

High School Graduation Requirements

To graduate from LMH students must earn 25 credits and satisfactorily complete the senior presentation. Specific credits in grades 9-12 must be earned in the following areas.

Bible, for each year enrolled	.5 credit
English	4.0 credits
Social Studies	3.5 credits
Mathematics	3.0 credits
Science	3.0 credits
Health, Safety & Physical Education	2.0 credits
Fine or Practical Arts	1.0 credit

Fine and Practical Arts include agriculture/science technology, art, family and consumer sciences, music and technology education.

At least two years of world language is recommended for most students.

Students will maintain a vocational portfolio for the duration of their education at Lancaster Mennonite. Advisors guide students in reflection of their experiences. Some portfolio pieces are completed in class. Students use documents from their portfolio to give a presentation in their senior year of high school. The goal of a senior presentation is for students to *reflect* on their life so far, to *acknowledge* appreciation for those who have nurtured them, and to *anticipate* their future.

The Portfolio and Presentation will help students to:

- Discover their interests, skills, passion, and God’s calling in their lives, realizing that this discovery is a process and not a conclusion.
- Reflect upon stewardship of God-given gifts and resources
- Discern their personal characteristics and Christian ethics needed for a vocation
- Become aware of how their potential career can be Christ centered and missional
- Review their personal high school plan in light of their current vocational goals
- Select post-secondary opportunities that match their personal vocational interests and goals

Mini-courses and Class Experiences

Lancaster Mennonite School realizes that many significant lifelong skills and interests are developed outside the classroom setting. Mini-courses for grades 11 and 12 and class experiences for grades 9 and 10 provide opportunities for students to learn with their peers and teachers and benefit from teachers’ expertise and creativity.

Mini-courses are a minimum of three days and may include overnight trips or day trips for those three days. Students may count school-led summer trips as their mini-course prior to their junior or senior years. Mini-courses focus on an academic area and/or service and occur every two years (spring of even years). Students receive a pass/fail grade for 0.25 credit.

The theme for the *Freshman Experience* is Building Community and the theme for the *Sophomore Experience* is Creation Care. Some class experiences for grades 9 and 10 occur yearly, while some occur every two years when mini-courses occur.

Recommended Sequence of Classes for Students attending LMH for Four Years
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Grade 9

English 9	1.0 credit
Social Studies	.5 credit
Mathematics	1.0 credit
Science	1.0 credit
Bible	.5 credit
Physical Education	.5 credit
Health	.5 credit
Electives	

Grade 10

English	.5 credit
English	.5 credit
Social Studies	.5 credit
Mathematics	1.0 credit
Science	1.0 credit
Bible	.5 credit
Physical Education	.5 credit
Health	.25 credit
Drivers Education	.25 credit
Electives	

Grade 11

English	.5 credit
English	.5 credit
Social Studies	1.0 credit
Mathematics	1.0 credit
Science elective	1.0 credit
Bible	.5 credit
Electives	

Grade 12

English	.5 credit
English elective	.5 credit
Social Studies	1.5 credit
Bible	.5 credit
Electives	

All transfer students should check with their school counselor concerning any deviation from this program.

Grading Standards

A Superior	90-100
B Good	80-89
C Average	70-79
D Below Average	60-69
F Unsatisfactory	Below 60

An incomplete is given only for emergency reasons approved in advance by the teacher and school counselor. An incomplete must be removed within two weeks after the student's return to school or the grade becomes an F.

High School Course Selection

Students should plan their educational programs and course selections carefully, then follow the plan they have chosen. Any necessary changes to courses and schedules must be made within the first three weeks of a semester. After the third week, changes are permitted only for health emergencies with the approval of the principal.

Several courses have lab fees noted in the course descriptions. Lab fees need to be paid by the end of the second week of the semester.

Courses marked with an asterisk (*) in the Curriculum Planning Guide are especially recommended for college-bound students.

AP courses and dual enrollment courses are weighted in our grading system using 1.2 as a multiplier factor when determining GPA. Lancaster Mennonite offers the following:

AP Courses

AP Biology

AP Calculus AB

AP Chemistry

AP Comparative Government and Politics

AP English Composition (dual enrollment with Harrisburg Area Community College)

AP Introduction to Literature (dual enrollment with Harrisburg Area Community College)

AP Physics C: Mechanics

AP Psychology

AP Spanish

AP Statistics

AP U.S. History (dual enrollment with Harrisburg Area Community College)

AP World History

Eastern Mennonite University dual enrollment courses:

Appreciating Music Making (online)

Ecology and Science Fiction (online)

Food and Population (online)

Spiritual Formation

Survey of Western Art (online)

Theater and Justice (online)

World Religions (online)

Harrisburg Area Community College dual enrollment course:

Contemporary Business (dual enrollment with Harrisburg Area Community College)

Students need to register for at least six class periods daily for six semesters and seven class periods for two semesters to earn the required 25 credits. Alternate course selections will be used to replace electives if scheduling conflicts occur. Exceptions require school counselor approval.

Middle School Program

Lancaster Mennonite Middle School (grades six to eight) provides a nurturing environment where students explore faith issues, develop Christ-like servanthood, and discover their gifts and sense of calling while growing academically. Students also learn how to work together, develop positive relationships, and grow in respect for themselves, their peers and others.

The middle school is both separated and connected with the high school. Middle school core classes are taught by middle school teachers and many of the exploratory and enrichment classes are taught by teachers who teach both middle and high school classes.

Teachers integrate curriculum, plan middle school events, brainstorm strategies for success for individual students and spend time in prayer for the school and for individual students. Congruent with middle school philosophy, teachers build community among faculty and students and create a guidance-minded school. As teachers model community to students, they encourage students to understand the call to the common good and their responsibilities toward each other.

Middle school students experience spiritual formation as they study the Bible, using the *Journeys With God* curriculum. Students participate in daily devotions, and experience chapel once each week. Occasionally, they participate in a grades 6-12 chapel or assembly. Faith is infused throughout the curriculum.

Lancaster Mennonite Middle School (Lancaster Campus) Sixth grade at the Lancaster Campus serves as a transition year for students. Much of the elementary approach remains as students spend the majority of their day with two teachers and do not regularly “switch classes” as is typical of older students.

Students in seventh and eighth grade engage the traditional curriculum through interdisciplinary study. The students spend time exploring, integrating and synthesizing content in a project-based learning environment. To deepen understanding and promote relevance, teachers infuse local and global events as they relate to the curriculum and learning objectives.

Supplemental to classroom skill development, students will have the opportunity to regularly engage in service learning activities. Service learning is a teaching and learning process that offers opportunities for students to apply knowledge and skills to community needs. It puts an equal emphasis on both service and learning. This type of activity empowers students to experience the positive impact of their learning and collaborative efforts on others and the community. Service learning readily incorporates our faith and enables students to live out our mission: Centered in Christ, Transforming Lives, Changing our World.

Classes are described at the beginning of each section of this Curriculum Planning Guide, enabling you to get a comprehensive view of the 6–12 educational program. Middle school core curriculum includes Bible, Language Arts, Math, Science, Social Studies, and World Languages. Exploratory/enrichment classes include Art, Computer Applications/Keyboarding, Family and Consumer Science, Music, Health and Physical Education, and Technology Education. Electives include Choir, Concert Band, Orchestra, and FFA.

NOTE regarding the Kraybill Campus Middle School:

The Kraybill Campus middle school curriculum is closely aligned with the curriculum of Lancaster Mennonite Middle School including exploratory courses in art, computer, family and consumer science, music, health and physical education, and Spanish. For more information, visit our website at www.lancastermennonite.org.

Early Childhood Program

Pre-kindergarten and kindergarten programs are offered at the following sites: Kraybill, Locust Grove, and New Danville.

Pre-Kindergarten

The Lancaster Mennonite School Pre-Kindergarten program is licensed through the state and creates a secure and nurturing environment that builds a love for learning. Teachers use the child's natural curiosity to develop a foundation for academic growth and social competence that is crucial to mastery at higher-grade levels.

The PreK curriculum includes opportunities for fine motor and gross motor skills, large and small group activities, self-care, art, music, dramatic play, introduction to basic math concepts, and memorization of scripture and poetry. Children experience print awareness and sounds as they listen to stories, engage in rhyme and finger plays, and see their "talk written down." Christian faith and values are infused as they play and learn.

We recognize that "children's play is their work". By interacting with their peers, students learn to play together, express feelings, solve problems, and resolve conflict. Through experimentation and manipulation of classroom materials, each child explores and creates. PreK at LMS is centered in Christ, and begins transforming lives to change our world.

Kindergarten

LMS kindergarten classes help students develop a love for learning in a nurturing environment where children learn to respect each other. Free-play time, routines and work individually, and in small and large groups help the child to grow holistically. Kindergarten is a success-based program that meets students where they are, teaches academics with developmentally appropriate practices and prepares them to enter grade one.

Our approach is a balanced literacy-enriched program that involves reading, writing, listening and speaking. Developing an understanding of the sounds of language and communicating ideas and experiences is an important part of language development. Students become familiar with numbers, patterns, shapes, and counting as math concepts are explored.

Faith and LMS core values are infused into the total program and in separate Bible lessons, which are part of a planned PreK-12 curriculum. This approach builds a solid foundation for social and cognitive development and creates a community of learners prepared for success in school, family and in relating to others. Kindergarten provides a foundation for an LMS education that is centered in Christ to transform lives that change our world.

Kindergarten Curriculum

Math – Everyday Math

Reading – Balanced literacy, phonics, basal readers, leveled books

Language Arts – Introduction to process writing

Science – Inquiry-based program: seasonal themes, health, life science

Social Studies – "My World and Me"

Writing – Handwriting - manuscript

Bible – "Journeys with God", A Time of Wonder, including Bible memory

Physical Education – Basic skills, movement, coordination, low organizational games

Music - vocal: matching pitch and tone color, rhythm, performance, worship

Art – God's colors, shapes, fine motor skills

Elementary School Program

The New Danville Campus offers a comprehensive PreK-5 program, the Locust Grove Campus offers a comprehensive PreK-6 program, and the Kraybill Campus offers a comprehensive PreK-8 program. The Bible curriculum for K-8 is based on the "Journeys With God" series and includes Bible memory. This curriculum is a project of Anabaptist Christian schools. In addition to the subjects that are listed within each grade, the following strands of education are integrated into the curriculum: technology, information literacy, career education, wellness, and writing across the curriculum. Differentiation to accommodate students at all levels occurs within classrooms with separate learning support classes offered in language arts and math for students who have Individualized Academic Plans indicate the need for such instruction. Gifted education is available for qualifying students in grades K-8. In addition, remedial programs in math and reading are offered through the Intermediate Unit 13.

Spanish Immersion Program

The Locust Grove Campus offers a Spanish Immersion program beginning in kindergarten. The program will follow the LMS elementary curriculum except that classroom instruction will be in Spanish. The teacher will speak Spanish using gestures, facial expressions and objects to help communicate their meaning. Students may communicate with the teacher and each other in English but students will increasingly choose to use Spanish. Specials in music, art, physical education, etc. will be taught in English.

The program continues through grade 6 and the language is maintained in middle school and beyond through a class taught in Spanish.

Grade 1 Curriculum

Math - Everyday Math

Reading - Balanced literacy, phonics, basal readers, guided reading

Language Arts - Process writing, spelling, grammar – skills integrated with reading

Science - Inquiry-based program: "Discover the Wonder", plants, light, sound, weather

Social Studies - "My World"

Writing - Handwriting - manuscript

Bible - "Journeys with God": In the Family of God, including Bible memory

Physical Education - Basic skills, movement, coordination, low organizational games

Music - vocal: matching pitch and tone color, rhythm, performance, worship, cultural exposure

Art - Primary and secondary colors, fine motor skills such as cutting, gluing and folding, texture, art Appreciation

Grade 2 Curriculum

Math - Everyday Math

Reading -Balanced literacy, phonics, basal readers, guided reading

Language Arts - Process writing, spelling, grammar – skills integrated with reading

Science - Inquiry-based program: "Discover the Wonder", God's creation

Social Studies - "People Together"

Writing – Handwriting manuscript

Bible - "Journeys with God", A Place to Belong

Physical Education - Basic skills, movement, coordination, low organizational games

Music - vocal: matching pitch and tone color, rhythm, families of instruments, performance, worship, cultural exposure: *Peter and the Wolf*

Art - Understanding artistic styles and media, drawing

Grade 3 Curriculum

Math – Everyday Math

Reading - Basal readers, comprehensive literacy, book studies

Language Arts - Process writing, grammar, spelling

Science - Inquiry-based program: Habitats, gardening, shelters, energy, sounds, protecting the earth

Social Studies - “Communities”, Lancaster County

Writing - Handwriting – Introduction to cursive

Bible - “Journeys with God”, Heroes of Faith

Physical Education - Basic skills, movement, coordination, low organizational games

Music - vocal, melody, pitch, tempo, harmony, meter, learn to play an instrument such as recorder, families of instruments, worship, performance, cultural exposure such as Tchaikovsky’s *Nutcracker Suite*

Art - elements of art and design, painting, construction, sculpture, artist of the month

Computer - Introduction to computer use and keyboard skills

Grade 4 Curriculum

Math - Everyday Math

Reading - Basal readers, comprehensive literacy, leveled books

Language Arts - Process writing, grammar, spelling

Science - Inquiry-based program: Earth, plants, water, volcanoes and earthquakes, flying, weather

Social Studies – US regions, Pennsylvania history

Writing - Handwriting – cursive

Bible - “Journeys with God”, Free to Serve -

Physical Education - Basic skills, movement, coordination, low organizational games

Music - vocal, melody, tempo, harmony, meter, learn to play an instrument such as recorder, families of instruments, worship, performance, cultural exposure such as Handel’s *Messiah*, Stephen Foster, Native American, folk songs of 18th Century

Band/Orchestra instrumental lesson

Art - Drawing, shading, painting, weaving, clay, pastels, art appreciation

Computer – Keyboard skills, learning about sources and using PowerPoint for presentations

Grade 5 Curriculum

Math - Everyday Math

Reading - Basal readers, class book studies

Language Arts - Process writing, grammar, spelling

Science - Inquiry-based program: Matter, machines, energy, electricity, plants

Social Studies - United States History and Government

Bible - “Journeys with God”, God Is Present on the Way

Physical Education - team sports and fitness

Music - vocal, learn to play an instrument such as recorder, families of instruments, worship, performance, music of the various periods and the composers

Band/orchestra instrumental program

Art - Crayon etching, construction, printmaking, murals, landscape, integration of art and music history

Computer - Keyboarding skills, spreadsheets and presentations

Grade 6 Curriculum

Math – College Preparatory Math

Reading - Literature text, book studies

Language Arts - English, spelling, writing workshop

Science - Inquiry-based program: General science

Social Studies – Ancient Civilizations up to the Roman Empire

Bible - “Journeys with God”, Good News

Physical Education - sports and fitness

Music - Vocal, worship, understanding symphony orchestra, types of bands, influences of other cultures on American music, instrumental lessons, band, strings, choir, performance

Art - Elements and principles of art, variety of media, art appreciation of other cultures

Circle of Grace (PreK to Grade 12) www.DovesNest.net

Goal: To educate and empower children and youth to actively participate in a safe environment for themselves and others.

Curriculum objectives: Children/young people will be able to...

1. Understand they are created by God and live in God's love along with the love of Jesus and the Holy Spirit.
2. Describe the *Circle of Grace* which God gives each of us.
3. Identify and maintain appropriate physical, emotional, spiritual, and sexual boundaries.
4. Identify all types of boundary violations.
5. Demonstrate how to take action if any boundary is threatened or violated.

The curriculum is taught comprehensively in grades kindergarten through grade 3, grade 6 and grade 9. In the remaining grades the curriculum is taught as one focus lesson where the objectives are summarized and applied to an issue.

Digital Citizenship and Online Safety Education K-12

Goal: To educate all students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response.

The following topics are covered throughout grades K-12:

- Safety and Security
- Digital Citizenship
 - Digital Life
 - Privacy and digital footprints
 - Cyberbullying and online community building
 - Respecting creative work
- Research and Information Literacy
 - Searching
 - Research and evaluation

Student Life & Co-Curricular Activities (grades 6-12)

Lancaster Mennonite School provides opportunities for students to explore and develop their understanding of Christian faith and their gifts through academics, athletics, fine arts, and social activities. Below are some co-curricular activities that we offer for students in grades 6-12.

Drama

- Middle school spring drama production
- Drama summer camp (grades 6-8)
- High school fall drama production, winter drama production, and spring musical production (may include middle school students)
- Drama Performance class (grades 11-12)

Music

- Middle school choir, concert band, orchestra, and string ensemble
- High school concert band, marching band (cooperative sponsorship with Lancaster Catholic High School), jazz band, orchestra, and string ensemble
- High school choral groups (Grades 9–12)

Athletics

Interscholastic Athletics (high school: grades 9-12; junior high: grades: 7-9)

Fall	Cross Country - high school, junior high Girls Field Hockey – high school, junior high Golf - high school Boys Football – high school (cooperative sponsorship with Lancaster Catholic High School) Boys Soccer – high school, junior high Girls Soccer – high school, junior high Girls Volleyball -high school, junior high Girls Tennis – high school
Winter	Girls Basketball – high school, junior high Boys Basketball – high school, junior high Chess – high school, middle school Coed Bowling – high school (cooperative sponsorship with Pequea Valley High School)
Spring	Baseball - high school Softball – high school Boys Lacrosse – high school Boys Tennis – high school Boys Volleyball – high school Boys & Girls Track and Field – high school, junior high

Intramural Athletic Program – Grades 6-12

High school intramurals are offered during club time and some after school. Middle school intramurals may be offered after school in sports that do not have a junior high interscholastic program.

Clubs

Newspaper, yearbook, student council, literary magazine, speech and drama, LMS web page, peer leadership team (PALS), FFA, FBLA, International Student Association, basketball, soccer, chess, study support groups, and others.

Class Socials

Grades 9-12 have class socials throughout the year. A homecoming dance is held in the fall. Juniors and seniors have a banquet in the spring. The middle school has several socials throughout the school year.

Contests in which High School Students have Participated

Agriculture Department

Local, State & National FFA Contests
including the following:

- Ag Mechanics
- Ag Salesmanship
- Agronomy
- Aquatic Resources
- Creed
- Dairy Cattle Judging
- Dairy Cattle Showmanship
- Dairy foods
- Farm Business Management
- Floriculture
- Forestry
- Horse Evaluation and Selection
- Interview
- Land use and Management
- Livestock
- Meats Evaluation and Technology
- Nursery/Landscape
- Parliamentary Procedure
- Poultry
- Public Speaking contests
- Small Gas Engines
- Scrapbook
- State Band and State Chorus
- Tractor Driving
- Wildlife

Local, State & National Degrees
Experience in Public Speaking
Lancaster County Wildlife Contest
Supervised Occupational Experience
LMH Project Record Book Contest
LMH Tractor Driving Contest
Pennsylvania Jr. Dairyman Contest
College Scholarship
Business/Salesmanship

Business Department

Business Skills Olympics
Future Business Leaders of America (FBLA)

English Department

Lancaster Co Peace Essay Contest
NCTE Haiku Contest (one time)
NCTE Writing Awards (2)
Guideposts Writing Contest
Women's History Essay Contest
Scholarship Writing Awards
Lancaster Newspapers NIE Week Contest
PA High School Speech League Competition
PSU Essay Contest
National Catholic Forensics League Competition

Fine Arts Department

LMH Performing Arts Contest
PMEA Music Festivals: (County, District,
Regional, All-State Chorus, Band &
Orchestra)
Mennonite Secondary Education Counsel
(MSEC) Music Festival
MSEC Regional Band & Orchestra Festival
PMEA - Adjudicated Music Festivals
Honor's Choir
Scholastic Art Show (county & national)
Banners for Lancaster Mennonite Conference
PA Governor's School for the Arts
With Magazine Creative Arts Contest (writing &
photography)
Crop Walk Poster Contest

Family and Consumer Science

LMH Auction Apple Pie Baking Contest
Have participated in Fleischmann's Yeast Share
the Health Contest

Math Department

Pennsylvania Mathematics League
American Mathematics Contest
Millersville Annual Mathematics
Examination
American Invitation Mathematics Examination
Lebanon Valley College Math Quiz Bowl

Science Department

Millersville University Science Exam
Women in Science and Math – MU
Science Olympiad
Chemistry Olympics

Social Studies Department

Mennonite Historical Society Local History Contest

Technology Education Department

York Technical Institute Drafting Contest

World Language Department

National Spanish Examination
American Assoc. Teachers of German Testing &
Awards Program
American Assoc. Teachers of French - Grand Concourse

Miscellaneous

Lancaster-Lebanon Quiz Bowl League plus various tournaments
Environthon

NOTE: More information on any of these contests may be obtained by talking to teachers in those departments.

Contests in which Middle School Students have Participated

Science Olympiad
Math Counts at Millersville University
PA Mathematics League
Intelligencer Journal Spelling Bee
Geo-Bee
Quiz Bowl
Newspapers in Education
MEEC Choir Festival
MSEC Middle School Band/Orchestra Festival
PMEA Music Festivals
Scholastic Art
Fine Arts Festival
Language Arts contests

School Counseling Services

SCHOOL COUNSELING SERVICES PURPOSE STATEMENT

School counseling services of Lancaster Mennonite facilitate the holistic development of all students by:

- Assisting students in planning their educational careers through high school and beyond
- Arranging educational services to students according to their unique learning needs
- Supporting students in the midst of emotional/family stresses
- Encouraging students to make responsible life decisions

Services are provided in a nurturing, pastoral environment, seeking to transform students so they can change our world through Christlike love, peacemaking and service.

School counseling focuses its services on four primary student concerns.

1. **Achieving success in the current academic program**

- Selecting courses appropriate to students' skill levels and goals
- Linking with outside programs such as Lancaster County Career and Technology Centers
- Placement in Learning Support for students needing specialized academic support
- Teaming with focused help such as the following:
 - **IU Math (grades 6-8)**
Remedial math services utilizing a variety of materials to enable students to achieve success.
 - **IU Reading (grades 6-12)**
An instructional program in reading, writing, and study strategies to develop the full potential of the student.
 - **Academic Support (grades 6-12)**
A multi-categorical center primarily for academic support, but also offering support for other needs that keep students from being successful.
 - **Guidance monitoring & counseling**
By student request or by referral of faculty or parents for academic or personal concerns, periodic check-ins with all students.
 - **Math tutoring**
Peer tutoring provided by National Honor Society after school or arranged by the Guidance Office during study hall; or teacher-supervised tutoring available in math clubs.
 - **Suggested classroom adjustments**
Arranged by Guidance for "low average" students not in a special program (e.g. difficulty of level of book to read for book report).
 - **Career & Technology Center programs**
For students in 11th grade. Exploratory half-day or full-day programs.
 - **Referral to tutors outside school** (for example, Sylvan, Kaplan, Huntington, private tutors)
 - **ESL – English as a Second Language (fee)**
ESL courses for students whose first language is not English: ESL 2, 3 & 4.
 - **Social & emotional support**
Guidance monitoring and school counseling; networking with pastors, therapists, and community agencies; school-based support groups (for example, grief, divorce, tobacco cessation, behavioral).

2. Planning for the future beyond high school

Because the majority of careers students will enter require some level of additional training/schooling beyond high school, we encourage students to think of lifelong learning. We encourage students to identify their skills and interests, along with alternatives for future education and employment by means of the following:

- Administering and interpreting group tests at all grade levels through grade 11
- Recommending online career information and interest inventories
- Meeting with each junior and senior to review career/educational plans

3. Getting admitted to college

- Encouraging students to take college admissions tests
- Coordinating visits of college representatives on campus to meet with interested students
- Helping students complete college applications
- Completing student recommendations for colleges
- Information about college scholarships and financial aid

4. Coping with developmental/educational/family stresses

The following support services are provided to students:

- Individual counseling with a counselor or teacher
- Referrals to counselors outside school for more intensive counseling
- Connections with parents and pastors in crisis times
- Regular meetings of Advisory Groups
- Weekly support groups
- Peer Helper program linking the middle school and high school
- ACT (Assistance Core Team) - A group of school personnel who are professionally trained to work with students experiencing behavioral and/or academic difficulties.
- SST (Student Support Team) – A faculty team that is available to meet with a student and parents to provide extra academic, behavioral, or emotional support when it is needed.

Advisory Groups

On most Wednesdays, students meet in faculty-led advisory groups of about fifteen classmates.

The purpose of advisory groups is:

- To have students experience a rhythm of life that includes large and small group settings and interactions.
- To provide an avenue for students to interact with students outside their established circle of friends.
- To ensure that each LMH student has the opportunity to connect with a staff member.
- To provide an opportunity for sharing and prayer in a small group setting.
- To provide an academic advisor for each student.
- To create a place for reflection and writing.
- To oversee and hold the portfolio for each student's work, which will culminate in the senior presentation.
- To provide a group opportunity for juniors to mentor freshmen.

NCAA Requirements for College-bound Student Athletes

To participate in Division I or II athletics as a college freshman, you must register and be certified by the NCAA Initial-Eligibility Clearinghouse. Information booklets and registration forms are available from your school counselor. You may register online at www.NCAAClearinghouse.net. Registration with the NCAA Clearinghouse should be done during the junior year. Divisions I and II academic eligibility requirements include successful completion of approved core courses, earning an SAT/ACT of a certain range and maintaining an eligible GPA. The NCAA Initial-Clearinghouse lists only those courses that qualify as core courses after receiving information provided by the director of guidance. Students should meet with their school counselor early in their high school career if participating in Division I or II athletics is a long term goal.

Faith Practice Statements

1. In this school students know they are loved and valued by God which enables them to value and love each other.
2. Peacebuilding, including the use of restorative discipline, is regularly modeled and practiced as a lifestyle of nonviolence, seeking justice and being part of a reconciling faith community.
3. Our school values and is responsive to cultural, racial and socioeconomic diversity.
4. Our school provides a welcoming community where it is emotionally safe to raise questions, to value and learn from differences, and to care for each other.
5. The school enables students to practice global awareness, cultural sensitivity, anti-racism, and compassionate living.
6. Students grow in their understanding of stewardship of all God has entrusted to them, including the natural environment.
7. Staff members in our school are committed to modeling the life of Jesus Christ
8. Students grow in understanding the process of biblical discernment by using scripture, asking questions, practicing spiritual disciplines, and engaging with other Christians.
9. Students are encouraged to grow in relationship with Jesus and to follow Jesus daily in life through attitudes and practice.
10. Our school does everything it can to eliminate the obstacles that exclude or hinder the ability of students to receive a faith-infused, education of excellence.
11. Stories and symbols of faith and reconciliation are regularly shared in our school community.
12. Our school invites parents and congregations to become partners in the faith formation of their child.
13. Our school is a community that lives the gospel message through praying, serving others, and enabling students to grow in understanding that they can make a positive difference in the world globally and locally.
14. Our school builds a strong faith and learning community in which students and staff support each other.
15. Our school enables students to live a life of curiosity, wonder and mystery as they join with God to bring the reign of God on earth as it is in heaven.

Graduate Profile

Lancaster Mennonite School, comprised of Hershey Campus (K-12), Kraybill Campus (PreK-8), Lancaster Campus (6-12), Locust Grove Campus (PreK-6), and New Danville Campus (PreK-5), is a comprehensive PreK-12 school that prepares graduates for lifelong learning. The Christ-centered educational process develops the gifts of each student to live as a global citizen. It is expected that a graduate of LMS is a person who:

Academic

- infuses a Christ-centered faith into learning and understanding
- has a love for learning and has developed skills that enable him/her to be a lifelong learner with the ability to solve problems, think critically, and to work collaboratively with others
- exhibits competency in basic subject matter, possesses knowledge in the academic disciplines, the arts and workforce skills
- communicates effectively through speaking, writing and listening
- incorporates technology appropriately and has the skills to analyze and manage information
- has the knowledge and skills for success in his/her personal life, management of money, relationships, and self-understanding
- has a love for God's creation and its diversity in the natural environment and peoples

Spiritual

- is growing in relationship to Jesus Christ and a faith community
- has a faith centered in Jesus Christ as the final revelation of God
- is Biblically literate, values and accepts the authority of Scripture, knows the history of the universal Christian church and the Anabaptist heritage and is able to bring these into discernment of faith questions
- lives a life of discernment, spiritual growth and the discovery and development of gifts, by asking questions and seeking answers, through the practice of spiritual disciplines, the counsel of other Christians and the church
- knows he/she is loved by God and shares this love with others by word and deed
- cultivates a worldview informed by Christian-Anabaptist teaching where one sees through the eyes of Jesus

Lifestyle

- practices global awareness, cultural sensitivity and humility, respect, an anti-racist lifestyle and compassionate living
- practices stewardship of all God has entrusted to him/her, including the natural environment and is generous in giving of time and money to bless and serve others
- shows commitment to forgiveness, understanding, reconciliation and non-violent resolution of conflict, and respects all human life
- participates and is accountable in the life of a church community
- maintains healthy relationships with others in family, church, workplace and community
- practices wellness of body, mind and spirit
- practices a balanced ethic of work, service and leisure
- lives with a sense of curiosity, wonder and mystery

The graduate profile is developed within the framework of Confession of Faith in a Mennonite Perspective that gives definition to the theological phrases in this profile.

COURSE DESCRIPTIONS

AGRICULTURE SCIENCE & TECHNOLOGY

Agriculture education provides opportunities for learning in the applied sciences, technology and business environment. The agricultural sciences create opportunities which challenge students to apply the scientific method to areas as diverse as landscaping, forest management and animal nutrition. Students develop vocational skills and knowledge necessary for work in the local and global communities. Emphasis is placed on Christian stewardship of natural resources and biblical ethics in work and business.

Recommended Sequence of Classes for Agriculture Science & Technology Students:

Environmental Science (Grade 9)
Global Studies (grade 9)
Intro to Ag Science (Grade 9-10)
Forestry & Environment (Grades 9-12)
Horticulture (Grades 9-12)
Power Technology - Small Engines (Grades 9-12)
Animal Biotechnology (Grades 9-12)
Wildlife and Fisheries Science (Grades 10-12)
Construction Technology (Grades 11-12)
Welding & Mechanics Technology (Grades 11-12)
Ag Business Economics (Grades 11-12)
Accounting I (Grades 10-12)

Recommended Classes for College-bound Agriculture Science & Technology Students:

Intro to Ag Science
Animal Biotechnology
Horticulture and/or Forestry & Environment
Advanced Math
Chemistry or Honors Chemistry
Physics, Honors Physics or Advanced Biology
Advanced Writing or Career English
Power Technology and/or Welding & Mechanics Technology and/or Construction Technology
Ag Business Economics
Two years of a World Language

FFA To be part of the FFA, students are required to elect at least one agriculture course each year. Leadership training, public speaking and other life skills gained in the FFA prepare students for post high school experiences. The FFA meets during the co-curricular periods. Students in grade 9 should enroll in Environmental Science first semester and Ag Business Economics I second semester. Independent Study Agr. is offered for most courses in cases where it is impossible for students to schedule an Ag course to meet FFA credit.

601 FORESTRY AND ENVIRONMENT. Students learn to identify many of the trees common to the northeastern United States. This course includes units on multiple uses of the forest such as lumber, energy, wildlife, conservation and reforestation. Students will also contribute to the preservation of the environment. This course may count as 0.5 Science credit.

First semester for grades 9-12.

0.5 credit

- 602 WILDLIFE AND FISHERIES SCIENCE. Students will learn about the different aspects and career opportunities of wildlife and fisheries management and natural resource conservation. This course will include units on identification, habitat management, and small mammal study. Outdoor activities and studies will use the campus woodlands and aquatic areas as an outdoor lab. The course may count as 0.5 science credit.
First or second semester for grades 10-12. 0.5 credit
- 603 ANIMAL BIOTECHNOLOGY (veterinary and animal production). Students explore practical aspects of animal reproduction, nutrition and health. (Units include dairy, swine, beef and horses.) This course provides an excellent foundation for agri-business careers, farmers and **introductory vet-science** for college freshmen. This course may count as 0.5 Science credit.
First or second semester for grades 9-12. 0.5 credit
- 606 CONSTRUCTION TECHNOLOGY. Students learn the basics of electrical wiring, plumbing, and masonry. Students order material for a utility shed, lay out a floor plan and design simple roof trusses. Students also construct one or more storage type buildings. Students will pay for parts, materials used, as well as a small deposit for safety equipment.
First or second semester for grades 11-12. 0.5 credit
- 607 POWER TECHNOLOGY - SMALL ENGINES. This course provides students with an excellent theoretical and practical background in operating, maintaining, trouble shooting and repairing of small gasoline engines. Anyone planning to own a car or other motorized equipment will benefit from this course. Students will pay for parts, materials used, as well as a deposit for safety equipment. This course counts as 0.5 science credit.
First or semester for grades 9-12. 0.5 credit
- 608 HORTICULTURE. Students learn knowledge and skills involved with greenhouse management, plant propagation, integrated pest management (IPM), and landscape work. The landscape component may include developing a landscape plan. This course involves many hands-on lab activities, and during spring weather, students work outdoors in practical landscape care. This course counts as 0.5 science credit.
Second semester for all grades. 0.5 credit
- 609 WELDING AND MECHANICS TECHNOLOGY. Emphasis is on modern processes of joining and separating steel, sheet metal, etc. Skills are learned using the arc welder, plasma cutter, mig welder, assembly and equipment restoration. Student projects include steel fabrication, tractor restoration and large engines. Students will pay for parts, materials used, as well as a deposit for safety equipment. Students interested in advanced welding training should plan to take both semesters.
First or second semester for grades 11-12. 0.5 credit
- 610 INTRODUCTION TO AG SCIENCE. A leadership class for beginning FFA members where students learn management entrepreneurship, record keeping and other skills required for success in the FFA and in future business operations. The impact of Pennsylvania's agricultural commodities in the global marketplace will be taught through team projects. Highly recommended for first year FFA members.
This course may count as 0.5 Global Studies credit.
Second semester for grades 9-10 and other first year FFA members with FFA advisor approval. 0.5 cr.

- 611 AG BUSINESS ECONOMICS. Economic principles are taught in an atmosphere of discussion. Classroom projects that simulate real-life situations encourage students to explore management strategies that maximize profits. Students learn how to manage credit for personal and business purposes. Meets requirements for Economics in the Social Studies department.
First semester for grades 11-12. 0.5 credit

A R T

As a means of communication, the visual arts enable a student to observe, explore, and respond to life through many media and design skills. Discovering the creative process can draw one to the ultimate creator—God. Art courses cultivate reflection, criticism, and aesthetic sensitivity to cultural expressions worldwide. This awareness and appreciation for all of God's earth and people lead to constructive creativity and career choices which nurture our global society.

Courses with the ** are considered foundational courses for students pursuing an art career.

MIDDLE SCHOOL

Middle school is an introduction to a wide variety of art techniques and processes. Students will be introduced to the elements and principles of design by working on specific projects including clay, printmaking, sculpture, painting, drawing and more. They will also work with the quality and function of line, geometric shapes and value drawing. Various artists will be introduced each year using their works as examples of the units being studied.

HIGH SCHOOL

- 201 ARTBEAT. An excellent foundation for all the other art electives, this course focuses on what art is and why people create it. Students work with a variety of media and techniques, including drawing, painting, sculpting, and working with clay. Weekly lessons in art history help students appreciate a wide variety of art and artists.
First semester for grades 9-12. 0.5 credit
- 204 DRAWING. Emphasis is on learning to see. Basic drawing skills are developed along with experiments utilizing many techniques (contour, gesture, value) and media (pen and ink, brush, conte', charcoal, scratch board). Daily sketchbook assignments focus on development of specific drawing skills.
Prerequisite: Artbeat or equivalent.
Second semester for grades 9-12. 0.5 credit
- **206 PAINTING. This studio course provides experience in acrylic and watercolor painting. Emphasis is on color theory and the elements and principles of design. Students will experiment with unusual materials (sand, salt, rice paper), colors, and textures to enhance their paintings.
Prerequisite: Drawing or instructor's permission.
Second semester for grades 10-12. (Lab fee \$25) 0.5 credit

- **202 TWO-DIMENSIONAL DESIGN. Learn to use the elements and principles of design to create exciting two-dimensional art work. Students will experiment with many techniques and media (pen and ink, colored pencils, acrylic paints, pastels, and more). Units in basic design, printmaking, and commercial art (typography and lay-out) are included in this studio course. Prerequisite: Artbeat or equivalent. First semester for grades 9-12. 0.5 credit
- **207 SCULPTURAL DESIGN. Learning to use the elements and principles of design in their projects, students create three-dimensional forms in a variety of media, including wire, plaster, stone, clay and found objects. Studies in art history focus on the prehistoric to modern art periods. Prerequisite: Artbeat or equivalent. First semester for grades 9-12. 0.5 credit
- 203 ART IN ACTION. Students put their artistic skills to active use beyond the classroom. Students will produce art with practical applications such as murals, illustration for publication, program covers, arts in chapel, public art and others. Group and individual projects may integrate art with skills from other disciplines. Emphasis on good design, excellent craftsmanship, communicating positive values, exploring career options and service to school and community. Prerequisite: Artbeat or equivalent. Second semester for grades 9-12 in **alternate years. Offered 2017-2018.** 0.5 credit
- 216 CERAMICS. Hand-building techniques and wheel-throwing skills are the focus of this course. Works by master potters and crafts persons are studied in conjunction with student projects. Both functional and sculptural/design assignments provide a wide range of experience in clay. Prerequisite: Artbeat or equivalent. **(Lab Fee - \$30)** Second semester for grades 9-12; **meets two periods a day** 1.0 credit
- **211 ADVANCED STUDIO. Students will study their choice of drawing, painting, or three-dimensional design by following Advanced Placement Portfolio Guidelines. Course work combines art theory (self-paced study), sketchbook assignments, discussions, and independent projects. Prerequisite: Normally students follow the sequence of taking Artbeat, Drawing and Painting or 2-D or 3-D, but they can enroll with special permission from an art instructor. **(Lab fee \$25 per semester)** First or second semester for grades 11-12. 0.5 credit
- 217 INTRODUCTION TO PHOTOGRAPHY (Silver-based and digital). This course is an introduction to the field of Photography, both “classic” photography (film cameras, silver-based technology, wet darkroom, black-and-white photographs) and digital photography (computer “darkroom,” Photoshop, output to the web and to paper prints). Students learn to use their cameras better, to take more interesting, better-designed photographs, and to work with silver and digital methods for doing photography. Students must have access to a 35mm film camera capable of being used manually (LMH has film cameras for rent if necessary) and a digital camera. An excellent foundation for all other photography classes. **\$75 lab fee.** Required for student publication photographers. First or second semester for grades 9-12. 0.5 credit
- 220 SURVEY OF WESTERN ART (Online dual enrollment course taught by an Eastern Mennonite University professor)
This college level course is a survey approach to the history and appreciation of Western art that examines the ways in which religious, social, political and philosophical concepts have been expressed in art. Optional Textbook: *Art: A Brief History*. Students must register with EMU and pay a fee for 3 college credits and technology.

First or second semester course for grades 11-12

0.5 credits

- 213 PHOTOGRAPHY II (Silver-based). This course emphasizes broadening and deepening photographic skills for students who love working in a traditional darkroom. Students explore creative use of camera controls, existing and studio lighting, flash techniques, the history of photography and principles of good composition. Class members make portraits, learn special darkroom techniques and become “master printers.” The class also chooses from a variety of projects, which often include photographing with antique cameras, hand coloring photographs, doing pinhole photography, completing a color photography project and more. **\$100 lab fee**.
Prerequisite: Grade “B-” or higher in Introduction to Photography.
First or second semester for grades 10-12. 0.5 credit

- 214 DIGITAL PHOTOGRAPHY. Students continue making photographs, learning to use all the capabilities of their cameras, and improving the design of their images. Emphasis is on learning to use digital cameras, scanners, Photoshop and desktop printers for doing photography as well as continuing to develop “a photographic eye.” Class members sharpen their basic image editing (Photoshop) skills, as well as learn more advanced Photoshop tools such as curves, layers and masks. Ethical issues relating to digital imagery are explored. The course affords students the opportunity to do color photography, and helps students get started in photojournalism, commercial photography and fine art photography directions.
Students must have access to a digital still camera capable of making images of at least 5-6 Megapixels. **\$40 lab fee**. Highly recommended for student publications photographers.
Prerequisite: Grade of B- or higher in Introduction to Photography.
First or second semester for grades 9-12. 0.5 credit

BIBLE AND CHURCH HISTORY

The Bible curriculum at Lancaster Mennonite is designed to teach biblical truth, strengthen Christian convictions and assist youth in their faith journey. God is recognized as Creator of the universe. The message of God's power and faithfulness is presented through the biblical story. We believe God's ultimate revelation has come in the incarnation of Jesus Christ.

Students are challenged to make Jesus both Savior and Lord of their lives. Students learn how the Church grew from a small group of believers in Palestine into the global body of Christ. Similarities and differences of Christianity's major branches are surveyed to discern their fundamental tenants of faith. The Sermon on the Mount and the Epistles become foundational as students are called to personal faith and a life of peacemaking, servanthood and mission.

Grade 6

This class will assist youth in their journey as it shows God’s power and faithfulness through Bible stories. The course offers a continuation of the unfolding drama of God’s creating and saving acts of grace throughout history. At this stage of development, students need models for healthy decision making. Thus, the sixth grade course begins with Israel’s exile in Babylon, includes the return to Judah, and culminates with God’s sending the Holy Spirit and calling the church. Bible memory will focus on the New International Version of the Holy Bible. Worship will be incorporated with biblical study.

Grades 7 and 8

These classes assist youth in their faith journey and show students God's power and faithfulness through Bible stories. Students will be encouraged to choose Christ as their Savior and Lord. Topics of study include Old Testament prophets, exploration of God working throughout history (including the book of Acts), and the book of James. Students will also explore issues such as self-esteem and making choices within a biblical context. Worship is incorporated with biblical study.

Grade 9-12

- 105 INTRODUCTION TO BIBLE. This course is designed to introduce international students to the Bible. Topics include navigation of the Bible, the God of the Bible, the rise of Christianity as a religion, and the concept of Church and Christian celebrations. In this course students will learn of key stories from the Old and New Testaments.
First or second semester course 0.5 credit
- 101 CREATION & PROMISE. In this Old Testament course students are introduced to the story of God calling out, and working with His people, from creation through the return from exile. Required.
First or second semester for grade 9. 0.5 credit
- 103 JESUS' STORY. This New Testament course focuses on the life of Christ and His mission in the world. It takes a serious look at the life and teachings of Jesus in the Gospels, how the early church lived out these teachings, and then seeks to find practical applications for Christians today. Required.
First or second semester for grade 10. 0.5 credit
- 104 GLOBAL CHRISTIANITY. This class is a study of Global Christianity from the birth of the church through the formation of Roman Catholicism, Eastern Orthodox and other non-Western Christian faith streams, and the Reformation with an emphasis on the rise of the Anabaptist movement. This is followed by a study of the development and growth of the Anabaptist movement in North America and around the globe, other denominations, the rise of non-denominational churches and the Pentecostal movement. The class examines the current relationship between Christianity and culture, including other world religions, in settings around the world. Students are helped to understand their faith as they study Christianity in a global context. Required.
First or second semester for grade 11. 0.5 credit
- 107 KINGDOM LIVING. This course ties together the four years of Lancaster Mennonite School Bible curriculum. Recognizing that the Old Testament points to the coming of the kingdom of God in Jesus, the primary emphasis is on living in the kingdom now. Special emphasis will be given to the study and practice of the spiritual disciplines. Students will be challenged to do critical Biblical thinking related to Kingdom Living in the home, church, and world. The course is designed with the understanding that God calls us to be in but not of the world as the consummation of his kingdom is anticipated. Required.
First or second semester for grade 12. 0.5 credit
- 112 SPIRITUAL FORMATION. This is a dual enrollment course with Eastern Mennonite University. This course may be taken instead of Kingdom Living I and serves as an introduction to Christian Spiritual Formation, its roots in history as well as its present day implications on both a personal and communal level. It is grounded in the understanding that God is always active in our lives and in the world around us. Spiritual disciplines are one way that we open our eyes, ears, and hearts to God's message for us and for the world. Looking and listening to God's movement enables us to

comprehend in a deeper way what it means to be a follower of Jesus in our broken world. Lectures, readings, discussions, papers, journal entries, meeting with a spiritual companion, weekly experiences with a small group and a class retreat form the basis for mutual learning. There is a cost for the dual enrollment and retreat.

First or second semester for grade 12 students with a “B” or higher average. 0.5 credit

BUSINESS, COMPUTER, AND INFORMATION TECHNOLOGY

The Business, Computer, and Information Technology curriculum is designed to meet the students' personal and career objectives, equipping students for the world of work, further education or mission. Emphasis is placed on both technical and personal skills necessary for success in the modern global business community. Course work is designed to build a basic understanding of the world of business. An emphasis on ethics and stewardship challenges students to be responsible Christian citizens.

MIDDLE SCHOOL

COMPUTER APPLICATIONS AND KEYBOARDING. Middle school students will be introduced to and develop skills in keyboarding (keying at a minimum competency of 30-50 words per minute), basic computer concepts, word processing, spreadsheet applications, and media presentations. Students will also be taught the proper use of the Internet for communication and research along with online safety.

HIGH SCHOOL

Keyboarding and Computer Application Skills

Students graduating from LMH should have skills in keyboarding and computer applications as they are needed for college as well as for the students' personal and career objectives. Students should be able to key at a minimum competency range of 30-50 words per minute. All students should have basic keyboarding and computer skills which include word processing (keying letters, reports, and tables), desktop publishing, database management, and spreadsheet preparation.

Recommended Sequence of Courses for Business Education Students

- Introduction to Business
- Computer Applications
- Advanced Computer Applications
- Financial Accounting
- Business Law
- Entrepreneurship

Math credit is offered for Personal Finance and Business Math.

Social Studies (Economics) credit is offered for Introduction to Business and Contemporary Business.

632 INTRODUCTION TO BUSINESS. This course is a basic business course which introduces students to the world of business. Topics include the business environment, forms of business organization, management and leadership, human resources, and financial management. The course meets the requirements for Economics in the Social Studies Department.
First semester for grades 9-12 0.5 credit

- 633 CONTEMPORARY BUSINESS. (Dual enrollment course with HACC: BUSI-101-Introduction to
636 Business)
This is an online asynchronous course taught by an LMS teacher with HACC Adjunct Faculty status. The course introduces students to the broad field of business and gives an overview of the characteristics, theories, concepts, and functions of business. Students are provided with the basic frameworks (for further study) for the fields of management, marketing, accounting, finance, human resources, labor relations, business law and ethics, and economics. Students are challenged to develop critical thinking skills and to recognize the basic components of any business and how each part interrelates in a global environment. Prerequisite: Eligibility for enrollment into ENGL 003, 007, or 057, as identified by the College Testing and Placement Program. This course meets the requirement for Economics in the Social Studies Department. This is a weighted class.
First or second semester course for grades 10-12 1 credit
- 637 BUSINESS MATH. This course will strengthen the student's everyday math skills. Students review fundamental math principles. Calculations will be learned that apply to business applications, including income, manufacturing, sales, marketing and distribution. This course may count as 0.5 math credit.
First semester for grades 10-12. 0.5 credit
- 620 PERSONAL FINANCE. Concepts of personal financial management are examined from a Christian perspective. Emphasis is placed on career choice, preparing budgets, keeping personal income and expense records, completing simple tax returns, using credit, and understanding banking. Investments and risk management will be explored. This course may count as 0.5 math credit.
Second semester for grades 10-12. 0.5 credit
- *621 FINANCIAL ACCOUNTING. Financial accounting will introduce students to fundamental aspects
*622 of financial accounting. Students will learn to prepare accounting entries, financial statements and how to analyze the work presented. Additionally, students will be faced with real-world situations that business professionals are faced with on a daily basis. A strong emphasis will be placed on teamwork and communication skills.
Yearlong course for grades 10-12. 1.0 credit
- 635 COMPUTER APPLICATIONS. Students will become familiar with computer hardware, Windows, and Microsoft Office Professional software package. Students will learn skills needed to use word processing, database management, spreadsheets, graphics and presentation software.
First semester for grades 10-12. 0.5 credit
- 640 ADVANCED COMPUTER APPLICATIONS. This course is a continuation of the Computer Applications class. Students will learn advanced concepts of using Microsoft Office Professional as well as gain experience in producing documents for school activities. Students will be introduced to web page design.
Prerequisite: Computer Applications.
Second semester for grades 10-12. 0.5 credit
- 634 BUSINESS LAW. The importance of business law in everyday life is emphasized and provides practical guidelines for becoming practical consumers - both now and later. Topics covered are an introduction to law, contracts, bailments, employment, and property. A variety of application activities are provided to help reinforce legal principles studied.
Second semester for grades 11-12. 0.5 credit

- *630 ENTREPRENEURSHIP. This course will teach students the skills needed to establish and manage a business and the characteristics required of a successful entrepreneur. Students will study and develop a business plan. Other topics studied include marketing, distribution, promotion, selling, financial management, and operations management.
Second semester for grades 11-12 0.5 credit

COOPERATIVE PROGRAMS

LANCASTER COUNTY CAREER AND TECHNOLOGY CENTERS

Students in full day classes at the Career and Technology Center will be charged a records fee. Additional part-time fees are charged for students taking one or more classes on the Lancaster Campus. Records fee for the 2015-16 year was \$168.

- 645 CAREER & TECHNOLOGY. Juniors and seniors could be eligible for part-time or full-time
646 enrollment in certain vocational programs offered through the Lancaster County Career & Technology Center (LCCTC). A variety of programs are available related to the following fields: cosmetology, construction, technologies and visual communication. Descriptions of programs can be found online. Career and technology center students will complete a project at LCCTC that will count for their senior presentation. Anyone interested should consult with their school counselor as early as the sophomore year to plan accordingly. 3.0 or 6.0 credits available.

PRE COLLEGE MUSIC DIVISION AT MILLERSVILLE UNIVERSITY

Through a special partnership program, Lancaster Mennonite High School students who desire a special music focus in their curriculum can apply to take classes in the *Pre College Music Division at Millersville University of Pennsylvania (MU)*. Successfully completed courses are added to the student's high school transcript. An individualized plan is designed for each participating student. Some of the courses offered are: Music History, Chamber Music, Music Theory (Kodály Concept), Choir, Ensemble, Orchestra, Composition, and Independent Lessons. Interested students should contact their school counselor.

DIVERSIFIED OCCUPATIONS AND SERVICE

Diversified Occupations and Service is designed to benefit both students who will enter the job market after graduation and those who continue their formal education. Diversified Occupations and Service educates students to realize the many occupational opportunities in society and to evaluate their interests and abilities. It also enables them to acquire valuable skills and knowledge, and to provide the opportunity for realistic job experiences. Students are helped to understand that to be a Christian is our primary vocation regardless of how we may earn a living.

- 644 DIVERSIFIED OCCUPATIONS. Students will be required to be in the classroom the first few days of class to complete required paperwork. This class provides students with the opportunity to receive occupational instruction and realistic on-the-job experiences that cannot be offered in the classroom setting. Students are required to find their own employment with an employer who is willing to participate in such a program. Students are required to work at least 15 hours a week for the full semester, usually during the three afternoon classes and in many cases until 5:00 p.m. International students must have valid U.S. working papers. The students will also plan and attend a breakfast banquet for all of the employers at the end of the semester. The program is flexible to meet the needs of individual students.
Second semester for grade 12. 1.0 credit
- 651 SERVICE. Service provides students an opportunity to help a teacher. No credit is given for this experience. .0 credit
- 652 PEER TUTORING. Students will have the opportunity to explore the teaching profession working in Learning Support or with middle school students. They will contribute to the education of individual students or small groups of students through individualization, modeling, motivation, and develop an understanding of similarities they share. Students participating in this program must have a satisfactory school conduct grade and need to be approved by the faculty member they are working with and a guidance counselor. Students should indicate their interest in Peer Tutoring on their course selection form each year.
First or second semester for grades 9-12 0.5 credit

DRIVER EDUCATION

- 702 DRIVER EDUCATION (Classroom). Driver Education classroom training is incorporated into the Health/Safety Education class. See courses 701/702 on page 34.

DRIVER EDUCATION (Behind-the-Wheel). This phase of driver education consists of six hours of actual behind-the-wheel instruction in the car. Instruction is available to students with learner's permits or licenses. Students are placed on a rotating schedule so that they miss a different set of classes each time they drive.

Students getting their permits in May, June, or July are encouraged to contact their local public schools to get behind-the-wheel training during the summer months.

Students do not register for behind-the-wheel training as a separate course. As soon as a student receives his/her learner's permit from the state, he/she shall report his/her desire for behind-the-wheel training to the school office.

The fee is set annually. Fee for 2015-16 was \$350.

ENGLISH

The study of language arts develops the communication skills students will need in their work place, in further education and in service for the Kingdom of God. As students read and respond to literature from various times and cultures, they begin to understand more about themselves, the world, and questions and values of their society. Learning critical thinking skills enables students to become discerning consumers of mass media. By reading on a regular basis, students establish reading habits which provide lifelong recreation and access to information. Thinking and communication skills enable students to articulate their ideas, feelings, values and faith.

Grade 6

Language Arts is integrated across the curriculum in grade 6. Students read widely, acquiring skills as they develop a love for reading. Grade 6 students have extensive writing opportunities to develop skills in composition and grammar. Students also develop skills in organization, listening, speaking, and study methods.

Grade 7

Students continue to develop their communications skills through extensive reading, writing, listening, and speaking. Students write compositions, journal entries, essays, and reports. Students work individually and collaboratively, frequently on projects growing out of their studies in Bible and social studies. Skills in critical thinking develop as students learn to evaluate and synthesize multidisciplinary information.

Grade 8

Grade 8 Language Arts builds on communication skills developed in earlier years as students prepare for the transition to high school studies in composition and literature. Students read, study, analyze, and write about literature. Grade 8 students do extensive writing with a special focus on informative writing and responding to literature. Students develop skills in thesis statement construction, beginning research methods, grammar and sentence structure, and vocabulary. Career exploration is also a component of eighth grade reading and writing.

HIGH SCHOOL

Students are required to earn a minimum of four English credits for graduation.

English 9	1.0 credit
Writing Courses	1.0 credit
Literature Courses	1.0 credit
Communications and Analysis	0.5 credit
Other	0.5 credit

- 221A ENGLISH 9. Writing, grammar, and vocabulary are studied in conjunction with literature. Units of
221B study include short stories, drama, poetry and the novel. 1.0 credit
Yearlong course
- 237 COMMUNICATION AND ANALYSIS. The life skills of listening, speaking, and writing are studied and practiced. This media literacy course emphasizes the organization and presentation of information for various purposes and audiences. Contemporary uses of media, including entertainment and advertising are analyzed and evaluated from a Christian perspective. Semester course required of all juniors. 0.5 credit
First or second semester for grade 11.

Writing Courses

- 240 WRITING SKILLS. This course addresses the basic writing skills needed to succeed in Academic Writing and literature courses. Emphasis is on sentence structure, paragraph structure, grammar, and mechanics.
First or second semester for teacher-recommended students in grades 10-12 0.5 credit
- 233 ACADEMIC WRITING. This course focuses on advancing and strengthening academic writing skills. Students write several short papers including essays and a short research paper. Academic Writing is a prerequisite to Advanced Writing.
First or second semester for grades 10-12 0.5 credit
- 245 CAREER ENGLISH. Students learn the written and oral communication skills necessary to get a job and function well in a work environment.
First or second semester for grades 11-12 0.5 credit
- *235 ADVANCED WRITING. Students are guided through the writing of several papers, including an extensive research paper. This course for college-bound students practices a peer revision model to give and receive feedback.
Prerequisite: Academic Writing
First or second semester for grades 11-12. 0.5 credit
- *250 ENGLISH COMPOSITION I (Advanced Placement). Designed to develop fluency in writing clear, forceful, and effective prose, this course, when taken in conjunction with Introduction to Literature (AP), is intended to prepare students to take the AP Literature and Composition exam for college credit. **By paying an additional registration fee and course fee and taking a placement exam**, students may receive college credit for this course through Harrisburg Area Community College (HACC). All students registering for English Composition I must take and pass HACC's placement exam. This is a weighted class.
Second semester for grades 11-12 0.5 credit

Literature Courses

- *259 INTRODUCTION TO LITERATURE (Advanced Placement). Designed to develop understanding and to increase human experience through literature, this college level course, when taken in conjunction with English Composition I, is intended to prepare students to take the AP Literature and Composition exam for college credit. The major literary types (poetry, fiction, and drama) are defined and illustrated through examples drawn from English and American literature as well as other literatures of the world. **By paying an additional registration fee and course fee and taking a placement exam, students may receive college credit for this course through Harrisburg Area Community College (HACC)**. This is a weighted class.
First semester for grade 12. 0.5 credit
- *236 ADVANCED READING. Designed for the student with above average ability and self-discipline, this course allows students to plan their own curriculum from a list of books suggested for the college bound. Students receive guidance in reading critically and respond in writing and orally to each book read.
Second semester for grades 11-12. 0.5 credit

- *230 BRITISH LITERATURE. Students study the major authors of the principal literary periods from Beowulf to 20th century poetry such as Shakespeare and Romanticism, and become aware of recurring themes that link students of today with people of all times.
Second semester for grades 10-12. 0.5 credit
- *244 U.S. LITERATURE. A survey course sampling United States literature from the colonial times through the 20th century, U.S. Literature will explore how works relate to their historical and social contexts, the Christian worldview, and their writers' view of life. U.S. Literature will correlate to the AP U.S. History curriculum.
One semester course for grades 10-12 0.5 credit
- *246 WORLD LITERATURE. Students will examine classic and contemporary world literature, exploring thematic threads which connect the works despite their varied cultural traditions, helping to broaden the students' perspectives. Designed for the student with above average ability and self-discipline, this course allows students to plan their own curriculum from a list of books suggested for the college bound. Students receive guidance in critical reading and respond orally and in writing to each book.
One semester course for grades 10-12 0.5 credit
- 234 LITERATURE OF THE BIBLE. The artistic dimension of the Bible is emphasized through careful study of various types of literature found in it and through the study of biblical influence in literature, art, and music.
One semester course for grades 10-12 in **alternate years. Offered 2016-2017.** 0.5 credit
- 226 LITERATURE OF THE CHRISTIAN FAITH. Selected works of various types from Christian writers are studied as literature and as inspirational writings. The use of Christian themes by non-Christian authors is also noted.
One semester course for grades 10-12 in **alternate years. Offered 2017-2018.** 0.5 credit
- 229 THEMES IN LITERATURE. The literature studied is organized around themes of high interest to students. Themes include death, love, courage, and friendship.
First second semester for grades 10-12 0.5 credit

Electives

- 227 JOURNALISM. This course introduces students to the various types and styles of journalistic writing. An elective course, Journalism is recommended for students considering applying to school publications.
First semester for grades 10-12 0.5 credit
- *248 SPEECH. Students learn to deal with fear and nervousness and to be confident and effective in a speaking situation. Class activities include group discussions, extemporaneous and memorized speeches and critiques. An emphasis is on applying speech skills outside of class.
Prerequisite: Communication and Analysis
One semester course for grades 11-12 0.5 credit
- 261 DRAMA: PERFORMANCE. This class introduces the art of drama as communication. Students are challenged to develop skill in vocal articulation, projection, improvisation, stage presence, and familiarization with dramatic terms.
Second semester for grades 11-12. 0.5 credit

- 262 ECOLOGY AND SCIENCE FICTION. (Online dual enrollment course taught by an Eastern Mennonite University professor)
 This college level course focuses on stories, either as graphic novels, books, or film, that give us hope for the future or terrify us toward making change. Stories can make us feel content or they can cast a vision for a better future. The narratives we consume shape our worldview all the while providing entertainment. This book club like course explores the common themes of ecology and theology expressed through the vision of various science fiction authors, both classic and new.
 Required Textbook: *Science Fiction: A Very Brief Introduction*
 Students must register with EMU and pay a fee for 3 college credits and technology.
 First or second semester course for grades 11-12 0.5 credits
- 264 THEATER AND JUSTICE. (Online dual enrollment course taught by an Eastern Mennonite University professor)
 Theatre is one of many powerful tools used to address injustice in the world. In this course, students will research and analyze various theatre artists, dramatic literature, productions and theorists that use Theatre as their medium for change in the world. Particular emphasis will be on identifying the actors and the stage that comprise the Theatre of social and other online communities.
 Required Textbooks: *Engaging Performance: Theatre as Call and Response*
 Students must register with EMU and pay a fee for 3 college credits and technology.
 First or second semester course for grades 11-12 0.5 credits
- 249 CREATIVE WRITING. The writing of short stories, poetry, and plays encourages imaginative expression. For students who enjoy writing and are ready for a challenge.
 First or second semester for grades 11-12. 0.5 credit
- 247 YEARBOOK. Staff members use a period daily to work on the yearbook. Only students already appointed to the staff should include this in their schedule. Students receive a pass or fail grade.
 Recommended prior courses: Journalism, Photography, and/or Two-dimensional Design.
 First semester for grades 11-12. 0.25 credit

ESL (English as a Second Language)

ESL classes serve students who are learning English as a non-native language. The goal of ESL is to bring students to a level of English proficiency whereby they can participate fully in other academic courses and transition successfully to post-secondary education.

Initial placement for incoming students is based primarily on the English proficiency test score submitted with the student's application (TOEFL iBT, TOEFL JR, ITEP SLATE or IELTS). Movement between levels is determined by teacher recommendations, grades in ESL and other courses, and updated proficiency test scores. It is not uncommon for students to remain at the same level for multiple semesters. Since most colleges require a TOEFL iBT score of at least 80 for admission, students who desire to exit the high school ESL program are expected to score at least near that level.

Additional fees are charged for all levels of ESL. Fees are adjusted each semester to reflect the student's current level. Please refer to our website or contact our business office for current ESL fees.

- 222-2 ESL LEVEL 2. Level 2 focuses on improving students' basic English skills in reading, writing, speaking, and listening. Class work and assignments are designed to help students increase their vocabulary and communication skills in order to participate in school life and work toward functioning in a regular classroom. Students in Level 2 do not take another English class. ESL Level 2 meets for three periods each day.
First and/or Second Semester 0.5 credit
- 222-3 ESL LEVEL 3. Level 3 serves to help improve students' English communication skills in reading, writing, speaking, and listening to a level where they can begin to function in a regular classroom. Students also receive language level appropriate assignments and testing in their regular courses as well as advocacy by the ESL Level 3 teacher. Students in Level 3 generally do not take another English class. ESL Level 3 meets one period each day.
First and/or Second Semester 0.5 credit
- 222-4 ESL LEVEL 4. Level 4 is designed to assist students with a smooth transition to all regular classes, especially English classes, without modifications. Students focus on vocabulary development, academic writing skills, literature reading and interpretation, and test-taking skills (especially the TOEFL iBT). ESL Level 4 students may, with teacher recommendation, take an additional English course. Students taking ESL 4 are required to take the TOEFL iBT, TOEFL JR., ITEP SLATE, or IELTS as a part of each semester's coursework and grade. A TOEFL/iBT score of 75 or equivalent is needed to successfully complete the program. In addition, students are required to participate in an extra-curricular activity.
First and/or Second Semester 0.5 credit

FAMILY AND CONSUMER SCIENCES

The Family and Consumer Sciences curriculum is designed to increase students' knowledge and skills in the area of human development, family relationships, consumerism, foods and nutrition, clothing and textiles, and housing and interior decorating. Our goal is to manage with reason and creativity the challenges across the life span of living and working in a global society. Emphasis is placed on the responsible and biblical use of resources which incorporate Christian values to enhance the quality of family life.

MIDDLE SCHOOL

Middle school students will be taught the basic skills of sewing and food preparation through sewing and cooking projects. Stewardship of time and resources and concepts of etiquette, hospitality and godly character are emphasized. The study of nutrition, kitchen safety and use of equipment is included.

Grade 7

EXPLORATORY SEWING. The objective of this course is to introduce students to the basic skills of hand sewing and machine sewing in an exploratory manner. Through their study, students will learn time management skills, how to read and follow written and oral instructions and cooperation in a group environment.

Grade 8

EXPLORATORY FOODS. The objective of this course is to introduce students to the study of nutrition, meal planning and food preparation while utilizing high safety and sanitation standards. Through their study, students will learn time management skills and cooperation in a group as well as acceptable etiquette conduct at the table.

HIGH SCHOOL

- 665 FOODS AND NUTRITION I. This course is an introduction to food preparation, cooking techniques, equipment and fundamental nutrition concepts and food appreciation. A variety of learning experiences include projects, experiments, and cooking labs are used to reinforce concepts. Nutrition as it relates to present eating habits and health concerns are studied. Meal preparation, presentation and styles of service are exemplified in Christmas and Spring Teas, apple pie contests. **Minimum lab fee is \$45.**
First or second semester for grades 9-12. 0.5 credit
- 666 FOODS AND NUTRITION II. Units of study include yeast breads, international foods, meal planning, fast foods, gourmet cooking and nutrition issues among others. Group research projects and labs expose students to advanced food preparation techniques, food consumerism and world food issues. Prerequisite: Foods and Nutrition I, except for seniors who must have instructor's approval. **Minimum lab fee is \$50.**
Second semester course 0.5 credit
- 659 NUTRITIONAL SCIENCE. Nutritional Science, also known as **Food Science**, is the study of the production, processing, preparation, evaluation and utilization of food. It is based on many other areas of science such as chemistry, biology, physics, and psychology (none of these areas are prerequisites to take the course.) Nutritional Science includes food labs to reinforce the study of the basic nutrients, leavening agents, fermentation, food safety and sanitation. This includes the use of scientific methods in laboratory experiments and food labs. **Minimum lab fee is \$40.** Counts as 0.5 credit of science.
First semester for grades 10-12 0.5 credit
- 660 CHINESE CULINARY ARTS. This is an introductory course that focuses on Chinese foods, basic theories and methods of cooking, terminology, kitchen practices and lifestyle, history of Chinese cooking, food ingredients and their functions. Lab work and video presentations will cover Chinese cuisine and popular Chinese holiday dishes. The course will compare Western foods and preparation to Chinese foods and preparation. Additional cultural topics include hospitality, human longevity, impact on environment and medical systems. **Minimum lab fee is \$45.00**
Semester course for grades 10-12 0.5 credit
- 664 CHILD DEVELOPMENT. This course is for students considering a child care/education career or becoming a mother/father someday. Physical, mental, emotional and social development of a child from conception to age 6 are studied. Special topics covered include pregnancy, birth, discipline, play, brain, child abuse and children with special needs. Story time once a week for 12 weeks is planned and implemented by the classes and is open to community participation.
Second semester for grades 11-12 0.5 credit
- 667 FASHION AND DESIGN I. An introduction to the study of apparel design, merchandising and consumerism, this course will emphasize basic elements of clothing design and construction with insights into career possibilities in this field. Students will study history of fashion, textile fundamentals and equipment usage, culminating with the construction of at least three original garments. Students will purchase fabric and supplies for garments. **Approximate cost for the course is \$50.00.**
First semester for grades 10-12. 0.5 credit

- 670 FASHION AND DESIGN II. This course provides students with the opportunity to learn modern techniques of clothing constructions, the basic elements and principles of design as applied in dress and consumer information on fabric and fabric care. **Approximate cost for fabric and supplies is \$50.**
Prerequisite: Fashion and Design I
First semester for grades 10-12 0.5 credit
- 668 HOUSING & INTERIOR DECORATING. This course helps students design a future "home." Included are housing designs and cultural influences on them, current and historic house styles, floor plans and furniture selection with an emphasis on current trends in home decorating. Career possibilities are explored. The use of the principles and elements of design in housing and interior decorating are utilized in the final presentation sample board.
Second semester for grades 10-12 in **alternate years. Offered 2017-18** 0.5 credit
- 669 CREATIVE CRAFTS. This course encourages students to combine creativity with basic skills and techniques of sewing, basket weaving, stenciling, cake decorating, quilting, candle making, etc. Minimum lab fee is \$45.
First semester course for grades 9-12 in **alternate years. Offered 2016-17** 0.5 credit

HEALTH, SAFETY AND PHYSICAL EDUCATION

Maintaining physical health and development is essential for a Christian. Our bodies are the "temples of God" and therefore must be respected and cared for properly. Physical activities not only maintain healthy bodies but also provide an outlet for normal energies and stress. It is hoped that exercise combined with the classroom study of the physical and psychological person will instill in students a meaningful understanding of themselves.

MIDDLE SCHOOL

HEALTH. Health classes focus on developing good decision-making skills and being responsible for one's health. Topics include injury prevention and safety, individual growth and development, substance abuse, personal health, nutrition and exercise. Health education in the middle school is articulated with the ninth grade curriculum.

PHYSICAL EDUCATION. Students participate in activities involving cooperation, problems solving, and team building strategies. The overall theme throughout the year is to stress fitness and wellness in all of the activities. Students also learn the skills necessary for a variety of team sports.

HIGH SCHOOL

- 701 HEALTH/SAFETY EDUCATION-DRIVER EDUCATION. Specific units in health include fitness, wellness and first aid. The driver education component includes the thirty hours of classroom instruction required of a state approved driver-training program. Students desiring behind-the-wheel instruction need to arrange separately for it. Students in grades 11 or 12 who wish to take only the driver education course should make special arrangements with their guidance counselor.
Required for 10th grade.
First or second semester course for grade 10 0.25 credit each for Health and Driver Education
0.5 credit total

- 703 HEALTH—9. Classroom units include injury prevention and safety, individual growth and development, substance abuse, personal health, nutrition and exercise. Required for all 9th graders. First or second semester course for grade 9. 0.5 credit
- 704 PHYSICAL EDUCATION—9. This course introduces students to a variety of team and lifetime sports activities. The following individual and team sports will be offered: fitness and weight training, football, softball, soccer, basketball, and volleyball. Required for all 9th grade students. First or second semester course for grade 9. 0.5 credit
- 783 PHYSICAL EDUCATION—10. This course encourages students to develop a lifetime fitness plan that will meet their personal needs. The following individual and team sports will be offered: tennis, speedball, volleyball, weight training, team handball, badminton, and outdoor education. Required. First or second semester course for grade 10. 0.5 credit
- 787 FALL TEAM SPORTS. The major team sports in this unit include basketball, touch or flag football, soccer, softball, street hockey, and volleyball. Each student will be required to dress-out and participate in the activity selected for that day. This will be an exciting class for persons who enjoy playing team sports and want to get in shape at the same time. This class is not geared for the varsity athlete who wants to perfect his/her skills so they can compete at the varsity level. First semester course for grades 11 and 12. 0.5 credit
- 788 SPRING TEAM SPORTS. The major team sports in this unit include indoor/outdoor soccer, basketball, volleyball, street hockey, and styx ball (lacrosse). Each student will be required to dress-out and participate in the activity selected for that day. This will be an exciting class for persons who enjoy playing team sports and want to get in shape at the same time. This class is not geared for the varsity athlete who wants to perfect his/her skills in order to compete at the varsity level. Second semester course for grades 11 and 12. 0.5 credit
- 789 WEIGHT TRAINING AND CONDITIONING. The emphasis on this class will be on physical fitness (cardiovascular endurance) and weight training. Each student will participate in a circuit-type weight training program geared for his/her own personal needs and abilities. The purpose of this class will be to develop and maintain a high level of cardiovascular endurance and good muscle tone throughout the body. Each student will be evaluated on his/her own merit and they will not be compared to other students in the class. A great class for persons who like the challenge of setting personal goals and are willing to work hard to reach those goals. First or second semester for grades 11 and 12. 0.5 credit
- 790 WEIGHT TRAINING AND CONDITIONING II. For students who wish to continue their program beyond the first course. First or second semester for grades 11 and 12 0.5 credit
- 791 WEIGHT TRAINING AND CONDITIONING III. For students who wish to continue their program beyond the second course. First or second semester for grades 11 and 12 0.5 credit
- 793 RACQUET SPORTS. The sports involved in this introductory class will be tennis, badminton, floor tennis and ping pong. This will be an exciting class for persons who enjoy racquet sports and want to improve their eye-hand coordination and want to improve conditioning. This class is not geared for the varsity athlete who wants to perfect his/her skills so they can compete at the varsity level. First or second semester for grades 11-12. 0.5 credit

LEARNING SUPPORT

The staff in the Learning Support program works with students in a holistic way that enables them to grow academically, spiritually, socially, and physically. LMS offers services to ensure that students who learn differently are given a chance to realize their full academic potential. Federal and state guidelines are useful to program design; however, LMS is an independent school and forms a program that best serves our students without the restrictions and requirements of strictly following government mandates.

The Learning Support staff partners with parents and teachers to provide students who might otherwise find it difficult to participate in the general education curriculum with the resources to achieve academic success in the classroom. The Learning Support program may include students with learning difficulties or disabilities.

LMS seeks to ensure students are included and successful in their classes to the fullest extent that they are able. The Learning Support staff work with teachers to facilitate accommodations and differentiation of instruction. Accommodations and support are provided through an Individualized Academic Plan (IAP) for students who demonstrate a need.

MIDDLE SCHOOL

GENERAL ENGLISH. This course parallels the regular English education course and focuses on developing writing skills, spelling frequently used words, and exploring literature. Students practice speaking skills through class discussions and presentations.

First and second semester for grades 6-8

GENERAL MATH. This course focuses on improving and developing arithmetic skills. Students receive practical mathematical skills for life as the course parallels the regular middle school math curriculum.

First and second semester for grades 6-8

HIGH SCHOOL

GUIDED STUDY. This course is designed for Academic Support students who have an IASP and are in Academic Support five periods a week. The course provides support for students in a small group setting and focuses on organization, notebook checks, study skills, small group instruction, test support, technology support, and parental and teacher support. A pass/fail grade will be issued for this semester-long course.

0.25 credit

GENERAL ENGLISH. This course parallels components from the regular high school English courses while focusing on career-related writing, journaling, reading the newspaper, and literature study.

First and second semester for grades 9-12

0.5 credit

GENERAL MATH. This course includes a variety of mathematical areas used in daily life. Students will work collaboratively and independently as they develop problem solving and critical thinking skills. Projects and assignments are relevant to daily living. Beginning algebraic concepts will also be introduced.

First and second semester for grades 9-12

0.5 credit

GENERAL SOCIAL STUDIES. Students develop social skills including organization and healthy peer relationships as they expand their global awareness. Students learn skills in the following areas: study skills, career exploration, interviewing and employment, money management, organization and time management, leisure time activities, community living and general independent living skills. This course counts as one semester of social studies.

First and second semester for grades 9-12

0.5 credit

M A T H E M A T I C S

Mathematics holds a central place in academic traditions and is a factor in the advancement of civilization. Mathematics is used in science and technology and is a basic tool for logical reasoning and decision-making processes. Mathematics is a common language in the global community and as such transcends national boundaries and becomes a useful model for the Christian community. Through mathematics, we see the beauty of God's creation as expressed in nature's symmetry and designs. It affirms God's awesome power.

Grade 6

Sixth grade math serves as the bridge between the basics of elementary school math and higher levels of math. The course refines computational skills and develops problem-solving skills. Students will investigate the following strands of mathematics through hands-on activities and exploratory exercises: measurement, patterns and number theory, fractions, decimals, geometry, statistics, probability, ratio, proportion and percent.

Grade 7

PRE-ALGEBRA 7. The course will focus on extensive problem solving and concepts that prepare students for algebra, including variables, expressions, and equations. Students also connect geometry with algebra by exploring symmetry, symmetry transformations and the Pythagorean Theorem. Scientific calculators are required.

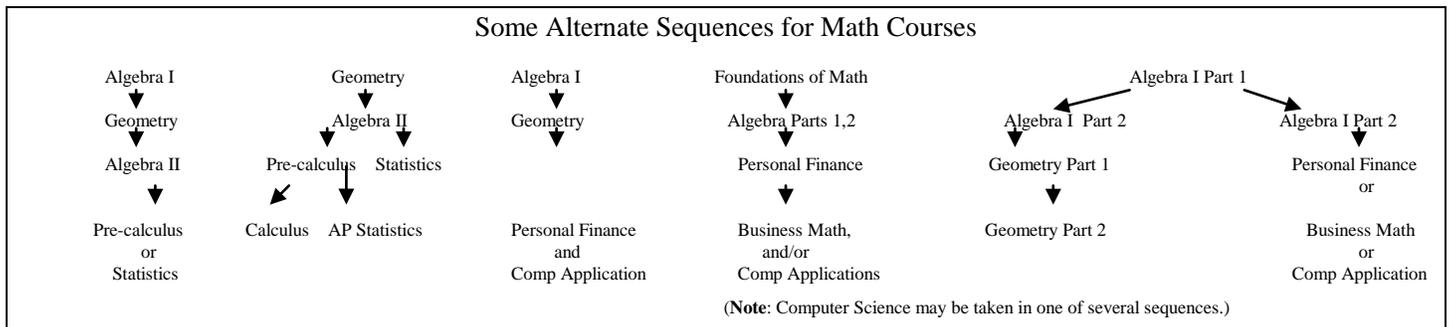
Grade 8

ALGEBRA I, Part 1. The course will focus on extensive problem solving and concepts that prepare students for algebra, including variables, expressions, and equations. Students also connect geometry with algebra by exploring symmetry, symmetry transformations and the Pythagorean Theorem. Scientific calculators are required.

ALGEBRA. This course focuses on extensive use of linear and simple quadratic equations, graphing, functions and relationships, and integrates geometry and algebra. Problem solving is emphasized. Scientific calculators are required. Students are also exposed to graphing calculators.

Students who received an A in algebra prior to entering eighth grade may take a high school geometry class.

HIGH SCHOOL



Students need a minimum grade of C before moving to the next level of math on the chart.

419 ALGEBRA I (Part 1). This course integrates algebra and geometry concepts at a slower pace. The
 420 course focuses on linear concepts and basic geometry. This course prepares students for Algebra I
 (Part 2). Students should have a scientific calculator.
 Yearlong course for grades 9-12 1.0 credit

- 434 ALGEBRA I (Part 2). This course is a sequel to Algebra I (Part 1) and integrates algebra and
 435 geometry concepts. This course covers linear and quadratic equations, graphing, and functions in
 addition to basic geometry. Students who complete both parts of Algebra Parts 1 & 2 will have
 completed a full Algebra I course with basic geometry. Students should have a scientific calculator.
 They will be exposed to graphing calculators. This course prepares students for Geometry.
 Prerequisite: Must have at least a C grade in Algebra 1 (Part 1).
 Yearlong course for grades 9-12 1.0 credit
- *405 ALGEBRA I. This course focuses on extensive use of linear and simple quadratic equations,
 *406 graphing, functions and relationships, and integrates geometry and algebra. Scientific calculators are
 required. Students are exposed to graphing calculators.
 Yearlong course for grades 9-12. 1.0 credit
- *407 ALGEBRA II. Builds upon concepts learned in Algebra I. New topics include trigonometry,
 408 quadratic relations, and logarithms. A graphics calculator is required which costs approximately \$80-
 \$95. (*Recommended brands: TI-83+ or TI-84.
 Prerequisite: At least a C in Algebra I; At least a grade C in Geometry.
 Yearlong course for grades 9-12. 1.0 credit
- *409 GEOMETRY. This course investigates a range of subjects including Euclidean and Non-Euclidean
 *410 Geometry, spatial relations, logic, proof, congruence, transformations, polygons, circles, and the
 dimensions of various figures. This course reviews Algebra 1 content on a regular basis.
 Prerequisite: At least a C in Algebra 1.
 Yearlong course for grades 9-12 1.0 credit
- 411 GEOMETRY (Part 1). This course covers the first half of Geometry and investigates a range of
 412 subjects, including Euclidean and Non-Euclidean Geometry, spatial relations, logic, proof,
 congruence, transformations, polygons, circles, and the dimensions of various figures. This course
 reviews Algebra 1 content on a regular basis.
 Prerequisite: At least a C in Algebra 1 or Algebra 1, Part 2.
 Yearlong course 1.0 credit
- 436 GEOMETRY (Part 2). This course is a sequel to Geometry, Part 1 and continues to investigate a
 437 range of subjects, including Euclidean and Non-Euclidean Geometry, spatial relations, logic, proof,
 congruence, transformations, polygons, circles, and the dimensions of various figures. This course
 reviews Algebra 1 content on a regular basis.
 Prerequisite: At least a C in Geometry, Part 1.
 Yearlong course 1.0 credit
- 414 COMPUTER SCIENCE. The main emphasis of this course is on programming and is oriented
 toward solving mathematics problems. Students will create some small games as well. It is strongly
 recommended that students taking this course enjoy math and problem solving. Keyboarding skills are
 helpful.
 Prerequisite: Algebra 1
 Second semester for grades 9-12 0.5 credit
- *415 PRE-CALCULUS. An elective which follows Algebra I and II and Geometry. It prepares
 *416 students for college work in mathematics. The structure of the number system is stressed. Topics
 include sequences and series, mathematical induction, vectors, and trigonometry. A graphics
 calculator is required.
 Prerequisites: At least a grade C in Algebra II and Geometry. Yearlong course 1.0 credit

- *417 ADVANCED PLACEMENT CALCULUS. Covers differentiation and integration and some of their applications. Limits and analytic geometry also receive quite a bit of attention. Students taking this course may take the Advanced Placement exam and should be able to test out of at least one semester of college calculus. A graphics calculator is required. This is a weighted class.
 *418 Prerequisite: At least a grade C in Advanced Math.
 Yearlong course. 1.0 credit
- 421 STATISTICS. The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data by exploring data, planning a study, producing models and confirming models by statistical inference. This academic class prepares students for either college or the world of work. A TI-83+ or TI-84 graphing calculator is required. (Approx. cost \$90.)
 Prerequisite: At least a C in Algebra II and completion of ESL 4
 First semester for grades 11-12. 0.5 credit
- *423 ADVANCED PLACEMENT STATISTICS. The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data, planning a study, and producing models using probability and simulation, and statistical inference. Students completing this class will be prepared for the Advanced Placement Statistics Exam. A TI-83 or TI-84 graphing calculator is required. This is a weighted class.
 *424 Prerequisite: At least a C in Advanced Math and completion of ESL 4.
 Yearlong course 1.0 credit

Mathematics final note:

Mathematics credit may also be earned through either Business Math (0.5 credit) or Personal Finance (0.5 credit).

MUSIC

Music is an art form expressed in composing, performing, participating and listening, and is an important element in worship. What students experience and explore in music at Lancaster Mennonite School can significantly impact music in the church, cultivating aesthetic enjoyment, social and cultural understandings, and a faith relationship with God. Music experiences, especially in ensembles, promote social as well as personal development. Skills developed in music can be used for a lifetime.

MIDDLE SCHOOL

Sixth grade has a general music class throughout the school year and may also elect to be in one of the performing groups: Concert Band, String Ensemble, or Choir (\$20 music fee for choir). Seventh grade students who are not part of one of the performing ensembles are required to be in a general music class. Eighth grade students may elect music classes.

Members of band or orchestra normally are expected to provide their own instruments and be able to read music.

HIGH SCHOOL

- 267 VOICE CLASS. Voice Class is open to all students. It is highly recommended for Junior Chorale, Vocal Ensemble, or Campus Chorale members. Emphasis is placed upon proper singing technique. Song literature includes many different styles. Students may be asked to purchase their own music. A public recital concludes the course. It is recommended that students take Exploring Music before taking this course.
First semester for grades 9-12. 0.5 credit
- 271 MUSIC THEORY I. Music Theory I opens the doors of music to students, taking what they know and have experienced in music and adding the fun of discovering how music is put together. Students examine how to get the most from music, all the ways it can be used (listening, performing, composing), and music history. Students will learn to create short songs. In order to be a successful member of Concert Choir or Campus Chorale or in order to take AP Music, students should take this course.
First semester for grades 9-12 0.5 credit
- 285 PIANO LAB. Piano lab is an introductory piano course. Students would benefit from taking Music Theory I or its equivalent before coming into the class. Students will be asked to pay for the text. Students may be asked to work independently. Students will be expected to play in a recital.
Second semester for grades 9-12. 0.5 credit
- 275 CONCERT CHOIR. Concert Choir is a non-auditioned choir. In addition to singing good choral literature and preparing for performances, emphasis is placed on proper habits for singers, sight-reading music skills, and choral blend. The group may perform in several church programs besides the school concerts. Regular attendance at rehearsals is essential for good ensemble work. Participation in all scheduled concerts is expected.
276 Yearlong course for grades 9-12. 0.5 credit/semester
- 272 GUITAR I. For the beginning guitar student. Each student is asked to purchase a text and have his/her own acoustic guitar. It is advisable to have some background in music before taking this course; however, previous experience is not required.
First or second semester for grades 10-12. 0.5 credit
- 274 GUITAR II. Students continue to develop their guitar skills in Guitar II. Each student is asked to purchase a text and have his/her own acoustic guitar.
Prerequisite: Guitar I
First or second semester for grades 10-12. 0.5 credit
- 282 APPRECIATING MUSIC MAKING. (Online dual enrollment course taught by an Eastern Mennonite University professor)
This college level course focuses on experiential learning and introduces music from the insider's perspective in order for students to explore creative processes involved in music making. Class content is organized topically, including notation systems, ensembles, composition, improvisation, music philosophies, film music, and music and worship from both Western and non-Western perspectives. Students will develop informed listening skills and cultivate an appreciation for the many contexts of music in our daily lives. Familiarity with music notation is not required.
Required Textbooks: *What to Listen For in Music* and *Thinking Musically: Experiencing Music, Expressing Culture*
Students must register with EMU and pay a fee for 3 college credits and technology.
First or second semester course for grades 11-12 0.5 credits

291 MUSIC THEORY II. Music Theory II is for students who have a solid background in music. The course deals with all aspects of music, especially chord structure, voice leading, cadences, texture, and analysis. Students will work at keyboard proficiency as part of this course. Students are strongly encouraged to be engaged in vocal or instrumental performance. Students will be encouraged to compose a significant work and will have access to Sibelius Notation software for composing. Taking the Advanced Placement Music exam is an option after completing this course.
Prerequisite: Music Theory I or equivalent.
Second semester for grades 11-12. 0.5 credit

279 CAMPUS CHORALE. Admission is by audition. Members are chosen on the basis of musical and
280 vocal ability, personal discipline, and spiritual maturity. Campus Chorale is the main performing choir of LMH and gives programs in local churches, participates in the MSEC Choir Festival, and an adjudicated choir festival. Members are required to participate in all scheduled performances unless specifically excused by the director. Choir members are expected to pay for their own choir outfits, as well as any other fees related to the Campus Chorale. Regular attendance at rehearsals is essential.
Yearlong course for grades 11-12. 1.0 credit

String Orchestra, Concert Band, Jazz Band

The instrumental ensembles of the school are made up of the String Orchestra, the Concert Band and the Jazz Band. Students are expected to stay with the ensemble they have chosen for the entire school year. Students should have their own instruments and should be taking private lessons on their instrument outside the school time. The school owns a few instruments that may be rented at a reasonable rate. Attendance at all rehearsals and scheduled concerts is expected. Students will be asked to cover costs related to the MSEC Band and Orchestra Festival.

Full year course for grades 9-12

265 STRING ORCHESTRA. String orchestra is open to students from grades 9-12 by audition. The
266 string orchestra rehearses four periods a week and meets with the symphony orchestra once a week. Sectionals may take place on alternate days. Students normally are expected to provide their own instruments and be able to read music.
Yearlong course 1.0 credit

269 CONCERT BAND. Concert band is open to students from grades 9-12 by audition. Concert band
270 rehearses twice a week and SELECT STUDENTS meet with the Symphony Orchestra once a week. Sections which have too many instruments for the orchestra may be asked to work as separate ensembles. Students normally are expected to provide their own instruments and be able to read music. Yearlong course 0.6 credit

273 JAZZ ENSEMBLE. Jazz ensemble meets twice a week (opposite band rehearsals). Members of the
278 Jazz Ensemble who play wind instruments normally must also be members of the concert band. The pep band is comprised of Jazz Ensemble members. Regular attendance at rehearsals and any agreed upon concerts is expected.
Yearlong course for grades 9-12 0.4 credit

Private Instrument Lessons

Private instrument instruction is available for students wanting to enhance their performance skills. Arrangements for lessons are made through the music department. Lesson fees are paid to the instructor.

SCIENCE

Science is a way of discovery that provides for intellectual stimulation and development. It is fundamental in helping to equip students to live responsibly in a technological world.

The marvels of the physical world reflect God's glory as both creator and sustainer. The tools of science help to explore the workings of nature and to unlock some of its wonders. We affirm that truth has its source in God. Therefore the discoveries of science, rightly understood, proclaim God as supreme in the physical as well as the spiritual realm.

Grade 6

EARTH SCIENCE. The sixth grade science curriculum includes a study of the Earth's changing surface, the waters of the Earth, inside the Earth, and meteorology. Students will broaden their understanding of and appreciation for the functions of God's creation and learn about the importance of using resources wisely.

Grade 7

LIFE SCIENCE. This course will focus on the characteristics of living things from bacteria to animals. Students will explore the fundamental qualities that hold true for all organisms as well as how the differences are classified. How life is passed on (cell structure and genetics) and life's place in the world (environmental science) are also featured.

Grade 8

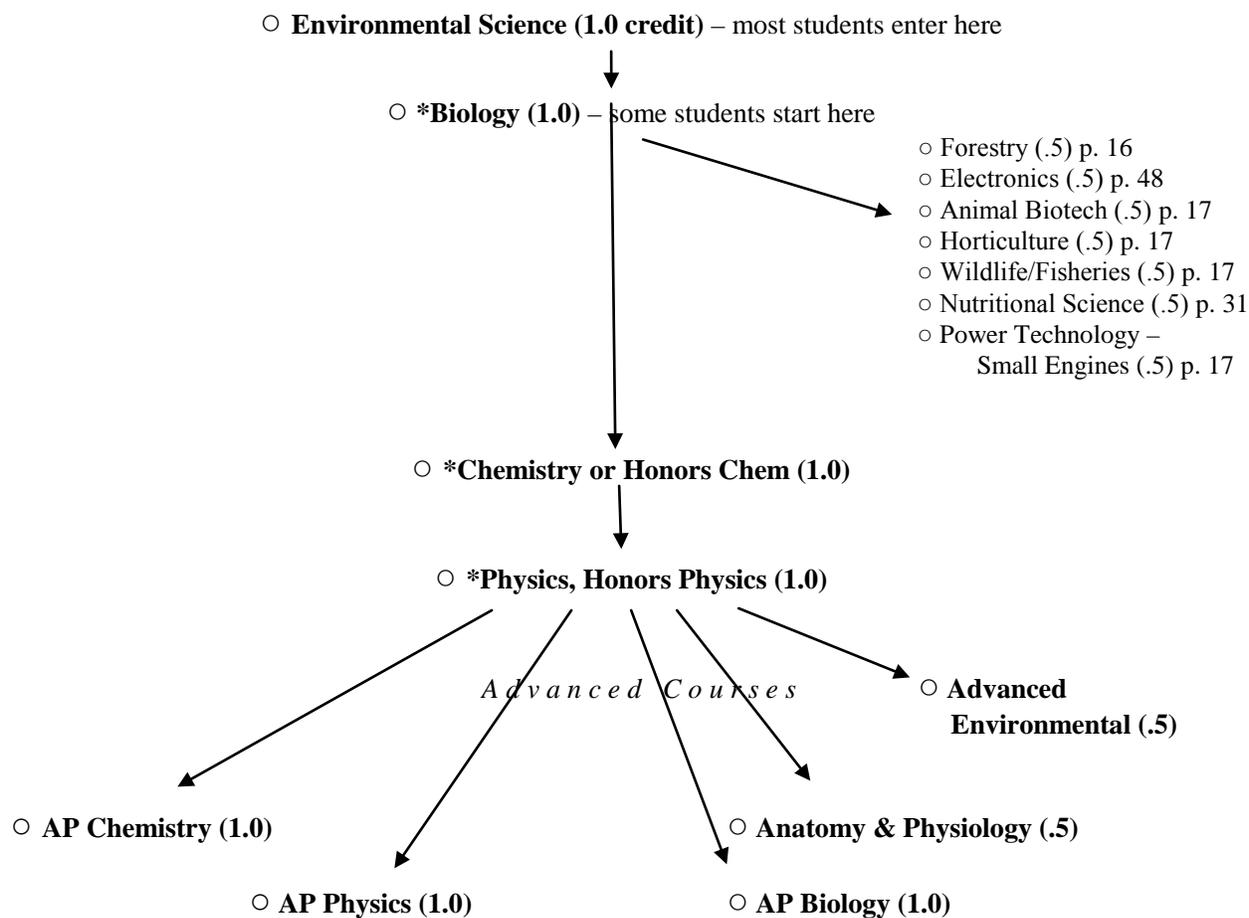
PHYSICAL SCIENCE. This inquiry-based course is a beginning study of interactions between matter and energy. Topics such as motion, force, and energy, sound and light, chemical interactions and molecular relationships will be studied. Students will gain awareness of the intricate workings within God's creation.

HIGH SCHOOL

The Science Plan Survey is as follows:

- Requirement: 3 credits; 2 of the credits must be selected from courses in bold print.
- Lighter science requirements are at the top; college bound lower
- Classes marked with * are basic requirements for most colleges. Not having these classes means you have knowledge below what is considered normal entrance knowledge.

For Survey shade ○



Engineering/Medical

Medical/Health

One Science credit may also be earned by taking two 0.5 credit courses from the Agriculture Department, Technology Department, and Family and Consumer Sciences Department. Options include:

- Animal Biotechnology
- Electronics
- Forestry & Environment
- Horticulture
- Nutritional Science
- Power Technology–Small Engines
- Wildlife and Fisheries Science
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- 451 ENVIRONMENTAL SCIENCE. With the campus as our extended laboratory we will explore how God's earth operates. We will examine the gifts of atmosphere, aquatic systems, and the land and how they have been used and misused. The goal is to prepare us to be good stewards of God's creation. First or second semester course; **meets two periods per day**. 1.0 credit
- 453 BIOLOGY. God's gift of life to plants, animals and people is marvelous. Biology helps us awaken these wonders. A variety of laboratory and class activities is designed to lay a foundation to understand the living world, both for persons who will take advanced studies as well as those who do not. (9th grade students selecting Biology should have an "A" in 8th grade math/science.) First or second semester course; **meets two periods per day**. 1.0 credit
- 453A BIOLOGY. God's gift of life to plants, animals and people is marvelous. Biology helps us awaken these wonders. A variety of laboratory and class activities is designed to lay a foundation to understand the living world, both for persons who will take advanced studies as well as those who do not. (9th grade students selecting Biology should have an "A" in 8th grade math/science.)
453B Yearlong course for grades 9-12 1.0 credit
- 453R BIOLOGY RESEARCH. Biology for students who are interested in pursuing science fair topics while completing the full biology curriculum. Each student will be responsible for completing a science fair project that addresses kingdom values, specifically Matthew 25:34-45. Students selecting Research Biology should be self-motivated having an "A" in 8th grade math/science or "B" and above in Environmental Science.
Prerequisite: Environmental Science strongly advised.
First semester course for grades 9-10 (10th grade preference); **meets two periods per day**. 1.0 credit
- *455 CHEMISTRY. This course examines the structure and properties of matter, and investigates the interaction of elements and compounds that permeate the world around us. It is designed for the college bound student, although it is encouraged for everyone. Student lab work and demonstrations are integrated with the reading and problem solving involved in this course of study.
Prerequisite: Algebra I.
First or second semester course for grades 10-12; **meets two periods per day**. 1.0 credit
- *456 HONORS CHEMISTRY. This course examines the structure and properties of matter and investigates interactions of elements and compounds that permeate the world around us. It is designed as an option to be taken instead of chemistry for those college-bound students who may be interested in a science or math related field. Student lab work and demonstrations are integrated with the reading and problem solving involved in this course of study. Prerequisite: Students taking this course should have received an A or B in previous science and math classes and be enrolled concurrently in or have completed Algebra II.
First or second semester course for grades 10-12; **meets two periods per day**. 1.0 credit
- *459 PHYSICS. This course is an inquiry based course which examines the physical laws which describe our universe. Lab work is essential to the course and provides opportunity to explore and apply these physical laws. Concepts covered are drawn from the areas of motion, energy, static and current electricity, and wave theory.
Prerequisite: Chemistry and Algebra II.
First or second semester course for grades 11 or 12; **meets two periods per day**. 1.0 credit

- *460 HONORS PHYSICS. This course may be taken instead of Physics 459. Students will examine the physical laws which describe our universe. Designing labs, performing labs and problem solving is essential to the course. The labs and problems are more in depth and complex than in Physics 459. Requirements include attending and successfully completing the Hersheypark Physics Day lab. (Cost is approximately \$25 and only for students taking the course in the spring), completing a project which, depending on what you build, may also cost additional money. Students enrolling must have completed Algebra II and Chemistry with an A or B.
First or Second semester course for grades 11 or 12; **meets two periods per day.** 1.0 credit

The science department recommends that a student complete biology, chemistry and physics before enrolling in the following advanced science courses.

- *466 ANATOMY AND PHYSIOLOGY. This course emphasizes human anatomy and physiology. It is of special interest for, but not limited to, students interested in health and medical-related fields.
Prerequisites: A or B in biology and chemistry.
Second semester for grades 11-12. 0.5 credit
- *468 ADVANCED PLACEMENT BIOLOGY. This is a rigorous and demanding second-year biology class designed for the highly motivated college-bound student with a special interest in the sciences. The course will focus on four main themes: cellular biology, molecular genetics, biological systems, and population genetics. A significant amount of studying must be completed at home to allow time for discussion, labs, and inquiry during class time. The course will prepare students to take the AP Biology exam in May which may enable them to obtain college credits. This is a weighted class.
Prerequisite: A or B in biology and chemistry. Completed or enrolled in advanced math.
Yearlong course for grades 11-12, meets one period per day. 1.0 credit
- *457A ADVANCED PLACEMENT CHEMISTRY. This course is a second year chemistry class designed for the highly motivated college bound student with a special interest in the sciences. It will involve a deeper study of matter with a closer look at the steps involved in how it changes. It will prepare students for taking the AP Chemistry exam in May which will enable them to obtain up to eight college credits. This is a weighted class.
Prerequisite: A or B in first year chemistry, completed or enrolled in advanced math.
Offered in alternate years with Advanced Environmental Science: Offered 2016-2017
Yearlong course for grades 11-12 1.0 credit
- *464 ADVANCED ENVIRONMENTAL SCIENCE. This course will focus on the scientific study of our environment and the impact we have on it. It includes examining land and energy use, water and air quality, and our impact on the various ecosystems around the world. Our own campus will provide us with hands on lab work. Students planning on taking the AP exam are encouraged to also take Forestry and the Environment or Wildlife and Fisheries Science.
Prerequisites: A or B in biology and chemistry.
Second semester class for grades 11 and 12
Offered in alternate years with AP Chemistry: Offered 2017-2018 0.5 credit

- 470 FOOD AND POPULATION (Online dual enrollment course taught by an Eastern Mennonite University professor)
 This college level course is an examination of the biological and demographic aspects of the world food and population problems, including economic, political, ethical and theological contributions to the problems and solutions. Current international events that shape global food and population problems will also be addressed.
 Required Textbooks: *Omnivore's Dilemma, Can We Feed the World?: The Future of Food, and Cod: A Biography of the Fish That Changed the World*
 Students must register with EMU and pay a fee for 3 college credits and technology.
 First or second semester course for grades 11-12 0.5 credits
- *458 ADVANCED PLACEMENT PHYSICS. This course is normally a second year physics class designed for the highly motivated college bound student who has a special interest in engineering or physics. This is a calculus based physics course that will prepare students to take the Advanced Placement Physics "C" test in Mechanics. Topics we will cover are kinematics, Newton's laws of motion, work, energy, power, linear momentum, circular motion, rotation, oscillations and gravitation. Labs will be more extensive than honors physics labs and will take place about once a week. Throughout the course a lot of emphasis will be placed on problem solving. This is a weighted class. Prerequisites: A or B in first year Physics, completed or enrolled in AP Calculus.
 Second semester class for grades 11-12; **meets two periods per day.** 1.0 credit

SOCIAL STUDIES

Social Studies courses are taught within the context of Christian education. We recognize God's sovereignty in history and the affairs of humankind. A global emphasis encourages appreciation for the heritage and cultural diversity of our world. The study of current events and issues of human need reflect concern for peace and justice throughout the world. Students are challenged to become responsible citizens of their country with an ultimate loyalty to the Kingdom of God.

Grade 6

Sixth grade social studies focuses on early world history. The course begins with a study of the early civilizations of Mesopotamia and Africa. Students will then move on to ancient Greece, Asia (India and China), and Rome. The course will conclude with a study of the early Islamic civilization.

Grade 7

This course begins with a study of early African and Asian civilizations (400 to 1500 A.D.) Students will then move on to the emerging European kingdoms, the Byzantine Empire and the Middle Ages in Europe. The course will conclude with a study of the early civilizations in the Americas.

Grade 8

This United States history course will focus on the first Americans up to the Civil War. Grade 11 continues the study to the present day. Topics within this period of time include the Native Americans, English colonies, American Revolution, the creating of a republic, industry and growth, and western expansion. Students will also study civics as well as Pennsylvania and local history.

HIGH SCHOOL

High School Social Studies Requirements

- 0.5 credit – Global Studies
- 0.5 credit – Recent World History
- 1.0 credit – U.S. History
- 0.5 credit – Economics
- 0.5 credit – Comparative Government
- 0.5 credit – Individual and Family Studies

Grade 9

- 303 GLOBAL STUDIES. The theme of this course is the value of an appreciation of cultural diversity and a respect for all cultures. This course highlights issues such as migration, conflict, religion, race and ethnicity, and political and economic systems within a regional framework. Regions covered in this course include Latin America, Africa, Central and Southwest Asia, South Asia, and East Asia. Students intending to take AP World History in 10th grade are not required to take this class as much of the content is incorporated into the AP World History class.
First or second semester for grade 9. 0.5 credit

Grade 10

- 305 RECENT WORLD HISTORY. This course will focus on world events from 1500s to the present, with special emphasis on the growth of the political, economic, and social institutions of Europe, East Asia, South Asia, Africa, Southwest and Central Asia, and the Americas along with the relationship of past events to current situations.
First or second semester for grade 10. 0.5 credit

Grade 11

- 309 U.S. HISTORY. This survey course begins with the 1870s and continues to the present day. One goal is to acquaint students with major events of American history within a chronological framework. Several historical themes are developed throughout the course to gain understanding of the cumulative impact of past events on present life and issues. Some themes include the impact of changing technology, American culture, ethnic diversity, religious movements, economic and political development.
First or second semester course for grade 11 that **meets two periods per day**. 1.0 credit

Grade 12

- 323 ECONOMICS. This course focuses on fundamental economic concepts affecting individuals and the whole economy. Comparing economic systems helps students to understand the foundations of the nation's economy. Economics concerns situations in which choices must be made about how to use scarce resources, current economic issues, the role of government, stewardship of resources, international trade and global economics are all aspects of the course. Economics classes organize to invest in the stock market and to give profits to worthy organizations.
First or second semester for grade 12 0.5 credit

320 COMPARATIVE GOVERNMENT. This course will focus on central concepts of comparative politics—power, political culture, institutions, nationalism and identity, democratization and policy-making. The political systems studied will include the United States along with political states in Latin America, Africa, Central and Southwest Asia, Europe, South Asia, and East Asia. This course will present a broader world view that will enable students to better understand the actions of the U.S. government within the context of a global community.
First or second semester for grade 12. 0.5 credit

339 INDIVIDUAL AND FAMILY STUDIES (9 weeks) / PERSONAL FINANCE (9 weeks). This course examines the family as an important social institution and explores personal finance. Some areas of study include gifts discernment and career interests; managing conflict; marriage and family; divorce and family; and family violence. Personal finance topics include financial responsibility and decision making, planning and money management, stewardship, budgeting and charitable giving, credit and debt, and saving and investing.
Required course recommended for grade 12.
First or second semester 0.5 credits

336 WORLD RELIGIONS (Online dual enrollment course taught by an Eastern Mennonite University professor)
This college level course is a survey of the major religions of our world: Hinduism, Buddhism, Taoism, Judaism, Islam, and Christianity. In looking at each religion, we will explore its origin, its historical/social context, its founders and important figures, its scriptures, its cosmology, its wisdoms (philosophical and theological ideas), its teachings for living in the world, and its vision of and for humanity. This course will begin with an exploration into the nature of religious consciousness which human beings seem to have and a closer look at the key components of this consciousness: myth, symbol, and ritual as they structure our personal and social reality.
Required Textbook: None
Students must register with EMU and pay a fee for 3 college credits and technology.
First or second semester course for grades 11-12 0.5 credits

Social Studies Electives

315 INTRODUCTION TO PEACEBUILDING. This course focuses on the theory and basic concepts of conflict and conflict transformation. Topics include the psychology of peace and conflict; Biblical foundations of conflict transformation; conflict resolution skills of mediation, negotiation, and restorative justice; nonviolent struggle and social movements in history; and international peacemaking and peacebuilding.
Second semester for grades 11-12. 0.5 credit

*317 ADVANCED PLACEMENT WORLD HISTORY. This college-level World history course prepares students to take the advanced placement test for college credit. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. This results in a more holistic, systematic, and global view of history. The course offers balanced global coverage with Africa, the Americas, Asia, and Europe each represented. This year-long class incorporates content from the required 9th grade social studies course, Global Studies, and the required 10th grade course, Recent World History. This is a weighted class. (Sophomores may take this course in place of Global Studies and Recent World History.)
Yearlong course for grades 10-12. 1.0 credit

- *328 ADVANCED PLACEMENT COMPARATIVE GOVERNMENT AND POLITICS. This college
 *329 level year-long Government and Politics course prepares students to take the Advanced Placement test for college credit. The course provides a cross-national perspective on the government, politics and economics of contemporary nations such as the United States, the European Union, Britain, Mexico, China, Russia, Nigeria, Iran, and others as needed. Special emphasis will also be given to the topic of Christian citizenship. This is a weighted class. This course meets the economics requirement for graduation. Yearlong course for grade 12. 1.0 credit
- *331 ADVANCED PLACEMENT PSYCHOLOGY. This college level introductory psychology course is designed to introduce the systematic and scientific study of the behavior and mental processes of human beings and other animals. Included is a consideration of the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Students also learn about the ethics and methods psychologists use in their science and practice. This is a weighted class. Second semester course for grades 11-12 in alternate years. **Offered 2016-2017.** 0.5 credit
- *333 ADVANCED PLACEMENT U.S. HISTORY. This college-level U.S. history course prepares students to take the Advanced Placement test for college credit. The purpose of this course is to increase students' understanding of United States history from 1700 to 1975. Areas of concentration include political, economic and social history. This is a weighted class. Students may register to receive college credit for this course from Harrisburg Area Community College (HACC) by paying a fee based on current HACC rates. First semester course for grade 11 that **meets two periods per day.** 1.0 credit
- *316 HONORS SOCIOLOGY. This college level introductory sociology course examines the interaction of people within social structure of modern society. The class covers patterns of social interaction and social influences on individual conduct. Emphasis will be given to the various institutions within modern society along with social stratification both within the United States and the global community. This college-level introductory sociology course will be geared toward preparing students to take and pass the College Board's College-Level Examination Program (CLEP) test to acquire college placement. Second semester course for grades 11-12 in alternate years. **Offered 2017-2018.** 0.5 credit

Note: See Agriculture Science & Technology and Business Education sections for additional Social Studies credit options.

TECHNOLOGY EDUCATION

Experiences in Technology Education help students understand how to use knowledge, skills, materials and tools to solve problems and increase the potential of what they can do. Students learn within the context of Christian principles that emphasize wise use of resources, responsible applications of technology and innovative ways of using technology to benefit humanity.

MIDDLE SCHOOL

These classes are hands-on and activity-based. They include the study of the definition and history of technology and culminate with the creation of a project. Technology learning activities include small group problem solving, building a model/object to solve a problem, and testing results and analysis.

HIGH SCHOOL

- 677 TECHNOLOGY & DESIGN. This course is an overview of technology and its impact on our lives-- past, present and future. The course includes hands-on activities, lab demonstrations, small group work, and class discussions. Wood is the primary material used. The technological method of designing, building, testing, evaluating, and applying is integrated into the course. Students will pay for materials used.
First or second semester for grades 9-12. 0.5 credit
- 687 METALWORKING. Steel, aluminum, copper and brass in various forms are used as exploratory metals. Skill development and an understanding of materials and techniques used by industry and technology are stressed. Forging, casting, machining and other methods are used in the creation of functional products. Students will pay for materials used.
First semester for grades 10-12. 0.5 credit
- 692 DRAFTING TECHNOLOGY I. This course introduces the student to drafting by visualizing and laying out multi-view drawings, descriptive geometry, developments, and working drawings. The first number of drawings is done using hand drafting tools, giving students the background to use SolidWorks, a 3D computer aided drafting program widely used in industry. This course is a good foundation for majors in engineering and architecture.
First or second semester for grades 10-12 0.5 credit
- 693 DRAFTING TECHNOLOGY II. This course is an advanced course that follows Drafting Technology I. Students will develop more advanced projects and work independently. They will use SolidWorks as well as a 3-D printer to make objects, introducing them to some of the latest processing used in industry.
Prerequisite: Drafting Technology I
First or second semester for grades 10-12 0.5 credit
- 694 ARCHITECTURAL TECHNOLOGY. Architectural styles, energy efficiency, alternative housing and cost estimates are presented. Chief Architect, a computer aided drafting program is used for a number of residential drawing projects. This course is a good foundation for majors in architecture, design, or any of the building trades.
First or second semester for grades 10-12 0.5 credit
- 689 ADVANCED WOODWORKING I. This course features wood as the primary material used for making advanced end-used products. Students manufacture custom products, utilizing advanced techniques including using a CNC (computer numerically controlled) router. Product design and conservation of materials are also studied. Skills and understanding are developed through class discussions, industry visits and production. Students will pay for materials.
Prerequisite: Technology and Design
First semester for grades 11-12. .05 credit
- 690 ADVANCED WOODWORKING II. This course features wood as the primary material used for making advanced end-use products. Students manufacture custom products, utilizing advanced techniques, including using a CNC (computer numerically controlled) router. Product design and conservation of materials are also stressed. Company formation, finance, research and development, production and marketing are studied. Skills and understanding are developed through class discussions, industry visits and production. Students will pay for materials.
Prerequisite: Technology and Design; Advanced Woodworking I
Second semester for grades 11-12 0.5 credit

- 691 ELECTRONICS. An introductory level lab course that examines the laws of electricity, its production and conduction and especially its uses in electronic components. AC and DC circuits, resistors, capacitors, transistors, etc. are investigated and applied in practical ways. This course may count for .5 credit of Science.
First semester for grades 11-12. 0.5 credit

WORLD LANGUAGES

Learning to communicate with people of other languages and understanding their way of life are essential skills in an increasingly interdependent world. As students listen to, speak, read and write a second language, they begin to develop a greater awareness and appreciation for the broad diversity of cultures in our world.

Those who travel or serve abroad find a second language an important key to developing meaningful relationships. Proficiency in a second language will also better prepare students for careers and witness which involve cross-cultural communication. Finally, learning another world language enables students to better understand their own language and can give them linguistic tools useful in other fields of study.

MIDDLE SCHOOL

Seventh grade students take an exploratory Chinese language class. Student in 8th grade have the option to elect French, German, Spanish or Chinese languages, Level I, as described in the high school curriculum guide. Students in middle school study a language with the goal of taking the second level in high school.

HIGH SCHOOL

CHINESE Parents, students and educators recognize the importance of learning the Chinese language because of China's emergence as a big power in the world. Chinese language is spoken by the largest population in the world. Chinese is the fastest growing foreign language being taught in US schools and in many European countries. Students are encouraged to take Chinese classes to prepare them for future competitive opportunities in the international market, economy, business, education, government and politics.

- 530 CHINESE I. This is the beginning level Chinese language class. It is offered to
531 students who have no background or a limited background in Chinese. The goal of this class is to develop four basic language skills: listening, speaking, reading, and writing through various learning activities in and outside class. To help create interest and aid in memorizing characters, pictographic symbols are introduced. *Pinyin*, the Chinese phonetic system, will be taught to help students pronounce characters. Learning Chinese through technology will be introduced. Grammatical phonemes and sentence structures will be taught through activities, games and plays that are integrated in basic conversational topics, Chinese songs, children's poems, and Chinese culture.
Yearlong course for grades 9-12 1.0 credit

532 CHINESE II. Students enrolled in Chinese II will have an opportunity to continue to develop four
533 basic language learning skills plus translation skill. Learning to write better in Chinese and reading in
more variety of Chinese subjects will be stressed in this class. More learning activities will be used to
help increase vocabulary and do grammar exercises. Proficiency in speaking and Chinese culture
awareness will continue. Technology to assist in learning Chinese will be addressed. By the end of the
course, students will be able to read newspaper, short articles, ads, and tell stories in the target
language.

Prerequisite: At least a C average in Chinese I.

Yearlong course for grades 9-12

1.0 credit

534 CHINESE III. This course focuses on oral communication, reading, writing and translation skills.
535 Communication skills include oral proficiency, connotation and the use of words in speaking. Reading
proficiency includes comprehension, covering science, history, literature, poetry, culture and customs
in different forms. Writing proficiency includes syntax and context in writing short stories and essays.
Translation skills will be studied and practiced in depth. Learning Chinese through technology will
continue, including using media such as emails or blogs and online communicate in Chinese with each
other.

Prerequisite: At least a C average in Chinese II.

Yearlong course for grades 10-12

1.0 credit

536 CHINESE IV. This course prepares students to be proficient in listening, speaking, reading, writing
537 and translation to enable them to use these tools in their future careers. It helps develop students'
capabilities to understand Chinese, comprehend Chinese, and express Chinese in a native way.
Chinese IV provides opportunities for students to enjoy reading Chinese literature, poems and history.
Also, there will be a variety of activities in writing in Chinese as well. Chinese IV helps students
prepare for taking college Chinese in college, prepare possible opportunity to teach Chinese or teach
English using Chinese in China. It also will introduce how to pass HKS (a standard Chinese test for
foreign students) and prepare students who may be studying at universities in China in the future.

Prerequisite: At least a C average in Chinese III.

Yearlong course for grades 10-12

1.0 credit

FRENCH French is known worldwide as a diplomatic language, used often in negotiations between
countries. Students who study French will be able to use the language in many parts of the world, among them
Quebec, Europe, Africa, and East Asia. The French language could be especially useful for students interested
in future overseas service experience.

521 FRENCH I. Students are introduced to French sounds, useful vocabulary and phrases through
522 dialogues and small-group or partner-oriented activities. The major focus will be on learning to use
the language to communicate about events and facts related to the students themselves. In addition,
attention will be given to the countries and cultures where French is spoken, in order to better
understand the language. If enrollment is insufficient, the course will be an online experience.

Yearlong course for grades 8-12.

1.0 credit

523 FRENCH II. In French II students will build on previously learned material to develop more complex
524 language, working on listening, speaking, reading, and writing the language. French II will be an
online experience.

Prerequisite: at least a C average in French I.

Yearlong course for grades 9-12

1.0 credit

525 FRENCH III. In French III students will build on previously learned material to develop more
526 complex language, working on listening, speaking, reading, and writing the language. French III will
be an online experience.
Prerequisite: at least a C average in French II.
Yearlong grades 10-12. 1.0 credit

527 FRENCH IV. In French IV students will build on previously learned material to develop more
528 complex language, working on listening, speaking, reading, and writing the language. French IV will
be an online experience.
Prerequisite: at least a C average in French III.
Yearlong grades 11-12. 1.0 credit

GERMAN Being able to speak German helps students function well in much of Western Europe, where many Americans have their family roots. Students will have greater opportunities to make an impact in teen and young adult service programs in Europe with a knowledge of German. Studying German also gives students a better understanding of English, which is considered a Germanic language.

501 GERMAN I. Students are introduced to German sounds and useful vocabulary through dialogues
502 and activities based on everyday speech. Though grammar is a part of language study, the main focus
is on learning to communicate in German. Students will spend time learning about the German-
speaking people, their way of life, and the countries from which they come. The language is spoken,
written and heard. Students in German I-IV meet the same period combining teacher instruction with
online learning.
Yearlong course for grades 8-12. 1.0 credit

503 GERMAN II. Activities at the second level are directed toward making it possible for students to
504 communicate more accurately in German. Classroom activities are conducted in German when
possible. Attention is also given to listening comprehension, reading, writing, and to learning to deal
with potential situations in a country where German is spoken. Students in German I-IV meet the
same period combining teacher instruction with online learning.
Prerequisite: at least a C average in German I.
Yearlong course for grades 9-12. 1.0 credit

505 GERMAN III. Students continue to improve their accuracy in speaking, listening, reading and
506 writing by learning the finer points of grammar and verb tenses in German. In addition to the
textbook, other materials such as magazine and newspaper articles, literary selections, videos and
articles on history and culture will be used to increase vocabulary and the students' knowledge of
German and world issues. Students in German I-IV meet the same period combining teacher
instruction with online learning.
Prerequisite: at least a C average in German II.
Yearlong course for grades 10-12. 1.0 credit

507 GERMAN IV. Students learn finer points of grammar and verb tenses in German. Students
508 continue to improve accuracy in speaking, listening, reading and writing and to communicate ideas on
a variety of topics with as little hesitation as possible. Current periodical articles, literary selections
and articles on history and culture will be used in addition to the textbook. Students in German I-IV
meet the same period combining teacher instruction with online learning.
Prerequisite: at least a C average in German III.
Yearlong course for grades 11-12. 1.0 credit

SPANISH When students study Spanish they are learning a language that is very much alive in the United States through a rapidly increasing Latino population. Furthermore, Spanish is the official language of 20 countries of the world. Both English and Spanish share common Latin roots. Knowledge of Spanish will prepare students for the increasingly multicultural society in which we live.

511 **SPANISH I.** This course is open to students with little or no experience in Spanish. Spanish I is
512 proficiency-oriented, based on an integrative approach to the four basic skills: listening, speaking,
reading, and writing. Emphasis is given to developing communication skills through interaction
among students and between students and teacher. Material is also presented to develop an
appreciation of Hispanic cultures.
Yearlong course for grades 8-12. 1.0 credit

513 **SPANISH II.** This course builds on the material learned previously by reviewing key grammatical
514 points and adding to basic vocabulary themes presented in first-year Spanish. Communicative
activities continue to be an important aspect of learning to use the language for real-life situations
within appropriate cultural contexts.
Prerequisite: At least a C average in Spanish I.
Yearlong course for grades 9-12. 1.0 credit

515 **SPANISH III.** In this course students are encouraged to begin to express their own thoughts without
516 solely relying on memorized material. Key grammatical structures are taught to enhance clear and
effective communication. Through short reading selections students will continue to develop greater
cultural understanding. Spanish III is an important step to help students enlarge upon the basic
material learned in levels 1 and 2.
Prerequisite: At least a C average in Spanish II.
Yearlong course for grades 10-12. 1.0 credit

517 **SPANISH IV.** This course is designed to help students add to a strong base of vocabulary learned
518 in previous courses. In addition, students will add to their understanding of basic grammatical
structure by learning more complex concepts. Students will continue to develop cultural awareness,
especially through the reading of Spanish literature. This course receives credit at Mennonite colleges.
Prerequisite: At least a C average in Spanish III.
Yearlong course for grades 10-12 1.0 credit

519 **ADVANCED PLACEMENT SPANISH.** In this course there will be a review of advanced grammar
520 and a continued emphasis on building vocabulary through the use of authentic materials including
modern Spanish short stories, newspapers, magazines, films and the Internet. Students will draw on
previously learned skills of listening, speaking, reading, and writing with the goal of achieving
proficiency in Spanish.
This course may be a combination of online learning and teacher direction.
Prerequisite: Grade C or better in Spanish IV, and the recommendation of the Spanish 4 teacher.
Yearlong course for grades 11-12 1.0 credit