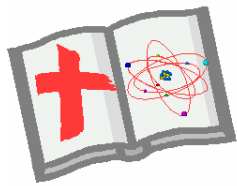


# *Curriculum Guide*

*for*



A choice worth making...

**M**artin

**L**uther **H**igh **S**chool

*“...helping young people lead active Christian lives and excel academically through Christian training and nurturing.”*

*Revised February 2006*

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## **School Vision Statement**

The vision of Martin Luther High School is to be a premier Lutheran Christian Secondary School. All students are welcomed without regard to religion, race, color or national origin.

## **School Mission Statement**

Martin Luther High School by God's grace in partnership with homes and congregations exists to help young people lead active Christian lives and excel academically through Christian training and nurturing.

## **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.:

**The Three Ecumenical Creeds (Apostolic, Nicene, Athanasian)**  
**The Unaltered Augsburg Confession**  
**The Apology of the Augsburg Confession**  
**The Smalcald Articles**  
**Luther's Large and Small Catechisms**  
**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:

**Matthew 22:37, “You shall love the Lord your God with all your heart, with all your soul, and with all your mind”;**

**Matthew 22:39, “You shall love your neighbor as yourself”;**

**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”;**

**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 are derived. The overarching 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 Chairs

## **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. (See Appendix B)

### **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 a State of Minnesota teaching license or be actively pursuing certification in their field.

## *Appendices*

- A. Department Information
- B.
- C. Textbook Revision Cycle
- D.
- E. Academic Guide

# ***APPENDIX A***

***Department***

***Information***

## **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**

### **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.

### **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.

## **Individual Department Goals**

### **World Languages**

The students will:

Find ways to serve God and experience God's presence in Spanish.

2. Gain insight into Hispanic culture.

Communicate meaningfully in Spanish.

Acquire skills necessary to travel successfully in Spanish-speaking countries.

Develop proficiency in reading, listening, speaking and writing in Spanish.

Be prepared for post-secondary instruction in World Languages.

### **English**

The students will:

1. Value language and communication as precious gifts from God

Acquire the conventions of language necessary for successful communication

Develop competency in the various techniques of communication

Apply communication and literary techniques to understanding other people and cultures

Value listening, reading, and technology as learning tools

Develop the ability to read critically and analytically in all literary genres

Develop an increased awareness of himself and his potential

## **Individual Department Achievement Strategies**

### **World Languages**

The goals in World Languages will be achieved through:

The reading and writing from texts, study of holidays, presentations and group and individual projects.

Information-exchange tasks that require the use of the target language to receive and share personal and cultural information.

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.

## **English**

The goals in English will be achieved through:

grammatical and usage exercises

formal speeches and oral presentations

collaborative exercises

a survey of the writing process

exploring study skills, research techniques, and media center use

testing and evaluating student work

structured writing assignments

literary interpretation of novels, poetry, short stories, nonfiction and drama

## ***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.

## **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. Systematic class critiques of their own works of art. Students will develop a standard for appreciating, understanding, and evaluating all works of art.
3. A variety of projects using a variety of media which will promote confidence in self expression and make students feel successful.
4. The self-expression in various arts media including drawing, painting, printmaking, sculpture and crafts.
5. Studying famous works of art- the societal environment in which they were created, the personal philosophy of the artist, the message conveyed and the methods used to convey said message will help students recognize and use art as a means of communication.
6. 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.

## **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**

### **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 Advanced Placement European History. 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.

## **Religion**

Of all the course offerings at Martin Luther High School, the religion curriculum is of the utmost of importance. Understanding ones 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 base for the study of Lutheran Doctrine, Christian World view, and other religions.

### **Individual Department Goals**

#### **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 Gods 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.

#### **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 ones faith in a secular world within their vocation.

### **Individual Department Achievement Strategies**

#### **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.

### **Religion**

The goals in Religion will be achieved through:

1. Use of the Bible during each class period
2. Use of Lutheran documents i.e. Augsburg Confession.
3. Daily Bible study.

## **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 computer 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.

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:

Integrating God's Word will be integrated into various topics when discussing scientific philosophy.

Hands on activities in the lab using various scientific tools and equipment.

Hands on experimenting will follow the scientific method.

Enhancing vocabulary in labs, quizzes, tests, and assignments.

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; Pre-Calculus to prepare students for college courses; AP Calculus to give advanced students an early start on earning college credit.

### **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.

## **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 affects 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 skills.
3. Increase their knowledge of playing strategies, terminology and rules in a variety of sports.
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 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 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.

# ***APPENDIX B***

***Textbook***

***Review***

***Cycle***

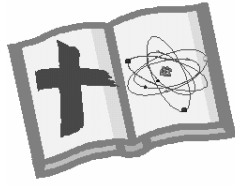
*Martin Luther High School Textbook Review cycle*

<u>Subject</u>	<u>05-06/class</u>	<u>06-07/class</u>	<u>07-08/class</u>	<u>08-09/class</u>	<u>09-10/class</u>
SocialSci	Government AP History	U.S. His.	Global I/II		
Science	Env. Sci.		Biology	Physics	Chemistry
English		Grammar		Eng I/II	Eng III/IV
Math			Calculus Algebra I	Geometry Pre-Algebra	Pre-Calc. Algebra II
Language		SpanishI/II			
Com		AP Program. Word XP			
Other			Health		

# ***APPENDIX C***

***Academic***

***Guide***



A choice worth making...

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**L**uther **H**igh **S**chool

## **Academic Guide**

*“...helping young people lead active Christian lives and excel academically through Christian training and nurturing.”*

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**Fax 507-436-5240**

**[www.martinlutherhs.com](http://www.martinlutherhs.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 credits
Physical Education	2 credits	Fine Arts	2 credits
Health	.5 credits		
Foreign Language	2 credits		
Total	26 credits		

A portion of the two credits of Physical Education required for graduation will be waived for students who participate in two extra-curricular sports per academic school year and who are taking academic subjects, Band, and/or Choir during the hours Physical Education is offered.

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

Students planning on attending a four-year college must take the following: two years of a foreign language and a math a minimum of Algebra I and II and Geometry.

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.

Students who choose to take Advanced Placement courses receive weighted grades. Advanced Placement students are required to take the AP test. Post-secondary Enrollment Option courses will follow state PSEO guidelines and will not be given a weighted grade.

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.”

*Concordia, St. Paul, Procedures for PSEO:*

1. A special application form that waives the customary application fee.
2. The regular class registration form on which the students will be noted as pre-freshman.
3. Enrollment eligibility approval by the high school counselor.
4. General letter of recommendation.
5. Any PSEO student who receives a semester GPA of less than 2.0 will be on academic probation. If PSEO students receive a semester GPA of less than 2.0 the following semester, they will not be permitted to continue the PSEO program at Concordia.

Martin Luther High School Rules for On-line Classes through Concordia, St. Paul:

A. Students can take courses two ways:

1. Qualify for PSEO –

- a. Follow state PSEO requirements
- b. Follow Concordia, St. Paul requirements
- c. Carry a cumulative GPA of 3.5

2. Does not qualify for PSEO and will

- a. Pay for course as required by CSP (about \$140 a credit. Most courses are 4 credit classes).
- b. Must be a junior or senior
- c. Has no required core high school course during the time of class
- d. Approval from high school counselor.

B. The online college 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.) On-line courses are always college level.

### Grading Standards:

Each course will be graded per quarter and semester. The following scale will determine semester grades:

First Quarter	40%	Third Quarter	40%
Second Quarter	40%	Fourth Quarter	40%
Semester Final	20%	Semester Final	20%

Semester finals will be given in all academic core courses. In order to receive credit for the semester in each course, a student must pass at least two of three grading elements, i.e. must pass at least both quarters or one quarter and the semester final exam. The combined average of the three elements must be at least 65% to pass and receive credit.

To determine the semester grade, the percentage score of each quarter will be doubled and the semester examination percentage will be added once. The total will be divided by five and the number converted back to the proper letter grade. Each semester course will receive .5 units.

Seniors will be excused from the final exam in each subject in the 2<sup>nd</sup> semester of their senior year if they had an "A" average in that subject for 3<sup>rd</sup> and 4<sup>th</sup> quarters combined.

Letter grades reflect academic progress:

100 - 99%	A+	
98 - 95%	A = Superior	
94 - 92%	A-	4 (3.5 - 4.0)
91 - 89%	B+	
88 - 86%	B = Good	
85 - 83%	B-	3 (2.5 - 3.4)
82 - 78%	C+	
77 - 75%	C = Satisfactory	
74 - 72%	C-	2 (1.5 - 2.4)
71 - 69%	D+	
68 - 67%	D = Poor, conditionally passed	
66 - 65%	D-	1 (0.5 - 1.4)
64% or below	F = Failing	0 (0.4 and below)

WF - Withdrew Failing      WP - Withdrew Passing  
Med - Medical Excused Physical Education - with doctor verification  
I - Incomplete work due to illness, verified by doctor    NC - No Credit

Individual quarter grades may be given in terms of a plus or a minus; however, semester grades will not.

In addition to letter grades, numbered comments will indicate effort, conduct, class participation, conference desired, etc. Satisfactory (S) or Unsatisfactory (U) will determine level of compliance with Study Hall guidelines. Honor Roll students may not receive a "U".

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. All grades are passing except an "F". Only semester grades are final and are permanently recorded in the student's file. Before a grade "D", "F" or "U" is given to any student, in any class, any quarter, parents are to be notified in writing with the progress reports and by phone or writing at least two weeks prior to the end of the quarter, when possible.

Report cards are mailed to parents within one week of the end of each quarter. Report cards will be held at the end of the academic year for nonpayment of fees, tuition, etc.

### **Honor Roll:**

There are two categories on the Honor Roll: "Honor Roll with Distinction", which requires a 3.50 or better with no "C" grade or below; and the "Honor Roll" which requires a 3.0 average with no grade lower than a "C". No "Honor Roll" classification can be given to any student receiving a "U" grade.

Letters of academic achievement are given to students earning a grade-point average of 3.50 (honor roll with distinction) for three quarters out of four quarters in the school year, and achieving at their academic potential.

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

### **Graduation Honors:**

Graduating seniors will be honored for their seven-semester cumulative high school grade point average. Grades for AP and PSEO are based on a 5-point scale. To qualify for graduation speaking honors, the students must have taken the most rigorous coursework offered by MLHS staff in each department. This includes at least one Advanced Placement course as well as courses up through Pre-Calculus and Physics. PSEO courses on I-TV will count only if it is substituting for an MLHS required course.

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.

To qualify for the two graduation speaking honors, the students must have met all Graduation Requirements listed on page 2 of the Curriculum Handbook or page 7 in the Student Handbook including at least one Advanced Placement course, Pre-Calculus, Physics, and two years of one foreign language. Post-secondary Enrollment Option courses follow state PSEO guidelines and do not substitute for Advanced Placement courses. The two speakers must have attended Martin Luther High School both semesters of their senior year. Grade Point Average is carried 4 points to the right of the decimal.

### **Mid Quarter Reports:**

Mid-quarter progress reports will be sent home each quarter for each class. Parents are encouraged to attend the parent-teacher conference and speak with the teacher concerning these progress reports. Ineligible students are allowed to practice or rehearse but may not perform in any extra-curricular activity. In the case of mid-term 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 2.0 combined average and is not passing all classes after two weeks, he will remain ineligible until the next quarter report card. It is the student's responsibility to take the eligibility form to all their teachers after one week and return it to the counselor by 3:00 p.m.

### **Quarterly Reports:**

A student who is ineligible due to the grades on the quarterly report card will not be allowed to play or perform but will be allowed to practice or rehearse until the mid-term review reflects that the required minimums have been achieved.

### **Parent/Teacher Relationships:**

As partners in Christian Education, it is vital to the student's well being that we maintain open parent-teacher communications.

Regular parent/teacher conferences are scheduled just prior to the mailing of the quarterly progress reports for the first and third quarters.

In addition to the scheduled conference days, the faculty is available for individual conferences. Parents are encouraged to contact the faculty directly whenever any type of difficulty is encountered or to commend them when something positive occurs. The Administrator is also available for consultation.

# *Department Offerings*

## *Languages Department*

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

**English I:** 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 may also complete book reports (written and 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 II:** 1 Credit. Year/Grade 10. Required of sophomores. In addition to serving as a continuation of English I, 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, poetry 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 research paper along with completing two book reports (written and oral).

**English III:** 1 Credit. Year/Grade 11. Required of juniors, unless in A.P. English. The next step in the communication process 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. Strict attention will be given to skills such as public speaking and grammar. As with English II, English III serves as a continuation of all English skills and techniques. The student will also delve into the world of the American short story. More attention will be placed on poetry and drama than was in the preceding courses. Students will continue to write several reports.

**English IV:** 1 Credit. Year/Grade 12. Required of seniors, unless in A.P. English. English IV will concentrate on preparing the student for college and life skills. 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 and on communication and public speaking skills. In addition, students will examine British literature.

**Advanced Placement(A.P.) Literature and Composition:** 1 Credit. Year/Prerequisite: Successful completion of English II. Advanced Placement courses receive weighted grades. A.P. Literature and Composition is a full-year course offered to juniors. The course meets the requirements of MLHS for an English credit as well as giving students the possibility of receiving college credit by taking a standardized test at the end of the course. (Taking this test requires an additional fee.) All A.P. students are required to take the A.P. Test. A summer reading list will be provided, and students enrolled in the course will be expected to have the list completed at the end of the summer before the course begins. Students will study works of various genres from authors around the world and throughout history. The focus will be on analysis of style, form, theme, etc. Composition is also an integral part of the course, focusing on expository, analytical and argumentative essays.

**Sustained Silent Reading (SSR):** Required for everyone-no credit. SSR will take place during a 15 minute period daily between chapel and 3<sup>rd</sup> period classrooms. Objectives include: improved reading comprehension, greater enjoyment of reading, more frequent engagement in outside pleasure reading, belief in self as a better reader, utilization of a wider range of sources for pleasure reading.

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

**Spanish I:** 1 Credit. Year/Grade 10 or 11. *Spanish I for Christian Schools* 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. *Spanish II for Christian Schools* 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 excerpts from Spanish literary works. Latin American Spanish will continue to be emphasized, but students will also be introduced to Castillian pronunciation.

## *Humanities Department*

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

**Religion I- Old Testament Bible:** 1 Credit. Year/Grade 9. The Bible is the place where we meet God through His Word. In the freshmen year, 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 II- New Testament Bible:** 1 Credit. Year/Grade 10. In the Bible we meet the central focus of our faith, Jesus Christ. In the sophomore year, the study of the New Testament is two fold. 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.

**Religion IIIa- Christian Doctrine:** ½ Credit. Semester/Grade 11. The Bible is the source of all we believe. However, in order to become strong in our faith and to confess what we believe in an orderly manner, it is useful to study the many different doctrines found in the Bible. For example, what do the Scriptures have to say about God, man, sin, Jesus, justification, vocation, the Church, the Sacraments, etc.? How has the Church taught these Biblical teachings in both ancient and modern times? To study the chief doctrines of the Holy Scripture in an orderly manner, this class will use as its basis the Augsburg Confession, the first great confession of Lutheranism, which clearly confesses these fundamental Biblical teachings. These Biblical truths will then be compared to the various branches of Christianity to see how the different denominations of Christianity are similar and different.

**Religion IIIb- Comparative Religions:** ½ Credit. Semester/Grade 11. We live in a world full of religions and cults, which challenge our Christian faith. In order to be able to know and express our Christian faith better and not to be deceived by falsehood which says it is the truth, we focus our attention upon what the major world religions and cults teach. First a basic overview of what the major world religions and cults teach is conducted. Secondly, a comparison between these non-Christian groups and the Christian faith is made. Finally, some methods are examined that Christians can use to respond to those who are outside the Christian church and are in cults or non-Christian religions.

**Religion IVa- Christian Living:** ½ Credit. Semester/Grade 12. The Christian faith is not just a Sunday morning exercise but is meant to be a part of everything we do. With that in mind, it is important to apply the Christian faith to the every day challenges of life that one finds in the world of work, marriage, and family. The basic Christian fundamentals we find in the Bible are meant to guide us in every aspect of our lives. First of all, a basic understanding of what it means to have Christian standards will be formulated. Secondly, understanding the necessity of exercising these Christian standards is essential. Finally, how such standards need to impact every part of a person's life will be demonstrated. Life areas such as marriage, family and the world of work may be explored.

**Religion IVb- Christian Ethics:** ½ Credit. Semester/Grade 12. There are many different standards that are being presented today concerning what is right and what is wrong. The basis of the class is that there is one clear objective standard, God's standard. Using God's standard will make it possible to make decisions that are God pleasing. Making God-pleasing decisions is a primary concern for the Christian. With this in mind, the class will center on the process of the development of ethics and the necessity of ethics. Having established the importance of ethics, attention will be focused on what is Christian ethics. Finally, the examination of particular ideas and activities in society will be explored, applying Christian ethics to discover God pleasing responses to the world's challenges.

***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. 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.

**Advanced Placement European History:** 1 Credit. Year/Grade 12 elective. Advanced Placement courses receive weighted grades. This AP program in European History corresponds to the most recent developments in history curricula at the undergraduate level. This course places attention upon understandings equivalent to those gained in a college-level introductory course. AP European History will not only provide you with a narrative of events and movements (14<sup>th</sup> century to the recent past), but also help you to develop an: a) an understanding of some of the principle themes in modern European history, including social, political, and cultural themes; b) an ability to analyze historical evidence and; c) the ability to analyze and to express historical understanding in writing. This course gives students the possibility of receiving college credit by taking a standardized test at the end of the course. (Taking this test required an additional fee.) All A.P. students are required to take the A.P. Test.

## *Science and Reasoning*

### *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 and algebra. A review of all necessary arithmetic skills is covered and the 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.

**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 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, polynomials, trigonometry, exponential and logarithmic functions, and solving systems of equations using matrices will be covered. If time permits, sequences, probability, conics, derivatives, and integrals will be introduced.

**Consumer Math:** 1 Credit. Year/Prerequisite- Pre-Algebra or Algebra I. The 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 daily to compute (for example) the best cost/value purchase, which form of a loan offers the least interest, etc.

**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 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. A special emphasis is given to energy and alternatives to improve our environment.

**Biology:** 1 Credit. Year/Grade 10. A course designed to study God’s creation of the human body. Strong emphasis is placed on the anatomical and physiological functions of the human body, nutrition and digestion within the human body, and disease happening in the human body. Also, there is curriculum based on research in genetics and advanced technology that may be approaching in the future.

**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.

**Physics:** 1 Credit. Year/Grade 11 or 12 elective. Prerequisite- Algebra I and Geometry. A course designed to acquaint the student with practical and theoretical applications in the areas of heat, light, sound, forces, machines, energy and electricity. An emphasis will be placed on the laboratory and problem-solving approach in the development of concepts of the physical world. Highly math oriented.

**Advanced Biology:** 1 Credit. Year/Grade 11 or 12 elective. Prerequisite- Physical Science and Biology. The level of this class is geared toward students in anatomy and physiology who are pursuing careers in allied health fields. Students must have background in physical and biological sciences.

**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 explore different points of view and a variety of differing opinions. As their knowledge and skills in environmental science grow, students will be able to draw their own conclusions about the issues that are facing our environment.

1. How could the demise of a seemingly unimportant insect cause severe damage to the rain forest in which it lives?
2. How could the watering of a lawn affect the quality of a nearby stream?
3. How could a population of iguanas help save a rain forest from destruction?
4. How could recycling an aluminum can help save fossil fuels and reduce both air and water pollution?
5. How could the exhaust from cars in New York City contribute to the decline of salmon in Canada?

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

**Computer Applications:** .5 Credit. 1 Semester/Grade 9. Computer Applications is a one semester, introductory course using Microsoft Office 97. Applications that are covered are word processing, spreadsheets, and presentations. (Students may test out by successfully demonstrating competency in all Office programs. Testing is available the first week of school.)

**Programming:** 1 Credit. Year/Grade 10,11 or 12 elective. Prerequisite- Algebra I or by permission. This will be a full year course in computer programming that covers advanced BASIC programming with an emphasis on how the programs written are applicable to the “real world”. This course can be utilized to fulfill a math or science graduation requirement.

***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.

**Career Development:** .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.

## **Health and Wellness**

***PHYSICAL EDUCATION: 2.0 credits needed for graduation.***

**Physical Education I/II:** 1 Credit each. 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 a healthy body and mind, and also how to care for that body during the rest of his/her life. 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 National Youth Physical Fitness (Marine Corps League) test will be given. (A portion of the two credits of P.E. will be waived for students who participate in two extra-curricular sports per academic school year AND who are taking academic subjects, band and/or choir during the hours P.E. is offered.

***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. They will be required to complete a major project on a health topic in connection with their English course.

## **Fine Arts**

***VISUAL ARTS: 2.0 credits of any fine arts is needed for graduation. May only take one hour per year.***

**Art I: Color-** .5 Credit. One semester/Grades 9, 10, 11, or 12. Fine Arts elective. Students will work with watercolor, acrylic, tempera, oil pastels, tie dye, printmaking, chalk and in clay.

**Art II: Paper-** .5 Credit. One semester/Grades 9, 10, 11, or 12. Fine Arts elective. Students will work with paper molas, papier mache, mask making, collage, paper mosaics, cut paper designs, paper relief sculptures, paper folding, calligraphy, and an optional clay unit.

**Art III/IV will be implemented in the 2006-2007 school year**

**Art Classroom Aid:** .5 Credit. One semester/Grade 11 or 12. Fine Arts elective. Open to one student during art periods who has had four semesters of art. Responsibilities will include helping other students with their projects, helping with classroom paper work, loading and unloading of the kiln, and any other duties as requested by the art teacher.

**Television Broadcast Production:** 1 Credit. Year/Grades 11 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: 2.0 credits of any fine arts is needed for graduation.***

**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 will allow all of its 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. The Concert Choir will sing for Martin Luther High School Sundays at area churches, chapel services and other various organizations as they may be requested. Students will be encouraged to pursue their talents in private voice lessons should the instructor recognize a great potential within the student. The instructor will also encourage group ensembles for concerts and the Minnesota Solo Ensemble Contest. The choir will perform at the Christmas Concert, the Sacred Concert (held in early spring), and the Pops Concert (held in May).

**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 the Christmas Concert, the Lutheran Schools Band Festival, the Pops Concert (held in May) and for any other organization that request an instrumental ensemble. Students 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: Occasionally, 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, C*