



SHORELAND

LUTHERAN HIGH SCHOOL

Academic Handbook and Course Catalog

2022-2023

Vision

Our vision is to use our faith-based curriculum and programs to be the premier school located between Milwaukee and Chicago and to maximize enrollment (500) with appropriate facilities, curriculum, staffing, programming, technology, and administration.

Mission

Shoreland Lutheran High School, compelled by the love of Christ, exists to educate, equip, and encourage students for lives of Christian service.

Objectives

Shoreland Lutheran High School assists our federation congregations and families by challenging our students to:

1. Recognize that faith in Jesus Christ as their Savior from sin is the only way to heaven.
2. Be life-long students of God's Word so that the Holy Spirit can strengthen their faith, knowledge and devotion.
3. Recognize the relationship between the things of this world and the grace of God in every area of the curriculum.
4. Strive for excellence in every aspect of their lives as a way to thank God for his grace.
5. Recognize their unique identity as God's children, priests, stewards, and witnesses in an increasingly non-Christian world.
6. Recognize their particular calling, vocation, or career as a blessed way in which they are privileged to serve God and their neighbor.
7. Recognize the Christian family and congregation as special places for excelling in spiritual activity, Godly commitment, and loving service.

Core Values

Excellence

Service

Family

Love

Integrity

Accountability

Introduction

The Academic Handbook and Course Catalog describes the various educational programs and course offerings available to students at Shoreland Lutheran High School. Also included are graduation requirements, general college admissions information, and academic procedures. This handbook describes courses to be offered during the 2022-2023 school year. It should be noted that some courses listed may not be offered due to insufficient enrollment.

Academic Planning

Shoreland Lutheran High School offers a balance of courses in order to meet varying needs and interests. The following information will help you plan your student's program. During the four years of high school, students are required to make many decisions. Shoreland Lutheran High School's guidance program is designed to help each student make choices that will make the most of his/her God-given talents and adequately plan for the future. Throughout the school year, each student will meet with the School Counselor

in individual meetings to discuss academics, college plans, career ideas, etc. The School Counselor, faculty, homeroom advisors and the Dean of Student Life provide students with regular opportunities to receive personal, individualized academic guidance and counsel.

Planning Your Program

SUBJECT	GRADE 9	GRADE 10	GRADE 11	GRADE 12	REQUIRED
Religion	Religion (1)	Religion (1)	Religion (1)	Religion (1)	4 credits
English	English (1)	English (1)	English (1)	English (1)	4 credits
Math	Math (1)	Math (1)	Math (1)		3 credits
Social Studies		World History (1)	US History (1)	American Gov. (.5) Economics (.5)	3 credits
Science	Science (1)	Science (1)	Science (1)		3 credits
Fine Arts	Music (.5)				1 credit
Phy. Ed.	Phys. Ed. (1.0)	Health (.5)			2 credits
Electives					6.0 credits
TOTAL Credits Required for Graduation					26 credits

NOTES

1. If a student took Algebra I in grade school and a successfully completed placement test, Geometry may be taken.
2. If students come without MAP scores, the student will need to take a reading and math MAP assessment for placement.
3. Fee for Course Selection Changes. After students have been led through course selections for the following school year (usually completed in November of the previous year through Student Services) - the list of course selections will be approved by the student, the student's parent/guardian, and the School Counselor. Beginning on the first day of classes in either semester, there will be a \$20.00 fee for each class change request. This is necessary to assure staffing and the correct number of course offerings each year.

Xello

Our school is using [Xello](#) to help students prepare for academic, career, and future success. The program helps students:

1. Define their interests, skills, preferences, and aspirations so that they can explore the opportunities right for them.
2. Create dynamic actionable plans that outline the steps needed to achieve school, career, and life goals.
3. Learn about career possibilities and educational pathways by exploring rich, engaging content and lessons.
4. Develop age appropriate skills and knowledge for success in school and beyond.

The program complies with legal requirements for safety and security outlined in the Family Educational Rights and Privacy Act (FERPA).

Courses of Study

There are five programs of study offered at Shoreland Lutheran High School:

1. General education program
2. Pre-college program
3. Pre-ministerial program
4. STEM Academy
5. Skilled Trades Academy

A complete listing of courses can be found in the Academic Handbook and Course Catalog and is posted on the school website. Copies are available in the office.

General Education Program

In an effort to provide a well rounded high school education that is based on a sound Christian viewpoint, a variety of electives besides the required courses are available at SLHS. Some students may choose to take additional courses in areas such as business, practical arts, or home economics. Electives are important as they provide the opportunity to learn in several academic areas and prepare the student for post-high school education or employment. Parental involvement in choosing electives is therefore required.

Pre-College Program

In most cases, our technical and professional-minded society requires a post-high school education. Most of our graduates will be attending colleges, universities, or technical schools to pursue further education to accomplish their career goals. Students planning to attend college should be sure to discuss those plans with the School Counselor, advisors, and parents early in his/her high school years as possible. For those considering college, the following program is strongly recommended.

College Prep Coursework Credits Required

English	4
Math	3 – 4
Science	3 – 4
Social Studies	3 – 4
World Language	2 – 3

Other considerations for the college-bound:

1. Most schools require prospective students to take the ACT or SAT test.
2. The student should take the initiative early (sophomore or junior year) in making personal contact with possible colleges and universities.

Pre-Ministerial Education Program

Jesus Christ gave us all the command to go and preach and teach the Word of God to all people. To some, He has given the gifts and abilities to work full time as pastors and teachers. We strongly encourage our students to pursue a career as a pastor, teacher, or staff minister in the Wisconsin Evangelical Lutheran Synod. We offer a course of study to prepare them for Martin Luther College, the WELS College of ministry.

Recommended	Pastoral	Recommended	Teaching/Staff Ministry
4 - years	English	4 - years	English
3 - 4 years	Social Studies	3 - 4 years	Social Studies
3 - 4 years	Math	3 - 4 years	Math
3 - 4 years	Science	3 - 4 years	Science
2+ - years	Latin, or German, or Spanish	2 - years	Any World Language

STEM Academy

STEM Academy at Shoreland Lutheran High School is a special branch of the curriculum offered. Science, Technology, Engineering, and Mathematics (STEM) are booming fields of study across the globe. According to US News, there were 5.7 million STEM related job openings in 2013, 4.4 million of which required a bachelor's degree (usnews.com). Shoreland stands ready to prepare students for lives of Christian service in STEM fields by facilitating the Project Lead The Way curriculum. Students who wish to participate in the academy must submit an application to the department chair by May 15th each year. Second semester enrollment is contingent upon passing first semester coursework.

Skilled Trades Academy

Shoreland stands ready to prepare students for lives of Christian service in the Skilled Trades. Students who pursue the skilled trades can end up graduating high school with marketable skills, and in some cases, job offers. For students who are willing to continue on in their training, there is almost unlimited career mobility in the skilled trades. Students who wish to participate in the academy must submit an application to the department chair by May 15th each year. Second semester enrollment is contingent upon passing first semester coursework.

Wisconsin Youth Apprenticeship Program

Shoreland Lutheran High School offers the Wisconsin Youth Apprenticeship (YA) program to students entering grades 11 and 12.

The YA program integrates school-based and work-based learning. Students accepted into an approved youth apprenticeship program will continue taking classes at Shoreland while working as an apprentice at a participating business or industry. Students will incorporate into their schedule a class that is related to their youth apprenticeship program.

Students in the YA program gain skills and experience by working as paid employees, and the job becomes an extension of the classroom. Skilled workplace mentors supervise and train students on the skills identified for the career cluster. Students also learn the company's culture and core values during their apprenticeship. Students may work before, during or after school hours, as well as during summers and holiday breaks, according to the business' preference.

After the completion of the program, students will earn high school credits with noted participation in the specific apprenticeship program on their high school transcript along with a State issued certificate from the Department of Workforce Development.

To be a YA candidate, a student must:

1. Have and maintain a 2.0 GPA
2. Be on track with credits for graduation
3. Have a good attendance record
4. Have reliable transportation to and from the workplace

Students who are interested in the program can stop in Student Services for more information. You can also visit <https://dwd.wisconsin.gov/youthapprenticeship/>.

Work Release Policy

Some students may decide to participate in a work release program. No credit towards graduation is offered through work release. No specialized certifications will be offered through work release. Any students desiring such a program should speak with Student Services.

A student who wishes to participate in such a program must:

1. Be senior student status
2. Make a request at least two weeks prior to the beginning of a new semester.
3. Be current on all tuition and fees.
4. Arrange for their own transportation to and from the work release job. SLHS will not provide transportation.
5. Be in academic “good standing”
 - a. Must be academically eligible to apply and have a cumulative GPA of at least 1.85 for work release.
 - b. Must remain academically eligible during the semester of work release.
 - c. Must carry a semester course load of at least 3.0 credits or 6 classes.
6. Receive written statement from the employer that:
 - a. Explains how the student’s job will provide experience or training that may lead to a career.
 - b. States that the employer will excuse the student from work on occasions when SLHS has special daily schedules that rearrange or change the times of the periods of the day.
 - c. States that the employer understands that the student’s work release privileges may be canceled on short notice if the student becomes academically ineligible.
7. Receive signature on Work Release form from employer complying to program
8. Conduct parent conferences and gain parent signatures on Work Release Form from the parent(s) requesting the program prior to release.
9. Receive signature from the School Counselor and Dean of Student Life.
10. Submit timesheets bi-weekly to Student Services.

Online Learning Policy

Students must possess these characteristics and demonstrate academic performance levels that will ensure success online. All online courses **MUST** be approved through the School Counselor.

Please consider the gifts God has given you as you determine whether or not online courses are a good fit for you or not. Listed below are the characteristics of successful online learners.

1. Self-motivating. Online students need to be able to motivate themselves to get work done since online learners may not have all of the constant reminders that students in more traditional settings.
2. Good at meeting deadlines. There may be specific deadlines for turning in assignments or posting on a discussion board, students need to be able to keep track and meet those deadlines.
3. Comfortable participating through online discussion forums. Many online programs require participation in discussion forums. It's important to share thoughts and ideas. Students will need to clearly articulate their thoughts through writing.
4. Comfortable working independently. Online learning means doing things on your own time. While SLHS will give online students time through study halls, students still need to be able to work on their own and without the structure of being in a classroom.

5. Stay organized. Students need to keep course materials and assignments orderly. Being able to keep track of when tasks are due, utilize online resources, and checking in to the virtual classroom environment daily are critical to get the most out of the course.

Students are responsible for the cost of course fees plus course materials for online credit courses, with the exception of Latin. Credits earned from any accredited educational institution may be accepted. Earned credits must be verified through Student Registrar with an official transcript from the accredited institution. Students who do not earn a passing grade for the first semester of a full-year course will automatically be dropped from enrollment in the second semester. In addition, if a student does not pass Latin or any online course paid for by Shoreland, the student must reimburse the school for the cost of the tuition and other fees. Any exceptions will need an online instructor and School Counselor approval.

College Level Credit Offerings

Statement on College Level Credit Offerings

SLHS recommends that students entering a dual credit or Advanced Placement course have a Lexile measure of at least 1250L as measured on their Measures of Academic Progress (MAP) interim assessments.

Advanced placement and dual credit courses are college level courses. The rigor is to a higher standard. The reading levels of college texts are generally higher than the reading levels of high school texts. For example, many 11-12 grade high school textbooks are written in the range of 1050L-1165L, while many post-secondary pursuits fall within a Lexile range of 1200L-1400L or higher. To put this into perspective, a 250L difference between reader ability and text complexity can cause a drop from 75-percent comprehension to 50-percent comprehension. (Williamson, G.L. (2008). A text readability continuum for postsecondary readiness. *Journal of Advanced Academics*, 19(4), 602-632..

Advanced Placement. Advanced Placement (AP) courses are designed to challenge students who excel in the classroom. Course requirements for AP courses are in excess of what might be expected from a normal advanced course. Students will be pushed intellectually to commit to excellence in preparation for what they will experience in a college classroom.

Enrollments in these courses are based on test scores and/or previous grades and an application to the instructor. Advanced Placement courses may lead to college credit in addition to high school credit. The College Board administers a test each spring to determine if college credit shall be granted to each student. In most circumstances college credit is awarded with a score of 3, 4, or 5 on the AP test. Other scores may be considered based on the institution. Additional information on AP courses and exams may be found at www.collegeboard.com

Shoreland Lutheran High School offers these AP options on-site.

1. AP Chemistry
2. AP US History
3. AP Literature and Composition
4. AP Language and Composition
5. AP Calculus AB/BC

Martin Luther College. Martin Luther College offers online options through [Amazing Grace Virtual Academy](#) (AGVA) (www.amazinggraceva.org). Course descriptions and syllabi can be found on the website by selecting the Resources tab and then Course Offering Info or Course Syllabi. You may also request a copy of the offerings and syllabi through Student Services. AGVA gives directions to students about how to receive AP credit for their AP courses through AGVA. Students are not eligible for AP (*or other*) course offerings through AGVA that Shoreland offers as a face to face course in an on-site format. Each AP or dual credit course is completed by the semester. A course could be two semesters long and typically requires a significant amount of reading, writing, collaboration, and studying. AP and dual credit courses receive honors weighting. College courses are generally paced more quickly and contain more difficult content than high school courses, so students taking any of these courses should be prepared for a special challenge.

Bethany Lutheran College. Online course options are offered through [Bethany Lutheran College](#) (www.blc.edu/high-school-dual-credit-courses). Each college course is completed within one semester and typically requires a significant amount of reading, writing, collaboration, and studying. College courses are generally paced more quickly and contain more difficult content than high school courses, so students taking any of these courses should be prepared for a special challenge. Students are not eligible for AP (or other) course offerings through Bethany that Shoreland offers as a face to face course in an on-site format. AP and dual credit courses receive honors weighting. Students earning a C or above in these courses earn credit at Bethany Lutheran College that may be transferred to other institutions (depending on the credit transfer policies of individual colleges).

Gateway Technical College. You can earn college credit while still in high school. There are many options to earn both high school and Gateway Technical College credit for courses you take throughout your high school career. The benefits of dual credit add up, including: money saved, careers explored, early career entry, and free certification exams. View the [High School Academies](#) and other programs Gateway Technical College offers. Connect with Shoreland's [New Student Specialist](#) to learn more. See Student Services for information on Shoreland courses that hold Gateway transcribed credit and advanced standing agreements.

Attendance Policy (In order to achieve Academic Credit)

School attendance is compulsory in the state of Wisconsin for all students, ages 6-18, unless the child has graduated, is excused by the school or parent, or is enrolled in an alternative program leading to graduation. The responsibility for monitoring and encouraging school attendance is shared by the parents and school. Regular school attendance is essential for acquiring a quality, Christian education. Parents must provide excuses for all student absences. The excuse may be in the form of a handwritten note, email, or phone call. (Statutory Reference: 118.15 (3) (a) (c))

Absences are accrued by the set or full day per semester.

1. 5 days. The Dean of Student Life will email, call, or meet with the parent/guardian to alert the parent/guardian and student of the next steps in the attendance consequences. The School Counselor may assist to create a plan for more regular attendance.
2. 8 days. A student is on academic probation. Academic probation means:

- a. A student may no longer participate in any after school activities or extra-curricular activities for the next 15 days of school. This means no practices, etc. of any kind.
 - b. A student must attend the Guided Study Hall during these 15 days.
 - c. After the 15 day period, the student’s academic progress will be reevaluated. If they have made satisfactory progress (based upon reports from the teacher, Director of Academic Support, School Counselor, and administration), they will be reinstated to participate in extra-curricular activities.
3. 10 individual sets in any one course in one semester (excused or unexcused) a student will longer receive credit for class.
 4. 20 full days in a school year. The administration reserves the right to recommend disenrollment from Shoreland Lutheran High School. (1 full day of absence = absent 7 or more class periods)

The administration reserves the right to review situations that may be interpreted as extenuating circumstances.

Academic Evaluation

Report cards are issued each semester and are mailed directly to the parents. Quarter grades indicate the student's progress in the course. Semester grades are recorded on the student's permanent record (transcript) and are used to determine class rank. Parents and students are able to check grades any time on PowerSchool.

Grading Scale

The following chart displays the marking scale at SLHS:

Percentage Range	Letter Grade	Mark Points	
95 - 100	A	4.00	Excellent
93 - 94	A-	3.67	
91 - 92	B+	3.33	
87 - 90	B	3.00	Good
85 - 86	B-	2.67	
83 - 84	C+	2.33	
79 - 82	C	2.00	Average
77 - 78	C-	1.67	
75 - 76	D+	1.33	

72 - 74	D	1.00	Poor
70 - 71	D-	0.67	
	E	0.33	(Effort)
	F	0.0	Fail (No Credit)
	I	0.0	Incomplete
	WF	0.0	Withdraw/Fail
	M	0.5	Medical

Weighted Grades

Honors courses receive a 0.33 increase in GPA mark points due to the nature of the course content. Honors courses are identified within the Course Catalog.

Academic Recognitions

Valedictorian and Salutatorian.

In order to be considered as a candidate for valedictorian or salutatorian of the graduating class, a student must attend Shoreland Lutheran High School for his/her entire junior and senior year. In no case will any student who transfers to Shoreland Lutheran High School during his/her junior or senior year be considered for valedictorian of his/her graduating class.

The valedictorian for each graduating class of Shoreland Lutheran High School will be determined on the basis of the cumulative grade point average after seven semesters. The student who has earned the highest grade point average at that time is declared the class valedictorian. If two or more students tie for the highest cumulative grade point average after seven semesters, the number of points earned will determine the Valedictorian. (Points = Number of Credits Earned x Cumulative Grade Point Average). If two or more students have the same point total, co-valedictorians will be named.

The salutatorian for each graduating class of Shoreland Lutheran High School will be the student who is ranked second in the class based upon cumulative grade point average. If two or more students tie for the second ranking based upon cumulative grade point average after seven semesters, cumulative points will be used to determine the salutatorian.

If co-valedictorians have been named, the student with the next highest ranking based upon cumulative grade point average and or cumulative points will be the salutatorian

Honor Roll

The Honor Roll is published after each semester. Only semester grades are used for the calculation of class rank. Recognition of the use of one's talents is a worthwhile thing. Position on the honor roll will be determined by an average of the points earned.

Rank Grade Point Average

Highest Honors	3.8-4.00
High Honors	3.5-3.79
Honors	3.2-3.49
Honorable Mention	3.0-3.19

Academic Letters

Shoreland Lutheran High School students in grades 10, 11, & 12 will earn a letter in the area of "Academics" if they meet the following Grade Point Average criteria:

Sophomores must have a cumulative 3- semester GPA of 3.79 or higher

Juniors must have a cumulative 5-semester GPA of 3.49 or higher

Seniors must have a cumulative 7-semester GPA of 3.49 or higher

Academic Support

The Shoreland Educational Excellence (SEE) Center is designed to help students who need or desire academic support or enrichment. Students with grade point averages below 1.85 or students not functioning at a level consistent with their potential will be assigned to the SEE Center during their scheduled study hall times for homework support. Students who desire occasional help or would like enrichment beyond the scope of the SLHS curriculum can sign up to receive services when desired or needed.

Physical Education Credit Replacement Policy

SLHS requires 1.5 credits of PE and 0.5 credits of Health totaling 2.0 credits of PE to graduate. A student may apply to replace one semester (0.5 credits) of physical education with an elective semester course (0.5 credits) in a core academic area by meeting the following criteria:

1. The student must be able to demonstrate a clear need for the replacement credit based on hardships due to course selection and scheduling.
2. The hardship is determined in consultation between a family and the school.
3. The student may have no more than one study hall and/or SEE Center during the semester the replacement credit is earned.

Requests will be reviewed by the SLHS Academic Council and Administrative team. A list of approved requests will be furnished to the Academic Affairs Committee of the SLHS Board of Directors.

Missing Work

There are different kinds of missing work. For example, late work is defined as when a student is present, but work is not completed on the given due date at the time the work was requested by the teacher. Another

example of missing work comes from absence. This is when a student was not present on the day the work was assigned/due. Generally, students have 2 days to complete work if they were absent the day it was assigned. Generally, students should promptly turn in work that was due the day of an absence. Teachers will follow the missing work policies established in their course syllabus. Teachers use a missing work icon in PowerSchool to identify specific missing assignments.

Students enter the guided study hall when identified with multiple missing assignments from multiple teachers, grade point average drops below a specific level, and/or are placed on academic probation. The Director of Academic Support will prepare an updated list of students regularly and oversee the operation of the guided study hall. These students are required to work on missing work and will remain in the study hall until missing work is completed. Once the completed work is received and corrected by the teacher for learning, it will be assessed accordingly. No after school activities will be allowed during the time of guided study hall (game, practice, fine-art activity) – students may resume activities after completion of the guided study hall.

Incompletes

An incomplete is marked by an "I" on the report card when, because of illness, absence, or another valid excuse, insufficient work has been turned in to warrant a grade. In such cases, credit is withheld until the situation has been remedied to the satisfaction of the teacher involved. The student is responsible for all make-up work. This "I" becomes an "F" if the work is not completed within one week after the end of the marking period, unless there is some exceptional and valid excuse for extending this time. A failing final mark in a required course must be made up to fulfill graduation requirements.

God expects each student to work according to his/her ability. Realizing that not all students have average abilities in academics, instructors may choose to give a low achieving student an "E." This mark suggests that the student has produced work showing exceptional effort, but has not achieved a grade as high as a "D-." The student with an "E" does receive credit for the course.

Failure of Course Policy

Students, families, and teachers envision and strive for success in school. If a student is in danger of failing a course at any point within the final four weeks of the semester, the following steps need to be taken to help the student overcome obstacles of a failed course.

Teacher Expectations

Teachers will make use of the Guided Study Hall to have students complete any unfinished or redone work that is to be graded.

Communication: Teachers need to communicate student status via email to the Director of Academic Support and email or phone call to parents, encouraging them to work with students.

To issue a failing grade: Proof/Evidence of failed courses will be shared with the School Counselor and/or the Principal prior to a final grade being given. Evidence can include, but is not limited to failed assessments, record of incomplete work, record of absences, academic dishonesty, etc.

A parent/teacher/student meeting or communication, other than a report card, will be made in order to demonstrate failure to the student/family.

Consequences of the failed course will be discussed by Student Services, the student, and the student's family. If the course is a required Core course, it must be repeated and scheduled for a future semester.

Student Expectations

Strive to meet each academic standard presented in the course to the highest level of God given ability. Check the online gradebook within the student information system daily and communicate with the teacher to uncover assessments that may be redone in order to meet the academic target. Seek out and request a meeting with their teacher weekly to review specific assignments, skills, and concepts in order to avoid a failing grade for the course.

Course Retake Policy

Retaking a course provides Shoreland students additional opportunities to learn and demonstrate learning for courses previously taken. Only courses in which a student posted a D+ or lower are eligible for retake. When considering retaking a course, the student will meet with the School Counselor to review the entire transcript, currently enrolled courses and the student's post-secondary plan.

Students will outline:

1. Reasons for repeating course
2. Reflections of previous performance
3. Support plan

Requests will be denied for a course retake if the next course in a course sequence has already been taken and a grade of C- or above was earned (Ex. earned a B in Spanish II, thus cannot repeat Spanish I in which the student posted a grade of D+ or lower). Requests may also be denied based on credit status of student or if course enrollment limits are already met.

Upon completion of the course retake, the transcript will list both occurrences of the course with each accompanying grade. Both grades count in the grade point average calculation. Credit for the course will only be earned once.

Credit Recovery Policy

If a student is in need of credit recovery over the summer due to failing a required course, the student should apply for summer school in their home public school district. If our Shoreland Student Services office receives an official school transcript or grade notification from the school district that offers a completed summer school course, the student will receive credit for the course.

Students may also enroll in American School, an online school. Students will complete work online. Students pay their separate tuition fees. Upon receiving official transcript notification of their final grade, the student will receive credit for the course.

Students may also enroll in an approved accredited online school (E-school). Students will complete work through the online school as well as pay their separate tuition fees. Upon receiving official transcript notification of their final grade, the student will receive credit for the course.

Academic Integrity Policy

SLHS expects all students will honor the principles of honesty and truth as taught in God's Word. This means that all academic work will be done by the student to whom it was assigned without unauthorized aid of any kind. In keeping with our core values of excellence, integrity, and accountability, it is also expected that when a violation of our core values takes place students will respond by reporting the violation. All research sources must be cited fully and accurately. The school reserves the right to use academic screening companies to check for the authenticity of student work.

The following guidelines have been established concerning cheating and plagiarism:

Offenses will be categorized depending on circumstances, severity, and previous history. Immediate consequences may include—but are not limited to— warnings, grade deductions or failures, detentions, work redone, and partial or full suspension with the possibility of expulsion.

Gross disregard for the cheating and plagiarism policy or a well-established pattern of dishonest work ethic may result in failure of the course, no credit earned, and partial or full suspensions with the possibility of expulsion. National Honor Society and STEM Academy students are subject to dismissal from the group/program if involved in cheating.

Cheating

Definitions:

Cheating: Copying someone else's work or allowing another student to copy work, in total or in part, whether graded or not graded, including but not limited to, homework, quizzes, tests, papers, impromptu essays, labs, etc. Using unauthorized notes, books, calculators, electronic sources, or other materials to complete any assessment, including, but not limited to, quizzes, tests, papers, impromptu essays, labs, etc. Discussing the content of any assessment (quiz, test, impromptu essay, etc.) with a student who has not yet completed that assessment, OR seeking or using such information when you have not yet completed that assessment.

Core assessment: An assessment that must be completed in order to earn credit for the semester.

Minor offense: Often related to poor understanding of proper citation technique or overuse of unoriginal content. If related to core assessment, likely unintentional. If intentional, likely indicates a temporary lapse in judgment rather than premeditation.

Major offense: Premeditated attempt to use other unoriginal or unauthorized content in place of one's own work despite a clear understanding of expectations. Likely, but not limited to, core assessments. May involve coordination with others.

Plagiarism

Definitions:

Plagiarism: The practice of taking someone else's work or ideas and passing them off as one's own.

Core assessment: An assessment that must be completed in order to earn credit for the semester.

Minor offense: Often related to poor understanding of proper citation technique or overuse of unoriginal content. If related to core assessment, likely unintentional. If intentional, likely indicates a temporary lapse in judgment rather than premeditation.

Major offense: Premeditated attempt to use other non-original content in place of one's own work despite a clear understanding of expectations. Likely, but not limited to, core assessments. May involve coordination with others.

Consequences

Levels do not necessarily reflect a progression. They may also reflect the severity of the offense.

Level I - Minor offense

Consequence:

Documented warning within PowerSchool by the teacher.

Possible grade deduction tied to point system for assignment

If necessary, continued education of student about proper citation, etc

Level II - Major offense, repeated minor offense

Consequence:

Document referral within PowerSchool by the teacher

Students must complete the work

Permanent 50% given for core and non-core assessment

Detention given

Level III - Repeat major offense, gross major offense (elaborate pre-meditation), multiple minor offenses

Consequence:

Document referral within PowerSchool by the teacher

The student must complete the work

Permanent 50% given for core and non-core assessment

Half-day or full-day in-school suspension given based on circumstances and prior record

Level IV - Gross disregard for plagiarism policy, well-established pattern of poor behavior

Consequence:

Document referral within PowerSchool by the teacher

Failure of course

No credit earned

Suspension with the possibility of expulsion

Academic Probation

Academic Probation is a period of close academic supervision for individual students who are not performing at a satisfactory level academically. Students will be placed on Academic Probation if they meet one or more of the following:

1. Two or more “F’s” at the end of any official grading period
2. An unweighted grade point average (GPA) below 1.67 at the end of an official grading period
3. Insufficient credits to stay on track for graduation

The Director of Academic Support and Administration will review the academic progress of each student on academic probation and create an action plan for academic success. This may include reasonable adjustments to curriculum, schedules, and assessment strategies. The process leading to academic probation includes:

1. The Director of Academic Support identifies a student according to points 1-3 above.
2. The Director of Academic Support will report the student to the Administration.
3. The Director of Academic Support, School Counselor, the SEE Center, and other applicable teachers or administrators will formulate an action plan for academic success for the student. The action plan may include:
 - a. Required time in the Guided Study Hall school hours.
 - b. Regular meetings with the Director of Academic Support.
 - c. No extracurricular activities.
 - d. Other measures.
4. The school will communicate with the student and parents or guardians to implement the action plan for academic success.
5. The Director of Academic Support will share the action plan for academic success with the student’s teachers and parents or guardians.
6. The Director of Academic Support will review the student’s progress for academic success 15 days into the action plan or the next official grading period to determine the student’s academic probation status.
7. The Director of Academic Support will make a decision whether to continue the action plan for academic success, implement an altered action plan for academic success, or recommend the student for academic dismissal from school.

Academic Dismissal from School

It is the policy of the school to retain students if they remain on track to fulfill all graduation and credit requirements. A student may be academically dismissed if, after being placed on academic probation:

1. a student fails to achieve a grade point average of 1.33 at the next consecutive semester, or
2. a student fails courses required for graduation, or
3. a student falls over 1.0 credit behind grade level minimums, or
4. a student fails to comply and cooperate with the process designed to improve academic standing.

All dismissal decisions are made by the Principal in consultation with the SEE Center, Director of Academic Support, School Counselor, Administrative Team, and/or the Academic Council. Parents have a right to appeal to the executive committee of the Board of Directors.

Graduation

Graduation Policy.

Seniors who have completed the following graduation requirements shall be eligible for a diploma:

1. Students must have accumulated a total of 26 credits;
2. Students must have earned credits in all required courses;
3. Students must have completed eight semesters of instruction;
4. Students must not have any unresolved disciplinary matters.
5. Students must not have any unresolved financial obligations.

Graduation Participation.

Students must have 26 academic credits to graduate. If a student is more than 1.0 credit behind, the student will not participate in graduation. All tuition and student fees must be paid in full or a signed agreement to pay in full must be on file in the office in order to participate in graduation. No transcript of credits or diploma will be issued until all obligations, both academic and financial, to the school have been satisfactorily met. It is understood as a matter of contract, that families, by their attendance at SLHS, waive their right to the forwarding of transcripts to their next school. As this handbook represents the understanding of both parent and school, attendance at SLHS is therefore to be viewed as an assent to the terms and conditions stated in this document.

Homework Philosophy

At Shoreland Lutheran High School, homework is a strategic tool used to support and extend learning after sufficient practice has been provided. Students will be provided meaningful opportunities to practice skills and understanding within a goal-oriented classroom. After such opportunities have been provided, students are expected to thoughtfully approach and complete homework with earnest diligence that brings glory to God. Homework at Shoreland provides a three-way partnership opportunity between students, parents, and teachers to be involved in the academic achievement success of the student. Should additional support be needed, the Shoreland Educational Excellence Center (SEE Center) provides academic support for students. Contact the Director of Academic Support for more information regarding SEE Center requests.

Directory of Department Chairs

Business/Life Skills	Scott Zondag	zondags@slhs.us
English	Dan Hahm	hahmd@slhs.us
Math	Ethan Hutchinson	hutchinsone@slhs.us
Music	James Groth	grothjs@slhs.us
PE/Health	Holly Bahr	bahrh@slhs.us
Science	Matthew Sonntag	sonntagm@slhs.us
Social Studies	Corey Schmidt	cschmidt61@slhs.us
STEM	Tim Mielke	mielket@slhs.us
World Languages	Jeremy Strassburg	strassburgj@slhs.us
Religion/Campus Pastor	Thomas Bauer	bauert@slhs.us
Technology	Daniel Nolte	nolted@slhs.us
Director of Academic Support	Jonah Gauger	gaugerj@slhs.us
School Counselor	Sarah Schoenfeld	schoenfelds@slhs.us
Principal	Michael Koestler	koestlerm@slhs.us

COURSE CATALOG

Visual Arts

Philosophy Statement

In the Art Department, students learn how to use the elements of art and the principles of design in a studio setting. We strive to develop opportunities to explore, experiment, practice, critique, refine and present their works of art. Students will study God's beautiful creation and how they can incorporate these blessings from God in their art. Our desire is that students will develop their personal God-given artistic abilities through a variety of experiences and mediums.

ART STUDIES GENERAL EDUCATION	ART STUDIES COLLEGE PREPARATION
<p><u>FRESHMAN</u> ELECTIVE OPTIONS Art Introduction</p>	<p><u>FRESHMAN</u> Art Introduction</p>
<p><u>SOPHOMORE</u> ELECTIVE OPTIONS Mixed Media Painting and Drawing</p>	<p><u>SOPHOMORE</u> Mixed Media Painting and Drawing</p>
<p><u>JUNIOR</u> ELECTIVE OPTIONS Mixed Media Painting and Drawing Advanced Painting and Drawing</p>	<p><u>JUNIOR</u> ELECTIVE OPTIONS Advanced Painting and Drawing Independent Art</p>
<p><u>SENIOR</u> ELECTIVE OPTIONS Mixed Media Painting and Drawing Advanced Painting and Drawing</p>	<p><u>SENIOR</u> ELECTIVE OPTIONS Advanced Painting and Drawing Independent Art</p>

Art Introduction

Prerequisite: None

Credits: 0.5 credit

Required: 9, 10, 11, 12

Course Description: This elective, introductory art course is open to all students. Student learning will be centered around the principles and elements of art. Units will include: shading, grid drawing, contour lines, color theory, and perspective. This course is a prerequisite to additional art classes.

Mixed Media

Prerequisite: Introduction to Art

Credits: 0.5 credit

Required: 9, 10, 11, 12

Course Description: Mixed media is a general art class designed to focus on multi-dimensional art creation. In this class students will explore a variety of sculpture techniques and mixed media projects. Potential mediums include but are not limited to: relief sculptures, freestanding sculptures, installation art, basic history of clay, hand-building techniques, clay finishing techniques, and painting. Students will have guided projects throughout the semester and a self-determined final project with instructor approval.

Drawing

Prerequisite: Introduction to Art

Credits: 0.5 credit

Required: 9, 10, 11, 12

Course Description: In this one semester course, students will study units on charcoal, self-portraiture, shading, scratchboard, and still life. A variety of historic artistic movements will be studied within the scope of each project.

Painting

Prerequisite: Introduction to Art

Credits: 0.5 credit

Required: 9, 10, 11, 12

Course Description: In this one semester course, students will study units on acrylic, watercolor, and oil painting techniques. A variety of historic artistic movements will be studied within the scope of each project.

Advanced Drawing

Prerequisite: Introduction to Art, Drawing, and instructor consent

Credits: 0.5 credit/semester

Required: 9, 10, 11, 12

Course Description: Students will build upon techniques gained in Drawing through a variety of focused projects, as well as a self-driven final project. Students must have a satisfactory achievement in Drawing.

Advanced Painting

Prerequisite: Introduction to Art, Painting, and instructor consent

Credits: 0.5 credit/semester

Required: 9, 10, 11, 12

Course Description: Students will build upon techniques gained in Painting through a variety of focused projects, as well as a self-driven final project. Students must have a satisfactory achievement in Painting.

Independent Art

Prerequisite: Introduction to Art, advanced course in the area they wish to pursue, and instructor consent

Credits: 0.5 credit/semester

Required: 9, 10, 11, 12

Course Description: This is an exclusive course meant for students preparing for art programs at the collegiate level. Students will progress through various levels of AP Art coursework. Participants will choose an area of focus in drawing, painting, ceramics, or sculpture. Instructor approval for this course is required.

Adobe Photoshop and Photography

Prerequisites: Computer Essentials

Credits: 0.5 credit/semester

Elective Course: 10, 11, 12

Course Description: Adobe Photoshop is an image editing program which allows users to do incredible things to digital images. Students in this one semester elective course will start by learning the basic setup, tools and options that Photoshop has to offer. They will progress to learning more advanced editing techniques to the completion of various school publications and projects. They will learn the basic use of digital cameras and how to take great photos.

Graphic and Publication Design

Prerequisites: Instructor approval

Credits: 0.5 credit/semester

Elective Course: 10, 11, 12

Course Description: This one semester elective course will introduce students to the graphic design program Adobe Illustrator and the publication layout program Adobe InDesign. Students will learn basic operations of each program along with some advanced user techniques. The major goal and product of this course will be the completion of various school publications and projects.

Business Education

Philosophy Statement

The Business Department strives to build functional skills in a variety of business experiences both inside and outside of the classroom. Students participate in fiscal management and strategic planning activities. Students will develop multidisciplinary knowledge, business reasoning skills and ethical standards to positively impact economies and societies. Our desire is to develop innovative and inspiring Christian leaders.

BUSINESS EDUCATION GENERAL EDUCATION	BUSINESS EDUCATION COLLEGE PREPARATION
<p align="center"><u>FRESHMAN</u> <i>ELECTIVE OPTIONS</i> None</p>	<p align="center"><u>FRESHMAN</u> <i>ELECTIVE OPTIONS</i> None</p>
<p align="center"><u>SOPHOMORE</u> <i>ELECTIVE OPTIONS</i> Accounting I Foods Yearbook</p>	<p align="center"><u>SOPHOMORE</u> <i>ELECTIVE OPTIONS</i> Accounting I</p>
<p align="center"><u>JUNIOR</u> <i>ELECTIVE OPTIONS</i> Accounting I Foods Yearbook</p>	<p align="center"><u>JUNIOR</u> <i>ELECTIVE OPTIONS</i> Accounting II Business Entrepreneurship Business Law</p>
<p align="center"><u>SENIOR</u> <i>ELECTIVE OPTIONS</i> Accounting I Foods Yearbook</p>	<p align="center"><u>SENIOR</u> <i>ELECTIVE OPTIONS</i> Accounting II Business Entrepreneurship Business Law</p>

Accounting I

Prerequisites: Algebra 1

Credits: 0.5 credit/semester

Elective: 10,11, 12

Course Description: Accounting is a one year course in basic accounting principles as used in a service business and merchandising business. The course acquaints students with automated accounting systems and provides background instruction for advanced study in business administration or accounting.

Accounting II

Prerequisites: Algebra 1, Accounting I

Credits: 0.5 credit/semester

Elective: 11, 12

Course Description: (HONORS COURSE; WEIGHTED GRADES) Accounting is a one year course in basic accounting principles as used in a service business and merchandising business. The course acquaints students with automated accounting systems and provides background instruction for advanced study in business administration or accounting.

Business Entrepreneurship

Prerequisites: None

Credits: 0.5 credit

Elective: 11, 12

Course Description: Business entrepreneurship is a one semester course offered only in the spring. The emphasis of this class is to provide the students with the basic skills and knowledge to understand how to start, manage, and run a small business. This includes areas such as marketing, operations management, human resources, strategic planning, budgeting and writing business plans. This class is open to all juniors and seniors, sophomores may sign up for the class but only with instructor's permission.

Business Law

Prerequisites:

Credits: 0.5 credit

Elective: 11, 12

Course Description: This one semester course is offered in the first semester to give a practical overview of common legal situations that everyone encounters in everyday life. Some of the topics covered will include Small Claims Court, Contract Law, Wills and Estates, and Torts. The emphasis is on everyday knowledge that all citizens need to have to conduct their adult business.

Foods

Prerequisites:

Credits: 0.5 credit

Elective: 9, 10, 11, 12

Course Description: This is an elective semester course, which is open to all students. Students will learn kitchen safety and organization, the food pyramid, how to make nutritional choices, menu planning, grocery shopping, and budgeting for the family's food expenses. The students will also learn basic food preparation and sometimes will have to bring in some prepared food items from home. In addition, students will also learn about food from other regions.

Yearbook

Prerequisites: Instructor approval

Credits: 0.5 credit/semester

Elective Course: 10, 11, 12

Course Description: Students plan, develop, edit, produce, market, and distribute the annual yearbook. This is a year-long course. Some of the skills that our students develop are: photography, written and oral communication, language mechanics and editing, page layout and design, and business management. A student must demonstrate a positive attendance rate, be able to meet deadlines, demonstrate proficient work, be responsible with photo equipment, and find joy in attending a variety of school events throughout the year. The student must be able to make deadlines and be able to communicate with many different people in and outside the student body.

Computer Essentials

Prerequisites: None

Credits: 0.5 credit/semester

Elective Course: 9, 10, 11, 12

Course Description: Computer Essentials covers all of the tools, software, and cloud services that students will use in courses at Shoreland. A project-based approach is used to measure a student's proficiency with skills. Students will also

use project management tools to help them be organized. Collaboration and communication are critical for completion of the course. Students will be introduced to a blended approach to learning.

Music

Philosophy Statement

The Music Department encourages Music Education as an opportunity to gain musical knowledge, refine performing skills, and attain excellence in the performance of a wide variety of music. We strive for mastery in the development of God-given abilities through practice and performance. The Music Department encourages Music Education for our entire student population in service to their Savior and to spread the gospel message. Our desire is to instill a love of music in each of our students so they continue to use their musical talents beyond their high school years.

MUSIC GENERAL EDUCATION	MUSIC PERFORMANCE
<u>FRESHMAN</u> General Music	<u>FRESHMAN-SENIOR</u> <i>ELECTIVE OPTIONS</i> Concert Choir Concert Band Chamber Orchestra
<u>SOPHOMORE-SENIOR</u> <i>ELECTIVE OPTION</i> Introduction to Guitar Introduction to the Humanities	<u>SOPHOMORE-SENIOR</u> <i>ELECTIVE OPTION</i> Introduction to Guitar Chamber Choir
<u>SENIOR</u> <i>ELECTIVE OPTION</i> Music Theory	

Concert Choir

Prerequisites: Instructor consent

Credits: 0.5 credit/semester

Elective:

Course Description: Concert Choir is an elective one year course. Students learn to develop proper breathing, vocal skills and ear training. The choir performs in two school concerts per semester.

Concert Band

Prerequisites: None

Credits: 0.5 credit/semester

Elective: 9, 10, 11, 12

Course Description: Concert Band is an elective course open to all students with previous instrumental experience. Areas of emphasis include performance in concerts, solo/ensemble contest, basic music theory, and general musicianship. Students are also encouraged to use their musical abilities to enhance worship at their home congregation. Extracurricular options for band students include pep band, jazz band, and summer marching band.

Chamber Choir

Prerequisites: Sophomore class standing or above

Credits: 0.5 credit/semester

Elective: 10, 11, 12

Course Description: Chamber Choir is a one year elective, open to sophomores, juniors, and seniors who pass an entrance audition. Students should possess the rudimentary vocal skills taught in Concert Choir. Chamber Choir students are expected to participate in the Shoreland Music Festival or the WSMA Solo/Ensemble contest. The Chamber Choir is an ambassador group of the school. The full ensemble sings for chapel and community events. An outfit fee is required of each student.

General Music

Prerequisites: None

Credits: 0.5 credit

Elective: 9

Course Description: General Music is a required one semester course for all new students unless already enrolled in a music performance ensemble (band, choir, or orchestra). Emphasis in the class is placed on the Christian principles of music, music theory (the primary elements of pitch, rhythm, timbre, dynamics, etc.), music history, and music appreciation.

Introduction to Guitar

Prerequisites: None

Credits: 0.5 credit

Elective: 10, 11, 12

Course Description: This is an introductory, one-semester course covering the basics of the instrument and an application of essential music fundamentals. Students will learn the basics of playing guitar at a beginning level through studying music notation, chord symbols, and peer modeling. A brief history of the guitar along with a study of its respective musical styles will also be covered in this course.

Introduction to the Humanities

Prerequisites: None

Credits: 0.5 credit

Elective: 11, 12

Course Description: Junior and senior level course exposes students to the arts of man: painting, sculpture, music, theater and film. The course will emphasize experience, analysis and evaluation of these art forms from a Christian perspective. (Required of some seniors. This class may be taken as a social studies or fine arts credit.)

Music Theory

Prerequisites: Instructor approval

Credits: 0.5 credit

Elective: 12

Course Description: This is an introductory course into music theory. It will give potential music majors experiences in music fundamentals and terminology, chord structure and intervals, as well as elements of harmony, such as cadences and harmonic progression. Oral and Aural musical skills will also be stressed.

Chamber Orchestra

Prerequisites:

Credits: 0.5 credit/semester

Elective: Course Description: Orchestra is a one year elective class open to all students with previous string or instrumental training. The orchestra performs in several school concerts throughout the school year. Students also have the opportunity to participate in the WSMA solo/ensemble contest in the spring.

English

Philosophy Statement

The English Department embraces the English language arts as an opportunity to celebrate God’s incredible blessing of the English language. We strive for excellence in assisting the learner in reading, writing, listening, and speaking as ably as he/she can. The English Language Arts Department seeks to make effective disciples that understand themselves and others in a sinful world, developing God-given abilities by examining and implementing the English language as a communication tool - not only in the practical realm but also in the creative. We desire to instill the skills and habits of discriminating between what is beneficial and worthwhile and what is not in the myriad of media opportunities presented daily to the individual.

ENGLISH LANGUAGE ARTS GENERAL EDUCATION	ENGLISH LANGUAGE ARTS COLLEGE PREPARATION	ENGLISH LANGUAGE ARTS ACCELERATED COLLEGE PREPARATION
<u>FRESHMAN</u> Lit and Comp 1	<u>FRESHMAN</u> Accelerated Lit and Comp 1	<u>FRESHMAN</u> Accelerated Lit and Comp 1
<u>SOPHOMORE</u> Lit and Comp 2	<u>SOPHOMORE</u> Lit and Comp 2	<u>SOPHOMORE</u> +American Literature and Composition
<u>JUNIOR</u> American Literature and Composition	<u>JUNIOR</u> American Literature and Composition	<u>JUNIOR</u> AP Language and Composition
<u>SENIOR</u> <i>ELECTIVE OPTIONS</i> Career Readiness Personal Writing World Literature British Literature	<u>SENIOR</u> <i>ELECTIVE OPTIONS</i> Advanced Language Arts World Literature British Literature AP Options	<u>SENIOR</u> AP Literature and Composition

+ To qualify a student must perform at or above the 85th percentile on their MAP Reading Interim Assessments and teacher recommendation.

Foundations of Language Arts I & II (ELL)

Prerequisites:

Credits: 0.5 credit/semester

Elective: none

Course Description: Students with English as their second language will be assigned to one of the two levels of ELL as necessary for their progress until they reach an appropriate level of skill. The purpose of this course is to provide international students whose primary language is not English with a variety of listening, speaking, reading, and writing

experiences in English to further the development of each student's pronunciation, fluency, vocabulary, listening, and reading comprehension skills, English grammar, and general writing ability in American English. Students are placed in one of these courses after taking an English Proficiency Test.

Literature & Composition 1

Prerequisites: Placement by department determined by MAP interim assessments.

Credits: 0.5 credit/semester

Course Description: Lit and Comp 1 is a one-year course that focuses on strengthening essential language arts skills in preparation for enrollment into the next level of the English curriculum. (Literature and Composition 2) Reading comprehension, writing, listening and speaking instruction are integrated into daily instruction. Upon successful completion of this course, students will enroll in Literature and Composition 2.

Accelerated Literature & Composition 1

Prerequisites: Placement by department determined by MAP interim assessments.

Credits: 0.5 credit/semester

Course Description: Accelerated Lit and Comp 1 is a one-year required course with a twofold emphasis: language arts and literature. In the area of language arts, skills are strengthened in usage, mechanics and composition. The composition activities include sentence, paragraph and multi-paragraph construction, research activities involving MLA formatting and creative writing opportunities. In the area of literature, poetry, drama, the novel and the short story are studied.

Literature & Composition 2

Prerequisites: Lit and Comp 1 or a minimum of a 230 on the MAP interim assessments is recommended.

Credits: 0.5 credit/semester

Course Description: Lit and Comp 2 is a one-year required course following Lit and Comp 1 in the curriculum sequence. Two semesters of literature and composition are studied as an integrated whole, building on the concepts from the previous course.

American Literature & Composition

Prerequisites: Lit and Comp 2 or Accelerated Lit and Comp 1, *perform at or above the 85th percentile on their MAP Reading Interim Assessments, and teacher recommendation.*

Credits: 0.5 credit/semester

Course Description: American Literature is a one-year required course for all students, typically taken in the junior year. American literature explores the development of American short stories, poetry, and novel from the time of the American Revolution to the present day. Activities dealing with non-fiction sources and critical thinking skills are also a part of the semester course. Additionally, students will refine their writing skills through the study of rhetoric and apply rhetorical techniques in formal and informal writing responses.

Advanced Placement Language and Composition

Prerequisites: Instructor Approval

Credits: 0.5 credit/semester

Elective: 11,12

Course Description: (HONORS COURSE; WEIGHTED GRADES) The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic 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, including graphic images as forms of text, from many disciplines and historical periods.

Advanced Placement Literature and Composition

Prerequisites: Instructor Approval

Credits: 0.5 credit/semester

Elective: 12

Course Description: (HONORS COURSE; WEIGHTED GRADES) The AP English Literature and Composition course is designed to engage students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students can deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students should consider a work's structure, style, and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone.

Advanced Language Arts

Prerequisites: Senior class standing and American Literature and Composition

Credits: 0.5 credit

Elective: 12

Course Description: Students experience the process of writing and draft a variety of essays, building on acquired skills in this elective semester course. This is a key foundation course for successful college writing. Emphasis on technological tools will also be emphasized in this course for successful design of writing and speaking assignments.

British Literature

Prerequisites: Lit and Comp 2

Credits: 0.5 credit

Elective: 11,12

Course Description: A historical approach to selected works by British authors from Anglo-Saxon times through the 20th Century. Readings include fiction, nonfiction, and poetry, with special consideration given to Shakespearean plays. Some outside reading of novels and plays is also required.

Career Readiness English

Prerequisites: Lit and Comp 2

Credits: 0.5 credit

Elective: 11, 12

Course Description: Career Readiness English allows students considering the workforce or technical school the opportunity to hone their practical communication skills prior to employment. Items pertaining to organization, preparation and design of resumes, as well as interviewing and job searching are considered, with an exploration into small business setup included.

Personal Writing

Prerequisites: Lit and Comp 2

Credits: 0.5 credit

Elective: 11, 12

Course Description: In this elective course, a series of exploratory writing and thinking activities help the student to examine himself and his role in the world.

World Literature

Prerequisites: Lit and Comp 2

Credits: 0.5 credit

Elective: 11, 12

Course Description: This course introduces students to authors and works from around the world, emphasizing works that are not American or British. Taken geographically, the readings may include short stories, essays, drama, poetry, and a novel. Attention is also given to the culture of the areas studied. Outside reading and a minor paper/presentation is often required.

Mathematics

Philosophy Statement

The Mathematics Department at Shoreland Lutheran High School exists to help students recognize the makeup, order, and precision of God’s creation as evidenced by the structure of mathematics. We strive to empower learners to make sense of problems and persevere in solving them. Students will be challenged to construct knowledge through the use of a diverse set of resources. Our desire is that our students maximize their God-given abilities to think critically and analytically while also learning to collaborate and communicate effectively with others.

MATHEMATICS GENERAL EDUCATION	MATHEMATICS COLLEGE PREPARATION	MATHEMATICS ADVANCED COLLEGE PREPARATION	MATHEMATICS ACCELERATED COLLEGE PREPARATION
<u>FRESHMAN</u> Foundations of Math, Pre-Algebra, Algebra 1A	<u>FRESHMAN</u> Algebra 1	<u>FRESHMAN</u> Geometry	<u>FRESHMAN</u> Geometry Accelerated Algebra 2
<u>SOPHOMORE</u> Pre-Algebra Algebra 1A Algebra 1B	<u>SOPHOMORE</u> Geometry	<u>SOPHOMORE</u> Accelerated Algebra 2	<u>SOPHOMORE</u> Pre-Calculus
<u>JUNIOR</u> Algebra 1A Algebra 1B Geometry	<u>JUNIOR</u> Algebra 2 Accelerated Algebra 2	<u>JUNIOR</u> Pre-Calculus	<u>JUNIOR</u> AP Calculus AB
<u>SENIOR</u> <i>ELECTIVE OPTIONS</i> None Algebra 1B Geometry Algebra 2 Personal Finance	<u>SENIOR</u> <i>ELECTIVE OPTIONS</i> Personal Finance Pre-Calculus	<u>SENIOR</u> AP Calculus AB	<u>SENIOR</u> AP Calculus BC

Foundations of Math

Prerequisites: Department approval or a score of 210 or lower on the MAP interim assessments is suggested to enroll in this course.

Credits: 0.5 credit/semester

Elective: 9

Course Description: Foundations of Math is a one-year course for students who require preparation before undertaking Pre-Algebra. This course emphasizes integers, rational numbers, expressions, solving equations and inequalities, and working with the relationships between fractions, ratios, proportions, and percents. Fundamental concepts of probability and statistics are also included in the content. Problem solving strategies are taught throughout. This course will have students make use of an adaptive program to work on individual skills.

Pre-Algebra

Prerequisites: Department approval, completion of Foundations of Math, or a score $210 < M < 225$ on the MAP interim assessments is suggested to enroll in this course.

Credits: 0.5 credit/semester

Elective: 9, 10

Course Description: Pre-Algebra is a one-year course for students who require additional preparation before undertaking Algebra 1. Emphasis is given to integers, rational numbers, simple equation solving techniques, basic geometric concepts, and fundamental concepts of probability and statistics. The course prepares students for success in Algebra 1 and other higher level math courses.

Algebra 1A

Prerequisite: Completion of Pre-Algebra and a score $225 < M < 235$ on the MAP interim assessments is suggested to enroll in this course.

Credits: 0.5 credit/semester

Required: 9, 10

Course Description: This course is designed for students who require Algebra but may have difficulty handling Algebra 1 in one year. The year-long course presents the concepts of the first semester of Algebra 1, clearly and slowly, giving students ample time for understanding and practice. Topics include the real numbers, algebraic expressions and properties, linear and inequalities, systems of equations and inequalities, systems of equations and inequalities, graphing, functions, and problem solving.

Algebra 1B

Prerequisite: Algebra 1A

Credits: 0.5 credit/semester

Required: 10, 11

Course Description: This course reinforces concepts from Algebra 1A and then continues to include graphing, functions, exponents, quadratic equations, polynomials and factoring, rational expressions, radicals, connections to geometry, probability and statistics, and problem solving. Algebra 1A and Algebra 1B together form a 2-year course covering all topics of a regular Algebra 1 course, with additional reinforcement in math skills. Algebra 1A and Algebra 1B together are considered **one college prep unit for mathematics**.

Algebra 1

Prerequisite: Completion of Pre-Algebra or a minimum score of 235 on the MAP interim assessments is suggested to enroll in this course.

Credits: 0.5 credit/semester

Required: 9, 10, 11, 12

Course Description: Algebra 1 is a one-year course for students who have mastered the fundamental arithmetic skills and is considered the initial step for a further study in higher mathematical concepts. Emphasis is placed on equation solving techniques in one or two variables. Equation and inequality types encountered include first and second-degree polynomials, absolute value, rational and radical. A functional approach is used to integrate algebraic concepts with graphing in the Cartesian coordinate system.

Geometry

Prerequisite: Algebra 1 or a minimum score of 245 on the MAP interim assessments is suggested to enroll in this course.

Credits: 0.5 credit/semester

Elective: 9, 10, 11, 12

Course Description: Geometry is a one-year course. Its purpose is to develop rational thinking in the writing of formal proofs to solve problems using definitions, postulates, and theorems. It also includes geometric constructions. This course is required for admission to some colleges and universities. It may be taken concurrently with Algebra 2.

Algebra 2

Prerequisite: Algebra 1

Credits: 0.5 credit/semester

Elective: 9, 10, 11, 12

Course Description: Algebra 2 is a one-year course that solves equations using number systems from natural numbers through complex numbers and includes a comprehensive use of the properties of mathematics. It begins to correlate equations with their graphs and forms an initial step linking Algebra with Geometry. Included are quadratic, polynomial, radical, rational, exponential, and logarithmic functions and equations. Also included are the basics of sequences, series, probability, and statistics. It may be taken concurrently with Geometry.

Accelerated Algebra 2

Prerequisite: Completion of Algebra 1 and a minimum score of 255 on the MAP interim assessments is suggested to enroll in this course.

Credits: 0.5 credit/semester

Elective: 9, 10, 11, 12

Course Description: Accelerated Algebra 2 is a one-year course designed for the student who wishes to study higher level math in high school and beyond. Students will solve equations using number systems from natural numbers through complex numbers, making comprehensive use of the properties of mathematics. Included are quadratic, polynomial, radical, rational, exponential, logarithmic and **trigonometric** functions and equations. Also included are the basics of sequences, series, probability, and statistics. It may be taken concurrently with Geometry.

Pre-Calculus

Prerequisites: Geometry, Accelerated Algebra 2

Credits: 0.5 credit/semester

Elective: 11, 12

Course Description: Pre-Calculus is a rigorous course that offers a transition from elementary algebra to college-level mathematics, serving as a prerequisite for theoretical or practical calculus. It is a one-year course emphasizing functional theory, while reviewing the various function types and their graphs. An in-depth look at trigonometric functions and their applications is emphasized. Other topics considered are exponential and logarithmic functions, systems and matrices, analytic geometry, discrete mathematics, statistics, and probability.

Personal Finance

Prerequisites: Senior status and two previous math credits

Credits: 0.5 credit/semester

Elective: 12

Course Description: Personal finance is a one-year math course designed to provide practical information to equip students to care for their own personal wealth after high school. The class also includes a review of basic math skills in percent, measurements, estimating and computation. Life skills covered include employment math, banking (checkbooks, debit cards, etc.), costs and uses of credit, buying a car, finding a place to live, income taxes, budgeting and other financial skills.

Advanced Placement Calculus (AB / BC)

Prerequisites: C+ or better in Pre-Calculus, department approval

Credits: 0.5 credit/semester

Elective: 12

Course Description: (HONORS COURSE; WEIGHTED GRADES) Building enduring mathematical understanding requires students to understand the why and how of mathematics in addition to mastering the necessary procedures and skills. To foster this deeper level of understanding, AP Calculus is designed to develop mathematical knowledge conceptually, guiding students to connect topics and representations throughout each course and to apply strategies and techniques to accurately solve diverse types of problems. "AP Calculus involves two courses, AP Calculus AB and AP Calculus BC, which were developed in collaboration with college faculty. The curriculum for AP Calculus AB is equivalent to that of a first-semester college calculus course, while AP Calculus BC is equivalent to a first-semester college calculus course and the subsequent single-variable calculus course. Calculus BC is an extension of Calculus AB rather than an enhancement; common topics require a similar depth of understanding. Both courses are intended to be challenging and demanding, and each is designed to be taught over a full academic year." *AP Course and Exam Description - AP Calculus AB and AP Calculus BC (Revised ed.). (2016). New York, NY: College Board.*

Physical Education

Philosophy Statement

The Physical Education Department embraces Physical Education as opportunities to celebrate God's awesome blessing of the human body. We strive for excellence in promoting personal physical fitness by engaging students in a multitude of activities across numerous areas of interest. Physical Education is encouraged for our entire student population with an emphasis to achieve and maintain a health-enhancing level of personal fitness. Our desire is to instill a love for fitness in each of our students so they develop healthy habits physically, mentally, and behaviorally which support a long life, full of service beyond high school.

PHYSICAL EDUCATION GENERAL EDUCATION	PHYSICAL EDUCATION LIFETIME FITNESS
<u>FRESHMAN</u> *Boys'/Girls' Physical Education	<u>FRESHMAN</u> *Boys'/Girls' Physical Education
<u>SOPHOMORE</u> *Health	<u>SOPHOMORE</u> *Health <i>ELECTIVE OPTIONS</i> Lifetime Activities I Lifetime Activities II Athletic Enhancement
<u>JUNIOR</u> <i>ELECTIVE OPTIONS</i> Lifetime Activities I Lifetime Activities II	<u>JUNIOR</u> <i>ELECTIVE OPTIONS</i> Lifetime Activities I Lifetime Activities II Athletic Enhancement
<u>SENIOR</u>	<u>SENIOR</u> <i>ELECTIVE OPTIONS</i> Lifetime Activities I Lifetime Activities II Athletic Enhancement

**Required Course*

Boys' Physical Education I

Prerequisites: None

Credits: 0.5 credit/semester

Required: 9

Boys' Physical Education I is a required year long course for freshman boys. This course is designed to teach activities that stress lifetime fitness, mastery of skills and Christian cooperation. Included in the course are fitness for life activities, softball, basketball, volleyball and other activities.

Girls' Physical Education I

Prerequisites: None

Credits: 0.5 credit/semester

Required: 9

Girls' Physical Education I is a required year long course for freshman girls. This course is designed to teach activities that stress lifetime fitness, mastery of skills and Christian cooperation. Included in the course are fitness for life activities, softball, basketball, volleyball and other activities.

Health

Prerequisites: Boys'/Girls' Physical Education I

Credits: 0.5 credit/semester

Required: 10

This course is an overview of health and wellness as it relates to an individual and his/her behaviors. The course will lead to a greater appreciation of the marvels of the human body and an understanding of how to treat those bodies as "temples of the Holy Spirit." In addition, students will explore the many issues facing them as young adults which will impact them as they grow into adulthood. The importance of decision-making and responsibility will be discussed as it relates to unit topics which include healthy living, mental health, stress, personal fitness, nutrition, weight management, alcohol and other drug abuse, relationships, sexually transmitted disease, and tobacco.

Lifetime Activities I (Co-ed)

Prerequisites: Boys'/Girls' Physical Education I

Credits: 0.5 credit/semester

Elective: 10, 11, 12

This activity-based course gives students the opportunity to incorporate activity during the school day and learn about and participate in a variety of lifetime activities. This course introduces lifetime activities including but not limited to: softball, volleyball, and archery. Emphasis will be placed on learning rules and etiquette, scoring systems, strategies of sport, and the development of skills.

Lifetime Activities II (Co-ed)

Prerequisites: Boys'/Girls' Physical Education I

Credits: 0.5 credit/semester

Elective: 10, 11, 12

This activity-based course gives students the opportunity to incorporate activity during the school day and learn about and participate in a variety of lifetime activities. This course introduces lifetime activities including but not limited to: badminton, dance, and golf. Emphasis will be placed on learning rules and etiquette, scoring systems, strategies of sport, and the development of skills.

Athletic Enhancement (Co-ed)

Prerequisites: Boys'/Girls' Physical Education I

Credits: 0.5 credit/semester

Elective: 10, 11, 12

This course is designed to enhance a student's strength, speed, and athleticism using various training methods. Students will gain understanding in how movement patterns in physical activity safely develop muscle groups, the nervous system, and behavioral patterns. Training methods include but are not limited to: *Strength Training*, *Speed Training*, *Reflexive Performance Reset (RPR)*, and *Triphasic Training*. This course is offered to both the novice and experienced weightlifter. Activities in this course can take the place of in-season training activities for students on sport teams (as determined by sport coaches).

Religion

Philosophy Statement

The Shoreland Lutheran High School Religion Department is committed to teach the wonderful news of the gospel that Jesus is the Way, the Truth, and the Life. Our Bible classes are built on the teaching of the Bible, and continually point young people to the gospel. We teach that God guides and directs our lives and that our life on earth has a divine purpose. Motivated by the Holy Spirit, our desire is for students to glorify God by serving others through deeds of kindness and words of grace during their entire life on earth.

Foundations of Faith

Prerequisite: Department approval

Semester Course: 0.5 credit/semester

Elective: 9, 10, 11, 12

Course Description: This is a one year course designed to give an overview of the Christian faith and the Bible's teaching by reading through the Bible as it is condensed in The Story. A basic introduction to law and Gospel, sin and grace, and the chief teachings of the Bible will be the primary emphasis in this class. This course will prepare students for the next courses in the curriculum.

The Story of Salvation

Prerequisite: None

Credits: 0.5 credit/semester

Required: 9, 10, 11, 12

Course Description: God goes to great lengths to rescue lost and hurting people. The Bible tells the grandest, most compelling story of all time: the story of a true God who loves his children, who established for them a way of salvation and provided a route to eternity. Students learn about God's love through the stories of the Old Testament, as God prepared the world for the coming of Jesus, the Savior of the world.

Life of Christ

Prerequisite: The Story of Salvation or instructor approval

Credits: 0.5 credit/semester

Required

Course Description: This one-year course includes a focus on the life of Christ as portrayed in the four Gospels. The course also examines basic Christian Apologetics, common sins of today's society, the book of Esther and the doctrine of vocation, and an introduction to the New Testament church.

The Christian Church

Prerequisite: Life of Christ or instructor approval

Credits: 0.5 credit/semester

Required

Course Description: This one-year course focuses on God's grace in Christ and how this grace affects the individual Christian and the Christian Church. This is accomplished by a study of Acts, Galatians, 1 Peter, Reformation history and the doctrine of vocation. The course also aims to equip young Christians to share and defend their faith based on the Bible through a Biblical evaluation of Christian denominations and non-Christian religious groups and worldviews.

The Christian Life

Prerequisite: The Christian Church or instructor approval

Credits: 0.5 credit/semester

Required

Course Description: This one-year course is for senior students. When students go to college, or on to the next chapter in their lives, they're leaving behind their network of support and heading into a world with different perspectives, responsibilities, and expectations. This course equips and encourages students by discussing the foundations of the

Christian faith and directly addressing different worldviews and myths that students may encounter at the next stage and provides an opportunity to plan for it. Reformation History and world religions are topics of study.

Science

Philosophy Statement

The Shoreland Lutheran Science Department facilitates a comprehensive education that includes a broad understanding of the living world and the physical laws fundamental to our interdependent universe. Students study, observe, investigate, analyze, and research how all of God's creation, including man, works independently and interdependently. Science is a study of God's creation and all content will reflect the Bible as the unchanging Word of God. We teach that science is a fluid body of work that allows for paradigm shifts, changes to theories, and alternative perspectives. Courses are designed to offer hands-on, content-rich investigations that will enable students to grow in their ability to think creatively, ponder problems, and propose solutions based on evidence and reason. We prepare students to grow and thrive in future academic studies and careers, having a greater appreciation of the physical universe throughout life.

SCIENCE GENERAL EDUCATION	SCIENCE COLLEGE PREPARATION	SCIENCE ADVANCED COLLEGE PREPARATION
<u>FRESHMAN</u> Foundations of Science	<u>FRESHMAN</u> Biology	<u>FRESHMAN</u> Biology
<u>SOPHOMORE</u> Biology	<u>SOPHOMORE</u> Chemistry	<u>SOPHOMORE</u> <i>ELECTIVE OPTIONS</i> Chemistry Physics
<u>JUNIOR</u> <i>ELECTIVE OPTION</i> Earth and Space Science Chemistry	<u>JUNIOR</u> <i>ELECTIVE OPTIONS</i> Physics AP Chemistry	<u>JUNIOR</u> <i>ELECTIVE OPTIONS</i> Chemistry AP Chemistry Physics
<u>SENIOR</u> <i>ELECTIVE OPTION</i> Earth and Space Science Chemistry Physics	<u>SENIOR</u> <i>ELECTIVE OPTIONS</i> AP Chemistry Physics Earth and Space Science	<u>SENIOR</u> <i>ELECTIVE OPTIONS</i> AP Chemistry Physics

General Science

Prerequisites: Department Approval

Credits: 0.5 credit/semester

Elective: 9, 10, 11, 12

Course Description: General Science is broken up into three main fields of study: chemistry, biology and physics.

Chemistry will examine the atomic nature of matter and provide for an extensive look at the periodic table of elements.

It also allows for a look at physical, chemical, and nuclear reactions as well the whys and hows of their occurrences. Biology considers life from the Christian perspective of creation and studies cell biology, ecology, genetics, and simplified studies of plants and animals from that point of view. Physics will survey the natural laws around us, including gravitation, motion, acceleration, buoyancy concepts, and sound and light. Hands on work and conceptual understanding are the goals in preparation for advanced courses.

Earth and Space Science

Prerequisites: Department Approval

Credits: 0.5 credit/semester

Elective: 11, 12

Course Description: Earth and Space Science is a yearlong elective showing students the magnificent workings of God's creation through a study of the macroscopic world. Students will touch upon astronomy, geology, meteorology, ecology, and environmental science. In Earth & Space Science one studies the interrelationships among the sciences of biology, chemistry, and physics as they apply to the workings of Earth, and the people who live here. Some outdoor lab work will be included.

Biology

Prerequisites: Foundations of Science or recommended 218 reading MAP score and Department Approval

Credits: 0.5 credit/semester

Required: 9, 10, 11, 12

Course Description: Biology is a required science course, intended to prepare the student in the fields of molecular biology, cell biology, genetics, microbiology, botany, ecology, human body systems, and zoology. During each subunit, particular emphasis will be placed on combating evolutionary theories with the truths of God's Word and evidence of his almighty power in creation. Laboratory work is included.

Chemistry

Prerequisite: Algebra I

Credits: 0.5 credit/semester

Elective: 10, 11, 12

Course Description: Chemistry is a one year elective showing students the magnificent workings of God's creation through a study of the microscopic world of the atom. Topics covered include problem-solving strategies, mathematical calculations, measurement, chemical properties and reactions, stoichiometry, thermodynamics, kinetics, and molecular bonding and structure. Emphasis is given to laying a solid foundation in chemistry for those preparing for college. Laboratory work is included.

Physics

Prerequisites: C or better in Biology & Chemistry, Algebra I, Department Approval

Credits: 0.5 credit/semester

Elective: 11,12

Course Description: *Physics* is a one year elective course for students who have completed or are concurrently enrolled in Algebra II. This class consists of a study of most physics topics (force, motion, energy, light, electricity, heat, sound, magnetism) with an emphasis on the concept, using laboratory work, activities, and demonstrations.

AP Chemistry

Prerequisite: B or better in Chemistry and Instructor Approval

Credits: 0.5 credit/semester

Elective: 11, 12

Course Description: (HONORS COURSE; WEIGHTED GRADES) AP Chemistry is a one year, college-level elective intended to explore the wonder and complexity of God's great creation through an intense study of mathematical and scientific principles. Students will learn to think like chemists. They will be asked to cover, in-depth, the interaction of particles on the atomic level as they pertain to chemical reactions, molecular structure, equilibrium, kinetics, and thermodynamics. Preparation to pass the national AP chemistry exam is also an integral part of the course. Traditional and inquiry labs will be used consistently.

STEM Academy

Philosophy Statement

The STEM Academy at Shoreland Lutheran High School provides engaging, hands-on STEM experiences that empower students to develop in-demand knowledge and skills. We create connections between classroom content and real life applications to demonstrate skill utilization in whatever vocation God calls them to serve. We teach students to approach problems positively and creatively. Our desire is that our students become highly collaborative, critical thinkers who communicate well with others.

STEM ENGINEERING	STEM BIOMEDICAL SCIENCE	STEM COMPUTER SCIENCE
FRESHMAN Intro to Engineering Design	FRESHMAN Principles of Biomedical Science	FRESHMAN Computer Science Essentials
SOPHOMORE Principles of Engineering	SOPHOMORE Human Body Systems	SOPHOMORE Cybersecurity
JUNIOR <i>Elective Options</i> Aerospace Engineering Computer Science Principles	JUNIOR Medical Interventions	JUNIOR Computer Science Principles
SENIOR Engineering Design & Development	SENIOR Biomedical Innovation	SENIOR Computer Science A

PLTW Engineering (STEM Academy)

Introduction to Engineering & Design

Prerequisites: Department Approval

Credits: 0.5 credit/semester

Elective: 9, 10,11,12

Course Description: (HONORS COURSE; WEIGHTED GRADES) Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3-D modeling software, and use an engineering notebook to document their work.

Principles of Engineering

Prerequisites: Algebra II (concurrently), Physics (recommended), C- or higher in IED, Department Approval

Credits: 0.5 credit/semester

Elective: 10,11,12

Course Description: (HONORS COURSE; WEIGHTED GRADES) Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation.

Aerospace Engineering

Prerequisites: IED, C- or higher in POE, Department Approval

Credits: 0.5 credit/semester

Elective: 11,12

Course Description: (HONORS COURSE; WEIGHTED GRADES) This course propels students' learning in the fundamentals of atmospheric and space flight. As they explore the physics of flight, students bring the concepts to life by designing an airfoil, propulsion system, and rockets. They learn basic orbital mechanics using industry-standard software. They also explore robot systems through projects such as remotely operated vehicles.

Engineering Design & Development

Prerequisites: IED, POE, C- or higher in AE/CSP, Department Approval

Credits: 0.5 credit/semester

Elective: 12

Course Description: (HONORS COURSE; WEIGHTED GRADES) The knowledge and skills students acquire throughout PLTW Engineering come together in Engineering Design and Development as they identify an issue and then research, design, and test a solution, ultimately presenting their solution to a panel of engineers. Students apply the professional skills they have developed to document a design process to standards, completing Engineering Design and Development ready to take on any post-secondary program or career.

PLTW Biomedical Science (STEM Academy)

Principles of Biomedical Science

Prerequisites: Department Approval

Credits: 0.5 credit/semester

Elective: 9, 10,11,12

Course Description: (HONORS COURSE; WEIGHTED GRADES) In the introductory course of the PLTW Biomedical Science program, students explore concepts of biology and medicine to determine factors that led to the death of a fictional person. While investigating the case, students examine autopsy reports, investigate medical history, and explore medical treatments that might have prolonged the person's life. The activities and projects introduce students to human physiology, basic biology, medicine, and research processes while allowing them to design their own experiments to solve problems.

Human Body Systems

Prerequisites: C- or higher in PBS, Department Approval

Credits: 0.5 credit/semester

Elective: 10,11,12

Course Description: (HONORS COURSE; WEIGHTED GRADES) Students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis in the body. Exploring science in action, students build organs and tissues on a skeletal Maniken®; use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration; and take on the roles of biomedical professionals to solve real-world medical cases.

Medical Interventions

Prerequisites: PBS, C- or higher in HBS, Department Approval

Credits: 0.5 credit/semester

Elective: 11,12

Course Description: (HONORS COURSE; WEIGHTED GRADES) Students follow the life of a fictitious family as they investigate how to prevent, diagnose, and treat disease. Students explore how to detect and fight infection; screen and evaluate the code in human DNA; evaluate cancer treatment options; and prevail when the organs of the body begin

to fail. Through real-world cases, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics.

Biomedical Innovations

Prerequisites: PBS, HBS, C- or higher in MI, Department Approval

Credits: 0.5 credit/semester

Elective: 12

Course Description: (HONORS COURSE; WEIGHTED GRADES) In this capstone course, students apply their knowledge and skills to answer questions or solve problems related to the biomedical sciences. Students design innovative solutions for the health challenges of the 21st century as they work through progressively challenging open-ended problems, addressing topics such as clinical medicine, physiology, biomedical engineering, and public health. They have the opportunity to work on an independent project and may work with a mentor or advisor from a university, hospital, physician's office, or industry. Throughout the course, students are expected to present their work to an adult audience that may include representatives from the local business and healthcare community.

PLTW Computer Science (STEM Academy)

Computer Science Essentials

Prerequisites: Department Approval

Credits: 0.5 credit/semester

Elective: 9,10,11,12

Course Description: (HONORS COURSE; WEIGHTED GRADES) In Computer Science Essentials, students will use visual, block-based programming and seamlessly transition to text-based programming with languages such as Python to create apps and develop websites, and learn how to make computers work together to put their design into practice. They'll apply computational thinking practices, build their vocabulary, and collaborate just as computing professionals do to create products that address topics and problems important to them.

Cybersecurity

Prerequisites: Algebra I, C- or higher in CSE, Department Approval

Credits: 0.5 credit/semester

Elective: 10, 11, 12

Course Description: (HONORS COURSE; WEIGHTED GRADES) Cybersecurity introduces the tools and concepts of cybersecurity and encourages students to create solutions that allow people to share computing resources while protecting privacy. Nationally, computational resources are vulnerable and frequently attacked; in Cybersecurity, students solve problems by understanding and closing these vulnerabilities. This course raises students' knowledge of and commitment to ethical computing behavior. It also aims to develop students' skills as consumers, friends, citizens, and employees who can effectively contribute to communities with a dependable cyber-infrastructure that moves and processes information safely.

Computer Science Principles

Prerequisites: Algebra II, C- or higher in CSE or POE, Department Approval

Credits: 0.5 credit/semester

Elective: 11,12

Course Description: (HONORS COURSE; WEIGHTED GRADES) Using Python® as a primary tool and incorporating multiple platforms and languages for computation, this course aims to develop computational thinking, generate excitement about career paths that utilize computing, and introduce professional tools that foster creativity and collaboration. Computer Science Principles helps students develop programming expertise and explore the workings of the Internet. Projects and problems include app development, visualization of data, cybersecurity, and simulation.

Computer Science A

Prerequisites: CSE, C- or higher in CSP, Department Approval

Credits: 0.5 credit/semester

Elective: 12

Course Description: (HONORS COURSE; WEIGHTED GRADES) Throughout the Computer Science A course experience, students cultivate their understanding of coding through analyzing, writing, and testing code as they explore concepts like modularity, variables, and control structures. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language.

Advanced Manufacturing

Certified Production Technician Plus (CPT+) Program

Prerequisites: None

Credits: 0.5 credit/semester

Elective: 11,12

Course Description: The CPT program consists of four individual modules and assessments. Each module takes about 35 hours to complete. The modules are Safety and Quality Practices & Measurement (Course A) and Manufacturing Processes & Production and Maintenance Awareness (Course B)

Upon completion of the Safety module, students will have an understanding of how to perform pre-start up inspections, demonstrate lockout/tagout, and other safety-related procedures. Students will confirm safety interlocks and zero energy state of all power sources. Finally, students will interpret safety data sheets.

Upon completion of the Quality Practices and Measurement module, students will demonstrate the ability to use a variety of measuring instruments including a tape measure, calipers, a micrometer, and a dial caliper. Students will compare measurements to Geometric Dimensioning & Tolerancing (GD&T) specifications of Skill Boss.

Upon completion of the Production & Processes module, students will be able to use technical drawings to locate parts and fasteners. Students will use wrenches and screwdrivers to assemble parts and fasteners. They will torque fasteners to specified settings. Students will also perform machine operation skills, including: machine startup/shutdown, navigation of Human Machine Interface (HMI), machine operations, resetting alarms, setting/resetting emergency stops, and measuring cycle times.

Upon completion of the Maintenance Awareness module, students will be able to perform maintenance activities such as adjusting sensors, checking controller indicators, adjusting the drip rate of a pneumatic lubricator, adjusting a pressure regulator and adjusting flow control valves. They will also have the opportunity to install a pillow block bearing and shaft, as well as a flexible coupling. Finally, they will align and tension a belt drive or chain drive.

These modules prepare students with the foundation necessary for successful CPT+ Certification. The MSSC CPT+ Certification is an additional certification that enhances the MSSC Certified Production Technician (CPT) certification by providing mastery and verification of student hands-on skills as defined by the MSSC CPT Standards.

The curriculum of these modules is provided in an online format. The instructor serves as facilitator and local student support person. The instruction may meet virtually during study periods or in-person during schedule out-side of school hours. These classes would be offered at opportune times in a student's schedule using strategy similar to the online college courses offered by our partners in ministry. Students would be assigned a study hall for the CPT certification and complete online work during the school day.

Social Studies

Philosophy Statement

The Social Studies Department classes are taught from a Biblically-grounded, Christ-centered foundation. Social Studies classes will learn about, analyze and evaluate a diverse variety of historical events, with the knowledge that God guides the course of human events for the benefit of his people. Our desire is to develop informed, responsible, Christian citizens who respect all individuals, races, and cultures and make positive contributions to their families, churches, communities, and nation.

SOCIAL STUDIES GENERAL EDUCATION	SOCIAL STUDIES COLLEGE PREPARATION
<u>FRESHMAN</u> <i>ELECTIVE OPTIONS</i> World Geography	<u>FRESHMAN</u> <i>ELECTIVE OPTIONS</i> World Geography
<u>SOPHOMORE</u> *World History <i>ELECTIVE OPTIONS</i> Intro to the Humanities Intro to Psychology World Geography	<u>SOPHOMORE</u> *World History <i>ELECTIVE OPTIONS</i> Intro to the Humanities Intro to Psychology World Geography
<u>JUNIOR</u> *US History <i>ELECTIVE OPTIONS</i> Intro to the Humanities Intro to Psychology World Geography	<u>JUNIOR</u> *US History <i>ELECTIVE OPTIONS</i> AP US History Intro to the Humanities Intro to Psychology World Geography
<u>SENIOR</u> *Economics *American Government <i>ELECTIVE OPTIONS</i> Intro to the Humanities Intro to Psychology World Geography	<u>SENIOR</u> *Economics *American Government <i>ELECTIVE OPTIONS</i> AP US History Intro to the Humanities Intro to Psychology World Geography

**Required Course*

World Geography - Western Hemisphere

Prerequisites: None

Credits: 0.5 credit

Elective: 9, 10, 11, or 12

Course Description: This one semester elective course focuses on the five basic themes of Geography - Location, Place, Human Environment Interaction, Movement and Regions as they apply to the study of The United States, Canada, Middle America and South America. Map skills and the recognition of countries, cities, landforms, and bodies of water, play a major role in this class.

World Geography - Eastern Hemisphere

Prerequisites: None

Credits: 0.5 credit

Elective: 9, 10, 11, or 12

Course Description: This one semester elective course focuses on the five basic themes of Geography - Location, Place, Human Environment Interaction, Movement and Regions as they apply to the study of Europe, Asia, Africa, Australia, the Polar Regions. Map skills and the recognition of countries, cities, landforms, and bodies of water, play a major role in this class.

World History

Prerequisites: None

Credits: 0.5 credit/semester

Required: 10

Course Description: This one year required course allows students to learn of God's directed course for mankind while surveying the most significant events in history and cultures from the world and ancient civilizations through approximately 1600 A.D. including the Renaissance and Reformation.. The second semester portion of this class examines the history of God's world ranging from approximately 1600 A.D. to the Age of Terrorism, with special emphasis placed on the Age of Enlightenment, the Industrial Revolution, the two world wars, and the rise and fall of communism.

US History

Prerequisites: None

Credits: 0.5 credit/semester

Required: 11

Course Description: US History is a required one year junior course that studies the history of America from the age of exploration to the present. Semester I will cover the founding of America through the Civil War and Reconstruction. Semester II will explore the major events of the 20th century.

Economics

Prerequisites: None

Credits: 0.5 credit

Required: 12

Course Description: Economics is a one semester required course for seniors. It is a study of the fundamentals of economics, microeconomics, and macroeconomics. Students will study concepts and apply real world scenarios to content. The course will also emphasize budgeting, investments and other general business topics.

American Government: A Christian Perspective on Contemporary Society

Prerequisites: None

Credits: 0.5 credit

Required: 12

Course Description: This required semester course for seniors studies the branches of American government. The course offers students an introduction to political science, sociology and current events. This course will start with an in-depth study of the U.S. constitution and the workings of our government. Selected topics such as urban problems, war, political events, etc. will be covered appropriately.

Introduction to the Humanities

Prerequisites: None

Credits: 0.5 credit

Elective: 10, 11, 12

Course Description: This one semester course exposes students to the arts of man: painting, sculpture, music, theater and film. The course will emphasize experience, analysis, and evaluation of these art forms from a Christian perspective. It may be taken as a social studies or fine arts credit.

Course Description: This one semester course exposes students to the study of culture of the western world from the fall of the Roman Empire to the present day. The course will examine the history, geography, art, and music of the various cultural periods from a Christian perspective. It may be taken as a social studies or fine arts credit.

Introduction to Psychology

Prerequisites: None

Credits: 0.5 credit/semester

Elective: 10, 11, 12

Course Description: Introduction to Psychology is a one semester course that serves as an introduction to the science of behavior and mental processes that scientists and psychologists term psychology. During this course the student will study the historical roots of psychology, human behavior, thoughts and feelings. The similarities between people, the importance of human diversity, and the ways in which people are affected by the factors of nature and nurture will be addressed in a Christian context.

AP US History

Prerequisites: World History. 3.0 GPA. Department Approval.

Credits: 0.5 credit/semester

Elective: 11 or 12

Course Description: (HONORS COURSE; WEIGHTED GRADES) Advanced Placement (AP) U.S. History is a rigorous, college level, one year course which is an elective for Juniors or Seniors. This credit will count toward a student's three required Social Studies credits to graduate. This course focuses on developing students' abilities to think conceptually about U.S. History from 1491 to the present. One goal of this course is to prepare students to pass the National Advanced Placement U.S. History Exam at the end of the school year.

Skilled Trades Academy

Philosophy Statement

The Skilled Trades Department prepares our students for successful careers in a variety of trades. Our goal is to provide students with hands-on, real world experiences to foster an aptitude of critical thinking which is useful to both their future vocation and to everyday situations. We strive to create a culture that allows students to discover and build God-given abilities, developing the confidence necessary to become strong Christian leaders and dedicated employees.

SKILLED TRADES	
<u>FRESHMAN</u>	Safety in the Workplace Blueprint Reading Workplace Fundamentals
<u>SOPHOMORE</u>	Blueprint Reading Safety in the Workplace Workplace Fundamentals
<u>JUNIOR</u>	Blueprint Reading Safety in the Workplace Workplace Fundamentals Construction Trades I
<u>SENIOR</u>	Safety in the Workplace Workplace Fundamentals Blueprint Reading Construction Trades I Construction Trades II Youth Apprenticeship

Safety in the Workplace

Prerequisite: None

Credits: 0.5 credit

Elective: 9, 10

Course Description: In Safety in the Workplace, the learner applies the skills and tools necessary to provide a safe and secure work environment. Each learner will demonstrate the application of safety awareness, federal/state/local compliance, incident investigation and documentation, human relations techniques, safety orientation, inspections, risk analysis, issues of workplace violence, substance abuse, health hazards, first aid and CPR, fire and electrical safety, emergency preparedness, and liaison with external agencies. Students may apply for Skilled Trades Academy after successful completion of this course. This is a **required** first class for all Skilled Trades courses. All applicants of the

Skilled Trades Academy must have a minimum GPA of 2.00 at the time of application and must maintain the 2.00 throughout the time in the academy.

Blueprint Reading

Prerequisite: Department approval

Credits: 0.5 credit

Elective: 9, 10

Course Description: This course is designed to provide print reading experience in construction. Students will review concepts regarding elements commonly found on prints of structures. Material measurement is introduced. Principles of construction safety are discussed and safe operation of power tools is demonstrated.

Workplace Fundamentals

Prerequisite: Safety in the Workplace

Credits: 0.5 credit

Elective: 10, 11, 12

Course Description: This course will introduce the student to the diverse mechanical skills required in today's workplace environment. The student will demonstrate, through practical hands-on lab exercises, skills in complying with Lock-out Tag-out procedures and the proper care and use of common hand and power tools. General drilling, tapping, threading, and aligning will be covered. The student will also be required to use test instruments to gather data on length, volume, area, depth, and dimensions and use electrical meters on power circuits.

Construction Trades I

Prerequisite: Priority to Junior/Senior Standing and Department Approval

Credits: 0.5 credit/semester

Elective: 11, 12

Course Description: This course covers the vital skills necessary to enter the residential and light commercial construction trades. Skills range from safety, hand and power tool usage, plumbing, HVAC, framing and finish trim. Students will gain hands-on experience of most construction components from the foundation to the shingles (electrical, plumbing, and HVAC are included in these courses.) Students will have the opportunity to work individually and collaboratively throughout the course to develop, design, construct, test, and evaluate solutions to various problems presented. Construction Trades provides students the opportunity to develop skills and understanding of course concepts through activity and project based learning. This is an excellent fundamentals course for any student interested in technical or vocational training and anticipate pursuing either a two or four year college after high school. Limit of 12 students.

Construction Trades II

Prerequisite: Priority to Senior Standing and Department Approval

Credits: 0.5 credit/semester

Elective: 12

Course Description: Explores the history and trends of the remodeling industry. Focuses on basic bathroom layouts and specification of specialized equipment, materials and surfaces required for safe and functional bathrooms. Students will develop and use elements of construction management and estimation during the construction process. Students will build a bathroom from ground up. Skills development will include, but not limited to, masonry, plumbing, rough and finish carpentry, drywall, electrical and flooring. Limit of 12 students.

Youth Apprenticeship (YA)

Students who are accepted into the Skilled Trades Academy are expected to be on the path to an apprenticeship during senior year. The YA program integrates school-based and work-based learning. Students accepted into an approved youth apprenticeship program will continue taking classes at Shoreland while working as an apprentice at a participating business or industry. Students will incorporate into their schedule a class that is related to their youth apprenticeship program.

Students in the YA program gain skills and experience by working as paid employees, and the job becomes an extension of the classroom. Skilled workplace mentors supervise and train students on the skills identified for the career cluster.

Students also learn the company's culture and core values during their apprenticeship. Students may work before, during or after school hours, as well as during summers and holiday breaks, according to the business' preference.

After the completion of the program, students will earn high school credits with noted participation in the specific apprenticeship program on their high school transcript along with a State issued certificate from the Department of Workforce Development.

World Languages

Philosophy Statement

The World Languages Department recognizes language as the primary tool to study, learn, and communicate the gospel message. Classes engage in the study of grammar, forms, and vocabulary in the target language. Students develop a comprehensive understanding of how their native language works and lays a foundation for further language studies. Our desire is to equip students to be contributing citizens of the country and world, and prepared to share the gospel with people from other cultures.

GERMAN COLLEGE PREPARATION	LATIN* COLLEGE PREPARATION *online only	SPANISH* COLLEGE PREPARATION *Target Language Teaching
German I	*Latin I	Spanish I
German II	*Latin II	Spanish II
German III	*Latin III	Spanish III
*German IV	*Latin IV	Spanish IV
		Spanish V

What language should I take? (Information taken from Prep Scholar)

German

1. 95 million native speakers, mostly in Western Europe
2. 2nd most common language in science and technology fields
3. 3rd most common language to publish books in

Germany has one of the world's largest economies, and the country is also a leader in scientific and technological innovations. Learning German would be most valuable for those planning to study banking, science, engineering, publishing, public ministry and theology.

Latin

1. "Dead language", no cultures use it as a native language anymore
2. The Romance languages (including French, Spanish, Italian, Portuguese, and Romanian) descended from Latin and currently include 800 million native speakers
3. Medical profession: Anatomy and prescription drugs are all based in the Latin language.

While there are no longer any native speakers of Latin, this language is still useful for those interested in careers in linguistics or students planning to learn multiple languages. Many words in the Romance languages come from Latin roots, and once you have mastered Latin, learning the Romance languages becomes a much quicker process. Latin also helps in the medical field when studying anatomy and prescription names. Latin will also help your English vocabulary!

Spanish

1. By far the most common foreign language to study in the US
2. 405 million native speakers, mostly in Spain, North America, and South America
3. 2nd most common language spoken in the US

Because Spanish is spoken so widely in the United States, it is useful for many professions. It is particularly valuable for students planning to work in medicine or social work (so they can assist people who cannot speak English but may need immediate help), people interested in doing service work in Central or South America, and those considering customer service jobs. Spanish would be useful in the public ministry as well.

Remember, these are just suggestions. It is perfectly ok to take German even if you want to be a doctor or Latin if you plan on a career in business. **Sticking with the language and getting closer to speaking proficiency** is the most important. Also, because Latin is only offered online, you can take two at a time. If you are going into the medical field and want to take both Latin and Spanish, you can do so!

What should I expect when walking into a World Language classroom at Shoreland?

Our World Language classes are taught in the Target Language: the language you are intending to learn. All research shows that studying a language IN that language is the best way to learn. For example: our Spanish classes are conducted in Spanish. They are taught 95% or higher in the target language (target language being the language that is to be learned). Students are expected to communicate in Spanish at all times during class, but may ask for clarification in English at any time other than class time.

Beyond getting into college, what does a language do for me?

Continuing language study in college offers a deeper language understanding and can translate into more dollars in your pocket come job time. Studies show that adolescent brains are not quite developed until college, which means, some of those language aspects that had been eluding you in high school might suddenly be understandable in college! Also, your future job wants you to be proficient in a language! For example, many students who take Spanish or German at Shoreland test into the second, third, sometimes even fifth semester of that language in college! At these levels, by earning a B or higher in the class, you can receive all the retro credits and only be a class or two short of a Spanish or German minor. For many professions, this means increased hireability and a \$5,000-\$6,000 bump on your salary - all for sticking with language study!

German I

Prerequisites: Suggested that students be in at least Algebra I to meet scheduling requirements

Credits: 0.5 credit/semester

Elective: 9, 10, 11, 12

Course Description: German I is a one year elective course. It provides the student with a basic vocabulary and an understanding of language mechanics so as to enable him/her to read, speak, understand and write simple German. This course also includes a study of German culture.

German II

Prerequisite: C- or higher in German I & Instructor Consent (second semester contingent upon passing first semester)

Credits: 0.5 credit/semester

Course Description: German II is a one year elective course that broadens the base and sharpens the skills acquired in German I.

German III

Prerequisite: C- or higher in German II & Instructor Consent (second semester contingent upon passing first semester)

Credits: 0.5 credit/semester

Course Description: German III is a one year elective that advances the goals of German II and emphasizes the acquiring of a basic fluency in communication skills.

German IV

Prerequisite: C- or higher in German III & Instructor Consent (second semester contingent upon passing first semester)

Credits: 0.5 credit/semester

Course Description: (HONORS COURSE; WEIGHTED GRADES) German IV is a one year elective course. Building on the foundation of vocabulary and structure learned in German 1-3, students will acquire expanded vocabulary and greater fluency in written communication, media communication, conversations and presentation speech.

Spanish I

Prerequisites: Suggested that students be in at least Algebra I to meet scheduling requirements

Credits 0.5 credit/semester

Elective: 9, 10, 11, 12

Course Description: Spanish I is an elective one-year course. It emphasizes conversation and basic grammar in the context of Mexican and Spanish culture. Spanish I is an introduction to the Spanish language. A variety of everyday vocabulary and basic Spanish grammar will be taught. Students will also learn about some of the unique characteristics of Spanish-speaking cultures. The students will begin to speak, read, write, and listen to the Spanish language with basic comprehension.

Spanish II

Prerequisites: C- or higher in Spanish I & Instructor Consent (second semester contingent upon passing first semester)

Credits 0.5 credit/semester

Elective: 9, 10, 11, 12

Course Description: The goal of this course is to develop your ability to comprehend and produce spoken and written Spanish to its maximum potential. This course teaches a very pure Spanish that is not affected by one country, but by design may be adapted to a certain region in future study and application. By God's grace, each of you will advance mightily in the skill and confidence needed to communicate the most important message on Earth — the Gospel of Jesus Christ.

Spanish III

Prerequisites: C- or higher in Spanish II & Instructor Consent (second semester contingent upon passing first semester)

Credits: 0.5 credit/semester

Elective: 9, 10, 11, 12

Course Description: Spanish III is an elective one-year course that emphasizes usage in speaking and writing and introduces the student to literature of Spain and Spanish America. Spanish III is a course that uses what the students learned in Spanish I and Spanish II as a foundation for more advanced learning of the Spanish language. Along with review of grammar and vocabulary, new vocabulary and grammar will be presented in a variety of ways. This will help the students speak, read, write, and listen to the Spanish language with a higher level of proficiency than Spanish II and will prepare students for Spanish IV.

Spanish IV

Prerequisites: C- or higher in Spanish III & Instructor Consent (second semester contingent upon passing first semester)

Credits 0.5 credit/semester

Elective: 9, 10, 11, 12

Course Description: (HONORS COURSE; WEIGHTED GRADES) Spanish IV is designed to further the student's progress in developing the four main language skills of listening, speaking, reading, and writing. Spanish IV will deepen the student's insight into the Latin American culture through the exposure to works by modern writers of the Spanish-speaking world. We will focus on reading a variety of Hispanic literature along with the study of influential artists and musicians of Latin America. Spanish IV will provide an opportunity for the students to gain greater insight into the structure of the Spanish language in context through contemporary Spanish writing and the arts.

Spanish V

Prerequisites: C- or higher in Spanish III, enrolled in or already have taken Spanish IV & Instructor Consent (second semester contingent upon passing first semester)

Credits 0.5 credit/semester, honors

Elective: 12

Course Description: (HONORS COURSE; WEIGHTED GRADES) Spanish V is an elective one-year course that emphasizes usage in speaking and writing. Spanish V is a course that uses what the students learned in Spanish I, II, III and IV for more advanced learning of the Spanish language. High-level grammar from Spanish III and IV will be reviewed. Biblical vocabulary, a Spanish novel, Central and South American history, art, music along with short stories and short films will be studied. This course will help the students speak, read, write, and listen to the Spanish language with a high level of proficiency and will prepare students for college-level Spanish study.

Latin I

Prerequisites: Suggested that students be in at least Algebra I to meet scheduling requirements

Online offering through AGVA, SLHS pays this course fee.

Credit: 0.5 credit/semester

Elective: 9, 10, 11, 12

Course Description: A study of the Latin language as well as develops an appreciation for Roman history, culture and customs. The course includes a rigid study of vocabulary/English derivatives, syntax, grammar and translation. There are frequent quizzes and numerous exercises in translation and grammar. The instruction will be within the framework of God's plan of history and how the Roman world served as God's tool for the spread of the Gospel. The course is taught online by retired WELS teacher, Karl Peterson.

Latin II

Online offering through AGVA, SLHS pays this course fee.

Credit: 0.5 credit/semester

Elective: 10, 11, 12

Course Description: Continuation of Latin 1. The course goal is to continue the student's comprehensive instruction not only in the Latin language and how it works, but also to enhance understanding of the Roman and postRoman culture in which Latin flourished as an active literary language. This instruction will be within the framework of God's plan of history and how the Roman world served as God's tool for the spread of the Gospel. The course is taught online by retired WELS teacher, Karl Peterson.

Latin III

Online offering through AGVA, SLHS pays this course fee.

Credit: 0.5 credit/semester

Elective: 11, 12

Prerequisites: Latin 1, 2 (with "B" or better, or Instructor's exemption)

Course Description: Continuation of Latin 1 and 2. The course goal is to continue the student's comprehensive instruction not only in the Latin language and how it works, but also to enhance understanding of the Roman and post-Roman culture in which Latin flourished as an active literary language. This instruction will be within the framework of God's plan of history and how the Roman world served as God's tool for the spread of the Gospel. The course is taught online by retired WELS teacher, Karl Peterson.

Latin IV

Online offering through AGVA, SLHS pays this course fee.

Credit: 0.5 credit/semester

Elective: 12

Prerequisites: Instructor approval

Course description: (HONORS COURSE; WEIGHTED GRADES) The primary objective is reading and comprehension of Latin poetry, especially from the works of Vergil and Ovid. Scansion will be practiced; grammar and vocabulary expanded. Discussion of literary, historical and cultural contexts will be examined. This instruction will be within the framework of God's plan of history and how the Roman world served as God's tool for the spread of the

Gospel. Advanced students may be given the opportunity to participate in the National Latin Examination process. The course is taught online by retired WELS teacher, Karl Peterson.