Profile

Character: Grades 7-12, all-male, private, military, boarding

Founded: 1928

Location: 100-acre campus in Wayne, Pennsylvania, a suburban Philadelphia residential area

Enrollment: 310 cadets

Faculty: 30

Student-Faculty Ratio: 10:1

Average Class Size: 12

Student Profile: Approximately 24% of the students are international, coming from Africa, eastern Asia, southern Asia, the Middle East, South America, Central America, the Caribbean, Europe, and Canada. Every region of the United States is well represented by the rest of the student body.

Accreditation: Middle States Association of Colleges and Secondary Schools

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This bulletin/catalog is informational only and the Academy reserves the right to make changes at any time, including, but not limited to, the right to modify the requirements for admission and graduation; to change any dates listed; to change the program of study, to amend any regulation affecting the student body; to increase tuition and fees; and to dismiss from the Academy any student at any time, if it is deemed in the best interest of the Academy or the student to do so. Nothing in this catalog should be viewed as setting forth the terms of a contract between the student or prospective student and the Academy.
History

Valley Forge Military Academy opened its doors to the first Corps of Cadets in September 1928. Founder Lieutenant General Milton G. Baker created the military preparatory school to fill what he perceived as a “crying need” for the education of young Americans. “Send us your boy and we will return to you a man,” was the Academy’s promise.

The school housed their 125 cadets and 14 officers in the former Devon Park Hotel, but because of a fire just months after opening, the Academy moved to what had been the campus of St. Luke’s Preparatory School in Wayne, the present site of Valley Forge Military Academy. Through the Great Depression, General Baker embarked on the construction of numerous buildings and the growth of the Corps. The school was soon earning national prominence, a role it would never relinquish.

The Academy was so successful in its mission that in 1935 the institution expanded its curriculum to include a junior college and took on the name Valley Forge Military Academy and Junior College. In 1992, the name was changed to Valley Forge Military Academy and College.

In the last 81 years, Valley Forge has had many triumphs and successes. Thousands of cadets have had membership in the famed “Continental Line” and have reaped the benefits of a top quality academic and leadership education. And, the mission set forth by LTG Baker still exists today as Valley Forge values the traditions of the past and attunes to the opportunities of the future.

Mission

To educate young men within an academic and military environment so they are fully prepared to meet their responsibilities as citizen leaders in a manner that reflects alertness in mind, soundness in body, consideration of others, and a high sense of duty, honor, loyalty, and courage.

To foster the love of God and country, gentlemanly qualities, and high moral standards: characteristics that will make them a credit to themselves, their families, their Alma Mater, their country, and their God.
The Five Cornerstones

Valley Forge strives to produce educated leaders for the global community by developing the whole man, relying on the five traditional cornerstones on which the institution has built its international reputation.

Cornerstone 1: Academic Excellence

The academic program at Valley Forge is the heart of the school. The strong course of studies, developed on the basis of careful analysis of college preparatory curriculum, focuses on preparing students for College Board testing and placement in competitive colleges and universities, as well as for long-term academic success. The school promotes intellectual curiosity and provides an environment where young men can explore and expand academic interests.

There are 25 full-time faculty members at the Academy, most of whom hold master’s degrees. VFMA teachers are noteworthy in their high level of educational experience and in their commitment and accessibility to the young men they teach. The average class size is 11 and the student-faculty ratio is 10:1.

Systems in place to help each student achieve optimum academic progress include nightly faculty supervised study, an extra study period for cadets needing additional help, and a peer tutoring program.

High achieving students are eligible to win numerous rewards including Academic Stars, Scholar Medals, National Honor Society and Junior Honor Society, as well as those awarded in the various academic disciplines.

The library faculty of the May H. Baker Memorial Library collaborate with the teaching faculty to incorporate the library’s information resources into the curriculum so cadets gain essential information literacy skills for academic success, life needs and interests, and development of life-long reading enjoyment.

Cornerstone 2: Character Development

Character development is an integral part of the Valley Forge experience. Academy leaders and faculty focus on helping cadets embrace high moral standards, as well as a strong sense of duty, honor, loyalty, and courage. Valley Forge helps young men develop character in many ways, including:

- The Honor Code, by which all cadets promise not to lie, cheat, or steal, nor tolerate those who do.
- The Honor System which requires cadets to live according to high moral and social expectations enforced by their peers in the Cadet Honor Council.
- The Character Development Program which highlights a different value each month and allows cadets to explore that value through Chapel sermons, guest lectures, and ongoing interactive classroom experiences such as role-playing, video application, and small-group discussions.
- Required attendance at non-denominational, but Christian in nature, Sunday chapel services.
- Active religious fellowship groups representing a wide range of religious beliefs.
- Community service projects.
- Weekly Character Development classes, Personal Guidelines to Successful Living, in the Middle School.

Cornerstone 3: Personal Motivation

An important Valley Forge objective is to motivate young men to strive for excellence, individually and as members of an organization, throughout their entire lives and in all areas of endeavor. As cadets respond to the challenging structured life of Valley Forge—the programs, systems, rewards, privileges, and restrictions—they learn to aim for excellence and work hard to achieve it. They develop confidence in their abilities to be successful. They adopt high standards of self-control, appearance, fitness, neatness, and punctuality. They take responsibility for their own actions.

Valley Forge focuses on developing students who know they can achieve excellence, who have learned how to achieve it, and who have taught other cadets how to achieve it. As cadets mature in their time at Valley Forge, they become ready to seek excellence for its intrinsic worth and with personal motivation, no longer needing the structure that nurtured them.
Cornerstone 4:
Physical Development

Valley Forge strives to improve the health, self-confidence, and physical abilities of each cadet through an integrated program of physical education, athletic competition, and promotion of a healthy and very active lifestyle. The institution fosters the development of those attitudes, habits, and abilities that lead to lifelong physical well-being.

- **Physical Education/Athletics**—Provided for all cadets through company level physical training/intramurals or participation in interscholastic sports. Cadets are required to participate throughout the entire year.

- **Interscholastic Competition**
  - baseball * basketball * cross country
  - equestrian show jumping * football * golf * lacrosse
  - soccer * swimming * tennis * indoor track
  - wrestling * Rugby * Track & Field

- **Clubs**
  - Annual Clubs are offered by the Academy Faculty.

- **Paid Activities**
  - Martial Arts * Scuba * Fencing * Flight Training* Ice Hockey

- **Athletic Facilities**—Extensive campus athletic facilities are available for programmed and/or recreational use.

- **Substance Abuse Counseling / Preemptive Programs** are coordinated by the Achievement Center, the Commandant’s Department, and individual cadets.

- **Health Center**—Students with health needs may receive routine or emergency treatment through this 24-hour on-campus facility. The Center conducts daily sick call and clinic hours; students also may be seen by appointment. In case of serious illness or injury, students are referred to nearby Bryn Mawr Hospital.

Cornerstone 5:
Leadership

Valley Forge is a leader development institution. All cadets are provided opportunities to exercise leadership on the athletic field; in extracurricular activities; through service efforts; in the classroom; and through the Cadet Advisory Board, Honor Council, and other campus committees.

In addition to these opportunities, Valley Forge cadets may experience extraordinary leadership development through the campus military organization, the Corps of Cadets. Cadet daily life is organized through the Corps. It is largely student-governed, under the supervision of the Department of the Commandant of Cadets. Leadership positions within the Corps are earned over time. Students with exceptional potential for leadership positions are invited to return early each year to participate in Leadership Detail Training. Each year approximately 42 percent of the Corps is involved in leadership positions of sergeant or higher.

Significant leadership training is conducted by the Commandant’s Department and student leaders in the Chain of Command. Leadership principles are promoted by the Corps so that:

- Cadets learn to lead by first learning to follow. The confidence of others is earned as cadets demonstrate their ability to follow senior leaders and to adhere to standards.

- Officers, Noncommissioned Officers, and “Old Men” (cadets who have been at Valley Forge for more than one year) are responsible to lead those placed under them by requiring obedience, maintaining discipline, enforcing standards, teaching, and setting the example. They learn to assert their authority whenever other cadets are not following the rules and regulations of Valley Forge.
Admissions

Valley Forge Military Academy seeks to enroll young men of sound moral character who possess scholastic, mental, and physical qualities necessary to succeed in a rigorous college preparatory environment. In particular, the school looks for young men who can be motivated to achieve their full potential and go on to succeed at the top colleges and universities in the country.

Students are accepted for grades 7 through 12 and Post Graduate. Midyear candidates are also accepted.

The admissions policies of Valley Forge Military Academy are non-discriminatory with respect to race, color, creed, and national or ethnic origin. The school is authorized under federal law to enroll non-immigrant (foreign) and resident alien students.

**ADMISSION PROCESS**

1. **Application:** Application: Complete the application entirely and submit to VFMA with application fee. The application form is available on the VFMA website or a mailed copy may be requested by calling 1-866-923-VFMA. VFMA will send a request for transcripts and evaluation forms to candidate’s present school. Please note: an acceptance decision cannot be rendered until VFMA is in receipt of this information.

2. **Open Houses and Campus Visits:** VFMA hosts several Open Houses throughout the year. The schedule is listed on our website and you may register online or by phone. Prospective cadets may also schedule a personal interview and tour of the campus. To arrange this, please call 1-866-923-VFMA or e-mail admissions_academy@vfmac.edu.

3. **Post-Acceptance Medical Requirements:**
   - Physical Examination—All students are required to have a physical examination completed by a physician and submitted to the VFMA Health Center prior to arrival at VFMA each year.
   - Medications—If the candidate is on medication, a note must be supplied from the physician on his/her letterhead that describes the type, dosage and reason for medication.
   - Counseling/Therapy—Any candidate who has ever been involved in or is presently under the care of any directed or voluntary counseling or therapy program must have the psychologist or psychiatrist complete our Counseling Questionnaire Form.

**Application Deadlines:**

- Fall Semester 2013 Admission—August 2013
- Spring Semester 2014 Admission—January 2014

**Formal Decision:** Candidate and family will be informed periodically of the status of his file. Once complete, it will be evaluated by the Admissions Committee. Written notification of the decision will be mailed.

**Wait List:** When enrollment reaches capacity, pending applicants will be placed on a wait list and kept informed.

**Acceptance:** Upon notification of acceptance, family will submit a $500 validation fee to be credited toward tuition.
VFMA Financial Aid

Valley Forge Military Academy Financial Aid and Scholarships

VFMA offers both merit-based and need-based financial aid to help cadets and their families finance their VFMA education. Each financial aid and scholarship applicant must submit a Parents’ Financial Statement (PFS) along with the parent or guardian’s W2 and 1040 from the previous year. Financial aid applications are rolling and may be submitted before the applicant is accepted, but financial aid is not formally offered until the applicant has been accepted. Other Financial Aid Sources

Private Scholarships—many organizations offer scholarships for secondary education based on family background, memberships in clubs and associations, and other criteria. You may research at libraries or on the Internet for information on private sources of financial assistance.

Private Loans—several lenders have developed programs for the financing of private secondary education. Please note that the options on these loans vary widely; most loans are credit based and the interest rates are tiered based on a parents’ credit score.

For more information, please go to http://www.vfmac.edu/academy-financial-aid/?template=admissions-academy-paying, or call the Financial Aid Office at 610-989-1471, mail inquiries to VFMA Financial Aid Office, 1001 Eagle Road, Wayne, PA 19087, or email kgreener@vfmac.edu.
**Student Life**

The goal of the student life program is to assist the cadet in developing the social and life skills and maturity that will help him as a college student and throughout life. Character, religious, social, and physical programs are provided to assist the cadet’s development as a whole man. In addition numerous clubs, activities, and honor societies provide further opportunities to develop and pursue personal interests.

**Religious Services**

Valley Forge is a non-denominational institution and welcomes cadets of all faiths. All cadets are required to attend the weekly Sunday non-denominational worship service which is Christian in nature. The Sunday service is an integral part of the Character Development Program. Services are held in the Alumni Memorial Chapel of St. Cornelius the Centurion. The Sunday worship service is a blending of the religious, patriotic, and military, conceived to inspire and to motivate. Speakers include prominent members of the clergy; distinguished leaders of business, industry, the professions, education, and military; and members of the faculty and staff.

For Catholic cadets and their families, Mass is conducted in the chancel area of the chapel every Sunday morning by a priest from the Archdiocese of Philadelphia. Catholic students may also elect to participate in CCD which is held weekly in Shannon Hall. Jewish students may attend a Friday evening or a Saturday morning service at a local synagogue each month. Muslim students are permitted to attend services at a local mosque each month and also conduct a prayer service each Friday on campus. Religious fellowship groups meet weekly on campus.

Arrangements are made, whenever possible, to allow cadets to observe the holy days of their faith, including Ramadan for Muslim cadets and holy days for cadets of the Jewish and Eastern Orthodox faiths.

**Extracurricular Activities**

Valley Forge recognizes that as young men experience a wide range of activities they gain personal growth and satisfaction. Toward that end, a variety of extracurricular activities, clubs and groups (listed on following page), are available. In addition the following general activities are offered.

- **Dances**—Three formal balls are held each year in Mellon or Eisenhower Hall. In addition, during the year the Academy hosts informal Boodle mixers on a monthly basis where cadets can meet young women from local schools. Academy cadets are also invited to attend informal off-campus dances at local schools.

- **The Boodle Shop**—During free time, cadets can relax in the Boodle Shop where they may eat at the snack bar, play pool and other games, relax in the TV lounge, or enjoy a film in the movie theater.

- **Off-Campus Activities**—Valley Forge offers trips to local professional sporting events including hockey, baseball, and basketball. The school also takes ski trips to northeastern resorts and excursions to cultural venues in New York and Philadelphia. Weekend bus service is provided to the King of Prussia Plaza Mall and the King of Prussia Multiplex and IMAX® Theater.

**The Anthony Wayne Legion Guard**

The Valley Forge honor guard consists of members of the Corps who are selected after consideration of their academic and personal qualifications. The organization provides honor guards for distinguished visitors and special ceremonial demonstrations.
Music

The Music Program provides outstanding opportunities for students with demonstrated musical ability.

- **The Valley Forge Regimental Band**—This marching and concert group draws musicians from all over the world. The group has acquired international distinction for participation in events such as the New Year’s Day Lord Mayor’s Parade in London, several inauguration parades of U.S. Presidents, a White House concert, and performances with the famed Philadelphia Orchestra and at the Kennedy Center in Washington. The Band also marches each Sunday during the school year in the Garrison Review, performs three campus concerts yearly, and appears in regional events.

- **Field Music**—This group upholds the traditions of drum and bugle corps that soldiers have used throughout history to communicate.

- **The Coronation Heraldic Fanfare Trumpeters**—In addition to performing weekly prior to Chapel services on campus, this group receives frequent invitations to provide regal significance to special school functions and regional events.

- **The Regimental Chorus**—The chorus provides music for Chapel services and is in demand to perform for many special functions, both on and off campus. Students are selected by audition and may also be invited to be part of a select choir, the Militaries. Some scholarships are available.

- **Private lessons**—Instruction is offered in piano, organ, voice, guitar, brass, woodwind, percussion, and bagpipe. All Band members must sign up for private music lessons.

- Contact Phillip Evans, Director of Music Programs, at 610-989-1252 for more information.

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Extra-Curricular Clubs and Societies

These groups, sponsored by Academy faculty and staff, allow cadets to explore a wide variety of special interests with other students.

* Not all clubs are currently offered

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Paid Activities

In addition to the above mentioned clubs, VFMA coordinates the following paid activities, which are taken outside the school day. For more information, call the Director for Student Activities, Mrs. Lauren Wochok, 610-989-1262

- **Martial Arts** – Self-defense course offered during the week. Can substitute an interscholastic sport. Cadets receive a grade and academic credit for this activity. Offered Fall, Winter and Spring.

- **Scuba Diving** – The course covers basic techniques needed to safely operate Self-Contained Underwater Breathing Apparatus and prepares participants for SCUBA certification. No academic credit or grade given for this activity. Offered on the weekend.

- **Fencing** – This course teaches basic techniques including sparring. Course is offered during the week. Can substitute an interscholastic sport. Cadets receive a grade and academic credit for this activity. Offered Fall, Winter and Spring.

- **Flight Training** – Cadets ages 15-1/2 and older may enroll in a 2-year aviation course that is designed to lead to a private pilot’s license. Instructors are F.A.A.-certified. At age 17, trained cadets may apply for a pilot’s license. The Cadets must pass an F.A.A. physical to be eligible for solo flight. No academic credit or grade given for this activity. Offered on the weekend.

- **Ice Hockey** – High contact sport held off campus at a nearby site. This course is offered during the week and can substitute an interscholastic sport. Cadets receive a grade and academic credit for this activity. Offered Fall and Winter.

- Additional paid activities taken on the weekend or that are not a part of the academic criteria and are offered without a grade or credit include, but not limited to, Boy Scouts, Life Guard Certification, and CPR Training.

Athletics

Athletic activity plays an important part in the life of every cadet. The objective of the Valley Forge athletic program is “Every cadet on a team; every cadet an athlete.”

- **Interscholastic Athletics** – VFMA competes as an independent school at the interscholastic level in football, basketball, cross country, lacrosse, soccer, indoor track, rugby, wrestling, baseball, golf, swimming, tennis, and track & field. For cadets with equestrian interests, show jumping is available on an additional fee basis.

- **Middle School Competition** – Middle School cadets compete in baseball, basketball, and soccer.
Graduation Requirements

- As students transfer to VFMA from other high schools, credits transferred from previous courses are applied to the appropriate VFMA subject area. Physical Education credits are only required for years of enrollment at VFMA.
- Students typically take 5.75 to 6.75 credits per year. In addition, they may be scheduled for courses that offer no credits such as Driver Education, Applied Music, TOEFL Preparation and SAT Preparation.
- All students are required to be enrolled in a minimum of 5.0 credits, plus Information Literacy and Physical Education/Athletics annually. The Headmaster, following submission of a written request containing substantiating reasons, may grant exceptions to this policy.
- Assignment of credit is as follows:
  - 1.00 credit for classes meeting 5 times each week all year.
  - 0.50 credit for classes meeting daily for a semester, or for 2 to 3 sessions per week all year.
  - 0.25 for classes meeting for 1 to 2 sessions per week for a semester or year.
- One unit of credit reflects approximately 120 clock hours of instruction, or a course that meets one period daily for an academic year. One-half unit of credit reflects approximately 60 clock hours of instruction. Courses taken to remediate a failure in a 1.00 class must consist of 60 hours of instruction. Courses taken to accelerate must consist of 120 hours of instruction. Courses taken for remediation or acceleration at other schools must meet these standards to be approved.
- Students who fail a course fulfilling a graduation requirement must make up the failure at a summer school, with a private tutor, online, or repeat the course the following year or semester. Parents/guardians are notified if their son is failing or has failed a course along with proper documentation for summer school enrollment. Parents must seek the Guidance Department’s approval for these courses.
- Seniors are required to pass all courses in their senior year, regardless of the number of credits previously earned.
- Algebra, Geometry and World Language classes taken before 9th grade only count toward graduation requirements if they were taken in high school classes. They may have an effect on placement.
- Any academic course may also fill elective requirements once all the graduation requirements are met in that subject area.

**Classes**

Grade levels at VFMA have the following designation:
- 12th Grade – 1st Class
- 11th Grade – 2nd Class
- 10th Grade – 3rd Class
- 9th Grade – 4th Class
- 8th Grade – 5th Class
- 7th Grade – 6th Class

**Grading**

- Grading is based on the following scale:
  - A = 90-100
  - B = 80-89
  - C = 70-79
  - D = 65-69
  - F = 0-64
- GPA (Grade Point Average) and class rank are computed at the end of each quarter as follows:
  - Quarter 1
  - Semester 1
  - Quarter 1 (40%), Quarter 2 (40%), Midterm exam (20%)
  - Quarter 3
  - Final
  - Semester 1 (50%), Quarter 3 (20%), Quarter 4 (20%), Final exam (10%)
- Honors courses are weighted 1.05. Advanced Placement (AP) courses, including college courses taken through our Dual Enrollment Program are weighted 1.10.
- GPA calculations are based on credits attempted, rather than credits earned.
- VFMA does not include a cumulative GPA or a cumulative class ranking on its transcript.
- Courses *not* calculated in the GPA are Driver Education, Applied Music, Physical Education/Athletics, Paid Activities, SAT Preparation, TOEFL Preparation, D Troop, Field Music, and Regimental Band.

**CODE** | **SUBJECT AREA** | **CREDITS**
--- | --- | ---
EN | English | 4.00
MA | Math | 4.00
SS | Social Studies | 3.00
SC | Science | 3.00
  | 1.00 credit each in Ancient World History, Modern World History, and U.S. History
FL | World Languages | 2.00
  | 2.00 credits in laboratory sciences and 1.00 in an additional science course
HE | Health | 0.50
EL | Electives | 3.00
IL | Information Literacy | 2.00

**TOTAL ACADEMIC HOURS** | **21.50**
ACADEMIC PROGRAM

Honors and Advanced Placement (AP)

- Honors level courses are offered in Science, Mathematics, Social Studies, World Languages, and English.
- Students entering honors level classes must demonstrate high achievement in the prior class taken in that discipline. This will generally mean an A-(92 percent) grade if the class were at a standard level, or a B+ (89 percent) if the class were at an honors level.
- Advanced Placement courses are offered in English Language and Composition, English Literature, Statistics, Physics B, Chemistry, Biology, U.S. History, and European History.
- Students entering AP level classes must demonstrate high achievement in the prior class taken in that discipline. This will generally mean an A (95 percent) average in a standard level class or an A- (92 percent) in an honors level class. Other stipulations may apply; see course descriptions for more detailed requirements.
- Near the end of the academic year, students in AP courses are required to take an AP test for each course taken. Students receiving a minimum test score of 3 may receive college credit for one semester in the tested subject. Students receiving a score of 4-5 may receive up to two semesters of college credit.
- If the student doesn’t meet the basic requirements of an AP level course, he must receive permission from the teacher to register for that course. AP teachers have the right and may need to see a student’s academic record in order to assess his eligibility.

Academic Honors

The most prominent and traditional awards are Academic Stars. All students must maintain a minimum grade of an 80 in all courses, to include a passing grade in all Pass/Fail (P/F) courses. Academic Stars are awarded for the following levels of unrounded GPA:
- Gold Stars to “Distinguished Students”
  - 93 percent or higher average
- Silver Stars to “Superior Students”
  - 88 percent or higher average
- Red Stars to “Meritorious Students”
  - 85 percent or higher average

Stars are awarded for the following periods: first quarter, first semester, third quarter, and year end. Star students receive special leave and other privileges.

The Scholar Medal is awarded for earning Gold Stars both the first and second semester of the previous academic year.

In addition to Stars and the Scholar Medal, there are numerous awards given by various disciplines and organizations to honor scholarly achievement at VFMA&C. Refer to The Guidon Book 1: Customs and Traditions.

National Honor Society

A chapter of the National Honor Society is active on campus. This is a nationwide society dedicated to fostering scholarship, leadership, character, and service. To be invited to join the National Honor Society, the student must meet the following criteria: 1) be enrolled at least one semester at VFMA, 2) be a 1st, 2nd, or 3rd Classman, 3) have earned a Gold Star at the conclusion of the previous year or current year’s first semester, 4) have a B grade or higher in Leadership or Personal Efficiency the semester prior to the invitation, 5) have no Honor Council violations, and 6) receive no more than 20 demerits the marking period prior to invitation. Once inducted, students are expected to maintain these standards in order to remain members of the NHS. As a member, students must also document 10 hours of community service throughout the year which may include NHS group service activities. Invitations to join the society are extended twice each year; however, there is just one induction ceremony each year which occurs during the Mother’s Day Chapel Service. VFMA also sponsors a chapter of the National Junior Honor Society for 5th and 6th Classmen. A Faculty Council and Faculty Advisor govern the group.
Academic Support

VFMA has strong programs in place to support students as they strive to meet their academic potential.

- **Teacher Help**—Teachers are available to provide individual help daily during Academic Support Period or at other times mutually arranged between the cadet and the teacher. Faculty members are also available during their scheduled evening supervised study.

- **Guidance Counselors**—The Academy Guidance Department offers continual assistance and counseling to each cadet. Guidance counselors follow each cadet’s academic progress and respond to parents’ questions and concerns. The department also coordinates college testing and college placement.

- **Counseling Services**—The Counseling Center is located in the library. Professional counselors at the Center provide counseling on a walk-in basis and by appointment. The Center provides assistance to cadets experiencing social and emotional issues that may affect their growth and development. Counselors help cadets develop effective coping skills to adjust to the expectations of a military boarding school environment. The Counseling Center also provides basic support services and referrals for those students with learning disabilities.

- **Student-Peer Tutors**—Volunteer student tutors are available for many subjects. A list of peer tutors and their availability is posted in the cadet barracks and the academic buildings.

- **Supervised Study**—On all evenings preceding class days, cadets are required to study in their rooms from 7:30 to 9:30 p.m. Faculty members are present in the barracks during these evening periods to give academic support and to maintain an atmosphere conducive to study. Students may also use the library during supervised study to individually pursue research and to access library resources.

- **Academic Intervention List**—The Guidance Department maintains a list of students who require additional support to achieve minimum academic expectations.

- **Professional Tutors**—Students may contact the Guidance Department for assistance in locating a private tutor. Valley Forge is not responsible for the establishment of costs and fees associated with private tutoring. Contracting for private tutorial services is the responsibility of the individual cadet and his parents. Professional tutors are also available to assist students in preparing for the SAT and ACT.

The May H. Baker Memorial Library

The library, located in the center of campus, serves as the information center for the school and as a vital instructional center. It is a forum where students, teachers, and librarians collaborate to learn, teach, research, and write. Teachers and library faculty constantly emphasize reading as a critical component in the quest for knowledge and as a source of lifelong personal satisfaction. Librarians and teachers coordinate the library collection with the curriculum and the personal reading interests of the students to incorporate the best information books and fiction, both classic and contemporary. The library collection contains over 60,000 print volumes, an extensive instructional video collection, 60 periodical and newspaper subscriptions, and more than 30 online subscription research databases. The library’s computer services are fully networked to the Web and include a lab containing 20 PCs for classes to receive formal information literacy and research skills instruction, the Writing Skills Center with 8 PCs, and numerous public access computers. Librarians provide information literacy instruction for whole classes in coordination with teachers’ course projects, as well as research project consultancy with individual students.
College Preparation

The VFMA curriculum focuses on preparing students for entry and success in college. Each year, at least 95% of the school’s graduates continue their education at colleges and universities of their choice.

Many VFMA&C graduates are accepted into the nation’s most rigorous universities. Keys for acceptance and success at these schools include:

- Prioritizing achieving high grades.
- Taking as many required courses at the Honors and Advanced Placement (AP) level as possible.
- Taking the most challenging math courses possible. Note the Mathematics Course Sequence chart in the Course Descriptions section showing the upper options as the most demanding courses.
- Considering four years of one World Language rather than the minimum of two years required by VFMA.
- Taking advantage of the many opportunities available at VFMA&C to prepare for the SAT and ACT exams. The curriculum provides extensive preparation in mathematics, critical reading, vocabulary development, and writing. In addition, an SAT Preparation course is offered through Kaplan three times each year to teach students test taking strategies and to offer significant review in verbal and math concepts.
- International Students have the opportunity to prepare for the TOEFL exam through enrollment of our ELL program, as well as a separate TOEFL Preparation course for those juniors and seniors not enrolled in our ELL program. Fees apply for both programs.
- Developing the whole man by pursuing a varsity athletic opportunity, advancing in Academy leadership positions, and offering service to the community.
- Developing a talent or interest to an exceptional level.
- Pursuing some summer opportunities in areas of interest, i.e. academic programs and contests, travel programs, significant service projects, internships, etc.

Service Academies

VFMA has successfully prepared many graduates for acceptance at the United States service academies. The five federal service academies consistently rank among the top four percent of selective colleges in the nation. Several factors contribute to the unique success VFMA has had in placing graduates in these schools.

- Mentoring of candidates for placement in the academies with preparation beginning early in the applicants’ VFMA careers.
- Expertise in preparing application packages.
- Longstanding relationships with liaison officers from the service academies.
- VFMA alumni who serve as unofficial liaisons with the academies.
- Experience in steering cadets through the complicated Congressional nomination process.
- Exceptional cadet leadership experience offered by the Corps of Cadets
- A Physical Education staff experienced in training cadets for and administering the Physical Aptitude Test.
- On-campus interviews (when possible) for the service academies and ROTC programs.
- Letters of recommendation from high ranking military retirees who are on staff at Valley Forge.
- The newly organized Service Academy Preparation Program, a student society focusing on preparing VFMA&C cadets for admissions to the service academies.
- A Service Academy Track (see below) for the most rigorous academic preparation.

Valley Forge Military College

Each year a number of Academy graduates choose to continue their education for two years at Valley Forge Military College. The College is the only school in the Northeast offering the Army ROTC Early Commissioning Program in which graduating college sophomores receive commissions as second lieutenants in the U.S. Army Reserve, with the option of serving as full-time officers in the Army after receiving their bachelor’s degrees.

In addition, the College has an extremely high success rate in assisting young men with securing admission to the five federal service academies. All of the recent VFMC graduates have been accepted to the four-year institution of their first or second choice.

Valley Forge Military College is uniquely poised to offer selected Academy cadets opportunity to earn college credits while attending high school. Academy post-graduates and seniors enroll in a variety of college courses that pertain to their individual interests and career goals.
Transcripts

Transcripts are the official record of the student’s academic standing at Valley Forge Military Academy. Only transcripts bearing the signature of the Registrar, or a Guidance Counselor and the Academy seal are considered official transcripts. Normally, the Academy forwards official transcripts directly to the receiving institution.

Transcripts are provided to cadets in residence, and eight copies are provided at no cost to former cadets for one year after their departure. For all other former cadets, a processing charge of $10.00 per transcript; for former cadets, transcripts, educational verifications or other Academic information will incur a processing charge of $10 (money orders, personal checks, credit cards accepted); all academic information must be requested by using the Transcript Request Form (found on the website: www.vfmac.edu/academicsA_guidance.html). Those requesting expedited (overnight) mailing must include the cost of overnight postage. Checks and money orders should be payable to Valley Forge Military Academy.

Under the provisions of the Privacy Act, transcripts may not be released to a third party without written authorization by the student/alum. All requests for transcripts should be in writing, indicating the name and address of the recipient and clearly authorizing Valley Forge to release this information. Additional information is available by contacting the Academy Guidance Office at 610-989-1380 or 1381. Requests for transcripts should be sent to:

Valley Forge Military Academy
ATTN: Guidance Office
1001 Eagle Road, Wayne, PA 19087-3695

VFMA COURSES AT A GLANCE

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<th>KEY:</th>
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English

English I (H)
Grade 9 Required Year Daily 1.0 Credit NCAA
Prerequisites: 8th grade level English
Honors Prerequisite: 90% in prior English course

English I presents the skills necessary to interpret various genre of literature and to write expository and descriptive essays. The major components of the course are the study of poetry, novels, drama, grammar, and various forms of writings: narrative, persuasive, expository, descriptive, creative, and poetic. The readings serve as catalysts for the writing assignments. Instruction emphasizes developing vocabulary, fostering proper note taking, and implementing correct grammar. Romeo and Juliet is studied.

Honors—In the Honors level course, the homework load is heavier in the content and length of reading assignments and in the frequency and depth of writing assignments.

English 2 (H)
Grade 10 Required Year Daily 1.0 Credit NCAA
Prerequisites: English I or equivalent
Honors Prerequisite: 90% in prior English course.

English II gives the student the tools and skills that enable him to be analytical and independent in his thinking; excited and critical in his reading; accurate, concise, and stylish in his writing; and confident and effective in his speaking. A variety of novels, short stories, poems, and plays form the basis for literary analysis. Of Mice and Men, The Natural, The Catcher in the Rye, Dr. Jekyll and Mr. Hyde, and One Flew Over the Cuckoo’s Nest are the major works studied. Students learn to identify basic literary concepts such as plot, setting, characterization, point of view, irony, and foreshadowing. The course gives great attention to the writing process—thinking, planning, writing, and proofreading. Focusing on the paragraph and the short essay, students frequently practice their expository writing skills. The course reviews all aspects of fundamental grammar.

Honors—The Honors level course includes all of the above curriculum materials taken at a much faster pace and with additional essays and a long paper assigned. Honors students take on greater individual responsibility and are expected to participate in higher level class discussions.

English 3 (H)
Grade 11 Year Daily 1.0 Credit NCAA
Prerequisites: English II or equivalent
Honors Prerequisite: 90% in prior English course.

English III focuses on a chronological survey of English literature, but includes literary works from other countries and cultures that might broaden understanding of the British works. The Iliad, Richard III, 1984, The Right Stuff, and Detectives are the major works the class studies. Students develop skills that enable them to perform well in the college admissions process and succeed in college courses. Course work includes frequent essays, journal entries, oral reports, recitations, and vocabulary quizzes. An Internet research project is assigned.

Honors—The Honors level course includes all of the above curriculum materials taken at a faster pace and with additional written work and reading involved. Honors students take on greater individual responsibility and are expected to participate in higher level class discussions. An integral part of the curriculum is SAT-II practice test material, incorporated with a view to preparing for the SAT -II Subject Test those students who elect to take it.

English 4 (H)
Grade 12 Year Daily 1.0 Credit NCAA
Prerequisites: English III or equivalent
Honors Prerequisite: 90%+ average prior English course.

Students prepare for college level expository writing in English IV. They respond in writing to short stories, poetry, selections by Shakespeare, and major works including The Odyssey, As You Like It, The Great Gatsby, Inferno, and This Boy’s Life. Writing expectations go beyond plot summary to intelligently and fluently analyzing plot, setting, characterization, narration, and language. Students study grammar by analyzing their writing. They do a research project using print and online research sources.

Honors—The Honors level course includes all of the above curriculum materials taken at a faster pace and with additional written work and reading involved. Honors students take on greater individual responsibility and are expected to participate in higher level class discussions. An integral part of the curriculum is SAT-II practice test material, incorporated with a view to preparing for the SAT -II Subject Test those students who elect to take it.
AP Literature
Grades: Year: Daily: 1.0 Credit: NCAA

Prerequisites:
Advanced Placement English Literature engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work’s structure, styles, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. Furthermore, students will have an opportunity to earn college credits if they choose to take the AP College Board national exam at the end of the year.

AP Prerequisite: 93% in prior English course or recommendation from teacher

AP Language and Composition
Grades: Year: Daily: 1.0 Credit: NCAA

Prerequisites:
The purpose of the AP English Language and Composition course is to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing.

Public Speaking
Grades 9-12: Semester: Daily: 0.5 Credit: NCAA

Prerequisites
This course offers students the opportunity to enhance their development of skills related to formal oral communications. Students will learn communication theory, apply that theory to speech preparation, and present speeches to the class. Emphasis will be placed on the students’ ability to present their research and ideas effectively to an audience utilizing proper public speaking techniques.

Creative Writing
Grades 9-12: Semester: Daily: 0.5 Credit: NCAA

Prerequisites: none
This class will introduce students to the process and techniques of creative writing. Students will experiment with various types of writing, including the writing of fiction and poetry. Class readings will expose students to various writing styles and provide examples of the successes and strategies of other writers.

English Information Literacy

Library and Information Literacy integrate into Academy courses and are not separately scheduled courses. Information grows at exponential rates in constantly changing formats and means of access. This growth compels educators to continually employ instructional means by which students can learn how to learn. The nature of school and academic library use within the past three decades has been informed by the development of the Information Literacy Curriculum. Information literacy skills pertain across the curriculum in all subject areas through consciously sequenced instructional activities collaboratively designed by classroom faculty and library faculty. As an integral part of learning subject content matter, students are increasingly involved in demonstrating skills and techniques necessary to identify, select, analyze, and synthesize the information they will need to succeed at the Academy and in college, careers, and life.

Information literate students evidence:
- Formulation of essential questions within fields of knowledge;
- Location, retrieval, and evaluation of appropriate and valid information;
- Structuring of information into scholarly, socially responsible knowledge;
- Presentation of their knowledge within the context of the values system of Valley Forge and society.

For the course, students will carry out significant research papers in History and/or English. Collaborating together, the course teacher and the librarians guide students through the research process. Students engage in a sequence of activities to identify topics and develop thesis statements, systematically select library resources in a range of formats, and prepare, document, and present their findings.
English as a Second Language (ELL)

Valley Forge Military Academy’s ESL (English as a Second Language) curriculum prepares international students for a fully mainstreamed education in English. Upon arrival at VFMA, each new international cadet takes the SLEP test to identify his current English language skills. The students are then scheduled by ability level into a curriculum that will be completed in 1-3 years. English, World Language, and Social Studies graduation requirements may be filled by ESL classes.

ELL Grammar 1, 2, 3
Grades 9-12 Year Daily 1.0 Credit
1: Prerequisites: Low Intermediate score on SLEP Exam
2: Prerequisites: Intermediate score on SLEP Exam
3: Prerequisites: High Intermediate score on SLEP Exam

The ESL Grammar course introduces grammar to the ESL student in a communicative context, integrating all four language skills (Listening - Speaking - Reading - Writing) in a theme based whole language approach. This course focuses on teaching the grammatical rules of English to the international student, with the goal of improving communicative competency.

ELL Composition Levels 1 & 3
Grades 9-12 Year Daily 1.0 Credit
1: Prerequisites: Low Intermediate score on SLEP Exam
3: Prerequisites: High Intermediate score on SLEP Exam

The ESL Composition course introduces the ESL student to the writing process by providing a variety of activities designed to improve writing skills. The course’s emphasis is the development of all four language skills (Listening - Speaking - Reading - Writing). This course seeks to provide the international student with the writing skills needed to improve communicative competency.

ELL Reading Levels 1 & 3
Grades 9-12 Year Daily 1.0 Credit
1: Prerequisites: Low Intermediate score on SLEP Exam
3: Prerequisites: High Intermediate score on SLEP Exam

ESL Reading is an introductory reading course for the student who is not a native speaker of English. The course prepares him for mainstream academic classes by improving his reading skills. Instruction also works on improving the student's speaking and writing skills to help him attain a higher comprehension level of English proficiency.

ELL Reading and Composition Level 2
Grades 9-12 Year Daily 1.0 Credit
Prerequisites: Intermediate score on SLEP Exam

ELL Reading and Composition is a combined course for intermediate students that are not native speakers of English. This course prepares students for the final level of ELL course work in Reading and Composition prior to being able to take mainstream academic courses. Instruction is focused on helping the students to gain the necessary speaking, writing, and reading skills to prepare them to reach a higher comprehension of the English Language.

ELL World Cultures
Grades 9-10 Year Daily 1.0 Credit
This course provides ESL students a comprehensive introduction of World cultures from the rise of human, and the creation of the first civilizations, through the classical, traditional, and modern eras. The English language skills will be taught in the context of history. Students will learn to use recognized reading strategies: analyzing information, determining cause and effect, drawing conclusions, making inferences, comparing and contrasting etc, to get key content in texts. Students are encouraged to make connections between the concepts they are learning in World history and their own previous experience and knowledge. This course fulfills graduation requirement.

ELL U.S. History
Grades 11-12 Year Daily 1.0 Credit
This course presents a basic survey of United States History for ESL student who has not studied U.S. History prior to their high school year. It is taught in chronological order beginning with colonial American, the American Revolution, growth and expansion of the new country, the civil war and reconstruction, industrialization, becoming a world power to the present day. The English language skills will be taught in the context of history. Students will learn to use recognized reading strategies: analyzing information, determining cause and effect, drawing conclusions, making inferences, comparing and contrasting etc, to get key content in texts as well as to improve their reading-for-information skills. This course fulfills graduation requirement.
World Languages

French I Chinese I Latin I
Spanish I
Grades 9-12 Year Daily 1.0 Credit NCAA

Prerequisites: None

Honors Prerequisites: Teacher recommendation and/or 90% in a prior language course.

The primary goals of Level I language classes are to enable students to use the target language in daily life and to understand the culture of that language, comparing it to the American counterpart. First year activities include simple dialogues and conversations, dictations, videos and films, reading, writing, and grammar exercises. Much of the reading and audio-visual material consists of authentic content. This basic level of “survival” language skills and cultural knowledge ensures the students’ comprehension of both oral and written expression involving such tasks as ordering food, understanding simple questions and statements, writing simple messages, and understanding basic customs and traditions. Contact with native speakers from the Academy’s international population, pen-pals, and key-pals, as well as research projects, museum visits, and exposure to native cuisine further enhance development. Instructors encourage students to speak only in the target language during class.

Honors—The Honors level course includes all of the above curriculum materials taken at a faster pace and with additional written work and reading involved. Honors students take on greater individual responsibility and are expected to participate in higher level class discussions.

French II Spanish II Latin II
Chinese II
Grades 9-12 Year Daily 1.0 Credit NCAA

Prerequisites: Level I of target language

Honors Prerequisites: 90% in prior language course.

These courses reinforce the skills and knowledge acquired in the first year. All activities and grammatical studies are more complex and more accurately applied in usage. Content areas expand to include such additional tasks as introducing oneself, asking directions, making purchases, and maintaining a personal journal in the target language. In the second semester, all students may only speak the target language in class. Additionally teachers encourage students to initiate or participate in conversations on topics of personal interest. Students focus their attention on the practice of circumlocution, or finding vocabulary and grammar structures within their limits to express themselves. Authentic SAT-II practice test materials may be used. Successful completion of the first two years of study is a graduation requirement.

Honors—The Honors level course includes all of the above curriculum materials taken at a faster pace and with additional written work and reading involved. Honors students take on greater individual responsibility and are expected to participate in higher level class discussions. An integral part of the curriculum is SAT-II practice test material, incorporated with a view to preparing for the SAT-II Subject Test those students who elect to take it.

French III Spanish III Latin III
Grades 9-12 Year Daily 1.0 Credit NCAA

Prerequisites: Minimum B– at Level II of target language

Honors Prerequisites: 90% in prior language course.

French, Spanish, and Latin III are honors level courses giving elective credit. These courses reinforce and expand the skills and knowledge base acquired in the first two years of study. From the beginning of the school year, students may speak only the target language in classes and engage in more open conversation. They become more fluent as they read, write, and discuss assigned topics from the literature and culture of the languages. Instruction focuses more intensively on compositional skills and on reading authentic material in the target language. Content areas expand to include talk about self and family members, personal history, and leisure time activities. There is also a more comprehensive incorporation of authentic SAT-II practice test material.

Honors—The Honors level course includes all of the above curriculum materials taken at a faster pace and with additional written work and reading involved. Honors students take on greater individual responsibility and are expected to participate in higher level class discussions. An integral part of the curriculum is SAT-II practice test material, incorporated with a view to preparing for
French IV Spanish IV Latin IV
Grades 9-12 Year Daily 1.0 Credit NCAA
Prerequisites: Minimum B– at Level III of target language
Honors Prerequisites: 90% in prior language course.
These courses are presented at an honors level and give elective credit. Students apply and refine their language skills as well as expand their cultural knowledge from the previous years. The catalyst for discussions is the oral and written student presentation of short position papers based on topics covered through the reading of authentic materials such as newspapers, magazine articles, short stories, and novels in the target language. Other media forms such as videos may also serve as points of departure. Content areas expand to include and accommodate more academic needs such as specialized vocabulary and literary genres, as well as more sophisticated social tasks such as making travel arrangements and currency exchanges. Students use the target language in all activities.
Honors—The Honors level course includes all of the above curriculum materials taken at a faster pace and with additional written work and reading involved. Honors students take on greater individual responsibility and are expected to participate in higher level class discussions. An integral part of the curriculum is SAT-II practice test material, incorporated with a view to preparing for the SAT-II Subject Test those students who elect to take it.

History/Social Studies

Ancient World History (H)
Grade 9 Required Year Daily 1.0 Credit NCAA
Prerequisites: None
Honors Prerequisites: 90% in prior social studies course
This course involves a study of the past from human origins to the Age of Discovery with emphasis given to appreciating the impact of ancient peoples on our world today. Instruction supports a global and gender inclusive worldview. The course begins with a discussion of the origins of prehistoric man and the beginnings of civilization. The Egyptians, Mesopotamians, and Hebrews are the first civilizations to be studied. The next examined are the early civilizations and empires of Persia, Greece, Rome, Asia, Africa, and the Americas. Instruction also explores the rise and spread of such world religions as Hinduism, Buddhism, Jainism, Taoism, Judaism, Christianity, and Islam. The course includes an examination of European history through the early Middle Ages. Writing is fundamental to virtually all daily work: homework assignments, the book report, and quiz and test questions.
Honors—Those in the Honors course receive additional assignments to challenge them further and to enhance and deepen their grasp of the subject matter. The midterm and final examinations are essay tests requiring extensive written answers.

Modern World History (H)
Grade 10 Required Year Daily 1.0 Credit NCAA
Prerequisites: Ancient World History
Honors Prerequisites: 90% in prior social studies course
This course provides a foundation of knowledge regarding the major events of modern history, integrating themes of geography, economics, the humanities, and scientific achievements. It covers the time period from approximately AD 1650 to 1950, encompassing such subjects as the Enlightenment, the French Revolution and Napoleon, the Industrial Revolution, and Latin American independence. Attention is also given to Nationalism and Imperialism as well as to the Bolshevik Revolution in Russia and the causes and conduct of both the First and Second World Wars. The course closes with a look at the beginnings of the Cold War. Instruction focuses on factual information and the use of those facts in understanding historical events and movements. Students have opportunity to develop and express critical thought through written homework assignments, test essays, and several data based essays.
Honors—The Honors level is an expansion upon the standard level curriculum, embracing a heavier emphasis on outside readings and completion of more stringent data based essays. The assessment package is more rigorous. An integral part of the curriculum is SAT-II practice test material, incorporated with a view to preparing for the SAT-II Subject Test those students who elect to take it.
U.S. History (H)
Grades 11-12 Year Daily 1.0 Credit NCAA
Prerequisites: Modern World History
Honors Prerequisites: 90% in prior social studies course.
The evolution of America from the Jamestown Colony (1607) to the world’s sole super power is unparalleled in history. This course covers U.S. History from Columbus through the Cold War. The study examines and evaluates political, religious, economic, military, social, intellectual, and scientific developments and how they shape lives now. Students have frequent opportunity to write essays, reviews, and reports.
Honors—This college level course emphasizes the development of the analytical skills and factual knowledge necessary to deal critically with the development of the United States. Cadets learn to analyze and interpret a variety of historical evidence, maps, photographs, music, and film and to express themselves clearly and precisely.
An integral part of the curriculum is SAT-II practice test material, incorporated with a view to preparing for the SAT-II Subject Test those students who elect to take it.

U.S. History, AP
Grades 11-12 Year Daily 1.0 Credit NCAA
Prerequisites: 93% in prior social studies course.
Advanced Placement United States History is a challenging and stimulating program meant to be the equivalent of a freshman college course. It is a demanding two semester survey of American history from the Age of Discovery to the Reagan administration. The aim of the course is to provide students with a thorough understanding of the major political, economic, and social themes of U.S. history. Emphasis is placed on critical and evaluative thinking skills, essay writing, interpretation of original documents, and historiography. Students prepare for the AP U.S. History test given in May. Those who achieve a qualifying score on the exam can earn college credit and scholarships. Solid reading and writing skills, along with a willingness to devote considerable time to homework and study, are necessary to succeed.

Modern European History (H)
Grades 10-12 Year Daily 1.0 Credit NCAA
Prerequisites: World History
This course covers European civilization from the Renaissance through the Cold War. Students develop an understanding of the principal themes and forces in European History along with the ability to express their analyses in writing. Instruction places a special emphasis on the evaluation of historical evidence, memoirs, art, photographs, political cartoons, film, oral presentations by student teams, and historical simulation gaming. Throughout the year, students complete a number of essays, book reports, and movie reviews.
Honors—The Honors level course includes all of the above curriculum materials taken at a faster pace and with additional written work and reading involved. Honors students take on greater individual responsibility and are expected to participate in higher level class discussions. An integral part of the curriculum is SAT-II practice test material, incorporated with a view to preparing for the SAT-II Subject Test those students who elect to take it.

European History, AP
Grades 10-12 Year Daily 1.0 Credit NCAA
AP Prerequisites: 93% in prior social studies course.
This college level course covers European civilization from the Renaissance through the Cold War. Students develop an understanding of the principal themes and forces in European History along with the ability to express their analyses in writing. Instruction places a special emphasis on the evaluation of historical evidence, memoirs, art, photographs, political cartoons, film, oral presentations by student teams, and historical simulation gaming. Throughout the year, students complete a number of essays, book reports, and movie reviews. Students at the AP level prepare for the AP European test given in May.
American Government
Grades 10-12 Year Daily 1.0 Credit NCAA
Prerequisites: U.S. History
This course gives cadets a critical insight into government and politics. It includes constitutional themes and historic precedents that are the foundations of American democracy. Instruction places special emphasis on the constitutional principles of the three branches of government, checks and balances, separation of powers, and majority rule. The program stresses cadet involvement in community and state affairs. Each student develops analytic and writing skills as he responds to readings and essay questions.

Psychology
Grades 10-12 Year Daily 1.0 Credit NCAA
Prerequisites: None
This course is to promote student interest and knowledge of basic psychology and the social sciences. Students will learn about the biological, behavioral, emotional, intellectual and therapeutic aspects of the field and relate them to everyday life.

Sociology
Grades 10-12 Year Daily 1.0 Credit NCAA
Prerequisites: None
Sociology is a comprehensive examination of the concepts, principles, and methods central to the scientific study of sociology. Focus is on three major goals: 1) teach students to think like sociologists; 2) help students develop a sociological imagination that will enable them to view their own lives within a larger social and historical context; 3) help students understand and appreciate the diversity that is possible in social life by exposing them to data from a variety of cross-cultural and historical sources. Students expand their ability to think and write analytically and clearly as they prepare a variety of essays, positional papers, and researched reports involving social issues. In addition, they submit ten personal essays describing key experiences from their lives. A major book report and a research paper are required projects.

World War II — Europe
Grades 11-12 (preference) Year Daily .5 Credit
Grades 9-12 Year Daily .5 Credit
World War II was the pivotal event of the 20th Century. This is a one semester elective course on the war in Europe from 1939-1945. Students will examine the political, economic, and scientific developments that shaped the war. They will analyze military strategies, operations, battles, tactics, and leadership during the campaigns in Europe. Finally they will evaluate the war’s impact on the 20th Century and into the 21st Century. Special emphasis is placed on the use of primary documents, interpretive readings, photographs, film, and presentations by student teams.

World War II - Pacific
Grades 11-12 (preference) Year Daily .5 Credit
Grades 9-12 Year Daily .5 Credit
The war in the Pacific was the largest campaign in military history. This one semester elective course will examine the war in the Pacific from 1941-1945. Students will investigate military strategies, operations, battles, tactics, and leadership during the campaigns in the Pacific. Finally they will assess the war’s impact on the 20th Century. Special emphasis is placed on the use of primary documents, interpretive readings, photographs, film, and presentations by student teams.

Economics in History
Grades 11-12 Year Daily .5 Credit
The purpose of this course is to develop students' comprehension of the strong influence economics has over history and current affairs. Along with providing a basic, but solid understanding of the way economies work, this course will emphasize crucial events from the Industrial Revolution to the present day in an effort to help students grasp the dominant role economics has had in the rise and fall of nations. Some issues students will learn about include the role of economics in world wars, the causes and methods of dealing with the Great Depression, the causes of prosperity and poverty in nations, the economic collapse of the Communist bloc in the Cold War and the current global recession. Central to the course will be a compare/contrast of the two main modern economic philosophies, laissez faire capitalism and socialism. Students will be encouraged to formulate their own opinions on economic issues with the aim of helping them develop solutions to the problems posed by scarcity, the main focus of economic study.

British Empire
Grades 11-12 Year Daily .5 Credit
The purpose of this course is to develop students' comprehension of the strong influence the British Empire has had globally and historically. A particular focus of this course will be the lessons America can learn from the successes and failures of the nation that was the preeminent global power until being surpassed by America. Students will first learn about the systems Britain passed to many areas of the world through their empire such as capitalism, limited government and the English language. The course will then follow British imperial history from the consolidation of the British Isles to the fall of the British Empire with the handing over of Hong Kong to the People's Republic of China in 1997. Studies will be both global and regional; for example, students will learn about Britain's global suppression of slavery, British efforts to map the world's coastlines and the role Britain played in various world wars; conversely students will also learn about the impact of the British Empire on the various components of the empire such as India, Africa, Hong Kong, the Middle East, the Dominions and the thirteen American colonies. Students will also learn about the way imperialism works in reverse, with colonies influencing the dominant nation, particularly in culture. Students will be encouraged to evaluate the pros and cons of the British Empire to determine whether it is an example for America to follow or to avoid.
COURSE DESCRIPTIONS

Mathematics

Pre-Algebra

Algebra 1 (H)
Grades 9-10  Year  Daily  1.0 Credit  NCAA
Prerequisites: A working knowledge of arithmetic; Pre-Algebra may be helpful, but is not required
Honors Prerequisites: 90% in prior math course
This course serves the college preparatory student in his first real experience with abstract mathematics. Major topics covered include a comprehensive survey of the language and symbols of algebra; operations on rational numbers, strategies for solving linear equations and inequalities, factoring, graphical representation, ratio and proportion, polynomials, and an introduction to right angle trigonometry. In addition to the presentation of algebraic theory, applications of the theories are developed. Appropriate use of technology is taught. Honors—Material is presented on a higher academic level. Homework and assessment are more rigorous.

Geometry (H)
Grades 9-11  Year  Daily  1.0 Credit  NCAA
Prerequisites: Algebra I or equivalent
Honors Prerequisites: 90% in prior math course
This course is an integration of plane and solid geometry with an effective integration of algebra and arithmetic. Emphasis is given to conceptual understanding and multiple representations, along with connections to algebra and arithmetic. The course includes plane figures and circles, similar polygons, area, surface area, volume, and the measurement of the circle. The use of the graphing calculator and computer technology is encouraged.

Intermediate Algebra 2
Grades 11-12  Year  Daily  1 Credit  NCAA
Prerequisites: Algebra I and Geometry
This course is a review and extension of Algebra I, intended for students who, while they have completed Algebra 1, are not fully prepared for the rigors of a full Algebra II course. The course includes the study of Real Numbers, algebraic notation and language, linear equations and inequalities, exponents and radicals, polynomials, factoring, rational expressions, systems of linear equations, and quadratic equations. Graphing is incorporated throughout, and a graphing calculator is a requirement. The course demonstrates and offers to students an appreciation of the logical progression of mathematics and of the connections between the various disciplines.

Algebra 2 (H)
Grades 9-12  Year  Daily  1.0 Credit  NCAA
Prerequisites: Algebra I and Geometry
Honors Prerequisites: 90% in prior math course.
Algebra II contains the branches of mathematics that educated people around the world use in conversation and that most colleges expect students to have studied. The course begins with familiar concepts such as properties of numbers, graphs, expressions, and inequalities, then concludes with new concepts such as matrices, logarithms, trigonometric concepts, and conic sections. Instruction places emphasis on helping students relate to and apply algebraic concepts to other areas of mathematics. The course also emphasizes integration of the technological tools necessary for problem solving; a graphing calculator (preferably the TI-83) is mandatory for the course. Students are challenged to experience the discovery of learning so essential to facilitate the development of an active thinking and engaged learner.
Honors—The Honors level course includes all of the above curriculum materials taken at a faster pace and with additional written work and reading involved. Honors students take on greater individual responsibility and are expected to participate in higher level class discussions. An integral part of the curriculum is SAT-II practice test material, incorporated with a view to preparing for the SAT-II Subject Test those students who elect to take it.
Pre-Calculus (H)
Grades 10-12 Year Daily 1.0 Credit
Prerequisites: Algebra II

Honors Prerequisites: 90% in prior math course.
This course provides the student with the foundations necessary to study calculus. The major topics covered include functions, graphing functions, polynomial functions, inequalities and linear programming, exponential and logarithmic functions, and limits. The course also includes an in-depth examination of trigonometric concepts and the applications of those concepts such as mechanical design, graphing and modeling, identities, and angular motion. Upon successful completion, the student will have the requisite skills for a first semester calculus course at the high school or college level.

Honors- The Honors course is taken at a faster pace with greater responsibility placed on each student. Homework and assessment are more rigorous. Problems of greater complexity and difficulty are presented.

Honors—The Honors level course includes all of the above curriculum materials taken at a faster pace and with additional written work and reading involved. Honors students take on greater individual responsibility and are expected to participate in higher level class discussions. An integral part of the curriculum is SAT-II practice test material, incorporated with a view to preparing for the SAT-II Subject Test those students who elect to take it.

Calculus (H)
Grades 11-12 Year Daily 1.0 Credit NCAA
Prerequisite: Pre-Calculus
Honors Prerequisites: 90% in Pre-Calculus; teacher recommendation

Honors—This high school level course is designed to provide the student ability to use calculus in the sciences and in business applications. The major topics covered include prerequisites for calculus, limits and continuity, derivatives, applications of derivatives, integration, transcendental functions, applications of integration, and techniques of integration.

AP Statistics
Grades 11-12 Year Daily 1.0 Credit NCAA
Prerequisites: Teacher recommendation; 90% in Algebra II, minimum 600 SAT I Math
AP Statistics focuses the student on the nature of data collection and interpretation. The course examines the descriptive and inferential methods of analyzing “real world” situations. Students have an opportunity to understand the observation of patterns and departures from patterns, plan a study, produce models using probability and simulation, and make statistical inference through model confirmation. The class includes out-of-class data collection and analysis projects. The course is equivalent to a one-semester, introductory college course and enables the student to take the Advanced Placement Examination of the College Board for one or two semesters of college credit. Active learning and communication are high priorities as students prepare for the AP Statistics exam.

Business Mathematics
Grades 11-12 Year Daily 1.0 Credit
Prerequisites: Algebra II
This course approaches mathematics holistically, interrelating the study to many topics. These interrelated topics connect to other subjects within the curriculum to engage students mathematically, to encourage them to extend and apply their knowledge, and to help them experience coherent learning. The goal is to lead students to the connection of mathematics with their interests, experiences, and real lives, emphasizing the persuasive power of mathematical modeling.
Art

**Studio Art 1**
Grades 9-12  Semester  Daily  0.5 Credit

*Prerequisites: None*
This introductory course exposes students to a broad variety of artistic media and stylistic expressions. Students do a two- and three-dimensional projects working with pen and ink, charcoal, conte, pencil, paint, plaster, ceramics, and photography. Instruction integrates the history of art into the sequence of projects. It also examines the modern application of each medium. Several Class trips supplement the instruction.

**Studio Art 2**
Grades 9-12  Semester  Daily  0.5 Credit

*Prerequisites: Art I or equivalent*
Studio Art II builds on the foundation of Studio Art I. In addition to a more involved application of each of the media used in Studio Art I, students explore additional materials. Field trips and art history studies also supplement these projects.

**Advanced Studio Art**
Grades 11-12  Semester  Daily  0.5 Credit
Advanced Studio Art is a half credit course open to all cadets that have completed Studio Art 2. The Course will focus on two-dimensional, techniques of painting and drawing media including oil, acrylic, water color, fresco, pen and ink, charcoal, pastel, and pencil

Architecture
Grades 10-12  Semester  Daily  0.5 Credit
Architecture provides fundamental knowledge of principles and techniques of architectural drawing procedures. Familiarizes student with design process. Provides a better understanding of the relation between architectural design and structural systems.

Music

**Music 7**
Grades 7  Year  1x/wk  0.5 Credit

*Prerequisites: None*
Music 7 is an introduction to notation, rhythmic reading, scales (major, minor, chromatic and pentatonic), intervals, chord construction, and introduction to harmony. The objective of this course is to provide the student with the general knowledge of music theory, which includes its origins, terms, concepts, and methods.
Field Music
Grades 9-12  Year  4x/wk  1.0 Credit

Prerequisites: Prior musical experience preferred, but not required; membership in the Field Music unit.
In addition to performances. Field Music members rehearse on a daily basis.

Regimental Band
Grades 9-12  Year  4x/wk  1.0 Credit

Prerequisites: Acceptance by audition; membership in Band unit.
In addition to performances, Regimental Band members rehearse on a daily basis.

Choir
Grades 9-12  Year  4x/wk  1.0 Credit

Choir is an activity by which members are selected through an addition process. The Choir sings at weekly chapel services and for special functions throughout the year. Joint performances with other choir groups, and on-campus concert, highlight their abilities.

Physical Education & Health

Senior Health Education
Grades 12 required  Semester  Daily  0.25 Credit

Prerequisites: None

Fit for Life
Grades 11, 12  Semester  Daily  0.5 Credit (Pass/Fail)

Prerequisites: None
The Purpose is to establish and maintain a good state of physical fitness and to lay the foundation for healthy living and desirable social attitudes.
COURSE DESCRIPTIONS

Science

General Science (H)
Grade 9 Year 5x/wk 1.0 Credit NCAA
Prerequisites: None
Honors Prerequisites: 90% in 8th grade science.
This course examines basic concepts in science through demonstration, discussion, computing, reading, writing, student presentations and experimentation. Students develop critical thinking skills through the use of the scientific method with an emphasis on finding solutions to practical problems. Chemistry topics include the metric system, physical and chemical properties of matter, chemical bonding, and chemical reactions. Related topics in physics include force, motion, energy, waves, and electricity. The study of biology is introduced briefly. This course prepares cadets for the terminology and concepts of subsequent courses in physics, chemistry, and biology.
Honors- The Honors level course includes all of the above curriculum materials taken at a faster pace and with additional written work and reading involved. Honors students take on greater individual responsibility and are expected to participate in higher level class discussions.

Biology (H)
Grades 9-12 Year 5x/wk 1.0 Credit NCAA
Prerequisites: Physical science course
Honors Prerequisites: 90% in prior science course.
This required laboratory science course gives the student a sound background in cellular biology with an emphasis on biochemistry, heredity, and protein synthesis. The work in the laboratory stresses the investigative process, problem solving, and creative and critical thinking skills through firsthand experience.
Honors—The Honors level course covers the above subjects presented at a much faster pace with more intensive reading, discussion, and homework assignments. The course prepares students for the Biology SAT II.

Anatomy & Physiology
Grades Year 1.0 Credit
Prerequisites:
An integral part of the curriculum is SAT-II practice test material, incorporated with a view to preparing for the SAT-II Subject Test those students who elect to take it.

Biology, AP
Grades 11-12 Year 5x/wk 1.0 Credit NCAA
Prerequisites: Biology & Chemistry
The AP Biology course is designed to be taken by students after the successful completion of a first course in high school biology and one in high school chemistry. It aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology.

Chemistry (H)
Grades 10-12 Year 5x/wk 1.0 Credit NCAA
Prerequisites/Co-requisites: Geometry
Honors Prerequisites: 90% in prior science course and Geometry
This laboratory science emphasizes chemistry’s impact on people, while teaching basic theories and mathematical concepts necessary for basic chemistry coverage. Students develop a knowledge of basic chemical facts and their manipulation, i.e. gas theories, chemical equations, the atom, organic chemistry, the mole concept, Avagadro’s theories, temperature scales, acid/base theories, etc. Instruction gives focus to developing the habit of quick, accurate, intelligent, and orderly thinking. This course aims at preparing students for college chemistry.
Honors- The Honors level course includes all of the above curriculum materials taken at a faster pace and with additional written work and reading involved. Honors students take on greater individual responsibility and are expected to participate in higher level class discussions. The course prepares students for the Chemistry SAT II.
## Course Descriptions

### Physics (H)

Grades 11-12  
Year  
5x/wk  
1.0 Credit  
NCAA  

**Prerequisites:** Algebra II  

**Co-requisites:** Math Analysis or Trigonometry  

**Honors Prerequisites:** High achievement in prior science course.  

This is a basic course in the general practices, instrument use, technology tools, laboratory techniques, and applied mathematics pertaining to the study of physical concepts. It gives particular emphasis to developing the student's conceptual understanding of various physics topics. The student learns to conduct laboratory experiments using modern computer based apparatus. Instruction continually keeps the practical application of all laws and principles before the student. Additionally the course makes reference to historical developments in natural philosophy (physics) and how these developments impact society. Students are expected to gain mastery learning of key concepts. The course is primarily for those students who intend to be non-science majors in college.  

**Honors**- The Honors level course includes all of the above curriculum materials taken at a faster pace and with additional written work and reading involved. Honors students take on greater individual responsibility and are expected to participate in higher level class discussions. The course prepares students for the Physics SAT II.

### Physics, AP, Course B

Grades 11-12  
Year  
5x/wk  
1.0 Credit  
NCAA  

**Prerequisites/Co-requisites:** Completion of or current enrollment in Calculus; completion of Physics (H) with a grade of 85% or better; an SAT I/PSAT/ACT math score equivalent to 600 or better; any exceptions require approval of instructor prior to enrollment.  

Physics AP-B is an algebra-based college level course.

### Parasitology

Grades 11-12  
Semester  
Daily  
0.5 Credit  

**Prerequisites:**  

Parasites are one of the world’s largest groups of organisms. They range from microscopic protozoans to large ticks and will use their hosts, at the host’s expense, to benefit themselves. In Parasitology, Cadets will study and learn about the basic biology of the three main classes of parasites – Protozoans, Helminths, and Ectoparasites. Studies include morphology, epidemiology, life cycles, pathogenesis, diagnosis, and treatment. Applicable prevention methods are also discussed. Course includes laboratories.

### Intro to Forensic Science

Grades 11-12  
Semester  
Daily  
0.5 Credit  

NCIS, CSI, Sherlock Holmes. These popular television and film programs thrill a large fan base in the ever popular science of Forensics. In Intro to Forensic Science, Cadets will learn how real scientific analysts use the scientific method to collect evidence and solve crimes. Cadets will study observational skills, crime scene investigation, evidence examination, fingerprinting, DNA profiling, Pollen examination, study of hair, and more! Course will feature laboratories, field trips, and guest speakers.

### Computer Science

Grades 11-12  
Year  
Daily  
1.0 Credit  

**Prerequisites:** Algebra II  

The Computer Science course is an introductory course aimed at introducing the student formally into the world of “Computer Science” and its evolution as one of the most challenging and creative branches of science and engineering. It starts off with the evolution of computers from both the hardware and software standpoint and develops to the object-oriented programming paradigm using the Java language. Hands-on laboratory work helps solidify each concept. Students complete a long-term programming project that they must demonstrate in a formal presentation. My goal for this Computer Science course is to challenge students to be active learners and critical thinkers.

### Driver Education

**Age 15 1/2+**  
Year  
0.0 Credit  
ADDITIONAL FEE  

**Semester 1:** Classroom instruction, 2x/week  
**Semester 2:** Behind-the-wheel instruction, 6 hours total  

This course includes 30 hours of classroom instruction and 6 hours of behind-the-wheel instruction. The course runs the entire school year beginning in the fall. Cadets must turn age 16 by the following March 1 to enroll in the class. They may apply for a Pennsylvania driver’s license and behind-the-wheel instruction at age 16. Successful course completion qualifies cadets for a discount on U.S. auto insurance. State law requires students to present an original birth certificate, passport, or other positive identification when applying for a driver’s license. There is an additional driver’s license application fee. For more information contact the Academy Guidance Office at 610-989-1381.
Middle School

Art 7/8
Grades 7/8 Year Daily 1x/Week 0.25 Credit
All Middle School students attend art once a week. Art projects are largely hands-on activities with an emphasis on problem solving and development of imagination. Each project is introduced from an art history context. Students experience a variety of materials and techniques. Some projects are interdisciplinary including the annual children’s book contest (English), the personal coat of arms design (PGSL), and the proverb poster contest (PGSL).

Bio-Health 8
Grade 8 Year Daily 1.00 Credits
Bio-Health introduces the student to concepts and terminology in life science and health. The course places major emphasis on human biology and health with the purpose of instilling in each student a love of science by nurturing an appreciation of the beauty, purpose, order, and design of the human body. If each student can learn how the human body works, he can better understand, protect, and care for the most miraculous creation of all.

Civics
Grade 8 Year Daily 1.00 Credit
Civics teaches cadets to be well informed, rational, and participating citizens committed to the values and principles of American constitutional democracy. The primary goal is that students be able to communicate ideas and concepts discussed in the text as well as supplemental materials. The student evaluation is based on traditional assessments: tests and quizzes. However, authentic assessments are also used such as projects, presentations, and portfolios.

Earth Science 7
Grade 7 Year Daily 1.00 Credit
This course introduces the student to concepts and terminology in the four major branches of earth science: astronomy, geology, oceanography, and meteorology. Instruction places major emphasis on astronomy and geology with the purpose of instilling in each student a love of science by nurturing an appreciation of the beauty, purpose, order, and design of the universe.

English 7/8
Grades 7/8 Year Daily 1.00 Credit
These courses offer students a general introduction to multicultural literature, a basic writing process for improving critical and creative writing skills, and a program for learning and incorporating new vocabulary words into their language. Students use varying genre as springboards for their own creative and critical writing. They learn techniques of research and apply these techniques in writing a research paper each year. Instruction emphasizes learning and practicing the basic skill of public speaking.

Language Arts 7/8
Grades 7/8 Year Daily 1.00 Credit
The students will be learning grammar and spelling throughout the year. Students will use Microsoft Word and PowerPoint. Students will also create original poems and writing pieces.

Geography
Grade 7 Year Daily 1.00 Credit
Geography teaches cadets to use maps, globes, and other geographic tools to acquire and process geographic information. The primary goal is that the students be able to develop a spatial view of the world, including cultural and physical characteristics of places and regions. Students are evaluated with traditional assessments: tests and quizzes.

Math 7
Grade 7 Year Daily 1.00 Credit
Improvement of basic operational math skills is the objective of Mathematics 7. The course covers a review of number theory, decimal and fraction operations, graphing, geometry, ratio and proportion, percent, and integers. It also introduces basic concepts of algebra. Problem solving is stressed throughout the year.
Math 8
Grade 8   Year   Daily   1.00 Credit
Providing a review of basic math concepts and an introduction to the field of secondary mathematics is the objective of Math 8. The course includes a review of number theory, data analysis, finding the area and volume, introduction to equations, integers, rational numbers, ratio and proportion, and percent. It also introduces basic concepts of algebra. Problem solving is stressed.

Guidance
Core Fundamentals
Grade 11/12   Semester   Daily   0.5 Credit
This elective course is designed to strengthen students’ verbal and mathematical skills assessed on the SAT. Students have access to test-taking strategies specific to the exam, samples with explanations, grading rubrics for peer and self-assessment, practice tests with complete multiple-choice assessments, essay prompts and study resources. Instruction, followed by collaborative, guided, and independent practice, provides the foundation for the course. Students spend half of the course working on the verbal and writing component and half working on the mathematics component. Upon successful completion, students will possess the tools necessary to complete the SAT to the best of their ability.

Senior Seminar
Grade 12   Fall Semester   1x Weekly   0.5 Credit
The Senior Seminar meets weekly during headmasters time. The purpose of the course is to complete the process of applying to colleges. Counselors review college lists, facilitate the writing of college essays, and discuss the etiquette of requesting letters of recommendation and college interviews. Guest speakers from college admissions, scholarship representatives, and military outfits visit to share detailed information on the programs that they offer.

Junior Seminar
Grade 11   Spring Semester 1x Weekly   0.5 Credit
The Junior Seminar meets weekly during headmasters time. The purpose of the course is to introduce the students to the process of planning their post-secondary education goals. Students are trained in Naviance, given information on registration for standardized tests, and encouraged to research colleges and service opportunities. Guest speakers from college admissions, scholarship representatives, and military outfits visit to share detailed information.