



Academic Handbook & Course Catalog

2018 - 2019

HONORING GOD THROUGH EXCELLENCE

Concordia
ACADEMY Roseville

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About Us

What We Believe: Concordia Academy-Roseville Mission Statement

Concordia Academy-Roseville, a Lutheran high school, provides Christian learning opportunities that invite spiritual growth while nurturing academic excellence.

The Prayer of Concordia Academy-Roseville

The prayer of Concordia Academy-Roseville is that our students' "love may abound more and more in knowledge and depth of insight, so that they may be able to discern what is best and may be pure and blameless until the day of Christ, filled with righteous fruit that comes through Jesus Christ to the glory and praise of God." Phil. 1:9-11

The Philosophy of Christian Education

In Genesis 1:28 God declares that humanity is to carry on the creative work that He began. This continuing of the creative process is meant to both honor God and be a blessing to all of creation. Though humanity and creation have since been tainted by sin this "creative commission" remains to this day. Every person is uniquely gifted with rational, moral, and artistic abilities that God wants them to develop and invest for the blessing of themselves and others. Education, at its best, helps students do this. Excellence in education honors God and inspires students.

About Our Faculty

Number of Teaching Staff: 19
 Master's Degrees (or higher): 50%
 Average Years Experience: 19.6
 Student-Teacher: Ratio 13:1
 Average Class Size: 25

School Accreditation

Concordia Academy-Roseville is accredited by the North Central Association of Colleges and Schools, and also by the National Lutheran Schools Accreditation (NSLA). Both groups conduct regular evaluations to certify that Concordia Academy upholds their academic standards.

Enrollment

Our student body consists of about 260 students. A smaller student body means that, at Concordia Academy, each student's teachers know him or her, to develop close personal relationships with other students, and to become intimately involved in the life of the school. Through such experiences, Concordia hopes to foster the development of students who will be active in their community and be both willing and capable of assisting others within the scope of their faith and conscience.

Admissions Policy

Concordia Academy admits students of any race, color, national and ethnic origin to all rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate in the administration of its education policies, admission policies, scholarship and loan programs, athletic, and other school-administered programs.

Block Schedule

Concordia Academy-Roseville uses an alternating block schedule, with courses meeting every other day in an extended period of 85 minutes. Each semester course earns .50 high school credits.

Academics at Concordia Academy

Grading Scale

| | | | | | |
|-------|----|-------------|-------|----|-------------|
| 92-97 | A | 4.00 Points | 72-77 | C | 2.00 Points |
| 90-91 | A- | 3.67 Points | 70-71 | C- | 1.67 Points |
| 88-89 | B+ | 3.33 Points | 68-69 | D+ | 1.33 Points |
| 82-87 | B | 3.00 Points | 62-67 | D | 1.00 Point |
| 80-81 | B- | 2.67 Points | 60-61 | D- | 0.67 Point |
| 78-79 | C+ | 2.33 Points | 0-59 | F | 0.000 point |

Grades for Honors Chemistry, and on-campus college classes are weighted. See the counselor for more information. An "I" (Incomplete) will normally revert to an "F" two weeks after the conclusion of a grading period. The administration or the teacher may grant exceptions if the situation warrants.

Honor Rolls

Honor rolls are published at the end of each grading period. Recognition is given each semester for Honor Roll (GPA of 3.67 or higher), Merit Roll (GPA of 3.35 to 3.66), and B Merit Roll (GPA of 3.0 to 3.3).

Graduation Requirements

Twenty-six and a half credits are required for graduation. Required courses make up 21.5 of graduation credits, while a minimum of 5 additional credits come from electives.

Course Path to Graduation from Concordia Academy:

Freshmen (7 credits of required courses)

| | | |
|--------------------------------|-----------|--|
| Success Seminar I* | Geography | Math (Pre-algebra/Algebra/Geometry) |
| English/Honors | | Scrip/Life I |
| Physical Science | | Fine Arts (Band, Orchestra, Choir, Art, or Yearbook) |
| Foreign Language or Study Hall | | Basic PE |

Sophomores (7 credits of required courses)

| | | |
|--------------------------------|---|--|
| Western Civilization | Math (Alg/Geom/Adv Alg) | |
| English/Honors | Scrip/Life II | |
| Biology/Honors | Fine Arts (Band, Orch, Choir, Art, or Yearbook) | |
| Foreign Language or Study Hall | Health | Adv. PE, RTPF, other elective, or Study Hall |

Juniors: (5 credits of required courses)

| | | |
|--------------------------------|------------------------------|----------|
| American History | Math (Geom/Adv Alg/Pre-calc) | |
| American Literature | Scrip/Life III | |
| Chemistry/Honors | Elective | Elective |
| Foreign Language or Study hall | Elective | Elective |

Seniors: (2.5 credits required courses for a total of 21.5 requirements, leaving 5 elective credits required for graduation by the end of senior year)

| | | | |
|----------------------------------|-----------------------------------|---------------|----------|
| Rhetoric & Public Sp. or Com 212 | English or Communication Elective | Scrip/Life IV | |
| Government or Coll. Gov. | Elective | Elective | Elective |
| Elective | Elective | Elective | Elective |
| Elective | Elective | Elective | Elective |

Twenty-six and a half total credits required for graduation.

*Success Seminar I is a required freshman course which instructs ninth graders on metacognitive learning in order for them to demonstrate self-reflective practices for successful academic, social and intrapersonal success. This is a pass/fail class that offers training in study skills, time management, goal setting and social behaviors

specific to the high-school culture.

Course Descriptions

Additional information is available through Guidance and Counseling Services. Content of courses is subject to change, and not all courses may be scheduled in a given year.

English Department

English I (Grade 9)

Freshman English is the introductory course in the sequence of English classes at Concordia Academy. This class prepares students for high school level work in critical reading of literature; academic writing, including an MLA-style research paper; and public speaking. This course will both ensure that all students have a sufficient English preparation for further high school work and allow students to expand their skills in reading and communicating.

Honors English I (Grade 9)

Honors Freshman English is the advanced introductory course in the sequence of English classes at Concordia Academy-Roseville. This class prepares students for high school level work in critical reading of literature; academic writing, including an MLA-style research paper; and public speaking. Students in the honors course will write and discuss in a manner that is deeply reflective and well supported. This course will ensure that all students have sufficient English preparation for further high school work at the honors level and will enable students to expand their skills in reading and communicating.

English II (Grade 10)

This course continues the work begun in English I, with an emphasis on a deeper, more complex approach to reading and writing. The course concentrates on three areas: literary elements and analysis, grammar structures and usage, and writing, including an MLA-style research paper. Students will gain an appreciation of the complexity of literature and the writing process and their response to it.

Honors English II (Grade 10)

This course continues the work begun in Honors English I, with an emphasis on a deeper, more complex approach to reading and writing. The course concentrates on four areas:

literary elements and critical analysis, analysis of literary devices, grammar structures and usage, and writing, including an MLA-style research paper . Students are increasingly responsible for their own learning and will gain an appreciation of the complexity of literature and the writing process, and their response to it. (Prerequisite: Recommendation from English I instructor.)

American Literature (Grade 11)

In this course we examine literature from the early settlers to current American authors, studying works within the context of literary eras. Contrasting the biblical worldview with secular beliefs, students establish a firm grounding of how literature reveals God's truth and the struggles of humankind. In addition to these studies we track the development of American English, prepare essays within different genres of writing, and use technology to create multi-media presentations. This is a challenging course that seeks to develop skills of effective reading strategies, writing for all audiences, and being able to orally articulate thoughts in clear, organized methods.

Rhetoric and Public Speaking (Grade 12)

Rhetoric and Public Speaking focuses on rhetorical analysis, persuasive writing, and public speaking. Students will engage deeply with news articles, essays, and other nonfiction texts to understand how they work. Further, students will discover the power of memoir, construct rhetorical arguments, and deliver speeches of various formats. Finally, a real-world context is explored as students prepare for the world of work in technical writing, promotional presentations, and interview skills. (This course is one semester long and worth .5 credits. Prerequisite: English I and II, American Literature)

Creative Writing (Grades 11 and 12)

Creative Writing is an elective introductory course to creative writing with a focus on prose. Students will begin to develop personal voice in refining their own craft in guided short and long spontaneous assignments. Analysis of other written work will allow writers to develop critical and editorial analysis on their own work as well as their peers. All students will be required to submit a reflective portfolio of revised work. The main focus of the course is to conduct your own writing with a secondary emphasis on reading and giving feedback to peers' work. The class is workshop where daily attendance is necessary for peer collaboration. Successful completion of freshmen and sophomore English is strongly encouraged before taking this course.

Modern Literature (Grades 11 and 12)

Modern Literature seeks to excite students about literature—to feed students' passion about literature and to enhance their pleasure from literature. Through a variety of texts, students will encounter other members of the human community and, while in their company, learn about themselves. Covering the time periods of the early 1900s to present

day, students will experience literature in the genres of novel, short story, poetry and drama. Successful completion of freshmen and sophomore English is strongly encouraged before taking this course.

COM 103 Fundamentals of Communication (4 college credits)

Students examine their methods of interpersonal communication in various contexts including dyadic, small group, public, and mediated communication. Individual activities and group work include both oral and written components. These components are also integrated into career planning by providing an opportunity for an off campus interview in a career field. Speeches, outlines, and papers develop critical thinking, organizational, writing, and presentation skills. Class discussions and small group activities provide opportunities to practice and refine interpersonal communication skills. Objective exams and quizzes focus on cognitive learning of the principals and concepts in the various communication contexts.

COM 212 Public Speaking and Performance (4 college credits)

Students prepare and deliver various types of public performances including speeches and oral interpretation. The evaluation and criticism of speeches is studied. Videotape helps students adjust to their performance style and improve presentation delivery. Course units include speech construction, presentation and delivery, audience and text analysis, informative, persuasive and special occasion speeches as well as visual aid construction.

ENG 120 College Writing (4 college credits)

The content of a writing course is writing. For students to become proficient writers in all disciplines, they need to learn how to read and analyze a variety of texts and then practice reading and analyzing texts from various disciplines. Through research and writing, students learn what others are saying and how to integrate those ideas into their own writing. Constant practice will guide students into developing their own voices and styles. They will make conscious choices related to audience and academic conventions.

ENG 155 Introduction to Literature (4 college credits)

Introduction to Literature seeks to excite students about literature - to feed students' passion about literature and to enhance their pleasure from literature. Through a variety of texts, students will encounter other members of the human community and, while in their

company, learn about themselves. The course will introduce basic literary terminology.

Fine Arts Department

Visual Arts

Fundamentals of Art (Grades 9-12)

Students are given practical instruction through studio activities involving the basic elements of art, which are line, shape, color, and texture. They will study the most recent 250 years of art history.

Intermediate Art (Grades 9-12)

Students are given practical instruction through studio activities involving the principles of design, which are rhythm and movement, balance, proportion, harmony, and unity. They will also study the great artists of the Renaissance in art history. (Prerequisite: Fundamentals of Art)

Advanced Art (Grades 10-12)

Students are given advanced instruction in studio activities. Some new media are introduced, including plaster casting masks, self-portrait drawings, oil painting, and clay human head sculptures. They will study the earliest years of art history, from Ancient through Gothic. The language of art, art criticism, aesthetic judgment, and careers in art will be studied. (Prerequisite: Intermediate Art)

Select Studio (Grades 11-12)

Each student will select specific media on which to work, allowing him or her to concentrate on the type of art that they most like to create. Students will write a 500-word paper about a living artist who they have interviewed in person, on the phone or on line and give an oral report during class. They will keep adding to a sketchbook two per week, and visit an art exhibit or gallery, writing a review of what they saw and learned. (Prerequisite: Advanced Art; by arrangement with art faculty)

Photojournalism (Grades 9-12)

The curriculum for this class focuses on yearbook production, including development of theme, page layout, written commentary, photography, and advertising. Students will develop skills and attitudes often used in the business and work worlds, including written and oral communication, cooperation in small groups, independence, and responsibility.

Art 142 Digital Photography (Grades 11-12)
(3 college credits)

This course is designed to engage students in the basic practices and techniques of creating images with digital technology. The course will focus on a series of varied projects and include aesthetic lectures and critique, as well as basic image manipulation with digital imaging software. (Prerequisite: 3.250 GPA)

ART 161 Ceramics I (Grades 11-12)
(3 college credits)

This introductory studio course is designed to familiarize beginning students with the fundamental techniques and concepts of contemporary ceramic art. Students will see and investigate sculptural and vessel forms in clay, along with the relationship of drawing to the creative process. Although significant clay art history and technology will be taught, learning will be assessed primarily through portfolio production and review.
(Prerequisite: 3.250 GPA)

ART 282 Graphic Design I
(3 college credits)

This course lays the foundations of the discipline of graphic design. The course helps students apply concepts of design and color theory into applied arts areas. (Prerequisite: 3.250 GPA)

ART 111 Drawing I
(3 college credits)

This course introduces the technical and conceptual skills for successful illustration. It is an important foundation for all design and applied arts fields. (Prerequisite: 3.250 GPA)

Musical Arts

Chorale (Grade 9 and 10)

Chorale is the auditioned junior varsity choir. Students have mastered basic music reading skills and vocal technique. Students will continue to develop their technique while singing

music arranged for mixed choirs as well as female and male voicing.

Concert Choir (Grades 10-12)

Concert Choir is the auditioned varsity large group choir. Students apply vocal technique to quality choral literature, historical and contemporary, from all around the world. This is a touring choir, with a Spring Break tour scheduled on alternating years.

His People (Grades 11-12)

His People is the auditioned chamber choir. Having developed advanced vocal skill, the students of His People combine music and faith to be ambassadors for Christ through music in school and in the community.

Concert Band (Grades 9-12)

The Concordia Academy Concert Band is the school's wind and percussion performing group. Entrance is by audition only and students must be able to perform more challenging high school level music. This band performs in concert numerous times throughout the school year.

Chamber Orchestra (Grades 9-12)

Concordia's string ensemble is a performance-based class, committed to pursuing excellence in technique and musicianship. Students who play violin, viola, cello, or bass may audition for this group. Rehearsals include activities to grow personal technique, ensemble skills, theoretical understanding of music, Western music history, and performance experience. At the heart of this course is a desire to train worshippers for the glory of God. "Sing to Him a new song; play skillfully on the strings with loud shouts." Psalm 33:3

Foreign Language Department

It is highly recommended that students complete two years of foreign language.

Spanish I (Grades 9-12)

Spanish I provide a solid foundation of vocabulary and grammar that will serve as a base for further study in high school and college and as a starting point for mission work and cross-cultural ministry using the Spanish language. Students will learn to have simple conversations with one another and to understand, write, and converse in the present, preterit (past), and simple future tenses. They will work on both quantity of language output and accuracy in form and pronunciation with the goal of being able to converse in a similar manner with native speakers.

Spanish II (Grades 9-12)

Spanish II provides a thorough study of the past, present and future tenses crucial for communicating in the target language. Students will be able to participate in casual conversations, express facts, give instructions, and describe, report and narrate current, past and future events. Vocabulary, including verbs, will be an integral component in order to expand the opportunities for the student to communicate more precisely and effectively. The comparisons and contrasts between U.S. Culture and that of the target culture will be discussed in order to develop a greater cultural sensitivity, especially important for cross-cultural ministry. (Prerequisite: Spanish 1 or equivalent.)

Spanish III (Grades 10-12)

Along with AP Spanish, this course prepares students for college, travel, and mission work using Spanish. This course seeks to give students the confidence to have meaningful conversations in Spanish on a variety of topics, to improve their communicative abilities through increased vocabulary and grammatical skills, and to foster an understanding and love for the people of the Spanish-speaking world through study of their cultures. Speaking, listening, reading, and writing are all emphasized and class is conducted entirely in the target language in order to help foster growth in the aforementioned areas. (Prerequisite: Spanish II or equivalent.)

College Intermediate Spanish I (4 college credits)

In this course basic grammar is reviewed with increased emphasis on composition and conversation. An accompanying reader is included to expand vocabulary and recognition of familiar structures as well as provide literary and cultural material for discussion. Verb tenses include an introduction to the subjunctive. (Prerequisite: (Prerequisites: Spanish III; 3.250 GPA)

American Sign Language I

American Sign Language level 1 teaches basic communication skills, grammar, vocabulary, Deaf culture, history, and ASL in today's world. Each class period students will have time to practice new signs with their classmates and teacher. We watch signed videos and create skits using the new signs along with retelling the signed stories we learn. Before the end of the first semester, students will have learned enough ASL to communicate with one another without using their voices. By the second semester, there will be no voices allowed in class with the exception of questions to the teacher. There are opportunities for field trips both semesters followed by a required reaction paper.

American Sign Language II

American Sign Language level 2, builds on what you learned in ASL 1 continuing in a NO VOICE environment. You will be adding to your vocabulary, practicing signs with role playing, group skits, and story-telling. We will work on understanding what is signed in the videos, translate written English into ASL, explore Deaf art, Deaf artists, and media. There will be opportunities for field trips each semester followed by a reflection paper. By the end of this class you should feel comfortable having a basic conversation with members of the Deaf community. You should also be able to test out of college level ASL where the tests are offered.

Mathematics Department

Pre-Algebra (Grade 9)

Pre-Algebra provides students with an introduction to the concepts of algebra, and at the same time solidifies their grasp of arithmetic concepts and procedures. Pre-Algebra begins by connecting arithmetic and algebra through variables and variable expressions; calculating with addition, subtraction, multiplication and division, using mathematical properties; and understanding the order of operations. The major concepts of the course include an introduction to algebra, integers, equations, number theory, fractions, rational numbers, ratios, proportions and percentages.

Algebra (Grades 9-10)

Algebra prepares students for the upper levels of mathematics by developing logical and abstract reasoning skills. Algebra begins with a review of variables, equations, and the order of operations. The major topics of the course include combining real numbers, solving equations, combining and factoring polynomials, fractions, ratios, proportions, percentages, functions, and systems of linear equations.

Advanced Algebra (Grades 9-11)

This course is designed to give the student a broader understanding of the real and complex number systems. Through such an understanding, the student becomes acquainted with problem solving and develops a faculty for applying this knowledge to various types of problems. Major concepts investigated will be the real numbers, orders of operations, solving and Graphing linear equations and inequalities, exponents, relations, functions, solving and graphing quadratics, factoring, simplifying rational expressions, conic sections, exponential functions, and logarithmic functions.

Geometry (Grades 9-11)

Geometry is the study of shapes, sizes, and relationships in the world around us. During the course the student will study points, lines, planes, angles, parallels, congruent figures, triangles, quadrilaterals, polygons, similar figures, circles, areas, and how all these are related. In addition, throughout the course the students will be introduced to the concept of proof and supplying correct reasons for their answers. (Prerequisite: Algebra)

Pre-Calculus (Grades 10-12)

This course is designed for those students who wish to develop a more extensive background into advanced mathematics, which will provide a preparation for college courses in calculus and abstract algebra. The major emphasis of this course is the examination of the different number systems in mathematics and the study of the elementary functions over these systems. Major topics to be studied include logic, abstract systems and their properties, finite and infinite sequences and series, limits of a sequence, polynomial functions, solving equations and inequalities, complex numbers, triangle trigonometry, trigonometric identities, circular functions and their graphs. A calculator will be needed for several units of study.

Personal Finance (Grades 11-12)

This course is designed to teach students the financial planning process and what their financial responsibilities are as a consumer. Students will also learn about money management, how to plan for financial security, how to set financial goals, how to manage their credit, and about risk management. The class covers a wide range of personal finance topics such as: checking accounts, personal income taxes, investments, housing, financing big purchases, career exploration, insurance, and consumer credit. (Personal Finance is one semester and worth .5 credit.)

College Calculus I (Grades 11-12) (4 college credits)

Calculus is primarily a study of derivatives and integrals. A derivative is a method of representing a rate of change, and an integral is a way of representing the area beneath a curve. In Calculus I we will primarily focus on the derivative and its applications. Toward the end of the course we will get an introduction to integration and its applications. We will also investigate the Fundamental Theorem of Calculus and how it ties these two concepts together. By the end of the course, the student should be able to apply these concepts to an area of interest. (Prerequisite: Pre-calculus; 3.250 GPA)

College Calculus II (Grades 11-12) (5 college credits)

This course is a continuation of MATH 135. We explore techniques of integration, introduce differential equations, and apply them to problem situations. Other topics include parametric equations, polar equations, conic sections, sequences, and series. Students will be introduced to a computer algebra system. (Prerequisite: MATH 135 or equivalent; 3.250 GPA)

College Intro to Probability and Statistics (Grades 11-12) (3 college credits)

Statistics are used around us every day, even though we may not realize it. Math 110 is designed to give students the tools and the confidence to correctly use and interpret statistics and understand their significance in the world. (Prerequisite: 3.250 GPA)

Physical Education and Health Department

Students who successfully complete one season of interscholastic athletic competition

with a Concordia team may receive .5 credit of Physical Education.

Physical Education (Grades 9-10)

In basic physical education, the student is introduced to a myriad of physical activities, team and individual sports, recreational activities, and fitness activities. These are foundational to a healthy, physically active lifestyle. Basic physical education modules are prerequisites for the advanced physical education and resistance training/personal fitness classes. (One semester of Physical Education is worth .5 credits)

Advanced Physical Education (Grades 11-12)

Advanced Physical Education enables the student to further refine skills begun at the Basic Level, actively participate, and officiate. They will also assist in small-scale instruction and demonstration. (Prerequisite: 1.5 credits PE and instructor permission. One semester of advanced physical education is worth .5 credits)

Health (Grade 10)

The course is designed to motivate students to want the fullness of life God has designed for us in our total person. It strives to give some tools to enable this and prevent the pain and misery associated with the main causes of death, disease, and dysfunction in America in the 2000's. Health analyzes many of the decisions that affect the total person from the "God spot" to the mental, emotional, physical, and social aspects of our being. We see our life on earth as inextricably woven into our relationship to our all-wise, almighty, sovereign, creator God and His plan for us as His own. (One semester/.5 credits.)

Resistance Training--Personal Fitness (RTPF) (Grades 11-12)

Resistance Training-Personal Fitness (RTPF) is a high-level elective course designed to require self-directed students to generate goals and a workout plan to meet general fitness or sports metabolic performance desires. (Prerequisite: 1.5 credits PE, and instructor permission. One semester of RTPF is worth .5 credits)

College Health and Human Movement (KHS) (3 college credits)

This course enhances and expands upon the benefits of a dynamic health and human movement lifestyle. Further, this course is designed to foster and promote healthy attitudes, behaviors, and skills to optimize informed healthful living, balanced service to God and humanity and enlightened care for self. Concordia University students are

challenged to increase awareness, understanding, and informed critical appreciation for the six basic dimensions of health and wellness, which are: Social, Mental, Emotional, Environmental, Spiritual, and Physical.

Science Department

Physical Science (Grade 9)

This course is designed to teach science as an ongoing process based upon a cluster of experimentally defined concepts. The student is introduced to the basic terminology, ideas and tools which scientists use in their attempt to solve problems and answer curiosities posed by nature. Areas of study will include motion and energy, atomic structure, matter, and reactions involving matter.

Biology (Grade 10)

Biology studies the complexity of God's creation. The first half focuses on the chemistry of life and the processes, parts, and functions of cells. The second half involves a study of heredity, the diversity of organisms, and the interdependence of life. Students will discuss and question the assumptions of the theory of evolution. The Biblical account of creation and the Flood will be taught as the basis for the origin of life.

Honors Biology (Grade 10)

Honors Biology studies the complexity of God's creation. It is an accelerated, in-depth first year biology class with extensive laboratory work. The course focuses on the processes, parts, and function of cells, heredity, and the characteristics, functions, relationships, and values of all forms of life. Students will also discuss and question the assumptions of the theory of evolution. The Biblical account of creation and the Flood will be taught as the basis for the origin of life. (Prerequisite: "B+" or higher in Physical Science and instructor's permission.)

Chemistry (Grade 11)

Chemistry is the study of God's order in how matter is put together and how it changes its identity. It is a first course in the study of chemistry that teaches the basics in preparation for college chemistry. Topics include: measurement, calculations, atomic structure, bonding, chemical equations, stoichiometry, gas laws, and concentration of solutions, acids, and bases.

(Prerequisite: Algebra.)

Honors Chemistry (Grade 11)

Honors chemistry is the study of God's order in how matter is put together and how it changes its identity. It is an accelerated, in-depth first course in the study of chemistry that teaches the basics in preparation for a student for taking chemistry in college. Topics include: measurements, calculations, atomic structure, bonding, chemical equations, and stoichiometry, gas laws, concentration of solutions, acids-base, thermochemistry, equilibrium, and redox reactions. (Prerequisite: 'B' or higher in Algebra and Geometry or permission of instructor.)

Physics (Grades 11-12)

Activities in this course center around the transformation of matter and energy; there is a particular emphasis on mechanics and dynamics. Stress is placed upon measurement, mathematics of physics, problem solving, real-world activities, and the understanding of the "how and why." Students will be making in-depth predictions as to event outcomes, then experimenting to learn how well this prediction matches the results. (Prerequisite: Advanced Algebra.)

Human Anatomy and Physiology (Grades 11-12)

The Anatomy & Physiology course is designed for students who have a strong interest in the structure (anatomy) and function (physiology) of the human body. The course begins at the smallest level of organization, the atomic level, and continues to the highest level of organization, the human body. An overview of the structure and function of the various organ systems is included, as well as the ways in which the organ systems are interconnected as a working whole. This course is well suited for students who wish to pursue of career in the health care field.

Engineering and Robotics I (Grades 11-12; Grade 10 by permission)

This course provides opportunities for both theory and practice of robotic and remote sensing systems, as well as electronics. Students will explore logic, computer programming, mechanical systems, and information systems through the design and

construction of robots and electronic devices. Upon completion, each student will be able to build robots, design firmware for control systems, evaluate system and data quality, practice cooperative problem solving strategies, and identify & use basic electronic components and construction tools. (Prerequisite: Physical Science)

Engineering and Robotics II & III (Grades 11-12)

This course is taught concurrently with Engineering and Robotic I and is taught Fall Semester only. Students will engage in robot building and preparation for robotics competition. (Prerequisite: Engineering and Robotics I)

STEM₂ Lab (Grade 12)

This lab provides guided time, space, and resources for students enrolled in the STEM₂ program to carry out the research and scientific paper that will be entered in TCRSF competition. While this lab section is not required of STEM₂ students, it is highly recommended. (Enrollment in STEM₂ program)

College Biology I: Unity of Life (4 college credits)

Emphasizing inquiry and investigation, this course introduces students to the discoveries, both historical and contemporary, that support the unifying theories of modern biological science. Topics considered include the nature and methods of modern biological science; the basis of life in terms of matter, energy, cells, genetics, and reproduction; and the impact of evolution on the unity of life. The course is comprised of lectures, readings, discussions, written assignments, films, and an inquiry-based laboratory component. (Recommended prerequisites: one year of high school biology and chemistry and four years of high school mathematics; 3.250 GPA)

College Biology II: Diversity of Life (4 college credits)

Current and competing hypotheses explaining the origin, development, and maintenance of the Earth's biodiversity are critically evaluated. Employing a phylogenetic approach and emphasizing the Eukaryotes, the major lineages of life are surveyed and compared by considering evolutionary trends and the relationships between structure and function within and among lineages. Abiotic and biotic factors, including human activity, influencing populations, communities, ecosystems and the biosphere are explored. The course is comprised of lectures, readings, discussions, written assignments, films, and an

inquiry-based laboratory component. (Recommended prerequisite: one year of high school biology and chemistry and four years of high school mathematics; 3.250 GPA)

College General Chemistry I (4 college credits)

The content of this course is a systematic introduction to the conceptual and symbolic aspects of chemistry. Critical and quantitative thought is practiced, as applied to the topics of measurement, formula and equation writing, stoichiometry, atomic structure and periodicity, bonding and molecular geometry, gases, phases and phase changes. There is also a brief introduction to Organic Chemistry. Three lectures and one two-hour laboratory period per week. (Prerequisites: High school chemistry and one year of algebra or consent of instructor; 3.250 GPA)

College General Chemistry II (4 college credits)

Continuation of General Chemistry I. Solutions and colligative properties, equilibrium, thermodynamics, qualitative analysis, kinetics, reduction, oxidation, and nuclear chemistry are covered. (Prerequisite: CHE 115; 3.250 GPA)

Innovation Lab (Grades 11-12)

Ice Lab links the creative mind with the analytic, giving students the skills and equipment to allow the freedom to create. Computer designs become physical objects as students prototype and fabricate in a cutting-edge lab. Learning is hands-on, high-tech, and relevant to the real-world. Using Computer Aided Design (CAD) software, Ice Lab I students will design objects in 2D and 3D and then fabricate those designs through additive or subtractive prototyping. Students will have the opportunity to work with a wide variety of materials including ABS, PLA, acrylic, acetal, polyurethane, steel, aluminum, wood and more.

Ice Lab is equipped with a 3D FDM printer, 100 watt CO2 industrial laser, benchtop waterjet (coming late fall 2018), and CNC mill.

This is a one semester class open to students who are independent workers, responsible self-starters, and desire to gain hard skills to create, explore, and tinker.

Social Sciences Department

Geography (Grade 9)

Geography is designed to acquaint the student with the earth and how it “works.” Climates, ecosystems, and resources are analyzed in light of mankind’s relationship with them. Various portions of the continents are studied in detail. It is hoped that the students will better understand the complexities of the earth that God has given us and become better stewards of it. (Geography is one semester long and worth .5 credits.)

Western Civilization (Grade 10)

Western Civilization is, as the name suggests, an historical overview of the historical and cultural background and foundation to what we know as “western civilization”. Beginning with ancient Mesopotamia and Israel this course journeys through the Greek and Roman civilizations and continues through the development of the Medieval and Renaissance eras in European history. Throughout this study, we recognize the hand of God in the development of nations but also the successes and failures of humans as they strive to exist, endure, and thrive in history. It is hoped that past civilizations and cultures can teach us the importance and wisdom of living together in peace and understanding

American History (Grade 11)

American History is designed to acquaint the student with the development of the United States from colonization to the 21st Century. The course analyzes the roles, which individuals and groups have played in shaping the USA, and helps the students begin to see their own roles in that continuing development. It is hoped that the student can better understand the USA of the present by learning about the USA of the past. The course aims to find God in the history of the USA by trying to understand His purpose for the American people. (American History or College American History 231/232 is required for graduation.)

American Government (Grade 12)

American Government reviews the constitutional background of our nation’s government and explores the current challenges inherent in a democracy. A primary goal for the course is to encourage students to act responsibly as citizens. Course content will include, but is not limited to: the Constitution, the three branches of government, the American party system, and the connections between economics and politics. Emphasis will also be placed on the role of the Christian citizen. (American Government is one semester long and worth .5 credits. It is required for graduation.)

Psychology (Grades 11-12)

This course will broadly introduce the social science of Psychology and give students a grasp of the basic concepts, theories and applications of the field. The focus of the course will center on the intent that students will eventually further their psychological studies in a post-secondary institution. (Psychology is one semester long and worth .5 credits.)

College US History I (4 college credits)

This course is a survey of political, economic, and social history of the United States from the beginnings of the republic through the Civil War and Reconstruction. (Prerequisite: 3.250 GPA)

College US History II

(4 college credits)

This course is a survey of political, economic, and social history of the United States from 1877 to the present. (Prerequisite: 3.250 GPA)

College American Government (4 college credits)

This course introduces the student to mechanics, institutions, problem and principles of American national government. It stresses the relationship of constitutional principles to American political practice. Emphasis is placed on change in the political environment and judicial interpretation of constitutional tenants as major factors in a viable and dynamic American political system. Racial and ethnic minorities are also examined in this course. (Prerequisite: 3.250 GPA)

College Introduction to Psychology (4 college credits)

This course introduces the scientific study of behavior and mental processes. Psychological, behavioral, cognitive, humanistic, psychodynamic, and social-cultural perspectives are explored. Topics such as scientific method, statistical reasoning, neuroscience, learning, cognitive processes, development, psychological adjustment, therapy, social psychology, diversity, and community are studied. (Prerequisite: 3.250 GPA)

College Introduction to Business and Economics

(3 college credits)

This is a survey course intended to give students an overview of accounting, economics, finance, management, and marketing. (Prerequisite: 3.250 GPA)

Theology Department

Scripture and Life I (Grade 9)

The Old Testament is the story of God's unfolding plan for humanity's salvation. Throughout the course of this history God created and molded a people to pave the way for salvation that was realized in the person and work of Jesus. In this class we study the people, themes, and events that reveal the true nature of God, His love for creation, and His desire to live again in perfect harmony with his people.

Scripture and Life II (Grade 10)

Scripture & Life II emphasizes the New Testament. In this course, students will study the life and teachings of Jesus Christ as presented in the Gospels. Finally, along with an overview of Acts, selected Epistles will be studied.

Scripture and Life III (Grade 11)

Students taking Scripture & Life III will experience a thorough Biblical study of the Gospel of John and Revelation. This course also takes an in-depth look at the major religions of the world. Further, students will have an independent opportunity to study New Testament documents, memorize Scripture, and take advantage of service opportunities.

Scripture and Life IV (Grade 12)

The purpose for Scripture and Life IV is to make the direct connection between the student's spiritual life and the daily grind of life. More specifically, it is to see one's entire existence as spiritual and a life to be lived in response to the constant presence of God.

Advanced Readings in Theology (Grades 11-12)

Advanced Readings in Theology is a one-semester course designed specifically for those students who wish to delve into the minds of influential theological thinkers by

engaging in the study of samples of their works. During this elective theology course, utilizing different texts in alternating years, students will study the writings of several writers, critically evaluating these works while dialoging in a seminar classroom setting. Writers include, among others, Dietrich Bonhoeffer, Chuck Colson, and C.S. Lewis. (Prerequisite 3.00 GPA and Instructor Permission)

The Concordia Advantage

Concordia offers a wide spectrum of academic programming and educational opportunities for its students. College preparatory and general education programs accord students the educational experiences and opportunities that contribute to successful preparation, performance, and leadership in their chosen vocation or profession. All students carry from three to four credits of classwork each semester. Advanced programs and a wide variety of on-campus college classes are available to students. Concordia Academy-Roseville is proud to offer more on-campus college classes than any other high school in Minnesota.

Resource Program: Learning Accommodations

This program is available upon administrative approval for students experiencing difficulties achieving their potential in their academic courses. Criteria for entrance into this program may include specific learning disabilities, attention deficit, or development delays. Students meet daily with the resource teacher or paraprofessional. A formal public school IEP is not required for entry, but a referral process may be completed before placement. Prior documentation of a learning need is helpful. (.5 credit if scheduled daily and .25 credit if scheduled every other day)

STEM₂ Program: Advanced Science and Math Curriculum

Concordia Academy's STEM₂ curriculum provides a significant step towards preparing Christians to take the lead in advanced fields of science, technology, engineering, math, and medicine. The program consists of the following components:

- A rigorous curriculum path that includes the equivalent of 5 years of science and successful mastery of mathematics through at least Pre-Calculus. (Students must maintain a minimum GPA of 3.0 in the above courses)
- An internship with a STEM₂ organization
- A senior research project and paper designed for and entered into competition
- A final project and paper presentation to a panel of teachers and invited guests

Successful completion of the above results in a STEM₂ transcript certification, special seal placed on the student's diploma, and Honors Convocation recognition during the candidate's senior year.

Program Summary

Students, with the assistance of CAs' Guidance Counselor and STEM₂ Coordinator, plan their academic schedules to ensure that the academic requirements are met. The STEM₂ internship normally takes place during the summer between the junior and senior year. The internship requires a minimum of 40 hours work at a STEM₂ company.

The senior research project and paper is normally planned during the end of the junior year and is carried out during the summer and first half of the senior year. Projects and papers are entered in a local competition with the expectation of advancing on to the International Science and Engineering Fair (ISEF). Students are required to keep a handwritten, anecdotal logbook for both their internship and research project experiences. Research projects may be created in the areas of science (natural or physical), technology, engineering, or mathematics.

Grade 11 and 12 Timeline

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|----------------------------|---------------|---|
| Y e a r | January-April | Juniors brainstorm and research possible internships and research project topics. Juniors may meet with faculty members, and are required to meet with the STEM ₂ Coordinator. |
| J u n i o r | January-April | Internship proposal is turned in to the STEM ₂ Coordinator. Research project and paper proposals are turned in to STEM ₂ Coordinator. |
| J u n i o r | May | Internship proposals and the STEM-2 Advisory Team reviews research project and paper proposals. Students will receive written approval or requests for further clarification. |

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| S e n i o r Y e a r | June-August | Students complete internships and work on research projects and papers as outlined in approved proposals. Daily logbook entries are required throughout the internship and research project. Students may contact the STEM ₂ Coordinator should questions arise or circumstances occur that need clarification or assistance. |
| | August-January | Students complete internship and research projects and papers. |
| | January | Students enter projects and paper in a regional science fair with the expectation of advancing on to the International Science and Engineering Fair (ISEF) |
| | February | Project and paper competitions |
| | March-April | Students turn in research project logbooks. Students present projects and papers to the STEM ₂ Advisory Team and guests. |
| | May | STEM ₂ Honors Convocation recognition |

Emerging Artist Program: Advanced Fine Arts Curriculum

Concordia Academy's Emerging Artist program provides curriculum to prepare Christians to make an innovative mark on the world through fine arts courses in theater, visual arts, music, dance, and writing.

The program exists of the following components:

- A rigorous coursework of five years of fine arts including performance-based and academic credits. Students must maintain a GPA of 3.0 or higher in arts curriculum courses.
- Participation in fall drama or spring musical.
- An internship of 40 hours in a related field with portfolio.
- Independent research project incorporating field visits.
- Book study in a cohort setting.
- Capstone project that is exhibited for a public audience.

*Successful Emerging Artist Curriculum candidates will, upon completion, receive commendation on diplomas and on transcripts, as well as recognition at Concordia Academy's Honors Convocation.

Program Study

Students with the help of the Guidance Counselor and Emerging Artist Coordinator plan schedules to ensure academic requirements are met. Students will plan their internship in a related field focusing on developing knowledge and awareness of a career in the field of arts. Students will typically complete this internship in the summer of their junior to senior year. Students will keep a daily log of their time in internship to develop into a portfolio that will be reviewed upon their completion.

Students will participate in the world of art on and off-campus by participating in at least one CA drama or musical production and visit museums, theaters, studios, and/or print shops. Students' final capstone project will be developed from an artist statement that highlights the students' interest and passion in the pursuit of art. The capstone project will be displayed or performed in the students' spring semester of their senior year.

Grade 11 and 12 Timeline

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| J u n i o r Y e a r | <ul style="list-style-type: none"> • Enroll in full year, plus one semester, of fine arts coursework • Secure Internship for summer • Propose senior year Capstone; begin working on Capstone pieces • Check in on progress in independent research project • Begin writing Artist Statement • Produce and compile original work outside of school |
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| S e n i o r Y e a | <ul style="list-style-type: none"> • Ensure completion of Independent Research Project • Turn in completed Internship Portfolio • Read <i>Walking on Water: Reflections on Faith and Art</i> (L'Engle) and <i>Roaring Lambs: A Gentle Plan to Radically Change Your World</i> (Briner); participate in cohort discussion • Enroll in full year, plus at least one semester, of fine arts coursework • Complete Capstone Project pieces • Public performance or display of Capstone Project • Honors Convocation |
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Vision 4 Life: Spiritual Growth and Development

This award-winning program of character and faith education is based upon our commitment to teaching students how to incorporate their faith into every aspect of life now and into the future.

Features:

- Freshman summer retreat
- Service learning requirements in the classes
- Chapel: Worship, prayer team, praise team
- Prayer and Praise Fridays
- Family Life Groups
- February V4L Guy/Girl Seminar Days

PSEO Program: On-Campus College Courses

CA is proud to offer more on-campus college classes than any other high school in Minnesota, which is made possible through a unique partnership with Concordia University, St. Paul (CSP). Students may earn up to 50 college credits from CSP without leaving Concordia Academy's campus. These credits can be used at CSP or transferred to any other university. Because of our wide range of on-campus college offerings CA does not participate in off-campus PSEO options. This reduces scheduling

conflicts and maintains a strong sense of school unity and identity. The following points are important to remember when you or your child consider taking on-campus college courses:

1. A full-time student at Concordia Academy must be enrolled in a minimum of six high school credits per year, but may be enrolled in up to eight credits. A student's tuition covers 8 credits per year.
2. Students enrolled in Concordia Academy's on-campus college classes are eligible for partial tuition reimbursement if the course is taught by regular CSP faculty and if the student is enrolled in less than eight regular high school credits. The reduction is determined by the state reimbursement to Concordia University less a percentage of CA's previous year's operating expenses beyond salary and benefits. Parents can expect a reduction of \$60-80/college credit for college classes taken during the school year. CSP classes taught by Concordia Academy faculty do not qualify for tuition reimbursement.
3. Because student academic schedules often change during the school year, any tuition reimbursement will not be calculated until the first week of April.

Please peruse the document "A Guide to On-Campus College Courses at Concordia Academy" for more information.

International Student Program

Concordia Academy-Roseville welcomes international students and is certified by SEVIS to issue I-20s for F1 visas. The prospective international student (IS) must demonstrate proficiency in reading, writing, and speaking the English language. Proficiency is demonstrated through a variety of means, including a phone interview, writing samples, recommendations and the taking of an English proficiency examination such as the TOEFL examination.

The features of this program help to ensure IS success:

- Documenting and tracking students' progress
- Tutorial class specifically designed to aid international students

- Writing lab where international students can have their writing critiqued
- Individual tutoring, if necessary, will be required up to 3 times per week
- Minnesota State High School League (MSHSL) eligibility for one calendar year at the Junior Varsity level, for students with an F-1 visa
- Curriculum path to graduation specifically tailored to the unique needs of international students:

Course Path to Graduation for International Students

Freshmen (7.25 credits of required courses)

| | | |
|--------------------------|------------|--|
| Freshman Success Seminar | Geography | Math (Pre-algebra/Algebra/Advanced Algebra) |
| English/Honors English | | Basic Bible or Scripture and Life I |
| Physical Science | | Fine Arts (Band, Orchestra, Choir, Art, or Yearbook) |
| Academic English | Study hall | Basic Physical Education |

Sophomores (7 credits of required courses)

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|--------------------------------|--|--|
| Western Civilization | Math (Algebra/Advanced Algebra/Geometry) | |
| English/Honors English | Basic Bible or Scripture and Life II | |
| Chemistry/Honors Chemistry | Fine Arts (Band, Orchestra, Choir, Art, or Yearbook) | |
| Foreign Language or Study Hall | Health | Advanced PE, Resistance Training for Personal Fitness, other elective, or Study Hall |

Juniors: (5 credits of required courses)

| | | |
|--------------------------------|-------------------------------|----------|
| American History | Math (Geom /Pre-calc) | |
| American Literature | Basic Bible or Scrip/Life III | |
| Chemistry/Honors Chemistry | Elective | Elective |
| Foreign Language or Study hall | Elective | Elective |

Seniors: (2.5 credits required courses for a total of 21.5 requirements, leaving 5 elective credits required for graduation by the end of senior year)

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|---|--|----------------------|-----------------|
| Rhetoric & Public Sp. or Com 212 | English or Communication Elective | Scrip/Life IV | |
| Government or Coll. Gov. | Elective | Elective | Elective |
| Elective | Elective | Elective | Elective |
| Elective | Elective | Elective | Elective |

Twenty-six and a half total credits required for graduation.

Guidance and Counseling:

The Guidance and Counseling Office is designed to guide students toward high school success and prepare them for life after high school. We actively facilitate academic, social, and spiritual support for students at Concordia Academy.

Major Components of Guidance and Counseling Services:

- Transitioning to High School
- Strengths and Interest Profile
- Standardized Testing
- Course Selection Guidance
- College and Career Planning
- On-Campus PSEO Coordination
- Student Success Team
- Personal Counseling

Student Success Team

The goal of the Student Success Team is to facilitate the holistic health and success of each of our students. The SST is a team of school professionals who meet twice per month to respond to referrals of students who may be struggling. Struggles might be academic, social, physical, emotional, or spiritual. We strive to respond in a way that will help a student have the best possible chance for success. Parents, coaches, teachers, and peers are encouraged to let us know if a student needs our support.

Meet the SST:

Diane Bisping, Resource Program Director

Brian Brown, Athletic Director, Teacher, and Dean of Students

Alaina Bohl, School Nurse
Tyler Small, Roseville Nonpublic School Counselor
Kelly Mack, Director of Guidance and Academics
Connie Voss, Attendance Contact, Administrative Assistant

Concordia Academy Academic Credit Requirement

Concordia Academy offers a thoughtfully selected set of courses for students. These courses have embedded curricular objectives to create students to be thoughtful learners with skills that will equip them to be successful in their future endeavors. Concordia Academy issues credit for students who successfully pass courses on its campus and honors credit in pre-approved institutions off-campus in the event credit-recovery is necessary. Any student wishing to seek credit for classes outside of Concordia Academy should recognize this policy while a student at Concordia. Please contact the guidance and academic offices for any questions.

Contact Us

For more information about Concordia Academy, please contact us through our website (www.concordiaacademy.com) or by phone at (651)-484-8429.