



# **Martin Luther High School**

## **Curriculum Guide**

**Honoring Christ...Welcoming All**

**"Preparing Students for Discipleship until Christ's Return."**

**Curriculum Guide 2020-2021**  
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## **School Vision Statement**

**M**artin **L**uther **H**igh **S**chool is:

**P**artnered with Families and congregations

**E**mpowered by the Gospel

**A**cademically Accredited

**C**hrist-Centered and Cross-Curricular

**E**ngaged in Excellence



## **School Mission Statement**

**Preparing students for discipleship until Christ's return.**

## **School Philosophy**

Martin Luther High School accepts and acknowledges all the canonical books of the Old and New Testaments of the Holy Bible as the inspired, revealed, and inerrant Word of God, and accepts and acknowledges all the Symbolical Books of the Evangelical Lutheran Church contained in the Book of Concord of 1580 as a true and sound exposition of Christian Doctrine taken from and in full agreement with the Holy Scriptures; no doctrine shall be taught as truth nor any practice tolerated which is a variance with these symbols of the Evangelical Lutheran Church, viz,:

- A. The Three Ecumenical Creeds (Apostolic, Nicene, Athanasian)**
- B. The Unaltered Augsburg Confession**
- C. The Apology of the Augsburg Confession**
- D. The Smalcald Articles**
- E. Luther's Large and Small Catechisms**
- F. The Formula of Concord**

Martin Luther High School acknowledges, accepts and believes that all who have been brought to faith in Jesus Christ are commissioned by Him to preserve and extend the kingdom of God. This is done by proclaiming to all, in the most effective means possible, the life, death and resurrection of Jesus Christ. Through the Work of the Holy Spirit, this proclamation changes hearts and lives and brings victory and comfort to individuals who are declared totally and unconditionally righteous for Christ's sake.

Christian education, applying God's Law and Gospel to all aspects of life and learning, is a vital component of the ministry of every Lutheran congregation. As a church body, we believe that *"the most effective agencies available to the church for equipping*

*children and youth for ministry are the full-time Lutheran elementary and secondary schools” (1983 LCMS Convention Proceedings, Resolution 2-17).*

Martin Luther High School was established to serve the Lutheran Christian secondary education needs of the congregations belonging to the Martin Luther High School Association and others.

Martin Luther High School acknowledges, accepts, and believes four guiding principles from the Holy Scriptures which give guidance for our interrelationships and direction for our teaching, as herewith written:

- A. Matthew 22:37, “You shall love the Lord your God with all your heart, with all your soul, and with all your mind”;**
- B. Matthew 22:39, “You shall love your neighbor as yourself”;**
- C. Matthew 28:19, 20, “Go therefore and make disciples of all the nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, teaching them to observe all things that I have commanded you; and lo, I am with you always, even to the end of the age”;**
- D. Ephesians 4:11, 12, “And He Himself gave some to be apostles, some prophets, some evangelists, and some pastors and teachers, for equipping of the saints, for the work of ministry, for the edifying of the body of Christ.”**

Finally, as we seek to do God’s will in all our teaching and learning, we profess our belief and acceptance of the words of Christ in Revelation 2:10, which state, *Be faithful until death, and I will give you the crown of life,*” which is life in heaven with Jesus for all eternity. This is most certainly true!

### **Statement of Purpose and Objectives**

The purpose of Martin Luther High School is to provide the spiritual atmosphere necessary to enable the students to obtain quality education and to grow in their faith in Jesus Christ as their personal Savior. Martin Luther High School will strive to continue the Christian guidance and values which have been instilled in these young people through Christian homes, families, and the church. In order to realize this purpose, the following objectives have been developed. Martin Luther High School will work toward helping all students to:

- A. Grow to the fullness of their God-given abilities.**
- B. Develop respect for themselves as individuals and to respect and use their God-given talents and rights.**
- C. Learn to accept others as individuals and to respect others’ talents and rights.**
- D. Learn to express their Christian faith in all thoughts, words, and actions.**
- E. Learn to develop and exercise respect for all forms of authority: God, parents, and all others who are placed in authority over them.**

- F. Relate responsibility to God's creation, specifically in rural America, by acquiring knowledge and understanding of, and developing talents and skills for responsible living and serving.**
- G. Acquire academic proficiency in a variety of subjects which will prepare them for college and for service throughout their life.**
- H. Grow in their prayer life.**
- I. Grow in their knowledge of the Holy Scriptures.**
- J. Learn to witness from their teachers' witness.**
- K. Cooperate in maintaining classroom settings of love, joy, concern, and respect.**
- L. Provide support and give social, academic, and spiritual encouragement to all members of the Martin Luther High School family.**
- M. Recognize the importance of service to others and the positive impact it has on themselves and the world around them**

### **Expected Student Outcomes**

Martin Luther High School will provide teaching, learning and other educational experiences so that each student, through the Holy Spirit, will:

- 1. Joyfully proclaim the life, death, and resurrection of his/her Lord and Savior, Jesus Christ. (A)**
- 2. Know that he/she is a loved, forgiven, and redeemed child of God. (B)**
- 3. Recognize and use his/her individual talents. (B)**
- 4. Treat fellow students in a Christian manner. (C)**
- 5. Become involved in various activities which will help him/her develop and express his/her Christian faith. (D)**
- 6. Treat staff members and all adults with esteem and respect. (E)**
- 7. Grow in self-discipline and responsibility through regular attendance, completion of assignments, class participation, and valuing of Christian ethics. (F)**
- 8. Earn enough credits each year to allow him/her to pass on to the next level. (G)**
- 9. Take electives which reflect his/her abilities. (G)**
- 10. Develop an active prayer life for private and corporate prayer needs and opportunities. (H)**
- 11. Apply Scripture (Law/Gospel distinction) to his/her daily life to help him/her in making God-pleasing decisions/choices. (I)**
- 12. Share his/her faith verbally and non-verbally. (J)**
- 13. Respect classroom rules and treat other students/teachers with kindness and loving concern. (K)**
- 14. Participate in many social functions and extra-curricular activities. (I)**
- 15. Encourage the spiritual growth and maturity of others through verbal witness, prayer, and Christian example. (I)**
- 16. Demonstrate academic excellence. (I)**

**17. Recognize his/her personal God-given abilities for service and strive to find and take advantage of opportunities to serve others. (M)**

**Curricular Design and Stakeholder Involvement**

The curriculum at Martin Luther High School is a program founded on Christian principles as found in the Holy Scriptures. The curriculum is comprised of educational goals and objectives met through the entire body of courses offered by our school. The curriculum as a whole is the collective efforts of these courses, which strive to accomplish the overriding objectives of the school as stated in the Mission and School Philosophy statements.

Parents and other laity of the Martin Luther High School Association are represented on the Delegate Board, which meets regularly throughout the year. This body oversees the overall direction of the school including its purpose and mission statements from which the curricula is derived. The over-arching goals of the school philosophy shall be regularly reviewed by and any necessary revisions shall be the responsibility of the Board of Directors of Martin Luther High School. Since the goals of the school are unique in that they specifically address the spiritual as well as academic needs of the students, the Christian educators shall monitor the specific department goals and their revisions for such purposes.

The Curricular design and involvement of various stakeholders in this process is as follows:

Purpose, Mission and Philosophy Statement-Delegate Body (Elected representatives of the school Association)  
School Goals and Objectives- Board of Directors (Elected by the Delegate Body)  
Department Goals and Objectives- Department Chairs  
Individual Course Goals- Individual Instructor/Department Chair

**Selection of Textbooks and Other Materials**

The curriculum is more than a textbook. It is an approach to learning by Christian educators to train students to use their God-given skills to reason, process and defend their beliefs from a Biblical perspective. This emanates from the school mission statement and department goals. To accomplish the purpose and mission of the school and to meet the objectives of department and individual courses, textbooks and other materials may be used to assist teachers in meeting these goals. However, the textbook is not the goal but a means to accomplish the goals for each course within the overall curriculum.

When a new textbook is being considered for implementation, the course instructor and department chair will select a sampling of textbooks to be considered. A committee will then be formed that will be comprised of at least one representative from the Martin

Luther High School Board of Directors, one parent, the department chair, and the course instructor. They will review the textbooks under consideration and make a recommendation. This recommendation will then go to the Board for final approval.

The department chairs are responsible for monitoring the use of materials in each class so that the written goals of each course syllabus and department goals may be achieved. The selection of textbooks and other materials follow a five-year rotation cycle.

### **Accreditation and Teacher Certification**

Due to the unique and intentional nature of the goals for Christian education, Martin Luther High School does not seek or share the educational objectives of the Minnesota Department of Children, Families and Learning. However, the quality and standards of academic excellence are achieved through the monitoring of our school goals through an appropriate accrediting agency. The current accrediting institution for Martin Luther High School is the National Lutheran School Accreditation.

All teachers shall have state teaching licensures or are actively pursuing certification in their field.

### **Parent Data Privacy Rights**

Parents have the right to inspect and review the educational records of their children upon formal request. No outsiders may access the information in the records without a parent's consent. Parents and students can access grades at any time through their Educate online accounts. [www.educate.com](http://www.educate.com).

### **Academic Policies**

Students graduating from Martin Luther are expected to accumulate the following credits by the end of four years of high school.

Religion	4 credits	English	4 credits
Soc. Studies	4 credits	Math	3 credits
Science	3 credits	Computer Science	.5 credit
PE/Health	1 credits	Fine Arts	2 credits
Elective	2.5 credits		
Foreign Language	2 credits		
		Total	26 credits

Students are required to take seven courses per year. The seven courses must include five academic courses per year. Band, Choir, Art, Media and PE are not counted as one of the five academic courses but PSEO Study Hall allowances are permitted. Courses are not transferable from year to year.

Students planning on attending a four-year college should realize many colleges require the following: two years of a foreign language and math minimum of Algebra I and II and Geometry.

Martin Luther High School Rules for Non-PSEO Online Classes:

- A. Parents must pay for the course out of pocket
- B. Has to be taken during study hall or outside of normal classroom hours
- C. Approval from the high school counselor.
- D. The online high school courses do not replace the high school courses offered by MLHS staff. (Example: SCIOx General Biology (online) does not replace Biology taught by MLHS Science teacher.) However, online high school courses may be offered for credit recovery purposes as approved by the department head and high school counselor.

Any class schedule change once the semester has begun will require the permission of the parents, the classroom teacher, the guidance counselor and administrator. No students will be allowed to change their class schedules after the first week of any given semester unless a classroom teacher and the guidance counselor initiate the process in a special academic circumstance.

## **ADVANCED CLASSES**

Admittance to Advanced Placement (AP) Classes and In-house Post-secondary Enrollment Option (PSEO) classes must be approved by the office administration and the instructing teacher. One semester of PSEO equals .5 credit at MLHS.

Students who choose to take in-house PSEO and/or AP courses receive weighted grades. AP students are required to take the AP test. PSEO courses will follow state PSEO guidelines and will use the required PSEO grade scale.

Eligible for PSEO are Junior and Senior students. State Guidelines for PSEO are as follows:

“PSEO allows high school juniors and seniors to take courses, full or part-time, at a post-secondary institution for high school credit. Eligibility: Any public, non-public, home school or American Indian-controlled tribal contract or grant student classified as an 11<sup>th</sup> or 12<sup>th</sup> grader and accepted by a post-secondary institution, may enroll either full or part-time in nonsectarian courses or programs at that post-secondary institution. Students participating in cultural exchange programs are not eligible. Nonpublic schools are not required to follow all sections of the PSEO law. Students are not permitted to take remedial, developmental or other courses not considered college level. Credits received at a post-secondary institution are on the student’s record and count as courses completed at that institution. Transferring credits to another institution is dependent upon the transfer rules of that institution. PSEO students should expect to be subject to the same procedures and/or penalties as any other high school student when withdrawing from or failing a course. Students are responsible for delivering their



post-secondary grades to the high school for recording.”

Additional Martin Luther High School Guidelines for PSEO are as follows:

- A. On MLHS campus or on-site at another school
  - 1. Students taking part in PSEO classes (on MLHS campus or off) must have a cumulative grade point average of 3.00 prior to enrolling in PSEO classes.
  - 2. MLHS does not allow full time off campus PSEO until the senior year
  - 3. PSEO classes can substitute for MLHS graduation requirements except:
    - Religion courses:** Religion courses are required by MLHS for graduation. In order to meet this requirement a student may take Religion III and Religion IV their junior year at Martin Luther High School. They may also take Religion IV at MLHS while taking PSEO courses OR take the required religion course their senior year through one of the MO. Synod Concordia's or through Bethany College in Mankato. (Courses must be approved by MLHS administration)
    - Social Studies Courses:** A student must complete one semester of a government course in order to meet MLHS graduation requirements (Courses must be approved by MLHS administration).
  - 4. Refer to “Academic Policies” on page 8 of the handbook for further information on graduation requirements.
- B. On-line PSEO Classes
  - 1. Follow state PSEO requirements
  - 2. Carry a cumulative GPA of 3.5 or with a majority teacher and mandatory parent approval (acknowledging future college eligibility consequences)
  - 3. Student needs to search for an MLHS faculty to act as an advisor
  - 4. Approval from the high school counselor

NOTE: Students participating in on or off campus PSEO classes may not substitute independent study for a required class.

## **GRADING STANDARDS**

The following scale will determine semester grades:

Semester 1 classroom	80%	Semester 2 classroom	80%
Semester 1 Final	20%	Semester 2 Final	20%

The grades are a combination of test scores, daily assignments, class work, quizzes, and class participation depending on each individual instructor's method of evaluation. Semester grades are permanently recorded in the student's files and on their transcripts.

### **Students should expect semester finals will be given in all courses.**

Finals must be taken on the day they are normally scheduled; special exemptions maybe be allowed by the principal for family emergencies. Seniors may be excused from the final exam in each subject in the 2<sup>nd</sup> semester of their senior year if they had a

minimum of "A-" average in that subject. Some classes are excluded from this rule i.e.: PSEO classes are required to take a final by the postsecondary institution. Students should refer to the class syllabus for individual class information.

Letter grades reflect academic progress		<u>GPA</u>
100 - 93%	A = Superior	(4.0)
92 - 90%	A-	(3.667)
89 - 87%	B+	(3.333)
86 - 83%	B = Good	(3.0)
82 - 80%	B-	(2.667)
79 - 77%	C+	(2.333)
76 - 73%	C = Satisfactory	(2.0)
72 - 70%	C-	(1.667)
69 - 67%	D+	(1.333)
66 - 63%	D = Poor, conditionally passed	(1.0)
62 - 60%	D-	(0.667)
59% or below	F = Failing	(0)

In addition, grades, Satisfactory (S) or Unsatisfactory (U) will determine level of compliance with Study Hall guidelines. Honor Roll students may not receive a "U". In Pass/Fail classes, P will be given as the passing grade. All grades are passing except an "F".

If a student is in danger of failing or before a grade "D", "F" or "U" is given to any student, in any class, parents are to be notified at least two weeks prior to the end of the semester, when possible.

Transcripts will be held for nonpayment of fees, tuition, etc. Re-enrollment status will remain pending until all fees and tuition balances are paid.

MLHS uses Educate Student Information System (SIS) as a school management system. Educate is a Web based application that allows students, teachers, parents and administrators to easily communicate, share information and manage their tasks. Educate SIS unites your school community around a single powerful database, eliminating duplicate data entry and saving time for teaching and caring. Parents can view their student progress and account information to stay informed and involved. Students can connect with detailed course information, grades, assignments, e-mail, and communication tools. After the registration process is complete, parents and students will each receive personal login information.

## **HONOR ROLL**

There are two categories on the Honor Roll: "Honor Roll with Distinction", which requires a 3.50 or higher; and the "Honor Roll", which requires a 3.0 average. No

"Honor Roll" classification can be given to any student receiving a "U" or "F" grade.

## **GRADUATION HONORS**

Graduating with honors requires a cumulative GPA of 3.0 or better for the first seven semesters of attendance.

Graduating seniors will be honored for their seven-semester cumulative high school grade point average (this differs from the final transcripts that contain all eight semesters). Students earning cumulative GPA from 3.0 to 3.49999 and will be given a silver cord and students earning cumulative GPA 3.50 and higher will be given a red cord to show their achievements during the Awards Recognition ceremony. One (1) cord will be given to Honor students. Grades for AP and in-house PSEO are based on a 5-point scale.

The valedictorian and salutatorian will be given speaking honors at graduation. The valedictorian will be chosen as the senior with the highest GPA after seven semesters. The salutatorian will be chosen as the senior with the second highest GPA after seven semesters. They must both also have met all graduation requirements and have attended Martin Luther High School both semesters of their senior year. In the case of a tie for highest GPA, multiple valedictorians would be awarded and there would be no salutatorian. In the case of a tie for second highest GPA, multiple salutatorians would be awarded. Grade Point Average is carried 4 points to the right of the decimal.

## **PROGRESS REPORTS**

You will be notified by email when progress reports have been generated in Educate. Parents are encouraged to speak with the teachers concerning these progress reports. Ineligible students are expected to practice or rehearse but may not perform or dress in uniform for any extra-curricular activity/game. In the case of academic ineligibility only, a student will have a minimum of 1 (one) week and a maximum of 2 (two) weeks to raise the grade(s), during which time the student is ineligible. The ineligibility period is a seven-day period, starting with the day the progress reports come out. If the student has not achieved a (C-, 1.667 GPA) combined overall average and is not passing all classes after two weeks, he/she will remain ineligible until the next progress report.

Eligibility checks will be made three times per semester as well as semester end. A student who is ineligible due to the grades on the semester report card will not be allowed to play or perform but is expected to practice or rehearse until the first progress of the next semester report of the review reflects that the required academic minimums have been achieved.

# **Humanities Department Purpose**



The purpose of the Humanities Department is to tell the history and the role that the Judeo-Christian faith played in the ancient and the modern world, to proclaim the fact that we are in the world and not of the world and that Christ has a purpose for us, and to reach out in faith to spread the gospel to those whom we meet.

## **Individual Department Rationale**

### **Religion**

Of all the course offerings at Martin Luther High School, the religion curriculum is of the utmost of importance. Understanding one's Christian faith and how that faith is incorporated into daily life is central to the goals of each course. The Old Testament and the New Testament are studied first in order to provide a Biblical foundation for the study of Christian Relationships, Christian Spirituality, and Apologetics. The primary goal is to help the students step out to pursue their vocation as disciples of Christ in their occupation.

### **Social Studies**

The courses that are grouped under the general heading of Social Studies are those that help students master the fundamentals of history, geography, civics, and economics while providing a context within which to analyze current events. Included within this curriculum are Global Studies I/II, United States History, Government/Current Events, and History through Film. Students will learn the important role of God in man's history, his culture, his interaction with the environment, and the forming of governmental and economic institutions. Through the Social Studies curriculum the students will acquire study and writing skills (i.e. using research sources, essay writing), technology skills (i.e. use of the internet and power point), social studies skills (i.e. reading graphs and maps, interpreting statistics), and critical thinking skills (i.e. analyzing and synthesizing information). As these skills are learned and applied, the student will achieve a better understanding of the world around them.

## **Individual Department Goals**

### **Religion**

The students will:

1. Be taught the foundation of the Holy Christian faith in Jesus Christ from the Holy Scriptures.
2. Have a working knowledge of the Old and New Testaments.
3. Understand the basic doctrinal tenets of historical Lutheranism
4. Be able to explain the importance of faith in Jesus Christ.
5. Have a working knowledge of how to apply one's faith in a secular world within their vocation and relationships.

## **Social Studies**

The students will:

1. Develop his or her personal view of their role as Christians in a secular world
2. Identify parts of the major cultures such as values, government, religion, economic systems and the arts.
3. Recognize God's gift of diversity among individuals, cultures, beliefs, and customs.
4. Gather information and classify issues to solve problems and make moral decisions.
5. Develop research and writing skills.

## **Individual Department Achievement Strategies**

### **Religion**

The goals in Religion will be achieved through:

1. Integration of faith rooted in daily reading and study of the Bible during each class period.
2. Use of various Lutheran documents, texts, and/or study guides.
3. Incorporating personal and small-group prayer and/or Bible meditation.
4. Committing Scripture to memory.
5. Small-group and/or whole-class daily Bible study.
6. Discussion of spiritual songs, hymns, and arts in comparison with Scripture.

### **Social Studies**

The goals in Social Studies will be achieved through:

1. Discussion of their faith and how it relates to the domestic and international political view, the role of religion in our domestic and world history, the analysis of changing value systems within our nation and world, and an analysis of how religion has impacted domestic and world history.
2. Discussion, individual research, and group projects students will explore world domestic cultures at different time periods, comparing political and economic systems, the role of religion within that society, and how this is portrayed through the arts.
3. Recognition and appreciation of diversity among individuals and cultures, by becoming familiar with significant historical events, peoples, and places.
4. The awareness of the platforms of American political parties, understand international political views, be able to prioritize significant issues and incorporate them into life situations.
5. Improving his or her social study skills, critical thinking skills, technology skills, and writing skills. This will include the writing of thesis papers, participation in debates and discussions, taking notes, outline participation in simulation games, hearing from guest speakers, and having access to the internet.

## **Humanities Department Offerings**

### ***RELIGION: 4.0 Credits needed for graduation***

#### **Religion 9/10- Old Testament Bible: 1 Credit. Year/Grade 9.**

The Bible is the place where we meet God through His Word. A systematic study of the Old Testament is undergone. Particular emphasis is given to key events and relationships between God and His people through whom He fulfilled His promise to send a Savior. A great deal of emphasis will also be placed on how the content of the Old Testament is relevant for the Christian today in our modern world. Other matters of interest may be pursued given sufficient time, interest from the students of the class, or at the discretion of the instructor.

#### **Religion 9/10- New Testament Bible: 1 Credit. Year/Grade 10.**

In the Bible we meet the central focus of our faith, Jesus Christ. The study of the New Testament is twofold. First, an in-depth study of the life, death, and resurrection of our Lord and Savior Jesus Christ is undertaken. Secondly, an overview of the beginning of the Christian church from Pentecost through the journeys of St. Paul will be done. Time permitting, other topics of interest may be brought in such as the development of the Christian church in the centuries following the Apostles. Subjects suggested by the class might also be included, time permitting.

#### **Junior Religion – Christian Relationships**

.5 Credit. Semester One/Grade 11.

The Bible is the source of all we believe and the basis for our relationship with the Lord and all other relationships during our lives. Junior Christian Relationships class will explore the origin and value of relationship through studying God's World on the relationship of our Triune God the Father, Son, and Holy Spirit, extending to the relationships from the Lord to people, people to the Lord, and people to other people. Students will reaffirm that God's grace and forgiveness are the basis for healthy, continuing relationships with God, self, and others. They will recognize the importance of loving relationships, apply Biblical relationship principles and Christian love to all personal relationships, distinguish the differences between Christian love and the many false impressions of love given by culture and media, and with the Lord's guidance, choose proper single living and dating principles while being led by the Lord to their future spouse.

#### **Junior Religion -Introduction to Christian Spirituality**

.5 Credit. Semester Two / Grade 11.

Contemporary philosopher James K. A. Smith has pointed out that as Christians, our desire is deeper than our intellect. Or, to put it another way, our hearts guide our lives more than our minds. As he's written, "You are what you love."

Given this is an academic course at a Lutheran High School there will necessarily be work we will do for the mind including lectures, homework, and assignments. Yet this is a class primarily about God's love which moves the human heart.

During our time together we will traverse the landscape of Christian history and theology. We will encounter new people and new places; we'll uncover some of the many ways that Christians have experienced God through the centuries. In everything, we will seek to understand how and why Christians approach God.

#### Course Outcomes:

1. Students will be able to succinctly explain the major contours of Old Testament and New Testament spirituality.
2. Students will then trace the major developments in Christian spirituality from the ancient world to the medieval and modern world.
3. Students will be able to explain the origins and goals of monastic life.
4. Students will better understand their own spiritual life via our work with the Enneagram.

#### Course Requirements:

Grades will be based on class participation (10%) consisting of in-class and online discussion; homework (10%); quizzes (40%); and a final project (40%)

Students are expected to complete weekly reading assignments. Extensive reading is required: Scripture, letters, sermons, treatises, commentaries, and other types of writing. Students will be exposed to the history of Christianity, and at times, may encounter Christian traditions that unsettle or confuse them. Students are encouraged to keep an open mind and be willing to sit at the feet of women and men and learn from them.

#### Helpful resources:

[thebible.org](http://thebible.org)                      [earlychristianwritings.com](http://earlychristianwritings.com)                      [sacredartmeditations.com](http://sacredartmeditations.com)  
[sites.google.com/site/aquinasstudybible/](https://sites.google.com/site/aquinasstudybible/)

#### **Senior Religion** – 1 credit. Year/Grade 12

We live in a world with many competing Worldviews – the presuppositions and beliefs that inform our decisions and values. In the senior year, we look to help prepare students to defend their faith in light of these differing worldviews. We look to introduce the opposing worldviews so as to teach that we need to respect their position and then teach how to best present our Christian faith in manner that is rational and respectful. It is a course developed around 1 Peter 3:15.

## ***SOCIAL STUDIES: 4.0 Credits needed for graduation***

**Global Studies I:** 1 Credit. Year/Grade 9. As children of God, it is essential that we have a general and specific knowledge of the world's physical and human resources as well as an understanding of historical trends, themes and concepts. Students will be able to determine essential questions, investigate for answers in a variety of sources, draw conclusions, and present their interpretations. In other words they will become better critical thinkers and more able researchers. This class is designed to lead students toward a better understanding of the world in which they live. Global Studies I integrates important geographic information with the study of world history and a look at how history and the Bible overlap. Global Studies I will explore the early civilizations of the Middle East, Africa, Asia and the Americas, Ancient Greece and Rome, and Medieval Europe and the Renaissance.

**Global Studies II:** 1 Credit. Year/Grade 10. As children of God, it is essential that we have a general and specific knowledge of the world's physical and human resources as well as an understanding of historical trends, themes and concepts. Students will be able to determine essential questions, investigate for answers in a variety of sources, draw conclusions, and present their interpretations. In other words they will become better critical thinkers and more able researchers. This class is designed to lead students toward a better understanding of the world in which they live. Global Studies II integrates important geographic information with the study of world history. After a review of the Renaissance, Global Studies II will explore the Reformation, Scientific Revolution, French Revolution, Industrial Revolution, Imperialism, First and Second World War, the Cold War and Nationalism in Asia, Africa and Latin America in the Twentieth Century.

**United States History:** 1 Credit. Year/Grade 11. This course is interested primarily with the history of the United States from the time Europeans set foot in the Western Hemisphere until the present day. In the examination of our country's history, we will focus upon important dates and events along with important cultural developments and customs, which affect us to this day. Finally, we will discover how our past has brought us to our present position in today's world. It is said that you cannot understand today until you know your yesterdays. The study of our history will prove this to be true.

**American Government and Current Events:** 1 Credit. Year/Grade 12 elective. In order to be an informed and functioning citizen of the United States, a person must be able to understand the workings of his/her government and how to interact with it. This course will focus upon the meaning of democracy, the history of the government of the United States, what government is, and finally what our government looks like and how it functions. It is said that democracy cannot exist without an educated electorate. Our study's goal will be a fulfillment of that saying. As part of this course, students will study current world events and discuss their political, cultural and economic impact on society.



**History Through Film:** 1 Credit. Year/Grade 12 elective. As seniors prepare to go into the world, they need to be prepared to apply their knowledge and ability to learn in society to make decisions for themselves. This course involves watching a series of movies in class that depict “real events” in history and then scrutinizing the films to see if the moviemakers have done history justice in their interpretations. Too many times, we take the things we see on TV, or in the movies, as truth without first taking the time to check the facts for ourselves. The movies will encompass all eras of history.

## **Languages Department Purpose**



In order to meet the growing diversity in our world, Christian students will learn to master communication skills in multiple languages. These skills better equip students to interact with others in spreading the Gospel.

## **Individual Department Rationale**

### **English**

The courses that are grouped together under the general heading of English are those that deal with the development of man’s thought processes, especially his imagination, through various forms of communication. These include the topics of literature, grammar, composition, and speech. First and foremost, the English curriculum will, in all forms, emphasize a Christian approach to the comprehension, interpretation, and sympathetic consideration of the thoughts of our fellow man. Students must acquire the various forms and techniques of communicating thoughts and feelings, and then must apply these basics to both understand and consider the communications and concerns of other people and cultures, past and present, and to transmit their own ideas, concerns and emotions to others. As these skills are learned and applied, students will gain confidence and self-awareness in their ability to encourage others in the faith and spread the Gospel of Jesus Christ.

### **World Languages**

The World Languages (Spanish) Department emphasizes the study of language and culture from a Christian perspective, and the development of proficiency in reading, listening, speaking and writing in the target language (Spanish). By studying grammar and usage within the target language as well as by studying cultures that speak the target language, students will gain insight into their own culture and native language. By engaging in meaningful communication with one another in the target language,

students will develop communication skills that could benefit them in their travel in other countries and be prepared for the opportunity to test out of beginning college language courses.

## **Individual Department Goals**

### **English**

The students will:

1. Learn that language and communication are precious gifts from God
2. Acquire the conventions of language necessary for successful communication
3. Develop competency in the various techniques of communication, both oral and written as well as through the use of various technology
4. Apply communication and literary techniques to understand other people and cultures
5. Use listening, reading, and technology as learning tools
6. Develop the ability to read critically and analytically in all literary genres
7. Develop an increased awareness of himself and his potential

### **World Languages**

The students will:

1. Find ways to serve God and experience God's presence in Spanish.
2. Gain insight into Hispanic culture.
3. Communicate meaningfully in Spanish.
4. Acquire skills necessary to travel successfully in Spanish-speaking countries.
5. Develop proficiency in reading, listening, speaking and writing in Spanish.
6. Be prepared for post-secondary instruction in World Languages.

## **Individual Department Achievement Strategies**

### **English**

The goals in English will be achieved through:

1. grammar and usage exercises
2. formal speeches and other oral presentations
3. collaborative exercises
4. a survey of the writing process
5. an exploration of research techniques and information literacy
6. testing and evaluation of student work
7. structured writing assignments
8. literary interpretation of novels, poetry, short stories, nonfiction and drama

### **World Languages**

The goals in World Languages will be achieved through:

1. The reading and writing from texts, study of holidays, presentations and group and individual projects.
2. Information-exchange tasks that require the use of the target language to receive and share personal and cultural information.
3. Cumulative oral and written assessments.

4. Classroom activities that promote the growth of grammatical competence in both the target language and English.
5. Critical evaluation, practice exercises, and classroom instruction, through which students will have the opportunity to be prepared for further instruction, including post – secondary education.

## **Languages Department Offerings**

### ***ENGLISH- 4.0 Credits needed to graduate***

**English 9:** 1 Credit. Year/Grade 9. No Prerequisite. Required for freshmen. During the course of the year, distinct attention will be placed on the fundamental skills of the English language including grammar, vocabulary, spelling and writing. In addition, time will be spent studying works of basic literature, including short stories, poetry, drama, the epic and the novel. Students will also complete book reports (written and/or oral) and will write a short research paper. It is fully intended that this course serves as a solid base for further study in the communicative arts during the next three years of high school.

**English 10:** 1 Credit. Year/Grade 10. Required of sophomores. In addition to serving as a continuation of English 9, this course will cover areas of communication that the student has not yet studied. Students will review grammar, vocabulary and spelling skills, as well as study literature and writing. The literature portion of the course will include works in the areas of fiction, non-fiction, and drama. Students will also study the novel, both as a work of literature and as a basis for critical analysis. The fundamentals of research will be reviewed, and students will write a persuasive research paper and complete a book report (written and/or oral).

**English 11:** 1 Credit. Year/Grade 11. Required of juniors, unless enrolled in PSEO College Composition and PSEO Introduction to Literature. The course is a combination of American literature, writing, grammar, and job application skills, and will include not only a review of basic English skills, but also begin the process of abstract thinking. Students will be taught to analyze a piece of literature for structure, content, and implication. This will involve major writing assignments on specific occasions. In addition, the students will complete a “Job Shadow” project, researching a career, shadowing someone in that career, and writing a report on the full experience. As with English 10, English 11 serves as a continuation of all English skills and techniques.

**English 12:** 1/2 Credit. Semester/Grade 12. Required of seniors, unless enrolled in PSEO College Composition and PSEO Introduction to Literature. This one semester course will emphasize World and British literature. Students will learn to appreciate longer works of literature and will also try their hand at creating their own pieces of literature. Strong emphasis will be placed on writing skills such as analysis and thought process argumentation, as well as a mini-unit on writing strong college/scholarship applications.

### **Public Speaking (non-PSEO)**

½ credit. Semester/Grade 12 Required of seniors unless enrolled in PSEO College Composition, PSEO Introduction to Literature, or PSEO Public Speaking. Students prepare and deliver various types of public performances, including speeches and oral

interpretation. The evaluation and criticism of speeches is studied. Feedback helps students adjust their performance style and improve presentation delivery. Course units include speech construction, presentation and delivery; audience and text analysis; informative, persuasive, and special occasion speeches, as well as visual aid construction.

### **PSEO: College Composition**

*Prerequisite—a junior or senior student with a cumulative grade point average of 3.0 prior to enrolling in the course, as well as parent and instructor approval*

1 semester--½ credit (MLHS); 4 credits (Concordia University-St. Paul)

The content of a writing course is writing. For students to become proficient writers in all disciplines, they need to learn how to read and analyze a variety of texts and then practice reading and analyzing texts from various disciplines. Through research and writing, students learn what others are saying and how to integrate those ideas into their own writing. Constant practice will guide students into developing their own voice and style. They will make conscious choices related to audience and academic conventions.

**\*\*This course is an option for qualifying seniors.**

### **PSEO: Introduction to Literature**

*Prerequisite— a junior or senior student with a cumulative grade point average of 3.0 prior to enrolling in the course, as well as parent and instructor approval*

1 semester--½ credit (MLHS); 4 credits (Concordia University-St. Paul)

This course will study and analyze elements of prose, poetry and drama in English from earlier periods through contemporary. It will emphasize critical reading of literature and include such genres as short story, novel, nonfiction, poetry, and drama. Students will analyze works orally in class discussion and in writing of essays, reaction papers, etc.

**\*\*This course is an option for qualifying seniors.**

### **PSEO: Public Speaking**

*Prerequisite—a senior student with a cumulative grade point average of 3.0 prior to enrolling in the course, as well as parent and instructor approval*

1 semester--½ credit (MLHS); 4 credits (Concordia University-St. Paul)

Students prepare and deliver various types of public performances, including speeches and oral interpretation. The evaluation and criticism of speeches is studied. Feedback helps students adjust to their performance style and improve presentation delivery. Course units include speech construction, presentation and delivery; audience and text analysis; informative, persuasive, and special occasion speeches, as well as visual aid construction.

## **WORLD LANGUAGES: 2.0 Credits needed to graduate**

**Spanish I:** 1 Credit. Year/Grade 10 or 11 Navegando 1 is the textbook used for teaching secondary students the basics of the Spanish language, especially as the language spoken in Latin America. The student will be able to meet basic survival needs and courtesy requirements, such as greeting and taking leave, asking and answering simple questions, and taking one's name and age. The student will be able to perform certain

functions with the language, such as ordering a meal, making purchases, following directions, and making small talk about family, church, school, and sports. In addition, the student should be able to describe and relate events in the present and preterit tenses, express future time, and have a notion of gender, number, and subject-verb agreement.

**Spanish II:** 1 Credit. Year/Prerequisite successful completion of Spanish I. *Navegando2* will be used for the second year of Spanish. It builds on the basics of Spanish I and helps students communicate in new areas such as the store, the hotel, and the doctor's office. They will learn the imperfect and the subjunctive tenses. Reading exercises include Bible passages and cultural studies.

**Spanish III:** 1 credit. Prerequisite: Successful completion of Spanish II. The second part of *Navegando 2* will be used for the third year of Spanish. It builds on the basics of Spanish II and helps students communicate in a variety of different situations. Students will become familiar with commands, preterit vs. imperfect tenses, irregulars, and the subjunctive tense. In addition to the textbook, students will be reading 3 different novels in order to increase reading comprehension and verbal communication.

## **Science and Reasoning Department**

### **Purpose**



God created all things known and unknown; He also created man to be caretaker for His creation. The Science and Reasoning Department supports this by developing problem solving skills and implementing technology so the students of Martin Luther High School will be better equipped to further the Kingdom and be Christian leaders.

### **Individual Department Rationale**

#### **Science**

Science is the study of the universe that God created. The scientific method (defining problems, making observations, forming hypothesis, experimenting, recording data, drawing conclusions, making predictions) will primarily be used when studying topics in the science curriculum. The science courses are designed to prepare students to be Christian leaders in continuing education and future occupations. The study of God's creation produces laws and truths that help us fulfill God's role for us as caretakers of His creation.

## **Math**

The mathematics department at Martin Luther High School is concerned with the application of mathematics to the present and future daily life of the student. Not only are certain basic math skills vital for daily living, but the learning of math also develops logical and rational thought processes to enhance the lives of the students. The goal in math at Martin Luther High School is to help the students develop their mathematical skills so they might better discover and develop the purpose God has for them in their careers and lives as Christians.

## **Technology**

The technology courses at Martin Luther High School are designed to help students gain technology skills they will need to succeed in the business world and post-secondary education when they leave MLHS. The courses will improve the students' communication, logic, and decision-making skills. Some course work will give students the opportunity to experience self-discipline and creativity in completing larger projects.

# **Individual Department Goals**

## **Science**

The students will:

1. Discuss and relate God's presence in science.
2. Learn to use simple science equipment.
3. Learn to appropriately apply terminology to describe familiar scientific phenomena.
4. Know and apply skills, and collect and analyze data.
5. Acquire the critical thinking skills necessary for successful problem solving.

## **Math**

The students will:

1. Become more proficient in applying the skills and concepts learned in previous math courses.
2. Appreciate the need for precision and clarity in mathematical calculations and language.
3. Come to the realization that the basic knowledge of math can be learned by everyone and that math is essential to a full and productive life.
4. Realize the need for logical reasoning and clarity of thought in approaching any problem situation.
5. Be prepared to succeed in future math courses.
6. Be able to devise a method to attack new types of problems and test the solution for accuracy.

## **Technology**

The students will:

1. Develop technology skills that will be necessary for employment.
2. Develop skills for advanced study of technology.
3. Develop an attitude of self-discipline and self-motivation that will help them to see a project through to completion.
4. Grow in knowledge and skill that will better prepare them for the challenges they will face in their future occupations and everyday lives.

## **Individual Department Achievement Strategies**

### **Science**

The goals in Science will be achieved through:

1. Integrating God's Word will be integrated into various topics when discussing scientific philosophy.
2. Hands on activities in the lab using various scientific tools and equipment.
3. Hands on experimenting will follow the scientific method.
4. Enhancing vocabulary in labs, quizzes, tests, and assignments.
5. Improving student's reading comprehension and writing skills when regularly practicing essay questions and reading comprehension activities.

### **Math**

The goals in Math will be achieved through:

1. The review of necessary concepts from previous classes.
2. The use of specific math vocabulary so they can read and understand math text. Time-honored methods for problem solving will be demonstrated and practiced.
3. Teacher recommendation and placement testing in order to achieve initial placements of students in the appropriate level of difficulty in math. Courses will be taught with an emphasis on mastery of essential elements and designed for all to be successful. Through examples and practice, students will internalize materials.
4. Examples of logical reasoning and their explanations. Step-by-step explanations will be given for complex solutions. Proofs will be used to demonstrate inductive and deductive reasoning.
5. Courses like Consumer Math and Accounting that provide a foundation for lifetime math skills and some business careers; Algebra as a prerequisite for the upper level sciences; Geometry to enhance analysis, reasoning and special understanding in the real world; Pre-Calculus to prepare students for college courses; AP Calculus to give advanced students an early start on earning college credit; Statistics to enhance and further develop critical thinking and analytic skills.

### **Technology**

The goals in technology will be achieved through:

1. Requiring basic coursework of all students in computers because computers have become part of everyday life.
2. Knowledge of basic computer uses: word processing, using spreadsheets, creating presentations, and understanding databases.

3. The opportunity to study programming in order to prepare for college level computer science and computer careers.
4. Learning to use technology appropriately as a Christian.

## **Science and Reasoning Offerings**

### ***MATHEMATICS: 3.0 Credits needed for graduation***

**Pre-Algebra:** 1 Credit. Year/No prerequisite. Pre-algebra is a course designed for students to help them prepare for algebra. Pre-algebra enables a student to successfully make the transition between arithmetic to algebra. A review of all necessary arithmetic skills is covered, and some basic Algebra skills are introduced. Topics covered are equations and various operations on equations, factorization, fractions, integers, rational numbers, ratio, proportion, percent, geometry, etc.

**Algebra I:** 1 Credit. Year/No prerequisite. This course develops and deals with concepts of real numbers, linear equations, inequalities, polynomials, graphs, quadratic equations, solving equations and additional topics as time allow. Satisfactory completion of this course is required for further study in chemistry, physics, geometry, Computers I and Algebra II. A scientific calculator is required for this course.

**Geometry:** 1 Credit. Year/Prerequisite-successful completion of Algebra I. This course is a study in Euclidean geometry utilizing formal deductive proof methodology. By using this method, a greater understanding of theorems and proofs is made available to apply logic and predetermined definitions in solving a problem not completely related to geometry. This course also develops and deals with angle relations, trigonometry, area, surface area, and volume of different geometric shapes and solids as well as composite shapes and solids. If time permits, probability will be introduced. A compass, protractor and scientific calculator is required for this course.

**Algebra II:** 1 Credit. Year/Prerequisite-successful completion of Algebra I. Algebra II is a continuation and expansion of the subject matter covered in Algebra I with an additional emphasis placed on graphing, quadratic functions and equations, polynomials, rational expressions, and trigonometry. Exponential and logarithmic functions are covered. Students are required to provide the scientific calculator necessary for this course.

**Pre-Calculus:** 1 Credit. Year/Prerequisite-Algebra I, II and Geometry. This is a course designed for those students wishing to continue the demanding discipline of mathematics and also to progress into a college environment in a math-related field. Analytical geometry, functions, quadratic functions, parametric functions, polynomials, trigonometry, exponential and logarithmic functions, solving systems of equations using matrices, conic sections, and sequences will be covered. If time permits, probability, derivatives, and integrals will be introduced.



**Consumer Math:** 1 Credit. Year/Prerequisite-Pre-Algebra or Algebra I. This course is designed to give the graduating senior a practical course in utilizing mathematics in real life situations. Number theory and concepts are not covered, but arithmetic is used in daily computations. Concepts covered will include Home budgeting, mortgages, loans, financing, credit cards, salary and fringe benefits, balancing a checkbook, investments, insurance, taxes, leisure activities and hobbies. Dave Ramsey's 5 foundations to financial success will be covered in depth. A scientific calculator is required for this course.

**Statistics:**  $\frac{1}{2}$  Credit. Year/Prerequisite – Algebra II or Pre-Calculus. The purpose of this class is to give a working knowledge of the big issues of statistics and of the methods used in solving statistical problems. Students will become familiar with the terms, notation, formulas, and tables of statistics as well as analyzing data, modeling and sampling distributions, designing studies, the probability of statistics, random variables, estimating with confidence, testing a claim, comparing populations, and regression.

**Advanced Placement Calculus:** 1 Credit. Year/Prerequisite-Pre-Calculus. Advanced Placement courses receive weighted grades. This course is the equivalent of a college level Calculus I course. It incorporates the study of limits, derivatives, and integrals. All students in Advanced Placement courses must take the A.P. test. College credit can be gained depending on the student's score and the college at which the student is enrolled.

***SCIENCE: 3.0 credits needed for graduation.***

**Introductory Physical Science:** 1 Credit. Year/Grade 9. A first course in science, laboratory oriented, with no prerequisites, the course is designed around a "hands on" approach. Basic laboratory technique and the process of science are stressed with the desired objective being an experimentally derived understanding of matter's atomic nature and appreciation of the created physical world.

**Biology:** 1 Credit. Year/Grade 10. A course designed to study God's creation of the Cell and the organisms made up of cells. Strong emphasis is placed on the parts and function of the cell as well as key processes of the cell such as photosynthesis and cell respiration. The class also looks at cell division and genetics. The second half of the class will be spent in an overview of biological organisms. This over view will cover from viruses and bacteria to plants and animals. The class will cover key properties of these organisms, classification systems and compare the processes and evidence for creation, intelligent design and evolution.

**Chemistry:** 1 Credit. Year/Grade 11 or 12 elective. Prerequisite- Algebra I. A laboratory-oriented course that undertakes a study of God's creation of the physical and chemical earth. An investigative approach is utilized that emphasizes chemical composition, properties, interactions, and transformations. Laboratory work is an integrated part of the course.

**PSEO Physics 112:**1 Credit. Year/Grade 11 or 12 elective. 4 credits (Concordia University-St. Paul)

Prerequisite- Algebra I and Geometry. This algebraic-based course deals with the areas of mechanics and kinematics. Physics concepts related to mechanics and kinematics are developed mathematically, applied to practical situations, and measured and analyzed in the laboratory setting. Students make use of the computer as a tutorial aid, use a great variety of laboratory equipment (including sensors along with the computer) to procure and analyze data, and use selected software to demonstrate physics concepts and model practical situations.

**PSEO Physics 113:**1 Credit. Year/Grade 11 or 12 elective. 4 credits (Concordia University-St. Paul)

*prerequisite: PSEO Physics 112*

This algebraic-based course deals with the areas of Waves and fields, and electricity. Physics concepts related to these concepts are developed mathematically, applied to practical situations, and measured and analyzed in the laboratory setting. Students make use of the computer as a tutorial aid, use a great variety of laboratory equipment (including sensors along with the computer) to procure and analyze data, and use selected software to demonstrate physics concepts and model practical situations.

**Advanced Biology:** 1 Credit. Year/Grade 11 or 12 elective. Prerequisite- Chemistry and Biology. The level of this class is taught in order to prepare students for college biology. It is taught at an AP level without the constraints of “teaching to the test.” It is a full-blown look at Creation in order to discern order and majesty – Romans 1:20.

**Environmental Science:** 1 Credit. Year/Grade 11 or 12 elective. Will not replace Physical Science or Biology. Environmental Science is not only learning about science, it is about learning the complex issues facing our environment. Students will explore environmental concepts through hands on activities such as; Introduction to beekeeping, a pheasant raise and release program, Aquaponics, alternative fuel production and use such as ethanol, and other projects depending upon the interest of the students and teacher.

**TECHNOLOGY:** .5 credits needed for graduation

**Computer Applications:** .5 Credit. 1 Semester/Grade 9. Computer Applications is a one semester, introductory course using Google applications. Applications that are covered are word processing, spreadsheets, and presentations.

**Introduction to Technology:** .5 Credit. 1 Semester/Grade 10,11 or 12 elective. Prerequisite- Algebra I or by permission. This will be a half year course in technology that includes computer programming using the Python programming language. It also includes working with 3d printers including using CAD programs to create and print designs. The goal is to make the student familiar with learning through trial and error which is important in fields like engineering.

**Advanced Placement Computer Science:** 1 Credit. Year/Prerequisite-Intro to Programming. Advanced Placement courses receive weighted grades. This course is the equivalent of a college level computer science course. It incorporates object orientated programming using the JAVA language. All students in Advanced Placement courses must take the A.P. test. College credit can be gained depending on student's score and the college at which the student is enrolled.

***BUSINESS: 1 credit general elective.***

**Accounting:** 1 Credit. Year/Grade 12 elective. This course develops skill in the basic accounting cycle, subsidiary ledgers, and necessary journals. Double entry accounting is taught, enabling the student to apply basic accounting skills necessary for personal or professional use. This course may be considered either general education or vocational, depending on the objective of the student. The students will perform complete fiscal period accounting procedures for business simulations.

**Work Experience:** .5 Credit. One semester/Grade 11 or 12 elective. This course is designed to give students a work experience while incorporating skills required obtaining employment. Students will work at a job in a field related to their future profession. Requirements of the course include filling out paper work needed to obtain employment (such as a job application, resume, thank-you letter, etc.), evaluating their interests and abilities from the work experience, and working on the job a minimum of five hours per week. This course may be repeated if approved by the administration.

## **Health and Wellness Department Purpose**



It is firmly believed that as Christians we need to give glory to God by caring for and using our bodies and our minds. The Health and Wellness department will empower students to develop a healthy body and mind, and to care for that body through a healthy lifestyle.

## **Individual Department Rationale**

### **Physical Education and Health**

Physical Education will stress the basic skills of physical fitness, proper body maintenance and life activity skills. Health education will emphasize health literacy of the four main areas of health: physical, social, mental/emotional and spiritual. These

five areas are taught with a Christian lifestyle perspective which affect attitudes, values, and behaviors. Health education will also encourage students to put the health information learned into practice.

## **Individual Department Goals**

### **Physical Education and Health**

The students will:

1. Give glory to God through the use of their bodies and minds.
2. Improve their proficiency in various sport and/or activity skills.
3. Increase their knowledge of playing strategies, terminology and rules in a variety of sports and/or recreational activities.
4. Improve their overall physical fitness and wellness.
5. Learn, understand, and apply components with the four main areas of physical, social, mental/emotional and spiritual wellness to a life-long healthy lifestyle.

## **Individual Department Achievement Strategies**

### **Physical Education and Health**

The goals in Physical Education and Health will be achieved through:

1. The teachers who live their faith and provide a positive role models for students to follow.
2. The teaching and evaluation of students' knowledge of basic rules of sports and lifetime activities and sports.
3. The use proper warm up, stretching, and running as part of cardio-vascular training.
4. Study of all four elements (physical, social, mental/emotional and spiritual) of complete health through class discussion, small group cooperative learning, written and oral reports, individual and group projects.
5. Students keeping journal on personal health behaviors and health topics that apply to their own daily life.

## **Health and Wellness Offerings**

***PHYSICAL EDUCATION: 0.5 credits needed for graduation.***

**Physical Education: .5 Credit** Year/Grade 9, 10, 11, or 12.

It is firmly believed that as Christians we need to give glory to God by caring for and using our bodies and our minds. Therefore, these courses will serve to teach the student how to develop and maintain a healthy body and mind for a lifetime. In Physical Education, basic skills of physical fitness and proper bodily maintenance will be stressed. Students will be assessed according to their progress, cooperation and attitudes rather than solely on the basis of their physical strengths and abilities.

The following P.E. options will not count under the Health/PE category but will count as an elective:

Military PE, PSEO Online class, Additional semesters of the MLHS PE curriculum

**Integrated P.E.:** A half credit of P.E. will be given one time for students who participate during the entire season in two different extra-curricular sports seasons per academic school year AND who are taking academic subjects, band, art and/or choir or PSEO Study Hall during the hours P.E. is offered. This half credit will be transcribed as “Integrated PE” as a pass/fail grade and not a GPA weighted letter grade.

**Military PE:** A half credit of P.E. will be given for students who complete one session of military training (Basics or ROTC) for the year. This half credit will be transcribed as Military P.E. Each student will have the option to accept a pass/fail grade or a GPA weighted letter grade. If the student requests a letter grade, they must complete a written component to Military P.E.; if not, the student will automatically receive a pass/fail grade. The transcript will reflect the final grade at the end of the semester immediately following the military training, allowing for time to complete the written component (if requested).

.5 for basic training—given in fall semester right after it is completed

.5 for weekend warrior—given in spring after the entire school year is completed

1 credit total can be given but only .5 will count towards graduation

***HEALTH: .5 credit needed for graduation***

**Health:** .5 Credit. One semester/Grade 9. The Health course will cover the essentials necessary to maintain a healthy body. Included will be the study of drugs, alcohol, tobacco, appearance, nutrition and weight control, and infectious and non-infectious diseases. Students will view various videos and DVD’s, which will help in learning new information.

## **Fine Arts Department Purpose**



By the grace and help of God, the Fine Arts Department seeks to empower students with knowledge, to deepen their appreciation of God’s creation, and to praise Him by developing the gifts He has given them, gifts such as self-discipline, imagination, and problem solving. The academic subjects taught in



this department are essential to developing the next generation of Christian leaders.

## **Individual Department Rationale**

### **Visual Arts**

God is the Ultimate Artist. After creating the entire universe, He looked at all that He had made and it was good. Through His creation God communicates His majesty, power, and wisdom. God gave us art as a tool to deepen our appreciation of His creation; to sharpen our skills of observation, problem-solving and imaginative thinking; to enrich our understanding of His people past and present; to communicate our own thoughts and feelings; and to be moved to worship Him for His magnificence. God-given artistic ability provides us an avenue for finding pleasure in making works of art, marveling at the level to which this ability can take us, and praising Him for fearfully and wonderfully making each human being. Students will be motivated to strive for excellence in their artistic endeavors, whether in a traditional art class or in television broadcast production.

### **Performing Arts-Music**

God has given all of us talent which we have been instructed to use to the best of our abilities. Music is one of the greatest gifts from God to His people and Martin Luther High School provides the opportunity for students to use this gift to praise and honor Him. Music is truly a universal language, which provides the opportunity to better understand other cultures both past and present. The study of music provides the opportunity to enhance the creativity of the individual, to develop aesthetic sensitivity and self-expression.

## **Individual Department Goals**

### **Visual Arts**

The students will:

1. Grow in awareness and appreciation of the beauty of God's world.
2. Have the opportunity to develop independent thinking and self-motivation.
3. Develop personal artistic ability.
4. Have an outlet for creative expression and also learn to say what cannot be said.
5. Recognize and use art as a means of communications
6. Gain skill in imaginative and complex forms of problem solving.

### **Performing Arts-Music**

The students will:

1. Have the opportunity to use their musical talent to praise and worship God.
2. Learn to appreciate both sacred and secular music that edifies the spirit.
3. Strive for worthy relations and interrelations within the group.
4. Learn to understand the structural elements of music.

## **Individual Department Achievement Strategies**

### **Visual Arts**

The goals in Visual Arts will be achieved through:

1. The observation of the natural beauty of our surroundings.
2. A variety of projects using a variety of media which will promote confidence in self-expression and make students feel successful.
3. The self-expression in various arts media including drawing, painting, printmaking, sculpture and crafts.
4. By giving a basic set of instructions for a project and then suggesting ways to individualize that project, the instructor will be promoting creative thinking, which develops problem solving skills.

### **Performing Arts-Music**

The goals in Performing Arts-Music will be achieved through:

1. The sharing and strengthening of their faith with each other in an open environment.
2. The rehearsing and performing of quality literature.
3. Sharing their talents in worship service, tours, concerts and community events.
4. Using quality literature and methodology in order to strengthen ear training, learn music terminology, learn improvisation and develop rhythmic reading skills.

## **Fine Arts Offerings**

***2.0 credits of any fine arts are needed for graduation***

***VISUAL ARTS: Students may only take one hour per year.***

God is our Maker. As we made in the Image of God, we in turn, create using physical materials.

Our primary focus is on four purposes for art communication:

1. Worship of God
2. Encouragement of Virtue
3. Economic Reasons
4. Personal Growth

Students will learn a variety of ways to create items to fit these four purposes.

**Art I:** .5 Credit. One Semester/Grades 9, 10, 11, or 12. Fine Arts elective. Students will be given assignments to study color, grayscale, clay, and recycled materials and create their own works.

**Art II:** .5 Credit. One semester/Grades 9, 10, 11, or 12. Fine Arts elective. Students will have the opportunity to refine their talents through the independent study of color, grayscale, clay, and recycled materials and create their own works.

**Television Broadcast Production:** 1 Credit. Year/Grades 10, 11 and/or 12. Fine Arts elective. This course provides instruction and field experience in all areas of television broadcast production, including camera and recording formats, video editing, and live event production. In order to receive full benefit of this course, the student should be available during and after school hours to be able to participate in live broadcast capture. This is NOT a requirement; however, the student will not gain knowledge of all course content without experiencing live video capture situations. Production projects are aired on Fairmont Cable Channel 12.

### **PERFORMING ARTS-MUSIC:**

**Concert Choir:** 1 Credit. Year/Grades 9, 10, 11, and 12. Fine Arts Elective. Because God has given all of us talents which we have been instructed to use to the best of our abilities, Martin Luther High School gives all of students the opportunity to join our mixed choir. The choir will learn the basics of reading music and will learn to appreciate the various styles and genres of musical literature available to us Christians. The choir will work toward obtaining a sizeable repertoire. Students will be encouraged to pursue their talents in private voice lessons should the instructor recognize a great potential within the student.

Students are encouraged to perform in small group ensembles for concerts and the Minnesota Solo Ensemble Contest. The Concert Choir will perform at area churches and community organizations as they may be requested. The choir will perform various concerts throughout the school year and participate in the Minnesota State High School League regional competitions.

**Chamber Ensemble (Instrumental):** 1 Credit. Year/Grades 9, 10, 11, and 12. Fine Arts Elective. The Chamber Ensemble is open to any student interested in using his/her instrumental music talent to the glory of God. The Ensemble will play for assigned home girls' and boys' basketball games, at various concerts throughout the school year, for any other organization that request an instrumental ensemble, and participate in the Minnesota State High School League regional competitions.

Musicians will be encouraged to take private lessons and to participate in the Minnesota Solo Ensemble Contest. Since the music performed in this group requires a certain level of proficiency, each new student is required to perform privately for the instructor to determine if the student has the required proficiency. If extra time is needed, the student may take lessons from the instructor at no cost until that level of proficiency is reached. Beginners are encouraged to sign up for the ensemble and they may take lessons from the instructor until the level of proficiency is reached.

*Tours: Periodically, the music groups go on tour. In the past they have traveled to Milwaukee, WI; Branson and St. Louis, MO; New Orleans, LA.; Houston and Dallas, TX; and Denver, CO.*