



Curriculum Philosophy and Goals

St. Paul's Lutheran School has been founded on the firm foundation of God's word. Therefore, the children attending our school receive thorough training in Bible history, Bible interpretation, and Christian doctrine. ***The memorization of Scripture passages, Martin Luther's Small Catechism and Christian hymns is a requirement*** of all pupils. We teach Classical Lutheran Education in order to cultivate the mind and soul of our students and incline them towards God's truth, goodness and beauty. St. Paul's follows the Classical Lutheran Education (CLE) model which includes the following:

1. The Classical Trivium:

- **The Grammar stage:** Grades K-4, focuses on teaching the fundamentals and rules of the subjects with the goal of developing automaticity in the basic learning skills. During this stage, the fundamentals of math, science, history, and language arts are emphasized. This lays the groundwork upon which the higher thinking of the later stages can be built. The learning of the Latin language is a key component and begins in the third grade here. Our goal is to teach our students the basic facts of who, what, where, and when, at an age where memorization is generally fun and easy. Learning at this age includes drilling and the memorization of history lists, parts of speech, multiplication tables, Bible verses, etc. Songs, chants, actions, and other mnemonics are heavily utilized.
- **The Logic stage:** Grades 5-8, focuses on teaching logic with the goal of teaching students how to analyze, reason, question, evaluate, and persuade. In support of this classical curriculum structure, we carefully select and review what we believe are the finest materials available for each skill and subject area according to the educational needs of our students. Students take the facts and knowledge they have accumulated and begin to think analytically. Students are taught how to detect the validity and soundness of arguments, and begin to answer the questions of how and why.
- **Rhetoric Stage:** This stage begins in grades 6-8th. Once a student has learned the data from the Grammar stage and the reasoning of the Logic stage, they are ready to learn to express themselves eloquently and persuasively. This is a time when students begin to have deep philosophical discussions about the world around them. Students are taught how to effectively present their ideas in written and oral form, through coursework and other opportunities.

2. Catechesis:

The foundation of this is Martin Luther's Small Catechism. The "Six Chief Parts" are taught to all grade levels, which is characteristically Lutheran. Martin Luther viewed the catechism as a means by which God revealed his eternal wisdom that had been made manifest in Christ Jesus. The catechism is a tool for teaching the faith, but this teaching is always done within a devotional framework. When the catechism is used in Lutheran Classical Education the faith is divinely taught to those praying it. Our school is therefore not just a place of humanistic learning (the Classical Trivium) but also a place of prayer. This provides students with a solid foundation in their Christian upbringing at St. Paul's. Just as Classical Education is learned in 3 stages, so too is the Catechism:

- Grammar stage: Throughout the year, students are required to learn and memorize the Catechism starting with the Ten Commandments, then the Apostle's Creed, Lord's Prayer, Holy Baptism, Holy Absolution, and lastly the Sacrament of the Altar. Along with this are key bible verses that correspond to each Chief Part.
- Logic Stage: Throughout the Catechism, Luther inserted hundreds of questions, starting with "What does this mean?" in Section I, the Ten Commandments, prompting students to always think about what they are learning.
- Rhetoric Stage: Once students have become proficient in the memorization of the Catechism, and the logical understanding of its parts, they can then move to the third stage and begin their calling as a Christian. Luther called this the Doctrine of Vocation, the goal of which is to faithfully prepare Christians to serve their neighbors. This is not the same as the occupational understanding of public education that is so prevalent today. Parents, and by extension, educators are instructed to educate children so that they would fulfill their vocation and live as servants under God, prepared to serve in whatever office God would be pleased to give them.

When both the Classical Trivium and Lutheran Catechesis are combined, like they are at our school, they present a model that deals with the old sinful man and the new righteous man preparing Christians to live simultaneously under the Law and the Gospel, in the kingdom of the left and the kingdom of the right, to be served by God and to serve their fellow man.

Curriculum Goals

The following goals are those basic principles we seek to achieve throughout the nine years of elementary school, K-8. The memory section contains an abbreviated list of material we seek to have the students commit to memory through repetition and review within that subject area.

I. Bible/Catechesis

Knowledge of The Bible - in particular those accounts which relate to the liturgy and the catechism directing the community to the means of grace offered every Lord's Day in the Divine Service. Teachers will help students memorize Bible verses, the Small Catechism, and the hymn stanzas. Teachers will instruct students in the use of Bible tools (concordances, cross-references, Bible dictionaries, Bible atlases). Key threats and challenges to the faith and life of our children are to be identified and addressed by our curriculum - which is not merely Bible knowledge for its own sake.

The two main texts students use in religion are the New King James Version Bible and Luther's Small Catechism. Throughout the year, students are required to memorize bible verses and parts of the small catechism each week. They are tested at the end of the week, and receive an overall grade each semester. These texts are also used during religion class which occurs each day for students at all grade levels.

Goals:

1. Have students read the actual Bible for themselves vs. only prescribed verses.
2. Have students read at least one Gospel account, one Epistle, and one Old Testament book each year.
3. Encourage the students to understand the verses in context, along with other good interpretation principles.
4. Let the scriptures speak for themselves with clarification and illustrations by the teacher.
5. Show the students the richness and requirements of the Bible.
6. Teach Biblical pattern of salvation: Law before Grace.
7. Encourage each student to come to the Father, through the Son, and grow in the knowledge and love of Him.

Memory:

1. The entire list of the books of the Bible, in correct order.
2. The basic distinction between Law and Gospel.
3. The major acts and themes of the Gospel: Jesus' birth, miracles, crucifixion, resurrection.

4. The names and significance of Adam, Abraham, Moses, David, Paul, Peter, etc.
5. The Six Chief Parts of the Christian Faith (as related in a simple manner from Luther's Small Catechism).

Luther on the Bible

"I would advise no one to send his child where the Holy Scriptures are not supreme. Every institution that does not unceasingly pursue the study of God's word becomes corrupt. Because of this we can see what kind of people they become in the universities and what they are like now. Nobody is to blame for this except the pope, the bishops, and the prelates, who are all charged with training young people. The universities only ought to turn out men who are experts in the Holy Scriptures, men who can become bishops and priests, and stand in the front line against heretics, the devil, and all the world. But where do you find that? I greatly fear that the universities, unless they teach the Holy Scriptures diligently and impress them on the young students, are wide gates to hell."

To the Christian Nobility of the German States (1520), translated by Charles M. Jacobs, reported in rev. James Atkinson, *The Christian in Society*, I (Luther's Works, ed. James Atkinson, vol. 44), p. 207 (1966).

"The number of books on theology must be reduced and only the best ones published. It is not many books that make men learned, nor even reading. But it is a good book frequently read, no matter how small it is, that makes a man learned in the Scriptures and godly. Indeed, the writings of all the holy fathers should be read only for a time so that through them we may be led into the Scriptures. As it is, however, we only read them these days to avoid going any further and getting into the Bible. We are like men who read the sign posts and never travel the road they indicate. Our dear fathers wanted to lead us to the Scriptures by their writings, but we use their works to get away from the Scriptures. Nevertheless, the Scripture alone is our vineyard in which we must all labor and toil."

"To the Christian Nobility" (Luther's Works, American Edition (AE), vol. 44, p. 205)

"Above all, the foremost reading for everybody, both in the universities and in the schools, should be Holy Scripture—and for the younger boys, the Gospels. And would to God that every town had a girls' school as well, where the girls would be taught the gospel for an hour every day either in German or in Latin. Schools indeed! Monasteries and nunneries began long ago with that end in view, and it was a praiseworthy and Christian purpose.... Is it not right that every Christian man know the entire holy gospel by the age of nine or ten? Does he not derive his name and his life from the gospel?"

"To the Christian Nobility" (Luther's Works, American Edition (AE), vol. 44, pp. 205-206)

II. History

A 70 point time-line is the backbone of our history curriculum, adapted from the Steven LittleJohn time-line and the Veritas Academy history cards. The time-line is to be memorized by our students in increments beginning in Kindergarten. History, civics, and geography are studied rather than the current trend of "social studies" textbooks which direct children more toward world economics than to understanding various nations in the context of world history.

Goals:

1. Enable the students to see the need for God's grace in the history of the world and the United States, specifically by illustrating the effect His people have had on history.
2. Broaden the students' understanding of history and geography, specifically by deepening the level of exposure and research into various topics (e.g. U.S. History or geography) from kindergarten through 8th grade.
3. Make history and geography "come alive" for the students through the use of a unit and chronological approach to history, and its related areas, and by using many forms of information and research, e.g. biographies, illustrations, field trips, guest speakers, music, art, architecture, etc.
4. Above all, teach the students historical truth to the best of your ability. Do not rely too much on textbooks, since many times there are errors, and also, key events that are important to learn are often left out. As a Christian, we are not allowed to lie about anyone, or any people, nation or culture that has existed throughout history, so you need to be careful what you teach to your students.

Memory:

1. The names and capitals of all the fifty United States.
2. The names of most major countries of the world, capitals, flags, major rivers, mountains.
3. Key figures in history.
4. Preamble of the U.S. Constitution, the Declaration of Independence.
5. Key events and dates in history according to the historical timeline (with chants/jingles; when given event, be able to answer date; when given date, be able to associate event).

Luther on History

"But if children were instructed and trained in schools, or wherever learned and well-trained schoolmasters and schoolmistresses were available to teach the languages, the other arts, and history, they would then hear of the doings and sayings of the entire world, and how things went with various cities, kingdoms, princes, men, and women. Thus, they could in a short time set before themselves as in a mirror the character, life, counsels, and purposes – successful and unsuccessful – of the whole world from the beginning; on the basis of which they could then draw the proper inferences and in the fear of God take their own place in the stream of human

events. In addition, they could gain from history the knowledge and understanding of what to seek and what to avoid in this outward life, and be able to advise and direct others accordingly. . . For my part, if I had children and could manage it, I would have them study not only languages and history, but also singing and music together with the whole of mathematics [i.e. the quadrivium: arithmetic, music, geometry, astronomy]. For what is all this but mere child's play? The ancient Greeks trained their children in these disciplines; yet they grew up to be people of wondrous ability, subsequently fit for everything. How I regret now that I did not read more poets and historians, and that no one taught me them!"

"To the Councilmen of All Cities in Germany that they Establish and Maintain Christian Schools" (AE, vol. 45, p. 368-70)

III. Science

Our science curriculum covers the four basic science groups: biology, chemistry, earth sciences and physics. They are all studied in such a way that the math and reading skills which students have acquired independently are joined in the science curriculum to hands-on activities and observations according to their appropriate age levels. In addition, history and literature are used to provide a human perspective so that the study of science does not lapse into scientism, a cold, mathematical outlook on reality, and not based in the scientific method.

Goals:

1. Teach that the Biblical creation account is true and the theory of evolution is a false form of scientism designed to deceive students into believing that there is no creator.
2. Teach the students the basic elements of both accounts and that creationism is based on real science whereas evolution is based on speculation and not facts and evidence.
3. Show the students that because God made the universe, it has inherent order which in turn makes it possible to hypothesize and experiment (scientific method). Guided inquiry will reveal to the student the intrinsic laws systems, and the truths God put in creation.
4. Demonstrate to students that the Bible is a reliable source for all science areas of study. Help students to understand that the modern conception of the Bible as merely being a book of stories with no basis in scientific fact is utterly false.
5. Treat the study of science as a “means to an end”, not an end in itself. That is, curiosity, experimentation, demonstration, research, should be emphasized as the process and way of using science, as opposed to the study of facts. Facts should be attained as the result of research and discovery, vs. lecture. By the time the students enter secondary-level science, they should be extremely familiar with the scientific method, through repeated practice.
6. Use many forms of instruction to teach scientific concepts and methods, e.g. a large variety of experiments, demonstrations, research projects, illustrations, field trips, guest speakers, etc.

Memory:

1. The basic steps of the scientific method.
2. The work of each of the six days of Creation.
3. The three Laws of Motion.
4. The major classifications and fields of science, e.g. Earth Science, Biology, Chemistry and Physics.

Luther on Science:

"We are new in the morning-dawn of a better life; for we are beginning again to recover that knowledge of the creation which we lost through Adam's fall. By God's grace, we are beginning to recognize, even in the structure of the humblest floweret, his wondrous glory, his goodness, and his omnipotence. In the creation we can appreciate in some measure the power of Him who spoke and it was done, who commanded and it stood fast. Consider the peach-stone: although it is very hard, yet, in its due season it is burst asunder by the force of the very tender germ which is enclosed within the shell. But all this Erasmus passes by, not regarding it for a moment and views this new knowledge of the creature only as cows look upon a new gate." (AE)

IV. Math:

Our school has been using Saxon Math in all grades. Our math textbooks are content-oriented, filled with examples and problems. Mathematics in a classical education is more than the mere development of computational skills and application of concepts to practical situations. Math, while having objective immutable qualities, also meets with the human story. Children should become familiar with mathematics as well as learning the story behind Pythagoras, Euclid, Archimedes, Pascal, Newton, Euler, Bernoulli, and others. The mathematics curriculum should supplement concrete operations with abstract investigations such as "Fermat's Last Theorem." Also, students should get a sampling of math's strong ties with symbolic logic, understanding mathematics as a unique language. The way we reason and speak have direct connections with mathematical thought.

Goals:

1. Ensure that the students have a thorough mastery of basic mathematical functions and tables.
2. Put an emphasis on conceptual, as well as practical understanding of math through the frequent use of story problems.
3. Illustrate God's unchanging character through the timeless, logical mathematical systems He gave to man through His gift of Reason.

Memory:

1. The four basic mathematics properties; i.e. addition, subtraction, multiplication, division, and their uses.
2. Multiplication facts to 12.
3. Addition and subtraction facts to 20.
4. All aspects of telling time, reading thermometers, and identifying dates.
5. All cardinal directions and basic geometric shapes.

Luther on Mathematics:

"I would have them study not only languages and history, but also singing and music together with the whole of mathematics." (AE 45:369f).

V. Language Arts:

Classical Lutheran education strives to lead children into wisdom, eloquence, and piety. Communication: since humans are social creatures, meant to look to God in faith and care for one another in love (Lutheran doctrine of Christian vocation), it is vital that we learn to speak and write correctly and well. Mastering the mechanics of language for knowledge, understanding, and wisdom.

Goals:

1. Facilitate skills necessary for good writing, including spelling, grammar, style, and clarity.
2. Put a major emphasis on good writing by requiring the students to write often and correctly in each subject area.
3. Encourage clear thinking by the students through requiring clear writing using the Bible and other high quality literature.
4. Students will develop a handwriting that is not only legible but also beautiful and efficient.

Memory:

1. The names and functions of a noun, verb, adverb, adjective, preposition, etc.
2. Basic spelling rules.
3. Correct punctuation, marking, and capitalization rules.

Luther on Grammar:

“The children are to recite these grammatical rules from memory, so that they are compelled and driven to learn grammar well. Where the schoolmaster shuns this kind of work, as is often the case, he should be dismissed and another teacher found for the children, who will take on this work of holding the children to grammar. For no greater harm can be done to all the arts than where the children are not well trained in grammar.” (AE 40:317)

VI. Logic and Critical Thinking:

Students in Grades 6-8th are introduced to the basics of logic and rhetoric. Elements from various texts such as *The Art of Argument* and *The Fallacy Detective* are used in History class which is devoted exclusively to Logic 1-2 days a week.. Our goal is to teach students HOW to think, not WHAT to think. Jesus' teachings dwelt more on HOW to think rather than WHAT to think, and He wants us to learn HIS WAY OF THINKING. That is, we should learn to look at things from his point of view. There is a right way for man to perceive God. When we perceive Him correctly, our lives make sense and blessings flow so naturally that they are often taken for granted.

In order to perceive our world correctly we must first have the correct way to think about the One who created it. If our way of thinking about God is wrong it means we are thinking wrong about his creation. If we attribute wrong motives to God, we place wrong values in the things He does. Our ways of thinking about God affect everything we do. Each person has a limited perception of God. Our knowledge of Him is limited because we are created LOWER than God. To fully comprehend God it would require that we be on a par with Him, which is impossible. Nonetheless, we can develop a healthy way to perceive God. We must strive for growth in our knowledge, while also striving to re-tune our minds daily for more accuracy in our perceptions. This is a lifelong endeavor.

So to try and learn God's truth, we must first possess and practice a sincere, basic belief in God. We must believe that He exists, and that He will lead us to truth if we seek it sincerely. If our concept of God is that He is unable or unwilling to reveal the truth personally, then that god can not be the God of the Bible. So we must begin by accepting God as God. Secondly, when we read the Bible, we must be an active and present reader, not a passive one. When we read the word of God we must be diligent and believe that we truly want to and can know Him through his word.

Goals:

1. Have students understand the basic principles of a sound argument.
2. Have students think and address issues with a reasonable detachment of emotions.
3. Have students recognize logical fallacies.
4. Have students speak with relative ease in front of others.
5. Have students understand that the only source of truth is through God, our Creator.
6. Have students diligently seek God's truth, in order to truly know Him and to avoid dangerous falsehoods, lies and the deceptions of this world.

Memory:

1. The various forms and types of strong arguments.
2. The various forms and types of logical fallacies.
3. The principles of sound reasoning.

Luther on Logic:

“Logic is a useful and necessary art, which we ought with as much reason to study and to learn as we do arithmetic or geometry. For logic gives us a clear, correct, and methodical arrangement, showing us the grounds of our conclusions, and how we may know, to certainty, from the nature of the subject itself, what is right or wrong, and what we should judge and decide.”

VII. Reading and Literature:

We expressly prefer primary, unabridged sources, encouraging the reading of fairy tales and folk tales at early stages and progressing toward the Great Books of the Western World. Reading is more than just a process. It is primarily the communication of ideas and content. We want our children not merely to read well, but to be well-read.

Goals:

1. Use phonics as the primary building blocks for teaching students to read.
2. Encourage the students to read correctly as soon as possible (normally in Kindergarten or first grade).
3. Introduce the students to high quality children's literature as soon as possible, through our Literature program.
4. Carefully monitor the student's reading abilities to ensure that he is at a reasonable level, is comprehending adequately, and is reading fluently, both orally and silently.
5. Foster a life-long love of reading high quality literature, after being taught to recognize the characteristics of such literature.
6. Teachers must not assume that just because literature is old and has stood the test of time, (Greek and Roman works, for example) it will be good for them to read. Teachers should be aware of what they are presenting to their students, and make sure it does not go against Biblical scripture in a direct way.

Memory:

1. The 70 Orton phonograms and their sounds.
2. Read silently with comprehension.
3. The definitions of plot, character, fiction, non-fiction, biography, etc.
4. Oral reading skills such as pronunciation, enunciation, inflection, pace, etc.
5. Biographical sketches of selected authors.

Luther on Literature:

"Finally, one thing more merits serious consideration by all those who earnestly desire to have such schools and languages established and maintained in Germany. It is this: no effort or expense should be spared to provide good libraries or book repositories, especially in the larger cities which can well afford it. For if the gospel and all the arts are to be preserved, they must be set down and held fast in books and writings. . . This is essential, not only that those who are to be our spiritual and temporal leaders may have books to read and study, but also that the good books may be preserved and not lost, together with the arts and languages which we now have by the grace of God."

VIII. Latin

Latin serves as a natural and logical follow-up to phonics and series to enrich the student's vocabulary, grammar, and understanding the roots of culture. Beginning in the lower grades, students chant Latin paradigms daily, learning basic vocabulary and common Latin phrases used in English-speaking contexts.

Our Latin program at St. Paul's utilizes two textbooks. Students at the mid-level grades use "Latin for Children". This curriculum is a strong, inviting and creative program designed to introduce students as young as 3rd and 4th grade to Latin. When used as a whole, this series trains students in Latin grammar and vocabulary as well as English derivatives in a lively, interactive way. For the upper grades, we use "Lingua Latina". This textbook promotes a more natural way of learning Latin where students learn grammar and vocabulary intuitively through extended contextual reading and an innovative system of marginal notes. It is the only textbook currently available that gives students the opportunity to learn Latin without resorting to translation, but allows them to "think" in the language.

Goals:

1. To have a better understanding of English grammar and syntax through Latin.
2. To have a strengthened English vocabulary through the Latin roots of many words.
3. To have a deepened understanding of history and the foundations of our society.
4. To gain an appreciation for the eloquence of ancient times with modern influences.
5. To gain confidence in being able to handle a foreign language.
6. To become familiar with many terms and mottos in law, science, and medicine.

Memory:

1. The present future and perfect tenses of five conjugations.
2. The imperative and infinitive of four conjugations.
3. 1000-word vocabulary.
4. The five noun declensions.
5. The principle parts of 100 verbs.

Luther on Languages:

"And let us be sure of this: we will not long preserve the gospel without the languages. The languages are the sheath in which this sword of the Spirit [Eph. 6:17] is contained; they are the casket in which this jewel is enshrined; they are the vessel in which this wine is held; they are the larder in which this food is stored; and, as the gospel itself points out [Matt. 14:20], they are the baskets in which are kept these loaves and fishes and fragments." (p. 360)

"To the Councilmen of All Cities in Germany that they Establish and Maintain Christian Schools" (AE, vol. 45, p. 360)

"To this point we have been speaking about the necessity and value of languages and Christian schools for the spiritual realm and the salvation of souls. Now let us consider also the body. Let us suppose that there were no soul, no heaven or hell, and that we were to consider solely the temporal government from the standpoint of its worldly functions. Does it not need good schools and educated persons even more than the spiritual realm? Hitherto, the sophists have shown no concern whatever for the temporal government, and have designed their schools so exclusively for the spiritual estate that it has become almost a disgrace for an educated man to marry."

"To the Councilmen of All Cities in Germany that they Establish and Maintain Christian Schools" (AE, vol. 45, pp. 366-7)

IX. Music:

St. Paul's Lutheran School teaches music and art to all students on a regular basis. Particular evidence is given to the art of singing so that the young Christian learns to participate in the developing richness of the Church's liturgy and hymnody. In addition, there are many opportunities to explore the vast secular musical and artistic treasures from outside the church. Much like art, students are to develop an appreciation and awareness of the great musical compositions, composers and themes of classical music even as they are exposed to music theory. They develop their own musical abilities through choir classes, using their voices together for liturgical and hymnic purposes.

Goals:

1. Train the students to sing knowledgeably, joyfully, and skillfully to the Lord on a regular basis.
2. Systematically instruct the students in the fundamentals of vocal and instrumental music.
3. Enrich the teaching of scripture through the teaching of significant Lutheran hymns.
4. Encourage (through a variety of options) the students to select some area of music, vocal or instrumental, to pursue their own.

Memory:

1. The timing of whole, half, and quarter notes.
2. The difference between the base and treble clefs.
3. The major instrument groups in a band and orchestra.

Luther on Music:

"We cannot do without music in our schools. A schoolmaster must know how to sing, or I would not allow him to teach. Nor ought we to ordain young theologians to the sacred office, unless they have first been well-tired and practiced in the art and in the school... If any one despises music, as all the fanatics do, I cannot confide in him. For music is a gift and bestowment of God; it does not proceed from man. It drives away the devil and makes men happy. In it, we forget all anger, lasciviousness, pride, and every vice. Next to theology I rank music, and hold it in almost equal honor. For look how David and all holy men have uttered their heavenly meditation in verse, rhyme and song." (W-T5, No. 6248)

X. Art:

The intent of the art curriculum is to foster an appreciation for the arts, both performing and graphic, making a distinction between arts and crafts. Students will learn to recognize famous works of art and artists who painted them. Likewise, they will learn to recognize various trends in art and architecture: e.g. Baroque, Gothic, Medieval, Renaissance, Romanesque, Impressionism, etc. Students will have the opportunity to work with components of art (e.g. shape, form, color, payout, perspective) and to get experience in numerous media such as ceramics, ecclesiastical embroidery, water color, acrylics, linoleum block, silk-screening and the like.

Goals:

1. To teach all our students the basic fundamentals of drawing to enable them to create adequate renderings.
2. Encourage the students to appreciate and imitate the beauty of the creation in their own works.
3. Introduce the students to masters' works of the Western culture.
4. Equip the students to knowledgeably use a variety of art media.

Memory:

1. The primary and secondary colors.
2. The use of perspective in drawing.
3. At least four famous artists, six styles/periods of art, and corresponding media.

XI. Physical Education

Physical conditioning, basic hygiene, and learning the skills, rules, and tactics of a wide variety of sports and athletic activities form the backbone of our P.E. curriculum. Teachers are expected to coordinate activities so that students' appreciation for various forms of exercises is realized.

The athletic program at St. Paul's Lutheran School is a key component of our overall curriculum. Participating in an athletic team ties in with the school's mission of equipping children for Christian leadership. Through participation in the athletic program, student-athletes have the opportunity to grow and develop their bodies, minds, and leadership skills. They also learn how to be Christ-like in handling victories and defeats.

Our coaches seek to incorporate teamwork, goal setting, and development of fundamentals. They seek to challenge each athlete to pursue excellence in all areas, whether it be on the playing field, court, or in the classroom.

As we work with the very basic fundamental skills developed with our youngest athletes and move to more refined skill development on our middle school teams, St. Paul's Lutheran School desires to partner with our student-athletes, parents, teachers, coaches, and supporters to make St. Paul's School a reflection of Christ

Goals:

1. Systematically work with students to teach them basic exercises and game skills (e.g. throwing, hitting, kicking, catching, etc.).
2. In cooperation with the families, encourage the students to knowledgeably establish and maintain good health and nutritional habits.
3. To enhance Biblical patterns of behavior through activities requiring cooperation, team work, and general good sportsmanship.

Memory:

1. The benefit specific exercises provide for various body parts.
2. The function of different muscles and how to strengthen them.
3. How to calculate one's heart rate.