designed to introduce the student to a deeper reading of the modern novel, primarily the twentieth-century novel. The student reads a varied selection of fictional texts and analyzes them in terms of genre, literary techniques, literary devices, manipulation of
In addition, the student uses the novels to develop vocabulary and language ability. Assessments include tests and formal essays. This course is available by permission only.

**Speech and Debate**
Students gain skills in developing positions, research ideas, and speaking persuasively. Students, based on their strengths, will be cross-trained in at least three of the following events: competitive acting, poetry reading, persuasive speaking, current events, congressional debate, team debate, and values debate. Participation in competition is required and is part of the grading structure for this class. Students compete in the world of high school forensics on local, state, and national levels. They have an opportunity to speak at a bi-weekly radio program. Through competition and constant feedback, students gain poise, composure, and confidence. This course requires a large time commitment, which includes a class during the academic day and participation in forensic activities during the after-school intramural and athletic programs. It also requires an additional financial commitment for travel.

**English as a Second Language**

The English as a Second Language program requires that ESL students enter R-MA with a minimum score of 30 on the Secondary Level English Proficiency Test (SLEP). While R-MA will consider SLEP scores submitted as part of the admissions packet, we do not accept these scores for placement into English or ESL classes. Placement is determined by the score achieved on the SLEP Test taken upon arrival. International students whose English capabilities fall below the score of 30 on SLEP Tests submitted as part of the admission’s packet are required to attend the ESL Summer School session prior to being admitted in the Fall.

The current ESL program features a curriculum that addresses the needs of the second language learner in the skill areas of reading, writing, speaking and listening. Grammar study is a key component at each of the first three levels (ESL I, ESL II and ESL III), while reading, writing and the Test of English as a Foreign Language (TOEFL) Prep are the primary focus of the Introduction to Mainstream English offering.

**ESL I Grammar and Vocabulary**
Goals for this course include comprehension of basic grammar, from “to be” to the past continuous and beyond. Grammar is introduced in conversation form. It is reinforced through readings and writing exercises. Vocabulary development is also a main focus. Book reports, projects, short story study, weekly journal writings and a taste of idioms are also included.

**ESL I Reading and Writing**
This course works to develop sentence level and paragraph level writing skills for beginning ESL students. It includes intensive work to extend reading comprehension abilities through reading response writings, comprehension exercises and discussions.

**ESL II Grammar and Vocabulary**
This course is designed for intermediate level language learners. Goals include a reinforcement of basic grammar, an introduction and intense study of more complex grammar, including further development of conversational skills, reading skills, writing skills and vocabulary development. Journal writings, idiom study, book reports, projects and an introduction to TOEFL are included.

**ESL II Reading and Writing**
This course works to improve paragraph level writing and essay writing skills for intermediate ESL students. It includes intensive work to extend reading comprehension abilities through reading response writings, comprehension exercises and discussions.

**ESL III Grammar and Vocabulary**
This course is designed for advanced level ESL students. Goals include further reinforcement of basic grammar as well as an introduction and intense study of more complex grammar through various means. More time is devoted at this level to discussions and problem solving. Development of vocabulary remains a top focus. As this is one of two “transition” classes, much class time is devoted to literature in its various forms.

**Introduction to Mainstream English**
This course is offered to the most advanced of the ESL population, those scoring between a 52 and 56 on the SLEP. This course focuses heavily on reading,
writing and vocabulary. While literature is introduced at the ESL III level, it is a mainstay in this course. Many of the activities done in the mainstream English classes are also featured here. TOEFL Prep is a regular part of this course.

**Foreign Language**

The Foreign Language Department develops the skills needed for effective communication in the targeted language. This is accomplished by increasing the student’s ability to speak, read, and write the language with increasing accuracy, as well as to bring about a better knowledge of the people, geography, culture, and literature of the countries that speak the language. Since a very high percentage of the top American colleges and universities require three years of one language or two years of two foreign languages for admission, R-MA requires the same for its Advanced College Prep Diploma.

**German I**

Students learn to feel at home with listening to, speaking, reading and writing German in an entertaining and supportive environment. A key part of the course is a complete video, DVD and CD program to promote listening and speaking skills supported by the most up-to-date textbook series "Deutsch Aktuell." The textbook and accompanying workbook support an interactive learning experience with an emphasis on conversational German, reading, writing and grammar structure. Students learn about German, Swiss, and Austrian cultures and customs.

**German II**

Students progress to more complex reading passages on real-life situations in a German setting with more idiomatic language usage in the video and DVD materials. The course includes several subtitled German movies to promote listening skills and accompany the study of German culture and history. Throughout the year, the teacher communicates progressively with the students in German. Knowledge of vocabulary and language structure is enhanced throughout the year in the key areas of speaking, listening, reading and writing.

**Honors German III**

The reading texts in this class are more advanced and are supplemented by German short stories and fairy tales. The class is conducted in German to hone students’ listening and speaking skills. The use of audio and video materials includes subtitled movies and German movies without subtitles. Students are introduced to German newspapers, live German radio, and news web sites on the Internet. By the end of the year, students should feel confident in reading and listening to spoken German, with improved skills in speaking and writing.

**Advanced Placement German IV/V**

At this level the course progresses from the use of a textbook to reading full-length novels by such prominent authors as Franz Kafka, Berthold Brecht and Friedrich Dürrenmatt. Regular use is made of German newspapers, movies and live news from the Internet. Listening and speaking skills are promoted by the use of movies and the advanced "Turbo" video series. This is an immersion course concentrating on the achievement of greater fluency in the areas of reading, listening, speaking, and writing. The Level V class functions on the same basis as the Level IV class with different literature and the same advanced audiovisual materials. The class is conducted in an immersion environment as with Level IV.

**Spanish I**

This course covers basic geography of the Spanish-speaking countries, alphabet, numbers (0-2000), expressing time, tú vs. usted, and basic expressions. Vocabulary topics include: days and months, weather and seasons, school subjects and vocabulary, hobbies and activities, around town, house, food meals/restaurant, family, sports, airport, clothing, colors, body parts, doctor visits, and transportation. The grammar topics covered are: definite and indefinite articles with singular and plural nouns, adjectives, demonstrative and possessive adjectives, the two verbs for "to be" and the two for "to know," regular, irregular, stem-change and reflexive verbs all in the present tense, the "tener +..." and "ir +..." concepts, and the "I like..." concept. Other varied cultural, vocabulary and grammar topics may also be discussed.

**Spanish II**

Students continue the study of basic grammar and vocabulary. Vocabulary topics include: transportation, traveling, foods, eating in
restaurants, computer, Internet, e-mail, telephone, fax, shopping, clothing, jewelry, hobbies, parks, amusement parks, staying in a hotel, and airport and geographic terminology. The principal grammar topics include a review of all of the present tenses, coverage of the two past tenses (imperfect and preterit), the future and conditional tenses, passive voice with "se," comparatives and superlatives, and direct, indirect and double object pronouns. Students continue to study more culture, geography, history and persons of Hispanic countries.

Honors Spanish III
This course is taught on the advanced-intermediate level, with emphasis on the student mastery of the fundamentals taught in levels one and two. The vocabulary topics include: body parts, hospital visits, city and country life, animals, cars, gas stations, driving, hair, bank, post office, holidays and family celebrations, professions, jobs, applications and interviews, and washing clothes. The principal grammar topics covered are the formal and informal commands, present subjunctive, past progressive, present perfect, comparisons, direct and indirect object pronouns, adjectives and demonstrative pronouns as well as their uses and applications. Throughout the course, students are required to write short papers in Spanish throughout the course related to the cultural, geographical and historical aspects of the Hispanic countries, events, persons and issues studied. The students are encouraged to attempt the SAT II Spanish. The students are introduced to some literature and art in preparation for Honors Spanish IV.

Spanish IV (College)
This is an Advanced/Honors-Level course with a heavy emphasis on reading, writing and speaking proficiencies through the study of Hispanic/Latino art, history and literature as well as many contemporary issues, events and persons. Within the curriculum is a two-week preparation unit for the SAT II Spanish, which students are required to take. The course extensively explores the geography, history and culture of the Spanish-speaking countries. The principal review grammar topics include: preterit vs. imperfect, nouns, demonstrative and possessive pronouns, present subjunctive, ser vs. estar, future and conditional tenses, all object pronouns, present perfect, commands, progressive tenses, reflexive, comparative and superlatives, and passive voice. New grammar topics include: affirmative and negative words, reciprocal verbs, "if" clauses, special uses of definite articles, pronouns and prepositions, por vs. para, the "ago" concept and "ly" adverbs. Students study the culture through literary figures such as Cervantes, Borges, and Neruda, and through principal artists such as Picasso, Dalí, and Goya. Written and researched assignments are completed and presented regularly throughout the course. Course instruction and conversation are conducted principally in Spanish. Acceptance into the course is contingent upon authorization/recommendation from the Spanish III instructor. Students dual enrolled with Shenandoah University may earn three college credits at the end of the school year.

Advanced Placement Spanish V
The purpose for AP Spanish Literature is to prepare students for college work and for the AP Spanish Literature Exam, which gives students the opportunity to receive college credit. The curriculum for this course has been designed to prepare students in both content mastery and test strategy skills to enhance successful test performance. This AP course is different from the regular high school courses in that it is taught with college curricula and college-level materials. Other characteristics of this course include content depth, a faster pace, and performance evaluated on the basis of higher level thinking skills (analysis, synthesis, evaluation). While continuing to stress the four language skills of listening, speaking, reading, and writing, the course is intended to introduce selected literary masterpieces which cover the Medieval Ages through the Twentieth Century. Students will also analyze critically the form and content of literary works.

Mathematics
The ever-increasing complexity of our society, especially in the realm of science and technology, makes it imperative that we successfully integrate the new mathematics with the old to ensure that students acquire the fundamentals, while they are provided with an overview of the rapidly expanding frontiers in this field. The mathematics curriculum consists of a sequence of courses that follow logically from the ninth through the twelfth grades, with advanced courses available for students who possess extraordinary ability in mathematical
thinking.

Algebra I
Algebra I is the first course in the college-preparatory mathematics program. Students learn basic algebraic concepts. They develop skills in simplifying expressions and solving equations and practice graphing linear and quadratic equations. They learn to manipulate variables as they develop a facility with signed numbers, simple factoring, and multiple formulas. They practice graphing linear and quadratic equations. This course provides the foundation for high school mathematics. Pre-algebra is a prerequisite.

Honors Algebra I
Students are challenged in Honors Algebra I to learn and apply the curriculum described above in order to solve complex problems in algebra. A strong background in pre-algebra is a must for students to qualify for this course. Students must be recommended for this course.

Geometry
This course covers a systematic study of the nature of deductive and analytical proofs. Students learn to establish congruence and similarity for triangles and other polygons. Special properties of isosceles, equilateral, and right triangles are explored in depth. Students study perimeters, areas, and volumes of a variety of geometric figures. They explore the concepts of perpendicular and parallel lines and planes. This course provides a traditional foundation in Euclidean geometry. Algebra I is a prerequisite.

Honors Geometry
Students are challenged in Honors Geometry to learn to use the material studied in the Geometry curriculum in order to write sophisticated proofs of complex theorems. Additional topics include coordinate geometry and trigonometry. Algebra I is a prerequisite. Students must be recommended for this course.

Algebra II/Trigonometry
Algebra II reviews and expands basic algebraic concepts and skills covered in Algebra I and Geometry. Students learn a higher level of mathematical thinking and greater skill in working with numbers and algebraic expressions, equations, and inequalities. Among other topics, they study complex numbers, functions, linear systems, quadratic functions, radical equations, and trigonometry. This course provides the background for pre-calculus. Algebra I is a prerequisite.

Honors Algebra II/Trigonometry
Students are challenged in Honors Algebra II/Trigonometry to cover the regular Algebra II curriculum in depth with less attention to a review of Algebra I concepts. In addition to the topics covered by the regular Algebra II/Trigonometry class, the Honors class covers probability and linear programming. Algebra I is a prerequisite. Students must be recommended for this course.

Pre-Calculus
This advanced course prepares students for calculus and higher-level mathematics. Students are exposed to higher level functions, including circular functions (trigonometry), analytical geometry, sequence and series, polar coordinates, and conic sections. Algebra II/Trigonometry and Geometry are pre-requisites.

Honors Pre-Calculus
This challenging course prepares our most serious students for theoretical college calculus by challenging them to solve rigorous and complex problems with an in-depth knowledge of higher level functions as described in Pre-Calculus. Algebra II/Trigonometry and geometry are pre-requisites. Students must be recommended for this course.

Advanced Placement Calculus AB
This is the Academy’s most advanced mathematics course. Calculus is the mathematical tool used to analyze changes in physical quantities. This is a dual enrollment course with Shenandoah University. It is a two-semester course that deals with differentiation and integration of algebraic and transcendental functions with applications. Upon successful completion of this course, the student receives five hours of college credit and completes the Advanced Placement exam. Pre-calculus is a prerequisite. Students must be recommended for this course.

Advanced Placement Statistics
Statistics is the mathematical science used in collecting, analyzing and developing conclusions from data. It is a two-semester course that concentrates four major conceptual themes: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Upon
successfully completing the course, the student takes the Advanced Placement exam and may earn advanced placement or credit for a one-semester introductory college statistics course. Students must be recommended for this course. Algebra II is a prerequisite.

**Computer Literacy**
This one-semester course is required for graduation. The course covers computer literacy terminology, telecommunications, advanced word processing, desktop publishing, web page designing, spreadsheets, databases, and slide show presentations. The windows operating system is taught. Students also learn to format documents in word processing such as letters, lists, outlines, and reports. Telecommunications are discussed and students send emails, and practice researching on the Internet. The course covers keyboarding, Word, Excel, Access, Outlook, Publisher, PowerPoint and Front Page.

**Physical Education**
The physical education program at Randolph-Macon Academy provides an opportunity for students to develop efficient and effective motor skills and to embark on a continuing program of physical fitness. By engaging in team sports, students develop confidence and emotional control, and learn the rules of good sportsmanship. Physical education credits are awarded for participation in interscholastic and intramural sports. One-half credit is awarded for every season of participation. Most of the physical education activities are conducted after the classroom instruction.

**Personal Fitness**
This is a strength-building class consisting of circuit training with progressive guidance in technique safety and personal goal achievement. This class is designed for athletes and is conducted during the school day.

**Competitive Sports**

**Intramural Activities**
During after-school intramural activities, those students not engaged in other sports activities participate in an organized series of rotational activities that can include swimming, hiking, dodge ball, or other designated and supervised physical activities.

**Science**
Randolph-Macon Academy has a strong science curriculum that places emphasis upon the understanding and application of major scientific principles and the development of confidence in the use of scientific methods. Classroom teaching stimulates an interest in research and investigation, and laboratory periods present opportunities for individual and group experimentation. Both inductive and deductive techniques are used to aid students in understanding principles and solving problems. All courses require extensive laboratory work.

**Investigative Laboratory Science**
This ninth grade science course will introduce the students to the required scientific and engineering practices needed to be successful in biology, chemistry and physics courses. The students will engage in hands-on laboratory activities while learning biology, chemistry and physics concepts. Major scientific projects will be required of the students for each quarter.

**Biology**
Students study the basic similarities and differences of the structure and function of all living things. This
laboratory course provides an in-depth study of cells and a survey of microbes, plants, and invertebrates. An emphasis is placed on the ecological interactions of all living things.

Chemistry
Students in this course learn the basic principles of general chemistry and acquire a solid background in stoichiometry, gas laws, chemical bonding, thermodynamics, kinetics, and equilibrium. Concepts studied are strongly reinforced by laboratory experiments. The understanding of concepts and the ability to solve problems are emphasized. Algebra I proficiency is a requirement.

Physics
This upper-level course presents a mathematical analysis of the major concepts of classical physics as well as an introduction to some of the more modern aspects of physics. Students examine topics such as mechanics, fluid and thermodynamics, electricity and magnetism, and nuclear physics. Lab work is designed to complement lectures, group work, and in-class problem sessions. The minimum prerequisites are Algebra I, Geometry, and Chemistry with a grade of C or better in each class. Students must also have completed Algebra II or be co-enrolled in the course.

Honors Anatomy and Physiology
This is an honors-level course designed for students who may pursue a career in medicine, health, or athletics. An overview of all the systems of the human body provides the foundation for laboratory investigations that include approximately four dissections, 30 labs and some forensics. Prerequisites: Biology and Chemistry. Permission from the instructor is required to sign up for this course.

Advanced Placement Biology
This course provides students with the conceptual skills necessary to deal critically with the rapidly changing science of biology at the college level. Students develop a conceptual framework that emphasizes an understanding of science as a process, integrates general topics of biology through the eight major themes specified in the AP Course description. They understand evolution as a foundation model of modern biology and thought. Students also apply their content knowledge and critical thinking skills to environmental and social concerns. Students spend a minimum of 25 percent of instructional time engaged in hands-on laboratory work. The pre-requisites are a grade of B or higher in Biology and Chemistry.

Advanced Placement Chemistry
AP Chemistry is an upper-level course designed for those students who plan to major in the fields of science, medicine, engineering, or other technical fields. This course is designed to challenge the more advanced students and is taught at an accelerated pace. The AP chemistry course presents a rigorous treatment of the following concepts: nature of matter, gas laws, thermodynamics, chemical equilibria, performing laboratory investigations, communicating laboratory findings, and describing the structure of matter and its behavior. A strong math background in which the student has acquired competence in formula writing and solving equations is essential for success. Prerequisites for the course are a grade of “B” or higher in Chemistry and Algebra II.

Advanced Placement Physics
This class presumes at least an introductory background in physics and is equivalent to an advanced college-level calculus-based mechanics class. Students examine the standard topics in a mechanics curriculum from the basic kinematics equations through gravitation and rotational dynamics and with the application of the tools of calculus. Class time will be split amongst a combination of lectures, interactive demonstrations, problem-solving sessions and group work, and laboratory experiments. Students are expected to spend a significant amount of time outside of class on the course material. The student must have completed math classes through pre-calculus and one year of high school physics (or have an equivalent background as approved by the instructor). In addition to this, the student must have either already completed or be currently enrolled in Advanced Placement Calculus. Student must be approved for enrollment by the instructor.

Engineering Fundamentals
This course is designed to introduce students to the work of an engineering career. The designing, planning and construction processes of projects for this class are modeled after what engineers do every day. This course will also introduce students to the world of computer programming using Java software.
Social Science

The Social Studies Department seeks to ground students in the foundations of the human experience, enabling them to become culturally literate members of society. The curriculum provides students with a deeper understanding of issues and ideas, by laying a solid foundation of knowledge of the historical events and social processes that have shaped the world. Courses stress reading, writing, note-taking, and outlining skills to provide students with a disciplined approach to the study of history. Students develop vital communications skills that will serve them in college and for the rest of their lives. Students also gain valuable research skills, as each course taught has a term paper requirement. Through the study of history, students acquire a greater sensitivity to the experiences of mankind and a more perceptive understanding of the world.

World History II
World History II surveys the history of civilization from the Renaissance to modern times, with an emphasis on cultural development and the outstanding personalities who have shaped human progress. From the start of the Renaissance to the revolutions that make up the modern period, students will gain a better understanding of the forces that have shaped modern cultures around the world.

Honors World History II
Honors World History II covers the history of civilization from the Renaissance to modern times, with an emphasis on cultural development and the outstanding personalities who have shaped human progress. Honors World History II places a special emphasis on critical thinking, reading, and writing skills concerning the political, social, and economic developments and ideas that have shaped the past and are shaping the present time.

United States History
United States History is usually taken in the junior year, and provides an in-depth study of America’s history from its beginnings to the present day. U.S. History is the story of an evolution—of the physical landmass as the country spreads across the continent; of the changing composition of society; of the revolutions and transformations in institutions, industry and government; and of the ever-changing role of America on the world stage.

Advanced Placement United States History
This course has two purposes: to teach the main lines of American political, social, and economic history, and to develop the analytical skills necessary to develop a sophisticated understanding of the process of historical continuity and change. In addition to the enhanced course content, students learn and practice expository writing in order to prepare for the Advanced Placement exam, which is required of enrolled students. Students completing both semesters with a “C” or better can earn six college credit hours with dual enrollment at Shenandoah University. Students must earn a B or higher in a 10th grade level history course and in 10th grade English or equivalent to qualify for this course.

United States Government
United States Government is a full-year course taken in the senior year. This course provides students with an in-depth look at the foundations and functions of American government. Major themes and topics of study include the history of American democracy and government; the Constitution and Bill of Rights; citizenship; political parties and the election process; Congress and the legislative process; the Presidency and the executive branch; the federal bureaucracy; and the Supreme Court, the lower federal courts, and major landmark decisions.

Advanced Placement United States Government and Politics
This course involves the study of general concepts used to interpret American politics and familiarity with the various institutions, groups, beliefs, and ideas that constitute US politics. In addition, the course provides students with frequent practice in writing analytical and interpretive essays such as thematic essays in order to prepare for the Advanced Placement exam, which is required by all enrolled students. The pre-requisites for the course are a B or higher in United States History and the most recently taken English course.

Advanced Placement Modern European History
This is a college-level course open to juniors and seniors, surveying events in Europe from the end of the Middle Ages to the present. This course is intended to educate the student in relevant factual data, covering intellectual, cultural, political, diplomatic, social and economic developments. It
provides the student with the necessary skills and abilities to analyze and interpret a variety of historical sources and materials, for success in higher academic scholarship. The course includes extensive instruction in analysis and interpretation of a wide variety of primary sources. Throughout the year, students will learn how to interpret and evaluate various historical media including primary sources. The Advanced Placement Test is required to receive credit for this course. The pre-requisites for the course are a B or higher in World History or United States History and the most recent English course.

**Great Thinkers**
This course surveys the works of the Great Thinkers from Antiquity, the Middle Ages, the Renaissance, the Age of Enlightenment, and Contemporary Times. Students examine, discuss, and debate such great figures as Socrates, Plato, Aristotle, Euclid, Michelangelo, Newton, Einstein, Locke, Beethoven, and Gandhi, along with a host of other Great Thinkers. The course is facilitated by a team of faculty members who are experts in their individual fields. Each quarter covers the following academic disciplines of the specific period studied: History & Geography, Philosophy & Religion, Political Thought, Literature, Mathematics, Science, Music, and the Arts. The course is seminar-based and emphasizes student discussion and participation throughout. This course enables each student to understand from where and how our modern thought evolved and how each generation talks to the next, and assists the student in becoming comfortable in the world of knowledge and ideas.

**Topics in Asian History**
This class explores the ancient and modern civilizations of Asia. Focus is placed on the rise of the great Asian civilizations, their subsequent struggle during European and then Asian colonial expansion, and finally, their rise to 21st century nations. Japan, China, India, and select Southeast Asian countries are the center of discussion.

**20th Century Warfare**
The world in 1900 was poised on the threshold of one of the most remarkable periods of change in human history. This class explores the clashes between nations and how these were affected by industrialization, the rise of mass politics, the collapse of monarchical orders and the coming of mass urbanization. Some focus is placed on strategy, tactics, and weaponry.

**AP Psychology**
This course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students learn about the explorations and discoveries made by psychologists over the past century, the differing approaches to biological, behavioral, cognitive, humanistic, psychodynamic, and sociocultural perspectives, and the basic skills of psychological research.

**Religious Studies**
One credit of religious studies is required for graduation. If a student can present documentation of approximately 120 hours of religious training, the requirement can be waived. Documentation consists of confirmation certificates if obtained after the age of 11, school transcripts indicating at least one year of religious instruction, Latter Day Saints Seminary Certificates indicating one year of seminary course work completion, a letter from the student’s church certifying that he/she has completed one year of formal religious training, or a Bar/Bat Mitzvah certificate. Religious studies are considered a social studies credit. Students must select one of the two options.

**Old Testament /New Testament Survey**
This course offers an overview of the Old Testament and New Testament of the Christian Bible, with an emphasis on how the text relates to history. Students are introduced to the Judeo-Christian ethic, and the development of the Christian church and its influences on U.S. and world societies and cultures.

**Survey of World Religions**
World Religions provides a comprehensive account of the development, doctrines, and practices of the world’s major faiths. This course provides no ideological bias towards any one religion; rather, it will focus on a survey and discussion of the history, texts, and impact of religious ideals found throughout the world today. Reading, research, and writing will be emphasized in order to aid students in learning the significance of religion.
Visual and Performing Arts

The visual and performing arts program provides students with opportunities to experience beauty in music and art and to explore the processes necessary for attaining that beauty. Students are involved in a “hands-on” approach, so that they develop interests that provide a lifelong vehicle for enjoyment and personal expression.

Marching & Concert Band
Throughout the eastern United States, R-MA’s award-winning band has earned a reputation for excellence. The band performs several concerts each year and plays for sporting events and Air Force JROTC parades. The band travels throughout the region to perform in parades and takes at least one extended tour each year. Recent tours have included Orlando, Florida; Holland, Michigan; Sandusky, Ohio; Charlotte, North Carolina; and the St. Patrick’s Day Parade in New York City. Performance on a frequent basis is expected, which further develops the talent of individual players.

Chorus
The chorus, which has earned numerous awards in regional competitions, performs concerts and at chapel services on campus, in addition to competing in contests and festivals off-campus each year. The chorus makes a spring tour, performing in such locales as Virginia Beach, Florida, and North Carolina.

Drama
Drama provides instruction in the basic skills and principles of the theatre. Students will develop an awareness of play production, improvisation, history of the theatre, character development and a variety of acting skills and techniques. Students are encouraged to participate in the drama productions that are offered during the school year.

Handbell Choir
Handbell choir provides an in-depth study of the mechanics of music through the performance of music literature on the Academy’s three-octave set of English handbells. The handbell choir performs often on and off campus for chapel services and special events. This course is offered only if seven or more students express interest.

Music Theory
Music Theory is a self-paced computer instructed course designed to provide increased understanding of the basic elements of music and to prepare students for further study of music on the collegiate level. Students use Alfred Publishing’s Essentials of Music Theory Software, which includes musical examples from symphonies, marches, operas, oratorios, concertos and piano literature from many periods and cultures. Ear training is integrated into every lesson. Pre-requisites: Band student or students of some musical involvement.

Studio Art
Students develop abilities to recognize visual arts content, concepts, and create, discuss, and understand original works of art. Students develop art with personality, emotion, and for the purpose of visual communication between the artist and his/her viewers. Students explore the following areas: design, drawing, painting, print making, and commercial design, as well as three-dimensional activities including clay, wire and architectural design. Students analyze the cultural context and art history, judgment and criticism, and aesthetics in order to understand and appreciate the visual arts. Students maintain a portfolio documenting their accomplishments. The culminating portfolio will demonstrate quality, breadth of experience, technical skill, concentration, and growth over time.

Yearbook
Students in this year-long course design and publish RMA’s Randomac. Students learn all aspects of producing a publication including layout and design, copywriting, photography, graphic arts, and advertising. The overall objective is to develop the skills needed to produce quality publications.

AP Art History
AP Art History is designed to provide the same benefits to secondary school students as those provided by an introductory college course in art history. In the course, students examine major forms of artistic expression from the ancient world to the present and from a variety of cultures. They learn to look and analyze works of art within their historical context, and to articulate what they see or experience in a meaningful way. A meaningful way to experience works of art is learning to frame an understanding that relates how and why works of art communicate visual meaning.