



**LUTHERAN HIGH SCHOOL**  
**CURRICULUM HANDBOOK**  
**2019-2020 SCHOOL YEAR**

## MISSION STATEMENT

**Lutheran High School belongs to Christ and is dedicated to impacting lives forever by a...**

**Quality Education and Meaningful Ministry**

## NONDISCRIMINATION STATEMENT

Lutheran High School admits students of any race, color, national or ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national or ethnic origin in the administration of its educational policies, applications for admission, scholarship and loan programs and athletic and extracurricular programs. This policy in no way limits or restricts the established policy of Lutheran High of limiting admission or giving preference to an applicant.

## ACCREDITATION

Lutheran High School was given a six year accreditation through 2020 from The Western Association of Schools and Colleges (WASC) and is accredited through The National Association of Lutheran Schools (NLSA). We are part of the educational system of the Lutheran Church, Missouri Synod, which includes pre-schools, elementary schools, high schools, universities, and seminaries.

## Lutheran High School Graduation Requirements 2018-2019

<b>Social Science:</b>	30 units
<b>English:</b>	40 units
<b>Math:</b>	30 units (Through Algebra II)
<b>Science:</b>	30 units (20 units Lab Science minimum)
<b>World Language:</b>	20 units (Same Language)
<b>Visual &amp; Performing Arts:</b>	10 units
<b>Theology:</b>	5 units (per semester in attendance at LHS)
<b>Practical Arts:</b>	10 units
<b>Physical Education:</b>	20 units (NJROTC/sports count as PE credit)
<b>Electives:</b>	50 units (At least 30 college prep units)
<b>Senior Project:</b>	10 units (Completed and approved project)
<b>Total:</b>	<b>250 units plus Theology requirement</b>

*Students, with the help of the academic counselor, parents, and teachers, are encouraged to take an active role in ensuring their high school course of study meets their post-high school educational plans.*

## **Department and Course Outline**

*Courses designated with an asterisk (\*) may also be taken for honors credit.*

English:	English 100* World Literature* American Literature British Literature AP Language & Composition AP Literature & Composition
World Language:	Spanish I* Spanish II* Spanish III* Spanish IV AP Spanish Language & Culture
Math:	Algebra I Geometry* Algebra II* Advanced Math (Pre-Calculus)* AP Calculus AB AP Calculus BC
Naval Sciences:	Naval Science I – IV Color Guard Armed Drill Unarmed Drill
Physical Education:	Athletics/PE/Health
Practical Arts:	Introduction to Robotics Computer Programming Graphic Arts/Industrious Arts Yearbook/Journalism Industrious Arts
Science:	Biology* Chemistry* Physics* Anatomy & Physiology* AP Biology

Social Science:	Geography* World History* U.S. History Government/Economics AP U.S. History AP Government/Honors Economics Psychology Sociology Sports Psychology
Theology:	Theology I-Old Testament Theology II- New Testament Theology III-Doctrine Theology IV-Christian Ethics & Living
Visual/Performing Arts:	Art I Art II Art III Art IV AP Art History AP Studio Art: 2-D Design Choir Drama Advanced Drama Instrumental Music Advanced Music
Other:	Senior Project Associated Student Body (ASB) Academic Lab ESLRs

Note: All Advanced Placement (AP) and Honors Courses receive one-point extra weight.

Each semester course is worth 5 units of a letter grade.  
 Each semester sport is worth 5 units of "Credit" (CR).  
 ASB each semester is worth 5 units of "Credit" (CR).

# **Courses of Study**

## ***ENGLISH*** ***40 units required***

### **ENGLISH 100 CSU/UC Approved (“b”)**

This course is the introductory class in the sequence of English classes at Lutheran High School. The course will cover several different genres, including short stories, essays, novels, drama and poetry. The students will improve their critical reading skills, formal, informal and creative writing skills, vocabulary development, and their analysis and reasoning skills. This course will also focus on the preparation and execution of public speaking. The course will ensure that all students have the sufficient English preparation needed for further high school work and allow students to expand their skills in reading, writing and speaking. The students will build these skills in order to improve their overall communication skills.

### **HONORS ENGLISH 100**

This course is the introductory class in the sequence of English classes at Lutheran High School. The course will cover different genres, including short stories, essays, novels, drama and poetry. The students will improve their critical reading skills, formal, informal and creative writing skills, vocabulary development, and their analysis and reasoning skills. This course will also focus on the preparation and execution of public speaking. The course will ensure that all students have the sufficient English preparation needed for further high school work and allow students to expand their skills in reading, writing and speaking. The students will build these skills in order to improve their overall communication skills. Honors students will do additional analysis of the literature, writing, and research, as well as advanced public speaking. They will also complete a substantial amount of reading through an additional novel.

### **WORLD LITERATURE CSU/UC Approved (“b”)**

This course is designed to acquaint the student with a series of authors, poets, and historical writers of significance in a wide variety of genres, including prose, poetry, novels, drama, fiction and non-fiction. Students will explore recurring themes and archetypes as they travel through literature in both time and place, beginning with the earliest oral traditions and continuing through the Renaissance, the Enlightenment, and the nineteenth and twentieth centuries. Students will improve their writing skills, including informal and formal essays. They will increase their vocabulary development, work on analysis and reasoning skills, and research techniques. They will respond orally to the literature in all genres. They will complete at least one creative writing project or term paper.

### **HONORS WORLD LITERATURE CSU/UC Approved (“b”)**

This course is designed to acquaint the student with a series of authors, poets, and historical writers of significance in a wide variety of genres, including prose, poetry, novels, drama, fiction and non-fiction. Students will explore recurring themes and archetypes as they travel through literature in both time and place, beginning with the earliest oral traditions and continuing through the Renaissance, the Enlightenment, and the nineteenth and twentieth centuries. Students will improve their writing skills, including informal and formal essays. They will increase their vocabulary development, work on analysis and reasoning skills, and research techniques. They will respond orally to the literature in all genres. They will complete at least one creative writing project or term paper. Additionally, Honors World Literature students will be expected to delve deeper into the material covered, by conducting additional research outside of class and reporting back to benefit the class as a whole. **Prerequisite:** Students must have a “B” or higher in English 100.

### **AMERICAN LITERATURE CSU/UC Approved (“b”)**

This course is designed for the detailed study of different genres of literature as they relate to prevailing themes in American literature. Students will read American literature from the Puritan period to the present, covering various literary genres. They will trace the historical development of American literature and the growth of the English language through intellectual, historical, and social developments. Students will improve their writing skills, including informal and formal essays. They will increase their vocabulary development, work on analysis and reasoning skills, and research techniques. They will complete a variety of writing activities, including narrative, expository, persuasive, informational, and descriptive writing that demonstrates research, organization, and drafting strategies. They will respond orally to the literature in all genres. They will complete at least one creative writing project or term paper.

### **HONORS AMERICAN LITERATURE CSU/UC Approved (“b”)**

This course is designed for the detailed study of different genres of literature as they relate to prevailing themes in American literature. Students will read American literature from the Puritan period to the present, covering various literary genres. They will trace the historical development of American literature and the growth of the English language through intellectual, historical, and social developments. Students will improve their writing skills, including informal and formal essays. They will increase their vocabulary development, work on analysis and reasoning skills, and research techniques. They will complete a variety of writing activities, including narrative, expository, persuasive, informational, and descriptive writing that demonstrates research, organization, and drafting strategies. They will respond orally to the literature in all genres. They will complete at least one creative writing project or term paper. Honors students will do additional rigorous analysis of the literature. They will also complete a substantial amount of reading and writing through an additional novel. **Prerequisite:** Students must have a “B” or higher in World Literature.

### **BRITISH LITERATURE CSU/UC Approved (“b”)**

This course will cover the stages in the evolution of the English language, beginning with literature that originated from the oral tradition, moving through literature originally written in Old and Middle English and finishing with a selection of contemporary literature. A variety of genres, themes, and styles will be explored in this course including, but not limited to: epic poetry, poetry, drama and novels. A selection of classics will be read in their entirety. This course is the culmination of the previous English courses and will draw on material covered in those courses. Students will improve their writing skills, including informal and formal essays. They will increase their vocabulary development, work on analysis and reasoning skills, and research techniques. They will complete a variety of writing activities, including narrative, expository, persuasive, informational, and descriptive writing that demonstrates research, organization, and drafting strategies. They will respond orally to the literature in all genres. They will complete at least one creative writing project or term paper.

### **AP LANGUAGE AND COMPOSITION CSU/UC Approved (“b”)**

The AP English Language and Composition course aligns to an introductory college level rhetoric and writing curriculum, which requires students to develop evidence-based analytical and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts from many disciplines and historical periods. This course is designed specifically for preparation for college courses and the Advanced Placement Test offered by the College Board each May. Participation in the AP test is recommended.

### **AP LITERATURE AND COMPOSITION CSU/UC Approved (“b”)**

AP Literature and Composition is a survey of great literature from around the world. Students enrolled in this course will identify various styles, authors, and works of world literature from the major eras, explain the significance and meaning of specific quotes and pieces of literature, recognize and demonstrate a relationship between literature, culture and society in which it exists, and analyze various works for historical and modern meaning. This course is designed specifically for preparation for college courses and the Advanced Placement Test offered by the College Board each May. Participation in the AP test is recommended.

## **WORLD LANGUAGE 20 units required**

### **SPANISH I CSU/UC Approved (“e”)**

This course is designed to provide the students with the skills they need to communicate, understand, and interpret written and spoken Spanish. Basic grammar will be taught, as well as practices and perspectives of the Spanish culture.

### **HONORS SPANISH I**

This is a first level world language course usually offered to freshmen through junior students. During this course, basic vocabulary, grammar, reading, writing and conversational skills are the major components. An adequate ability in language learning and grammar studies is recommended. The student will also learn the geography and the way of life in Hispanic countries.

### **SPANISH II CSU/UC Approved (“e”)**

This course provides a review and continued usage of the present tense verb conjugations. The preterit and imperfect past tense conjugations will be learned and incorporated into usage in proper situations. In addition, the future and conditional tenses will be learned. Grammar structures learned in Spanish I will be reviewed and new grammar will be learned; i.e. comparative and superlative adjective forms, adverb formation, demonstrative adjectives and pronouns. Vocabulary is an integral part of Spanish II. **Prerequisite:** Students must have a passing grade in Spanish I.

### **HONORS SPANISH II**

This course is a continuation of Spanish I, and it will advance previously learned concepts and ideas, as well as introduce new ones. The two past tenses of Spanish will be a primary focus, as well as the future tense. More verbal and written production of language will be expected, and students will be required to make portfolios, personal dictionaries, graphic organizers and journals. Students will also be required to work in a group setting with a great deal of time spent creating and functioning in a pretend "familia." Television programming, music, games and authentic materials will again be used to enhance learning. **Prerequisite:** Students must have a “B” or higher in Spanish I.

### **SPANISH III CSU/UC Approved (“e”)**

This course is designed to serve as a review of the concepts learned in the previous year’s language studies. This review, however, is not simply repetition, re-entry or recycling. Each review allows students to expand to new levels of achievement, so that their language becomes more refined, more elaborate, and more complex. Students go beyond talking about themselves to talking about important ideas that affect them, their society, and their world. **Prerequisite:** Students must have a passing grade in Spanish II.

### **HONORS SPANISH III CSU/UC Approved (“e”)**

This higher level course includes all subjects as well as focusing on literary analysis. Students use Spanish to access information in other subject areas and to compare and contrast cultural elements of countries where Spanish is spoken to their own culture. Spanish is used exclusively in all classroom interactions and instruction. **Prerequisite:** Students must have a “B” or higher in Spanish II.

### **SPANISH IV CSU/UC Approved (“e”)**

This course is designed to provide students with the skills they need to continue discovering, learning, and using the Spanish language in meaningful, creative, and engaging contexts. Readings will be used to develop the student’s proficiency in the skills of reading, writing, speaking, and listening. Grammar will be taught not as an end itself, but rather as a tool for communication. **Prerequisite:** Students must have a passing grade in Spanish III.

### **AP SPANISH LANGUAGE AND CULTURE CSU/UC Approved (“e”)**

The content of this course includes the achievement of competence in speaking, listening comprehension, reading, and writing, as measured by the required Advanced Placement Language examination. The course is taught entirely in Spanish. The student is expected to write frequent compositions and to make formal oral presentations in class. The principal literary emphasis is on the modern Hispanic short story. **Prerequisites:** Spanish I, Spanish II, Spanish III, or Spanish for Spanish Speakers (when offered) with a grade of B or better, and permission of the Head of the Department and teacher recommendation.

### **AMERICAN SIGN LANGUAGE 1 CSU/UC Approved (“e”)**

The purpose of these courses is to introduce you to American Sign Language (ASL) and the culture of the Deaf community. All ASL courses in the Department of Special Education, Language, and Literacy are founded on guidelines from American Sign Language Instructors of the Deaf and The Standards for Foreign Language Learning in the 21st Century, 1999 which describes the five Cs of language acquisition: communication, culture, comparisons, connections, and community. Students in the basic ASL sequence have the opportunity to practice the three modes of communication, (interpersonal, interpretive and presentational) to learn about Deaf culture (products, practices and perspectives), and to make comparisons between their first language and culture and the ASL language and culture. In addition, students make connections to other fields of study unavailable to them through their native language. Finally, students have the opportunity to engage with the Deaf community outside of the classroom.

This course will provide instruction on the use of American Sign Language (ASL), a visual-gesture language used by the Deaf Community. It will focus on development of basic conversational skills, receptive abilities, fingerspelling, cultural aspects of deafness and the use of ASL in a church setting.

## ***MATHEMATICS*** ***30 units required***

### **ALGEBRA I CSU/UC Approved (“c”)**

This course is designed as a first-year study of elementary algebra. This course involves the solving of linear and quadratic equations and inequalities, factoring polynomials, graphing and rational and irrational numbers. Emphasis is placed on the problem-solving techniques.

### **GEOMETRY CSU/UC Approved (“c”)**

Geometry is an analysis of mathematical logic and the relationship among points, lines and planes in two and three-dimensional space. Students will explore definitions and theorems and learn to logically think through mathematical problems. The application of this knowledge and skill to circles, polygons and triangles follows. **Prerequisite:** Students must have a passing grade in Algebra I.

### **HONORS GEOMETRY**

Topics found in Standard Geometry are covered more in-depth with emphasis placed on problem solving, writing skills (especially in writing of proofs), and algebraic applications. Additional enrichment objectives are covered as time permits. Successful completion of this course prepares a student for further work in algebra, usually Honors Algebra II. **Prerequisite:** Students must have a “B” or higher in Algebra I or Honors Algebra I.

### **ALGEBRA II CSU/UC Approved (“c”)**

This course continues and expands algebraic concepts and skills begun in Algebra I. Topics covered in the course include linear, quadratic, exponential, logarithmic, polynomial, and trigonometric functions. Graphical, numerical, and symbolic representations of real-life applications build a conceptual understanding of the functions studied in this course.

**Prerequisite:** Students must have a passing grade in Algebra I and Geometry.

### **HONORS ALGEBRA II**

This course continues and expands algebraic concepts and skills begun in Algebra I. Topics covered in the course include linear, quadratic, exponential, logarithmic, polynomial, and trigonometric functions. Graphical, numerical, and symbolic representations of real-life applications build a conceptual understanding of the functions studied in this course. Students working at an honors level will be expected to take the topics covered to a deeper and more abstract level of computation. **Prerequisite:** Students must have a “B” or higher in Geometry or Honors Geometry.

### **ADVANCED MATHEMATICS/PRE-CALCULUS CSU/UC Approved (“c”)**

This course is designed to increase the student’s knowledge of mathematics beyond Algebra II. It provides the background needed to succeed in calculus. This course emphasizes the fundamentals of functions through the study of polynomial, rational, power, exponential, logarithmic, trigonometric, and circular functions. Students thoroughly explore composition, inverses, and transformations of functions. **Prerequisite:** Students must have a passing grade in Algebra II.

### **HONORS ADVANCED MATHEMATICS/PRE-CALCULUS CSU/UC Approved (“c”)**

This course is designed to increase the student’s knowledge of mathematics beyond Algebra II. It provides the background needed to succeed in calculus. This course emphasizes the fundamentals of functions through the study of polynomial, rational, power, exponential, logarithmic, trigonometric, and circular functions. Students thoroughly explore composition, inverses, and transformations of functions. Students working at an honors level will be expected to take the topics covered to a deeper and more abstract level of computation. **Prerequisite:** Students must have a “B” or higher in Algebra II or Honors Algebra II.

### **AP CALCULUS AB CSU/UC Approved (“c”)**

This study of calculus, the mathematics of motion and change, is divided into two major topics: differential and integral calculus. This course is designed to provide students with a learning experience equivalent to that of a college course in single variable calculus. This is accomplished by developing student understanding of the concepts of calculus and providing experience with its methods and applications. The main objective in teaching AP Calculus is to prepare students for success in future math courses, to help them to develop analytical reasoning skills, and help them to develop an appreciation of calculus as a coherent body of knowledge. Students are encouraged to take the AP exam in the spring to determine college credit. **Prerequisite:** Students must have a “C” or higher in Advanced Math or Honors Advanced Math.

### **AP CALCULUS BC CSU/UC Approved (“c”)**

This course is roughly equivalent to both first and second semester college calculus courses and extends the content learned in AB to different types of equations. It introduces the topic of sequences and series and covers differential and integral calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically and verbally, and to make connections amongst these representations. Students are encouraged to take the AP exam in the spring to determine college credit. **Prerequisite:** Students must have a “C” or higher in AP Calculus AB.

## ***NAVAL SCIENCE/HEALTH Counts as Physical Education requirement – 20 units required***

### **NAVAL SCIENCE I**

This course covers the introduction to the NJROTC Program; Career Planning; Leadership Skills, Citizenship and American Government; the U.S. Navy; Wellness, Fitness and First Aid; Geography and Survival Skills; and Cultural Studies: An Introduction to Global Awareness. The course also includes participation in military drill, orientation trips, a five-day Basic Leadership Training, and a formal Military Ball. Awards ceremonies and a traditional military change of command ceremony are also part of the program.

### **NAVAL SCIENCE II**

This course covers Maritime History, Leadership, and Nautical Science: Maritime Geography, Oceanography, Meteorology, Astronomy, and Physical Science; and Cultural Studies: An Introduction to Global Awareness. The course also includes participation in military drill, STEM Programs; different NJROTC Competitions; orientation trips, a five-day Basic Leadership Training and a formal Military Ball. Awards ceremonies and a traditional military change of command ceremony are also part of the program.

### **NAVAL SCIENCE III**

This course covers Naval Knowledge; Leadership; Naval Skills and Cultural Studies: An Introduction to Global Awareness. The course also includes participation in military drill, STEM Programs; different NJROTC Competitions; orientation trips, a five-day Basic Leadership Training, and a formal Military Ball. Awards ceremonies and a traditional military change of command ceremony are also part of the program.

### **NAVAL SCIENCE IV**

The course is focused on Leadership covering subject matters such as: Introduction to Thinking Ethically; Leadership Group Dynamics; Positive Leadership Techniques; Leading by Example; Criticism and the Naval Officer; the Basics of Effective Communications; Communication: A Two-Way Exchange of Information; Avoiding Communications Pitfalls; and Cultural Studies: An Introduction to Global Awareness. The course also includes participation in military drill, STEM Programs; different NJROTC Competitions; orientation trips, a five-day Basic Leadership Training and a formal Military Ball. Awards ceremonies and a traditional military change of command ceremony are also part of the program.

### **COLOR GUARD, ARMED AND UNARMED DRILL TEAMS**

These groups are special arms of the four regular Naval Science courses. Select students are chosen to participate on the teams and are given an accelerated course content load with extra work in the area of special drill and performance.

## ***ATHLETICS/PHYSICAL EDUCATION*** ***20 units required***

### **ATHLETICS/PHYSICAL EDUCATION/HEALTH**

The purpose of this course is to teach the students skills needed to be physically fit for life. The skills that will be covered in this course are goal setting, nutrition, stretching techniques, cardiovascular training, strength training, and alternative training ideas. Each student will be required to participate in class activities and create workouts for the class. The course emphasizes individual responsibility for attaining and maintaining wellness through preventive maintenance and Christian values.

## ***PRACTICAL ARTS*** ***10 units required***

### **INTRODUCTION TO ROBOTICS**

Course engages the fundamentals of mechanical and electrical engineering in an autoCAD (computer assisted drafting) environment. Students interested in a career in the engineering field will gain great insight and exposure to what goes on in the engineering field.

**Prerequisite:** Algebra I or Integrated Math I

### **COMPUTER PROGRAMMING**

Course will involve the actual writing of “code” which is the driver behind everything we see in today’s technology from complex websites, social media and control systems that monitor and drive machinery and medical care systems in the manufacturing world and medical fields.

**Prerequisite:** Algebra I or Integrated Math I

### **INDUSTRIOUS ARTS**

This is a one semester course, designed for the second half of the year after Graphic Arts. Industrious Arts will allow students to explore art forms outside traditional Fine Arts. These may include mosaics, enameling, sewing, jewelry making, paper mache, wire and metalwork.

### **YEARBOOK/JOURNALISM CSU/UC Approved (“g”)**

The Yearbook course has been designed to provide students with the journalism skills and the ability to apply those skills to the actual production of the yearbook. Actual work results in the current volume of the school’s yearbook. This project-based course is designed to provide practical, specific journalistic experiences with the main, end result the production of a professional yearbook. The course goals focus on the expository aspect of the reading and reporting (oral and written), extensive practice in writing that goes through a thorough editing and revision process as well as substantial reading of expository sources and other materials that develop imperative skills and rigorous training on written themes including body copy, interviewing, captions and headlines, and visuals including photography and designing layouts.

This class is run like a small business and staff members must demonstrate a high level of responsibility, maturity, and organization. Students will learn all facets of publishing, including reporting, writing, editing, photography, graphic design, layout, advertising, distribution, leadership skills, and the importance of teamwork. Members are expected to assume the responsibilities and self-discipline necessary to contribute to the success of such an organization. Students deal with and learn to understand the ethical dimensions of life while they search for information and gain a respect and understanding of the viewpoint’s others hold. Student will need to evaluate information and convey intricate or multifaceted information to the student body. Yearbook teaches real-world skills such as, meeting deadlines, teamwork, working with advanced and professional technology, communication skills, and independent thinking skills.

### **BUSINESS TECHNOLOGY CSU/UC Approved (“g”)**

Business technology is a computer course that will give students the opportunity to apply technology skills to develop a fictitious business and take the necessary steps for a start-up business. Specific technology areas include word processing, database and spreadsheets, photo editing, video editing, web development, coding, multimedia, keyboarding, and desktop publishing. Students will also develop their digital citizen awareness, focusing on their digital footprint, digital safety, netiquette, and internet research. Students will leave this class with an in-depth knowledge of how to apply technology to many life applications and understand what it means to be a 21<sup>st</sup> century learner.

## **SCIENCE** **30 units required**

### **BIOLOGY CSU/UC Approved (“d”)**

Biology students study the chemistry of life, cell structure and function, genetics, the five kingdoms of organisms, human anatomy and physiology, and ecology. By developing scientific research skills, exploring relationships between concepts, applying biological principles to everyday life, and strengthening critical thinking skills, students should gain a deeper appreciation of the wonders and complexities of God’s miraculous gift of life. There is a lab component of this class. Biology lab attendance and completion of biology lab reports are requirements. Lab activities will promote technical lab competence, utilize the scientific process of research and reporting, as well as teach and reinforce scientific concepts.

### **HONORS BIOLOGY**

The purpose of this course is to provide students with advanced exploratory experiences and activities in the fundamental concepts of the biological sciences. This course includes a study of, but is not limited to, ecology, population biology, biochemistry, cells, DNA and RNA, cell reproduction, genetics and heredity. This is a laboratory-based course, with emphasis on the scientific method, problem solving and data analysis. Students will be expected to complete independent research projects.

### **CHEMISTRY CSU/UC Approved (“d”)**

The chemistry course deals with the study of the properties of matter and the effect of energy on matter. It involves the study of matter classification, quantified chemical change, atomic structure, the periodic table, kinetic theory and states of matter. Laboratory work will be a part of the class. **Prerequisite:** Students must have a “C” or higher in Algebra I.

### **HONORS CHEMISTRY CSU/UC Approved (“d”)**

Honors Chemistry is a class designed to challenge and create interest in the physical sciences. It is a rigorous course that will more than adequately prepare high school students to be successful in college chemistry. The students will incorporate their math skills solving chemical problems, so there is a direct correlation between success in chemistry and math ability. **Prerequisite:** Students must have a “B” or higher in Algebra I.

### **PHYSICS CSU/UC Approved (“d”)**

This upper level physics course covers the classical and modern areas of physics with a problem-solving approach. The course topics include the principles of electricity, mechanics, sound, optics, magnetism and waves. The mathematical background needed is Algebra and Algebra 2. Laboratory work will be an important part of the class. **Prerequisite:** Students must have a passing grade in Biology, and Chemistry is highly recommended.

### **HONORS PHYSICS CSU/UC Approved (“d”)**

This course offers an in-depth coverage of the major topics in classical and modern physics. The requirements are knowledge of algebraic mathematical principles, as well as general science principles. Laboratory participation and reports are required and constitute a major portion of

the course grade. Topics covered include mechanics, electricity, sound, light, waves and magnetism. Laboratory work will be a part of the class. **Prerequisite:** Students must have a “B” or higher in Biology and Chemistry (if taken).

### **ANATOMY & PHYSIOLOGY CSU/UC Approved (“d”)**

After having completed Anatomy & Physiology, the students will be able to: 1) Demonstrate a comprehensive understanding of the structures of the human body and how they interact through dissection, problem solving, laboratories and group projects. 2) Demonstrate proficient knowledge in the chemical reactions and organization within the body through experimentation, data analysis and critical thinking and 3) Demonstrate proficient knowledge in all parts of the human life cycle by completing individual and group projects, interpreting data and applying that new knowledge to different situations. Anatomy & Physiology is a strenuous third- or fourth-year science course for those students who are intrigued by a career in the medical world. The students will learn in-depth about how the human body functions while receiving technically sound laboratory procedures that will help them later in their schooling.

### **HONORS ANATOMY & PHYSIOLOGY CSU/UC Approved (“d”)**

Honors Anatomy & Physiology is a strenuous life science course that encompasses many parts of the human body and how they interact with each other. The students will develop scientific research skills, exploring relationships between concepts, applying Anatomy & Physiology principles to everyday life. Students will strengthen their critical thinking skills and gain a deeper appreciation of the wonders and complexities of God’s miraculous gift of life. There is a lab component of this class; within the lab, there will be animal dissections. Attendance and completion of Anatomy & Physiology lab reports are requirements. Lab activities will promote technical lab competence, utilize the scientific process of research and reporting, as well as teach and reinforce scientific concepts. This course will build a portfolio of all materials covered throughout the school year that will serve as the study guide for the comprehensive written midterm exam and final.

### **AP BIOLOGY CSU/UC Approved (“d”)**

AP Biology students will study the following main themes: Science as Process, Evolution, Energy Transfer, Continuity and Change, Relationship of Structure to Function, Regulation, Interdependence in Nature, Science, Technology and Society. This course also includes a laboratory component by developing scientific research skills, exploring relationships between concepts, applying biological principles to everyday life, and strengthening critical thinking skills. Students should gain a deeper appreciation of the wonders and complexities of God’s miraculous gift of life. AP Biology lab attendance and completion of biology lab reports are requirements. Lab activities will promote technical lab competence, utilize the scientific process of research and reporting, as well as teach and reinforce scientific concepts. Students are encouraged to take the AP exam in the spring to determine college credit. **Prerequisite:** Students must complete Biology and Chemistry or Physics with a C or higher.

## ***SOCIAL SCIENCES*** ***30 units required***

### **GEOGRAPHY CSU/UC Approved (“a”)**

This course is a study in world geography with specific attention placed on understanding and analyzing the five themes of geography: Location, Place, Region, Movement, and Cultural Impact. The class will focus on identifying the importance of these in the context of physical features, cultural features, and historical features. This course is a freshman or sophomore level course designed to aid students in understanding the world in which they live and their role within it. By thoroughly examining these three aspects, students will develop skills to identify the different regions of the world and accurately relate them to others.

### **HONORS GEOGRAPHY**

Geography is a freshman or sophomore level course and is designed to aid in the understanding of the world in which we live. In this class, we will study three aspects of geography: physical features, cultural features and historical features in the context of five themes: Location, Place, Region, Movement, and People to Cultural Impact. By thoroughly examining these three aspects, students will develop skills to identify the different regions of the world and accurately relate them to others. This course will examine these aspects more in depth and in a broader way than the regular section.

### **WORLD HISTORY CSU/UC Approved (“a”)**

This course is a chronological study of world history with a major emphasis placed on events beginning with the formation of modern civilizations from the modern era. This course is designed to acquaint the student with modern thought and philosophy through a study of world events, leaders, and ideas. It will examine major events and people that have influenced the world today.

### **HONORS WORLD HISTORY CSU/UC Approved (“a”)**

This honors course is a chronological study of world history with a major emphasis placed on events beginning with the formation of modern civilizations from the modern era. It continues by studying revolutions in thought, technology, and politics. This course acquaints the student with modern thought and philosophy through a study of world events, leaders, and ideas. It examines major events and people that have influenced the world of today. The honors section of the course entails deeper analysis of world events and their connections to each other and to the world today to instill a sense of global community in students.

### **U.S. HISTORY CSU/UC Approved (“a”)**

This course is a study of American history with its major emphasis on the experiences of the American people beginning with the era known as Reconstruction through the most modern history of the Twentieth Century. Units covered include: Forging a nation, Nationalism and Sectionalism, the Age of Industrialization, the Rise of the World Power, Prosperity and Depression, the world in Conflict and the United States in the New Era. This course is designed to give students a view of Twentieth Century America. It focuses on examining events, figures, and ideas that have shaped the American nation.

### **GOVERNMENT CSU/UC Approved (“a”)**

This is a senior level semester course that will help students obtain a deeper understanding of American government. Students will compare systems of government in the world today. They will analyze interpretations of the Constitution and the Bill of Rights. They will learn about the branches of government and the relationship between the federal, state, and local governments. This course will create civil literacy as students prepare to vote, participate in community activities and assume the responsibilities of citizenship.

### **ECONOMICS CSU/UC Approved (“g”)**

Economics is the systemic study of man’s efforts to satisfy his wants by securing goods and services from the scarcity of nature. The high school economics semester course is an introduction to the essential concepts, principles, values, and methods of economic analysis and their application to the modern world. A unit on personal finance and investing is also part of the course. The student will be more knowledgeable about how various economic ideas affect the individual, community, state, country, and world we live in.

### **AP U.S. HISTORY CSU/UC Approved (“a”)**

Units covered include: Colonial America, Forging a nation, Nationalism and Sectionalism, the Nation Divided, the Age of Industrialization, the Rise of the World Power, Prosperity and Depression, the World in Conflict and the United States in the New Era. As an AP course, the AP examination is recommended and may be taken in the spring for possible college credit. Many additional readings, papers, research, and projects will be expected. The pace of the class is accelerated due to the examination.

### **HONORS ECONOMICS (Taught only with AP Govt.) CSU/UC Approved (“g”)**

Honors Economics is the systemic study of man’s efforts to satisfy his wants by securing goods and services from the scarcity of nature. Students in the honors course will demonstrate a deeper understanding and application of the concepts introduced in the economics course. A unit on personal finance, investing, and entrepreneurship is also part of the course. The student will be more knowledgeable about how various economic ideas affect the individual, community, state, country, and world we live in.

### **AP GOVERNMENT CSU/UC Approved (“a”)**

Students gain an analytical perspective on government and politics in the United States and will study both the general concepts used to interpret U.S. politics and the analysis of specific examples. Students will focus on the relationships and connections that occur to establish the public agenda and set public policy. Topics include: Constitutional underpinnings of the U.S. government, institutions of national government, civil rights and civil liberties, political beliefs and behaviors, political parties, interest groups, mass media, and public policy. Preparation for the AP examination in the spring will be emphasized. This is a college-level course and students will be expected to complete college-level work. Students are encouraged to take the AP exam in the spring to determine college credit.

### **PSYCHOLOGY CSU/UC Approved (“g”)**

Psychology is an introductory college-prep elective which will help students gain a better understanding of themselves and others. The course focuses on the use of scientific method to research both past and present topics in psychology. Principles, phenomena, and facts related to the field of psychology will be explored through research readings, collaborative projects, demonstrations, and simulations. Topics that will be covered in the course include: careers in the field of psychology, developmental stages across the lifespan, neurobiology, altered states of consciousness, psychological testing, and psychological disorders, the role of culture as it relates to the field of psychology, and the use of the Diagnostic and Statistical Manual of Mental Disorders (DSM). Topics will be introduced through lecture, interactive discussion, activities, case studies, film and projects.

### **SOCIOLOGY CSU/UC Approved (“g”)**

Sociology is an introductory college-prep elective which examines the basics of sociology, which is the study of society including individuals, human groups, and organizations. Instructional materials will emphasize the sociological perspective, social structures, inequality in society, and social institutions and change. Students will examine controversies around social change, inequality, gender, and race. This course places an overview of the field of sociology with projects that offer the student a chance to explore from a sociologist's perspective. Throughout the course, students will be able to apply their knowledge in order to understand the nature of human behavior of different groups and their impact on society as well as understand the nature of change and its effect on people and society. Students will also develop essential critical thinking skills and the scientific method to design, conduct, and discuss the results of their own research projects with a sociological lens.

### **SPORTS PSYCHOLOGY CSU/UC Approved (“g”)**

This course will introduce students to the field of Sports Psychology providing a broad overview of major topics including: history of sport psychology, foundational factors, confidence and focus factors, motivational factors, mental factors, social factors and emotional factors. A combination of academic and applied approaches will be used. This course will provide students with knowledge about psychological factors that affect performance in sports such as motivation, concentration, focus, confidence, anxiety, and relaxation. Students will also be introduced to mental skills that will enhance performance, make athletic participation more enjoyable, and learn skills that can be transferred to other aspects of their lives. Specific skills to be covered in this class will include: how to set measurable goals and strategies to achieve them, visualization and imagery techniques, leadership, team-building, and how to best cope and recover from injuries. The skills and concepts taught throughout the course are applicable not only to sport, but any other activity in a performance setting, as well as academia and life in general. This course will encourage students to reflect on and create balance among the different areas of their life such as, academics, family and athletics. Students will learn skills that will have an immediate

impact, and will serve them well in future endeavors, such as choosing a potential college or career.

## ***THEOLOGY***

### ***5 units required per semester in attendance***

#### **THEOLOGY I: Old Testament**

This course will be taught in concordance with the Bible and other Christian literature. The focus of the class will be the major themes, stories, doctrine, people, and lessons found in the Old Testament. Time will be spent daily in the Word of God, in order to study Scripture and apply it to life.

**THEOLOGY II: New Testament and their exhortations** will focus on Jesus' life, teaching, death and resurrection, the authors of the New Testament, the formation and dispensation of the early Christian church and time spent daily in the Word of God in order to study Scripture and apply it to life.

**THEOLOGY III: Doctrine** is designed to provide students with a foundational knowledge of the major doctrines of the Christian Faith held to be universal and as articulated in the Lutheran tradition. While recognizing there are differences in doctrines among Christians, the core universal beliefs are stressed. In areas of difference, effort is made to look at perspectives objectively and encourage students to work individually with parents to establish their view.

**THEOLOGY IV: Christian Ethics and Living** will work to engage Scripture and our current cultural norms in a thought-provoking challenge, leading one to comprehend the difficulties that exist in the modern era's approach to applying theology in regular discourse, and encouraging students to think about truth as it relates to our normal living today. Our approach will focus on Scripture, the church's doctrines, how to determine truth for some difficult conversations, how we can further discussion implementing the concerns of Holy Scripture, and how to winsomely encourage faith in our time through the Law and Gospel of God's clear Word.

## ***VISUAL & PERFORMING ARTS***

### ***10 units required***

#### **ART I CSU/UC Approved ("f")**

In this class, we attempt to understand the basic language of art, the function of aesthetics, the role of art criticism, as well as the elements of art and the principles of design. Through the uses of various media, this course is designed to give the first-year art students the basic techniques in drawing, painting, print making, collage, sculpture, and mixed media.

#### **ART II CSU/UC Approved ("f")**

This is a second-year art course designed to give the student a more in-depth training in drawing, painting, sculpture, printmaking, collage, sculpture, and mixed media. In addition, we attempt to explore a wide range of artists and artistic styles in art history.

#### **ART III CSU/UC Approved ("f")**

This third-year art course is designed to give the art student more advanced training in drawing, painting, print making, collage, sculpture, and mixed media. The course encourages students to observe objects closely, not only for their aesthetic beauty, but also for what the object reveals about the society, time and culture that produced it.

#### **ART IV CSU/UC Approved ("f")**

This course is designed to give the fourth-year art students advanced techniques in drawing, painting, print making, collage, sculpture, and mixed media. Students will also build a portfolio throughout the year to prepare for entrance to Art College, if desired.

**AP ART HISTORY CSU/UC Approved (“f”)**

The AP Art History course explores such topics as the nature of art, its uses, its meaning, art making, and responses to art. Through investigation of diverse artistic traditions of culture from prehistory to the present, the course fosters in-depth and holistic understanding of the history of art from a global perspective. Students learn and apply skills of visual, contextual, and comparative analysis to engage with a variety of art forms, constructing understanding of individual works and interconnections of art-making processes and products throughout history. Students are encouraged to take the AP exam in the spring to determine college credit.

**AP STUDIO ART: 2-D Design CSU/UC Approved (“f”)**

The AP Studio Art Course through College Board is not based on a written exam; instead, students submit portfolios for evaluation at the end of the school year. The course will focus on a sustained investigation and completion of all three aspects required for the development of a portfolio. 1. Breadth 2. Concentration 3. Quality. Each student will learn a variety of concepts and approaches in 2D Design so that the student is able to demonstrate a range of abilities and versatility with technique, materials, problem-solving and study of the elements of art and principles of design.

**CHOIR CSU/UC Approved (“f”)**

This is an introductory vocal instruction course, introducing the student to proper vocal technique. Issues from airflow and proper breathing to diaphragmatic support and proper tonal placement, will be taught through specific vocal exercises and beloved American songs. This training will culminate in the form of concerts and recitals throughout the school year. Students may also perform throughout the school year at various venues in the community, such as church services, chapel services, youth events and special holiday performances.

**INSTRUMENTAL MUSIC CSU/UC Approved (“f”)**

This is the Instrumental performance group. This class will focus on the music theory and performance concepts, and students will acquire a basic knowledge of the theology of hymnody and its place in worship. Students may also perform throughout the school year at various venues in the community, such as church services, chapel services, youth events and special holiday performances.

**ADVANCED MUSIC CSU/UC Approved (“f”)**

The purpose of this course is to learn to compose and arrange music and to orchestrate a small group. The course will increase the student’s ability in understanding music theory, forms, and structures that are necessary to pursue a career in music or to continue music in higher education. Students may also perform throughout the school year at various venues in the community, such as church services, chapel services, youth events and special holiday performances.

**DRAMA CSU/UC Approved (“f”)**

This course is a study in the different philosophies and techniques used in the theater as a performing art. This class will identify and study acting as a craft, and demonstrate knowledge gained through performance. This class is designed to give students an introduction to the theater and stage, as well as facilitate students as they define and refine their acting abilities. Students will study various forms of theater (comedy, tragedy, musical, mystery, etc.), styles of acting, and performance as an art form.

**ADVANCED DRAMA CSU/UC Approved (“f”)**

This course is a continuation of the study of the philosophies and techniques in the theater. This course will intensify the student’s study of this performing art in areas such as acting styles, directing, theater design, and the production business. **Prerequisite:** Students must have previously completed Drama.

## ***EXTRA-CURRICULAR AND OTHER COURSES***

### **SENIOR PROJECT**

The Senior Project acts as a demonstration of life and work skills. All seniors write a research paper, complete a project and portfolio, and speak at Senior Panels. By engaging in research, completing a project and portfolio, and speaking to a panel of judges, students demonstrate adequate skills in reading, writing, and speaking. All seniors must successfully complete all phases of The Senior Project in order to participate in graduation exercises. If a student fails to pass the project and does not participate in graduation exercises, he/she will be required to successfully complete the project before receiving a diploma. Lutheran High School's diploma becomes a benchmark for knowledge and ability.

### **ASSOCIATED STUDENT BODY (ASB)**

The Lutheran High School ASB consists of elected ASB officers, elected class officers, and several commissioner positions appointed by the ASB Advisor to provide leadership in a particular area at LHS. ASB responsibilities include promoting a positive and inclusive school climate and culture and serving as a liaison between the student body and the school leadership. By the end of this year long course, ASB students will have enhanced knowledge and skills in: planning and implementing school activities, group dynamics, self and team leadership, effective written communication, and effective verbal communication.

### **ACADEMIC LAB**

This block of time is designated for students to have One to One Mentorship with Supervising Teachers and Peer Tutors. This is meant to track student progress, manage student workload, and offer additional support to individual students who need help with missing or current homework. This time also enhances the student's academic preparedness in the areas of Study Skills, PSAT Prep, SAT Prep and general College Preparation. Additionally, students will be compiling Expected School-wide Learning Results (ESLR) Portfolios, in order to support each student as a whole learner.

### **EXPECTED SCHOOL-WIDE LEARNING RESULTS (ESLRs)**

Graduates of Lutheran High School La Verne are prepared to be disciples of Christ who:

- Demonstrate FAITH by glorifying God by sharing His love in word and deed. Discerning the meaning of scripture and applying it to their lives. Sharing the gospel message of salvation through Christ crucified.
- Demonstrate CHRISTIAN CITIZENSHIP by practicing self-discipline and Christian ethics in their school and environment. Serving the needs of others through active participation in their communities. Expressing an attitude of positive conflict resolution. Exhibiting civic responsibilities and global awareness. Showing integrity.
- Demonstrate STEWARDSHIP of God's gifts by sharing all that has been given to them, both spiritually and materially. Respecting and caring for all things which God has created. Using academic knowledge, artistic and creative expression, and athletic abilities productively. Displaying economic and financial literacy and responsibility.
- Demonstrate PREPAREDNESS for a productive LIFE by acquiring and applying knowledge and skills from a wide range of areas to real life situations. Using various information sources, including those of a technical nature to accomplish specific tasks. Developing problem solving skills which generate multiple perspective solution identifications. Employing self-direction, accountability in setting and managing goals.