

# Curriculum Guide



2017-2018

***“Preparing Christian Leaders—One Student at a Time”***

*revised 10/24/2017*

# Art Department

**Faculty Members:** Laura Adameak and Rick Zeuner

## Course Offerings:

Introduction to Art	.5 credit/semester	Grades 9-12
2-Dimensional Art	.5 credit/semester	Grades 9-12 (prerequisite - Intro to Art)
3-Dimensional Art	.5 credit/semester	Grades 9-12 (prerequisite - Intro to Art)
Textiles and Fibers	.5 credit/semester	Grades 9-12 (prerequisite - Intro to Art)
Advanced Art	.5 credit/semester	Grades 11-12 (prerequisite - Intro to Art)

## Students will learn to value and know...

- the gift and beauty of God's creation through the pursuit of art as a way of thinking and communicating about the world. Intro., 2-D, 3-D, Textiles, Adv.  
Measurement: students will create art using God's creation as inspiration and communicate their thoughts through their composition
- that their choices in art are shaped by their own society, culture, and beliefs. {Intro., 2-D, Adv.}  
Measurement: students will explain why they chose given subject matter in both verbal and written reflections (2-D projects); students will explore master works and their relation to the artist. Intro. Research Paper
- how their choice of materials and techniques influence the expressive quality of art. Adv. Art, 2-D, 3-D, Textiles  
Measurement: students will view artists' work and expressive qualities and apply the knowledge to their own expressive work
- how to work independently and collaboratively when creating works of art. 2-D, 3-D, Textiles, Adv.  
Measurement: students will create ongoing collaborative projects based on a biblical theme or verse
- the joy of creating art using God given gifts and abilities. Intro., 2-D, 3-D, Textiles, Adv.  
Measurement: end of year assessments, sketchbook journaling

## Students will be able to...

- use the elements and principles of design in sophisticated ways. 2-D, 3-D, Textiles, Adv.  
Measurement: students will use the elements and principles of art to create successful compositions
- use their imagination and creativity to develop multiple solutions to problems, expand their minds, and create ideas for original works of art and design. Intro., 2-D, 3-D, Textiles, Adv. Art  
Measurement: students have God-given abilities and tools available to experiment and use knowledge to complete complex visual art problems
- describe, analyze, interpret, and judge art images and objects from various cultures, artists, and designers. Intro., 3-D, 2-D, Adv.  
Measurement: Aesthetic scanning of papers of various art objects, blog posts
- find sources of inspiration through sketching, journaling, and collecting. Intro., 2-D, 3-D, Adv.  
Measurement: weekly sketchbook assignments, image research, bible verses, thumbnail sketches, and journaling topics
- reflect upon items in a portfolio to see how personal style is developing. (Adv., 2-D)  
Measurement: portfolio/sketchbook review

# English Department

**Faculty Members:** Ryan Adameak and Jen Pickel

## Course Offerings

Freshman English	.5 credit/semester	Grade 9
Sophomore English	.5 credit/semester	Grade 10
Junior English	.5 credit/semester	Grade 11
Senior World Literature / Novels	.5 credit/semester	Grade 12
A.P. Composition & Literature	.5 credit/semester	Grade 12
CAPP Composition	.5 credit/semester	Grade 12
Creative Writing	.5 credit/semester	Independent Study

## Students will value and know . . .

- the beauty and power of the English language through reading, writing, and discussion.  
Measurement: Literary reflections (journals, response papers, etc.), class discussion, both large and small group, literary interpretation, vocabulary assessment, visual aids
- the techniques of communicating, both speaking and listening, through the presentation of ideas and knowledge.  
Measurement: Class discussion, both large and small group, participation, speeches, prayers, expressive oral reading, peer critique, conferencing, dramatic presentations, visual aids
- effective, clear and accurate writing.  
Measurement: Research papers, essays, creative writing, timed writings, revisions, visual aids.
- that reading provides insight into life.  
Measurement: Literary reflections (journals, response papers, etc.), class discussion, both large and small group, literary interpretation
- the importance of expressing their faith through written and verbal language.  
Measurement: Observation, literary response, prayer requests & delivery, Bible verses connected to literature & our lives, informal & formal settings - expressions of their faith, relationships within the classroom, both as leader & follower

## Students will be able to . . .

- recognize and use a variety of effective writing forms.  
Measurement: Research paper, essays, creative writing, timed writings, published work
- read and analyze significant literature, both current and classic, in a variety of genre.  
Measurement: Tests & quizzes, literary response, essays, analyses
- articulate meanings and connections in literature.  
Measurement: Essays, literary response, discussion
- correctly use the conventions of standard American English.  
Measurement: Self-editing, peer-editing, revisions, tests & quizzes, MLA style, Turnitin.com, spelling & grammar checks, published work
- implement reading, writing and language skills to be effective Christian leaders.  
Measurement: Class discussion, small group work, peer editing, essays, prayers, speeches, school and community activities

The English Department at Sheboygan Lutheran High School is unique because of our:

- integration of faith and Christian leadership principles into the study of literature.
- dedication to holding students to a higher standard, both academically and spiritually.
- scaffolding of instruction over the course of four years.
- consistency, collaboration and communication amongst colleagues.
- student-teacher trust. The students know the teachers are invested in them and want them to succeed.
- one-on-one interaction with students - conferencing, personally knowing them, praying with them, etc.
- intentional communication with parents through technological resources.
- In the following chart, an \* denotes assignments that are specifically assessed based on their inclusion of a faith component. Other assignments may include teacher instruction and discussion of faith topics prior to and following the assignment; students are allowed to, and often do, include faith components of their own free will.

Grade	First Semester	Second Semester
<b>9</b>	<ul style="list-style-type: none"> <li>- Word Choice Focus (WC Revision paper)</li> <li>- Writing Workshop (great deal of in-class writing &amp; work on variety of forms)</li> <li>- Character scene/Dialogue (WC and voice focus)</li> <li>- Final Story (3 page minimum piece of creative writing - best from 1st quarter)</li> <li>- Harris Burdick Story (WC focus)</li> <li>- Novel Response (1 per quarter)</li> <li>- Edgar A. Poe Essay (Voice focus)</li> <li>- Issues Research Paper (4 pages)</li> <li>- Celebrity Letter (auction items request)</li> <li>- Grammar Review</li> <li>- SAT Vocabulary (1st and 2nd semester)</li> </ul>	<ul style="list-style-type: none"> <li>- Short story unit</li> <li>- Mythology Response (variety of options to respond to our myth unit)</li> <li>- Read portions of <i>The Odyssey</i></li> <li>- Study of Hero's Journey*</li> <li>- Hero's Journey Essay</li> <li>- Novel Response (1 per quarter)</li> <li>- Read <i>The Miracle Worker</i>*</li> <li>- Miracle Worker Essay (Focus on Ideas &amp; Content)*</li> <li>- Read <i>Romeo &amp; Juliet</i>*</li> <li>- Balcony Scene (rewrite of Act 2.2 in Romeo &amp; Juliet)</li> <li>- Romeo &amp; Juliet final essay*</li> </ul>
<b>10</b>	<ul style="list-style-type: none"> <li>- Oral interpretation speech*</li> <li>- <i>Lord of the Flies</i></li> <li>- Peacemaker Model *</li> <li>- Introduction speech with props</li> <li>- <i>Julius Caesar</i></li> <li>- Persuasive essay</li> <li>- Definition essay</li> <li>- Demonstration Speech</li> <li>- <i>Antigone</i></li> <li>- SAT Vocabulary (1st and 2nd semester)</li> </ul>	<ul style="list-style-type: none"> <li>- <i>And Then There Were None</i></li> <li>- Class discussion - Capital Punishment*</li> <li>- Persuasive Speeches</li> <li>- Resume Writing</li> <li>- Interviewing</li> <li>- <i>12 Angry Men</i></li> <li>- Parliamentary-style debates</li> <li>- Research paper on contemporary debate topics</li> <li>- Impromptu Speeches</li> <li>- Character speeches - students act as a character from a novel they chose to read and tell about their novel</li> </ul>
<b>11</b>	<ul style="list-style-type: none"> <li>- Identity Essay*</li> <li>- Sin Response Journal*</li> <li>- Timed essay - <i>The Scarlet Letter vs. The Crucible</i>*</li> <li>- Study and Presentation of Romantic Author</li> <li>- In-class discussions - early American authors</li> <li>- Poetry Analyses</li> <li>- Building a poetry portfolio</li> <li>- Nature metaphor poem writing</li> <li>- SAT vocabulary</li> <li>- ACT Grammar</li> </ul>	<ul style="list-style-type: none"> <li>- <i>Great Gatsby</i>- literary and historical research paper</li> <li>- Author Study- historical context and novel/ poetry/ drama response writing based on American author</li> <li>- Essays on the American Dream*</li> <li>- Study and writing of Blues Poetry</li> <li>- In-class discussions of <i>The Great Gatsby</i>; <i>Of Mice and Men</i> &amp; euthanasia; <i>A Raisin in the Sun</i> &amp; segregation; <i>Fahrenheit 451</i>* &amp; the importance of literature</li> <li>- SAT vocabulary</li> <li>- ACT Grammar</li> </ul>
<b>12</b>	<b>CAPP Composition/English 101</b>	<b>AP Literature and Composition</b>
<b>A.P. English Literature and Comp.</b>	<p>This course has two components: content-based emphasizing elements of composition and a theme-based study of prevailing in adversity and acts of courage as reflected in art, music, literature, and media. Students will define prevailing in adversity/ courage and study how it varies according to time, place, ethnic background, and individual.</p> <ul style="list-style-type: none"> <li>-Students will engage in critical thinking.</li> <li>-Students will become effective and efficient writers, readers, and researchers.</li> <li>-Students will express considered ideas, substantiated opinions, and drawn conclusions orally as well as in writing.</li> <li>-Students will practice collaboration through small group work and peer editing.</li> <li>-Students will engage in prolonged and in-depth study of a topic and examine many aspects of that topic.</li> <li>-Students will improve their use of grammar.</li> <li>-Student will improve their academic vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>- Novel analysis, <i>Great Expectations</i>, <i>Frankenstein</i>, choice</li> <li>- Focus— British Literature</li> <li>- Theme and structure in short literary works of fiction</li> <li>- Theme and structure of poetry</li> <li>- Literary analysis— <i>Frankenstein</i></li> <li>- Define tragic character— <i>Macbeth</i></li> <li>- Speech— major literary movements, authors, figurative language, literary interpretation of chapters/scenes within larger works</li> </ul>

updated Nov. 2014

# Foreign Language Department

**Faculty Members:** Jennifer Hahn

## Course Offerings

Spanish 1	.5 credit/semester	Grades 9-12
Spanish 2	.5 credit/semester	Grades 10-12 (prerequisite - level 1)
Spanish 3	.5 credit/semester	Grades 11-12 (prerequisite - level 2)
Spanish 4 CAPP	.5 credit/semester	Grades 11-12 (prerequisite - level 3)

## Spanish

### Students will learn to value and know ....

- pronunciation (All 4 years)  
Measurement: Bible Verses/Prayers (one per chapter), songs (both popular & traditional Spanish), reading out-loud, picture panels, skits, presentations, prayers at the beginning of class, speaking sections on tests
- comprehension of the spoken language (listening). (All 4 years)  
Measurement: PQA's (4 times/chapter), stories, videos, skits, picture panels, prayers at the beginning of class, listening sections on tests
- communication (speaking). (All 4 years)  
Measurement: Responding to PQA's (4 times/chapter), responding to questions from in-class activities, presentations, projects, prayers at the beginning of class, skits, picture panels
- reading (All 4 years)  
Measurement: stories (4 per chapter), books (Spanish 1, 3, 4), reading sections on tests
- writing (All 4 years)  
Measurement: responses to stories (always responding in proper format), papers (one per chapter), writing sections on tests, penpals (Spanish 4), writing skits before performing (including the proper structure of writing questions), preparing for picture panels

### Students will be able to ....

- communicate in/understand Spanish on a basic level (including questions) in the present, present progressive, & future (ir + a + infinitive) tenses. (Spanish 1 -- Semester 1-2)  
Measurement: Projects (Mi familia, Piratas (book)), Project (Preposiciones), Skits, Picture Panels,
- communicate in/understand Spanish on a basic to intermediate level using the present, present progressive, future (ir + a + infinitive), past, (imperfect & preterite) present subjunctive, and present perfect tenses. (Spanish 2 -- Semester 1-2)  
Measurement: Project (¿Quién soy yo?), Project (¿Eres tú, María? (video series), Skits, Picture Panels
- communicate in/understand Spanish on an intermediate level using the present, present progressive, future (ir + a + infinitive & regular future), past (imperfect & preterite), present subjunctive, present perfect, past perfect, conditional, past subjunctive, conditional perfect, and past perfect subjunctive tenses. (Spanish 3 -- Semester 1-2)  
Measurement: Project (Robo en la noche (book)), Project (La Misma Luna (video), Project (Videos de música), Speech (Mi Testimonio/Cómo he visto a Dios en mi vida), Skits, Picture Panels
- communicate in/understand Spanish on an intermediate to advanced level using the present, present progressive, future (ir + a + infinitive & regular future), past (imperfect & preterite), present subjunctive, present perfect, past perfect, conditional, past subjunctive, conditional perfect, and past perfect subjunctive tenses. (Spanish 4 Semester 1-2)  
Measurement: Project (Cómo voy mantener mi relación con Jesucristo en los años que vienen), Tests (Esperanza Renace-huge speaking portion), Project (Mi álter ego), current events discussions

# Math Department

**Faculty Members:** Julie Reseburg and Ken Witte

## Course Offerings

Algebra	.5 credit/semester	Grades 9-10
Geometry	.5 credit/semester	Grades 9-11
Advanced Algebra	.5 credit/semester	Grades 10-12
Transitions to College Math	.5 credit/semester	Grades 11-12
Introduction to Statistics	.5 credit/semester	Grades 11-12
Pre-Calculus	.5 credit/semester	Grades 11-12
AP Calculus	.5 credit/semester	Grade 12

## Students will learn to value, know, and....

- view math as a language of symbols and sentences.  
Measurement: Daily skill work will be required
- observe and analyze two and three-dimensional shapes and demonstrate special reasoning.  
Measurement: Daily skill work will be required [Geometry]; weekly skill work will be required [all other classes]
- understand the importance of math as a life skill and how it is used in everyday activities.  
Measurement: Appropriate application of the the skill set will be required in all classes
- understand how math shows evidence of an Intelligent Creator.  
Measurement: all classes allow for many examples of the simplicity of this created world by a loving God. Many simple patterns are present
- know possible career options in the area of mathematics. Math can be the language of the scientific world.  
On its own, math is the problem solving mindset for organizing a method to quantify this world in which we live.
- be able to demonstrate 21st century skills of engagement in the Math classroom: thinking, writing, interacting, reading, listening, and speaking.  
Measurement: Students will self-assess at regular intervals; Teachers will assess periodically and will share the results with the student

## Students will be able to (After 4 years of study) ....

- analyze and find the unknown using patterns, relationships, functions, symbols, and graphs.  
Measurement: Tests and quizzes in all classes
- observe and analyze two and three-dimensional shapes and demonstrate spatial reasoning.  
Measurement: Individual work in class; group work; tests and quizzes
- apply and adapt a variety of appropriate strategies to solve problems encountered in life.  
Measurement: Tests and quizzes in all classes, students will be challenged to show the PROCESS that leads to the PRODUCT
- formulate a question and organize theoretical or experiential data to make predictions as to what specific outcomes will be.  
Measurement: Small problems and projects in all classes; major projects required in upper level classes [writing pieces required]
- create and use visual aids to organize, record, and communicate ideas to solve problems and interpret data.  
Measurement: A daily expectation will lead to tests and quizzes
- apply one or more of the 21st century skills in their daily work.  
Measurement: The student will be able to cite examples of the skills that have been exhibited

Path #1 through the LHS Math experience:

Algebra 1, Geometry, Algebra 2, PreCalculus [or Transitions/Statistics]

Path #2 through the LHS Math experience:

Geometry, Algebra 2, PreCalculus, AP Calculus [or Transitions/Statistics]

# Math Department continued

## Servant Leadership Opportunities ...

A devotion or student-lead prayer will begin each class. Student study groups will be used to allow Christian leadership skills within small groups of math students. The groups will be formed by random draw or by student's choice. Leadership coaching will be provided by the teacher.

## The Math Challenge: PROCESS and PRODUCT

The LHS math student will be able to communicate a process that is to be used to determine the final answer. The communication will be in the verbal form and / or the written form.

# Performing Arts Department

**Faculty Members:** Thomas Pibal

## Course Offerings:

Symphonic Band	.5 credit/semester	Grades 9 -12
Konzertchor	.5 credit/semester	Grades 9 -12

## Students will learn to value and know...

- Students will be able to know, recognize and appreciate quality music based on its intrinsic value, innovative compositional techniques, form, and theoretic structure.  
Measurement: Listening activities and response questions
- Students will value music as a gift from the Lord that should be used to serve and worship him and spread the good news of the Gospel.  
Measurement: Senior Final Exam
- Students will view music as a source of life-long personal enrichment and human expression.  
Measurement: Informal class assessments / Senior Final Exam / Parent Letter to Board of Directors

## Students will be able to...(After 4 years of study)

- Students will be able to perform music at a Grade 4 level (or equivalent of WSMA Class B or Medium level Concert Band/Choir Music).  
Measurement: Performance Tests
- (Band) Students will be able to transpose their part out of a hymnal for their primary instrument.  
Measurement: LHS Sundays and transposition quizzes
- (Choir) Students will be able to sight-read a 16-measure melody.  
Measurement: Sight reading final exam
- Students will be able to compose a 24-measure song in ABA Format using GarageBand or another compositional software program.  
Measurement: Technology and composition unit
- Students will be able to write/play/sing from memory the 12 major scales on their primary instrument.  
Measurement: Lessons and performance tests
- Students will be able to organize and compose a meaningful reflection paper.  
Measurement: Senior year final exam

# Physical Education Department

**Faculty Members:** Julie Reseburg, Jeff Jurss, and Tom Roeske

**Course Offerings:**

Freshman Basics	.5 credit	Grade 9
Sophomore Health	.5 credit	Grade 10
Sophomore Team Sports and More	.5 credit	Grade 10
Junior Lifetime Sports and Fitness	1 credit	Grade 11
Senior (Electives) Rec. Sports 1 and 2	.5/.5 credit	Grade 12

**Students will learn to value and know....**

- a healthy Christian lifestyle.  
Measurement: Projects and Written Responses
- skills and talents in a wide variety of activities  
Measurement: Practice Observations and Skill Tests
- how to be a positive teammate and work as a group to accomplish a task.  
Measurement: Tests and Observations
- different activities to identify interests that could be pursued in an active lifestyle.  
Measurement: Projects and Tests
- the basic understanding of terminology, strategies and rules of a variety of sports activities.  
Measurement: Tests, Quizzes, and Observations

**Students will be able to ....**

- explain and apply the basic fitness components.  
Measurement: Tests, Quizzes, and Projects
- demonstrate Christian Leadership qualities.  
Measurement: Observation and Tests
- live a healthy lifestyle.  
Measurement: Tests, Personal Lifestyle Inventory and Projects
- identify and pursue activities they enjoy so they remain active.  
Measurement: Projects, Tests, and Responses
- exemplify Christian humility and respect.  
Measurement: Observations and Tests



# Science Department

**Faculty Members:** Rick Zeuner and Hans Otten

## Course Offerings:

Physical Science	.5 credit/semester	Grade 9
Biology	.5 credit/semester	Grades 9-10
Chemistry	.5 credit/semester	Grades 10-12
Physical Geology	.5 credit/semester	Grades 10-12
Anatomy & Physiology	.5 credit/semester	Grades 11-12
Advanced Placement Physics	.5 credit/semester	Grades 11-12
Marine Biology	Independent Study	

## Students will learn to appreciate, value and know....

- our Triune God is the Author and Perfecter of our faith and the eternal Creator of the universe.  
Measurement: Defend the tenets of a young earth and irreducible complexity in test responses and papers
- the progression and order of creation from subatomic particles to the universe as a whole.  
Measurement: List, describe and exemplify each of the levels in test responses, scheduled assignments, discussions and essays
- interconnections and interrelatedness between the physical and life sciences.  
Measurement: List, describe, exemplify and demonstrate these interconnections and the interrelatedness in test responses, scheduled assignments, discussions, labs and essays
- science and nature reveal and confirm the truths found in Scripture and that Scripture is the ultimate foundation of truth through which we view and interpret our world.  
Measurement: List, describe and exemplify these truths in discussions, essays and papers
- as Christian leaders, we are stewards of God's creation and have responsibilities to study, care and use it as He intended.  
Measurement: Evaluate personal behaviors comparing and contrasting world views with Christian perspectives and demonstrating this understanding through test responses, essays, scheduled assignments and papers

## Students will be able to ....

- measure, recognize and explain everyday phenomena in the world around them using scientific principles.  
Measurement: Perform and produce labs and written papers
- manage vocabulary and conceptual material related to their science classes in an organized fashion.  
Measurement: Performance on tests, quizzes and scheduled homework
- solve both qualitative and quantitative scientific problems.  
Measurement: Performance on labs, tests and scheduled homework
- develop and conduct scientific experiments and/ or projects demonstrating both pure scientific and applied scientific methods.  
Measurement: Performance on labs and construction projects
- respond to, compare and critique evolutionary claims in current and past events.  
Measurement: Defense papers and essays on tests

# Social Studies Department

**Faculty Members:** Jeff Jurs and Tim Muth

## Course Offerings:

Geography	.5 credit/semester	Grade 9
World History	.5 credit/semester	Grade 10
United States History	.5 credit/semester	Grade 11
Economics	.5 credit/semester	Grade 12
Government	.5 credit/semester	Grade 12
Personal Finance I	.5 credit/semester	Grades 11-12
Personal Finance II	.5 credit/semester	Grades 11-12
A.P. United States History	.5 credit/semester	Grades 10-12

## For all Social Studies classes, students will be able to . . .

- organize, analyze and compare historical events, distinguish cause-effect relationships, theorize alternative actions and outcomes, and anticipate future application.
- analyze the advantages and disadvantages of strong and weak world leaders and assess the impact and need of strong Christian leadership.
- improve their skills in planning, preparing, organizing, analyzing and presenting projects involving public speaking, technology and writing.
- develop skills to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.
- determine central ideas in, or themes of, a text and analyze their development; summarize the key supporting details and ideas.

## Geography

### Students will learn to ....

- identify the location of places, describe the character of places, analyze how the people interact with the natural environment, explain how people, goods and ideas move between places and finally, recognize how places are similar and different from one another.
- define and identify basic Geography terms, identify locations of places around the world, read and analyze maps, charts and graphs, have advanced knowledge of the regions of the United States, have basic knowledge of regions of the world.
- be aware of different cultures of the world, including but not limited to; religion, language, education, government, and food.
- be familiar with country borders, capital cities, major cities, major rivers, major mountain ranges, and any other geographical features of a country.

Measurement: Exams on the material; projects related to the unit; quizzes covering the objectives of the day before; Thought Reviews on movies or slide shows, articles and experiences; Section homework from the textbook; and Notebook review.

## World History

### Students will learn to ....

- define the themes of society, politics, and economics and relate them to the study of history.  
Measurement: Students will regularly be assessed with a test that includes multiple choice, true/false, matching, short answer and essay questions.
- conduct short, as well as sustained, research projects based on focused questions, demonstrating understanding of the subject under investigation.  
Measurement: Students will complete one project every quarter. Projects will include individual/group oral presentations and a 3-4 page research paper. Assessment will be based on a rubric with listed objectives and expectations.
- select instances of scientific, intellectual, and religious change in various regions of the world at different times in history and discuss the impact those changes had on beliefs and values.

## Social Studies Department continued

Measurement: Once a quarter, students will prepare a written and oral analysis describing how Christianity has affected historical periods, beliefs and values. Assessment will be based on a rubric with listed objectives and expectations.

- analyze examples of ongoing change within and across cultures, such as the development of ancient civilizations; the rise of nation-states; and social, economic, and political revolutions.  
Measurement: Three to four times during a year, students will create charts and diagrams showing the relationship between historical cultures and time periods with a brief oral description.
- organize and compare historical events, distinguish cause-effect relationships, theorize alternative actions and outcomes, and anticipate future applications.  
Measurement: Students will independently and cooperatively complete a written and/or oral analysis of historical events.

### Government

#### Students will learn to ....

- examine and analyze the purposes and basic principles of U.S. Government, the core democratic values expressed in foundational documents, and the structure, function and responsibilities of the government at federal, state and local levels.  
Measurement: Students will regularly be assessed with a test that includes multiple choice, true/false, matching, short answer and essay questions.
- recognize and evaluate civic dispositions or traits that are important to the preservation and improvement of American democracy (i.e.: individual responsibility, civic patriotism, respect for the rights of others and for the law).  
Measurement: Students will read, evaluate and respond (orally/written) to current issues that challenge the foundational principles of the Bill of Rights and the Constitution.
- understand the Godly foundations of America and how to be Christians leaders within their civic responsibilities.  
Measurement: Students will prepare a brief presentation on Christian principles in American government and theorize how Christians can establish an impact on the U.S. culture by providing Christian leadership.
- develop skills to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.
- develop civic judgements on past and current issues, support positions, and evaluate the validity of opposing viewpoints.  
Measurement: Students will participate in a public debate against fellow classmates defending a position on a civil issue. Assessment will be based on a rubric with listed objectives and expectations.

### Economics

#### Students will learn to ....

- foster appropriate life, study, and decision-making skills, be good stewards of the financial gifts God has given to us, and maintain Godly priorities.  
Measurement: Students will find scriptural verses and apply them to various assignments and projects in written and verbal form. Students will be asked to create a one minute commercial based on the concept of Christian leadership.
- describe the basic characteristics of the U.S. economic system with an emphasis on the role of private property, the price system, competition, and entrepreneurship.  
Measurement: Students will regularly be assessed with a test including multiple choice, true/false, matching, short answer and essay questions.
- demonstrate how fundamental economic concepts such as markets, economic incentives, and opportunity costs operate in the United States and throughout the world.  
Measurement: Students will conduct a market survey project and will assess and present their results. Students will participate in a business challenge simulation where they will compete in teams against each other and present their strategies in 6 different decision areas.

## **Social Studies Department continued**

- develop an understanding of the economic principles that influence personal and business financial decisions.  
Measurement: Students will create their own advertising commercials and evaluate the advantages and disadvantages related to marketing. Students will take part in a stock market simulation where they will follow selected stocks, graph their trends, and present the advantages and disadvantages of their chosen stock companies and the challenges of investing. Students will participate in a business challenge simulation where students will compete in teams against each other and present their strategies in 6 different decision areas.
- help students understand the need for Christian standards for business leaders, producers, and consumers.  
Measurement: Students will be asked to write a one page reflection based on a guest speaker's presentation of Christian leadership in the business world.

### **Advanced Placement United States History**

#### **Students will learn to ....**

- cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text.  
Measurement: Students will complete a Document Based Question two times each quarter.  
Assessment will be based on a rubric with listed objectives and expectations.
- conduct short, as well as sustained, research projects based on focused questions, demonstrating understanding of the subject under investigation.  
Measurement: Students will be required to complete 1-2 individual and/or group projects each quarter that may include implementing technology. Assessment will be based on a rubric with listed objectives and expectations.
- recall, select, and analyze significant historical periods and the relationships among them.  
Measurement: Students will regularly be assessed with a test including multiple choice, true/false, matching, short answer and essay questions.
- identify the Godly foundations of America and how our country's history, its laws and policies are firmly rooted in Biblical principles.  
Measurement: Throughout the year, students will be required to complete half-page summaries, responses and reflections on scriptural applications to U.S. History.

# Theology Department

**Faculty Members:** Jeff Jurs, Tom Roeske, Erich Schmidt. and Rick Zeuner

## Course Offerings

Old Testament	.5 credit/semester	Grades 9-10
New Testament	.5 credit/semester	Grades 9-10
Lutheran Doctrine and World Religions	.5 credit/semester	Grade 11
Christian Leadership	.5 credit/semester	Grade 11
Christian Worldview	.5 credit/semester	Grade 12
Christian Discipleship	.5 credit/semester	Grade 12

## Students will learn to appreciate, value and know ....

- that they are redeemed children of God.  
Measurement: Expression of attitude in class and treatment of fellow students
- God's Word in Holy Scripture.  
Measurement: Bible markings, thoughts, comments, verbal discussion and performance on tests, quizzes and assigned homework
- worship is an important part of a Christian's life.  
Measurement: Find, choose and produce devotions that are appropriate to themes or topics & set and self-evaluate church attendance goals
- the importance of sharing God's Word with others.  
Measurement: Evangelistic dialogue and Apologetic papers demonstrating how one can be firm in the faith
- Christian leadership's importance in life.  
Measurement: Description and exemplification of this in discussions, essays and papers

## Students will be able to ....

- provide service to their school, church and community.  
Measurement: Completion of service hour requirements
- determine where they are in their faith walk/ self reflection.  
Measurement: Production of Faith-walk Project (A four-part collection of writings including the Faith Autobiography, Faith Plan, Christian Leadership Portfolio and Apologetics Paper)
- demonstrate recall of Scripture and Christian tenets.  
Measurement: Performance on memory quizzes
- connect the purpose of the Old Testament to the purpose of the New Testament.  
Measurement: Test questions, essays and assigned homework
- identify the differences between Law and Gospel.  
Measurement: Test questions and assigned homework

# LHS Curriculum Offerings

## ART

A 100	Introduction to Art	0.5	A 200	2 Dimensional Art	0.5
A 410	3-D Art/Ceramics	0.5	A 510	Fibers/Textiles	0.5
A 610/615	Advanced Art & Design I & II	1.0	*IA 330	Portfolio Development	0.5

## ENGLISH

E100/105	Freshman English	1.0	E 400	Novels/World Lit.	0.5
E 200/205	Sophomore English	1.0	E 405	AP Literature & Comp.	0.5
E 300/305	Junior English	1.0	E900/905	AP Senior English CAPP	1.0
*IA 305	Creative Writing	0.5			

## FOREIGN LANGUAGE

L 110/115	Spanish I	1.0	L 310/315	Spanish III	1.0
L 210/215	Spanish II	1.0	L 410/415	Spanish IV CAPP	1.0

## MATH

M 100/105	Algebra I	1.0	M 200/205	Geometry	1.0
M 300/305	Advanced Algebra	1.0	M 310	Transition to College Math	0.5
M 315	Intro to Statistics	0.5	M 400/405	Pre Calculus	1.0
M 500/505	AP Calculus	1.0	*IA 315	High Def. Geometry	0.5

## MUSIC DEPARTMENT

F 200/205	Symphonic Band	1.0	F 400/405	Konzertchor	1.0
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## PHYSICAL EDUCATION

P 105	Freshman Girls P.E.	0.5	P 110	Freshman Boys P.E.	0.5
P 200	Girls Sophomore P.E.	0.5	P 205	Boys Sophomore P.E.	0.5
P 202	Girls Sophomore Health	0.5	P 204	Boys Sophomore Health	0.5
P 300/305	Junior P.E.	0.5 each	P 400/405	Senior P.E. (elective)	0.5 each

## SCIENCE

S 100 /105	Physical Science	1.0	S 500/505	Physical Geology	1.0
S 200/205	Biology	1.0	S 400/405	AP Physics	1.0
S 300/305	Chemistry	1.0	S 610/615	Anatomy & Physiology	1.0
*IA 300	Marine Biology	0.5			

## SOCIAL STUDIES

X 100/105	Geography	1.0	X 200/205	World History	1.0
X 300/305	U. S. History	1.0	X 400	Economics	0.5
X 405	U.S. Government	0.5	X 900/905	A.P. U. S. History	1.0
B 400/405	Personal Finance I & II (offered every other yr.)	0.5	X 410	Psychology (offered every other year)	
*IA 310	Walking Through Washington D.C	0.5			

## TECHNOLOGY

C 160	Computer Applications	0.5	C 200	Creative Technology	0.5
C310/315	Robotics	0.5			

## THEOLOGY

T 100/105	Freshman Theology	1.0	T 200/205	Sophomore Theology	1.0
T 300	Junior Theology	0.5	T 400/405	Senior Theology	1.0
T 305	Christian Leadership	0.5			

YOUTH APPRENTICESHIP PROGRAM 1.5

Dual credit courses are offered through Concordia University and UW-Oshkosh. See the College Credit Opportunities listing for class selections.

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## **INDEPENDENT STUDIES**

Students are responsible for initiating an independent study course. Students must pre-arrange the details of the course through the teacher who will be overseeing the student's independent study class. An independent study course must be scheduled during course selection time, or in between semesters during designated schedule change opportunities. Fees for taking an independent study course must be paid at the time of scheduling. See the guidance office for an independent study course form.

## **WINTERIM**

Winterim is a unique, innovative educational experience outside of the traditional curriculum. The student will acquire new knowledge, expand learning beyond the classroom, and explore interests. The Winterim term is for one week between the first and second semesters immediately following the Christmas break. Students will choose their unique pursuit of interest from offerings by the Lutheran High staff. All students in grades 9 -12 must participate in a Winterim course.

### ***Winterim Scheduling***

In October, students will be asked to select their class for Winterim. Each student will select five different choices in order of preference. Every effort will be made to schedule students into their preferred classes. Each class will be similar in size.

The typical Winterim daily schedule is as follows:

8:00 – 9:00	Class
9:05 – 10:05	Chapel/Assembly
11:00 – 11:30	Class
11:35 – 12:00	Group 1 Lunch
11:35 – 12:00	Learning Lab
12:05 – 12:30	Group 2 Lunch
12:05 – 12:30	Learning Lab
12:35 – 1:35	Class
1:40 – 2:25	Class
2:30 – 3:12	Class