

Concordia Academy-Roseville
Academic Handbook
2011-2012

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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 HEART OF 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.

PROGRAMS OFFERED AT CONCORDIA ACADEMY-ROSEVILLE

Concordia has an academic program which offers a wide spectrum of educational opportunities for its students. College preparatory and general education programs accord students educational experiences and opportunities that contribute to successful preparation, performance, and leadership in their chosen vocation or profession. Independent study and Vo-Tech programs are available for students. All students carry three or four credits of class work 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.

STAFF QUALIFICATIONS

The faculty is required to meet all certification requirements cited by the State of Minnesota and the North Central Association of Colleges and Schools. Many already possess advanced degrees or are working on them in their respective teaching specialties.

| | |
|--------------------------------------|------|
| Number of Teaching Staff | 19 |
| Master's Degrees (or higher) | 50% |
| Average Years of Teaching Experience | 19.6 |
| Student-Teacher Ratio | 21:1 |
| Average Class Size | 25 |

ACCREDITATION

Concordia Academy-Roseville is accredited by the North Central Association of Colleges and Schools and by National Lutheran Schools Accreditation (NSLA). Regular evaluations are conducted to certify standards of educational excellence.

ENROLLMENT

A smaller student body of four hundred members provides each individual at Concordia Academy-Roseville a unique opportunity to have each student's teachers know him or her, to develop a personal relationship of values, and to become 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.

HOW DO OUR STUDENTS COMPARE?

National Merit Scholarship Competition

2011 One Commended
2010 Three Commended
2009 Two Commended/One Semi-Finalist
2008 Four Commended
2007 Five Commended

AFTER HIGH SCHOOL

| | |
|---------------|---|
| Class of 2010 | 89% continued their education 78% attended a four-year college or university 10% attended a two-year college or technical training school 5% served in missions |
| Class of 2009 | 89% continued their education 68% attended a four-year college or university 21% attended a two-year college or technical training school 5% served in missions |
| Class of 2008 | 91% continued their education 70% attended a four-year college or university 21% attended a two-year college or technical training school 5% served in missions |
| Class of 2007 | 94% continued their education 76% attended a four-year college or university 18% attended a two-year college or technical training school 12% served in missions |

Average ACT Score 24.1

GRADUATION REQUIREMENTS

The following credits are required for graduation:

| | |
|--------------------|---|
| English | 4 credits |
| Theology | 4 credits - or 1 per year of attendance |
| Social Sciences | 3 credits |
| Fine Arts | 2 credits |
| Mathematics | 3 credits |
| Science | 3 credits |
| Physical Education | 1.5 credits |
| Health | .5 credits |
| Electives | <u>5 credits</u> |
| Total: | 26 credits |

MODEL CORE COLLEGE PREP PROGRAM

Listed below is a suggested model core college preparatory program:

| | |
|------------------|-----------------|
| English | 4 years |
| Mathematics | 3 years minimum |
| Social Sciences | 3 years minimum |
| Natural Sciences | 3 years minimum |
| Foreign Language | 2 years minimum |

ACADEMIC SCHEDULE

The following is a sample of a typical 4-year academic schedule:

9th Grade

Scripture and Life I
Algebra I
Spanish I
Physical Science
English I
Study Hall
Ancient World History
Basic PE

10th Grade

Scripture and Life II
Geometry
Spanish II
Biology
English II
Modern World History
Health
Chorale

11th Grade

Scripture and Life III
Advanced Algebra
Chemistry
MAN 101 College Introduction to Business
KHS 110 Health and Human Movement
American Literature
American History
Concert Choir

12th Grade

Scripture and Life IV
Pre-Calculus
Study Hall
Physics
British Literature
Rhetoric and Public Speaking
Government
ENG 120 College Writing
ART 282 College Graphic Design I

CONCORDIA ACADEMY-ROSEVILLE
2011-2012 COURSE CATALOG
COURSE DESCRIPTIONS

The following brief course descriptions have been prepared for your use in planning your high school program. Additional information is available through the counselor's office. Content of courses is subject to change, and not all courses may be scheduled in a given year.

FINE ARTS DEPARTMENTS

Two credits of Fine Arts are required for graduation

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 his 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.)

VIDEO PRODUCTION (Grades 9-12) This class introduces students to film production and video editing. Students learn to develop an understanding of the processes and roles involved in film/video production. Students are provided with an opportunity to apply these concepts to various "hands-on" activities, exploring the various roles of a video production team, and ultimately creating their own video work. Students also learn how to develop their ideas and concepts in order to most effectively present them as video projects and gain experience in working with the technical aspects of shooting video and editing picture and sound.

YEARBOOK (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.

MUSICAL ARTS

CHORUS. (Grades 9) Chorus is the introductory vocal instruction class. The student will learn to read the music notation system and practice vocal production techniques and experience the enjoyment of making music as an ensemble.

CHORALE. (Grades 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 11-12) 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.

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, and members are also part of the Concordia Marching Band and the Pep Band.

MUSIC APPRECIATION. (Grades 9-12) Music appreciation is a survey course of the fundamentals and history of music, including sacred, classical, and popular music through the ages. This course is designed for musicians and non-musicians alike. Students will listen to, study, and write about music. Students will be given the opportunity to compose on a large or small scale.

ENGLISH

Four credits of English are required for graduation

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, 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, 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. 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 analysis, analysis of literary devices, grammar structures and usage, and thesis writing. 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.

HONORS AMERICAN LITERATURE. (Grade 11) This course covers the foundations of American literature and the literary characteristics of selected historical eras. We also explore current trends in literature through a diverse selection of modern works. Themes are discussed from a Christian perspective. The honor student in American Literature will hone skills in rhetoric and persuasion, language study, writing in varied genres, small- and large-group discussion, public speaking and lecture, and multimedia presentation. (Prerequisite: Recommendation from previous English instructor.

BRITISH LITERATURE. (Grade 12) British Literature is an in-depth study of the literature, themes, and history of the English language (British dialects), for the purposes of identifying a common language origin, effectively communicating in that common language, and analyzing the timeless elements of human experience in literature. (This course is one semester long and worth .5 credits)

Students must choose from the following, or complete a college-level English class, in order to fulfill the final .5 of English credit required for graduation:

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)

JOURNALISM. (Grades 9-12) Journalism is a course in both learning about journalism and doing journalism. The class will study topics including the history of journalism, its ethics, and the process of writing, editing, and publishing a newspaper. The class will also be responsible for publishing the school newspaper, *The Beat*. (This course is one semester long and worth .5 credits)

MATHEMATICS

Three credits of Mathematics are required for graduation

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 percents.

ALGEBRA. (Grade 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, percents, functions, and systems of linear equations.

ADVANCED ALGEBRA. (Grade 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.

HONORS ADVANCED ALGEBRA. (Grade 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, order of operations, solving and graphing linear equations and inequalities, exponents, relations, functions, solving and graphing quadratics, factoring, simplifying polynomial and rational expressions, conic sections, exponential functions, complex numbers, logarithmic functions, statistics, probability, matrices, and determinants. The pace of this class is significantly faster than that of the regular Advanced Algebra class. (Prerequisite: B+ or higher in Algebra and/or Geometry, or permission of instructor.)

GEOMETRY. (Grade 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)

HONORS GEOMETRY. (Grade 9-11) Honors 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, volumes, coordinate geometry, and how these are related. In addition, throughout the course, the student will be introduced to the concept of proofs and correct reasoning. The pace of this class is significantly faster than that of the regular Geometry class. (Prerequisite: A- or higher in Algebra and recommendation from previous math instructor.)

PRE-CALCULUS. (Grade 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.)

PHYSICAL EDUCATION AND HEALTH

1.5 credits Physical Education is required for graduation

.5 credits of Health is required for graduation

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)

RESISTANCE TRAINING/PERSONAL FITNESS. (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)

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 of Health is worth .5 credits.)

SCIENCE

Three credits of Science are required for graduation

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, electricity, matter, and reactions involving matter.

BIOLOGY. (Grades 9-12) 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. (Grades 9-12) 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. (Grades 10-12) 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, concentration of solutions, acids, and bases. (Prerequisite: Algebra.)

HONORS CHEMISTRY. (Grades 10-12) 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: measurement, calculations, atomic structure, bonding, chemical equations, stoichiometry, gas

laws, concentration of solutions, acids-base, thermochemistry, equilibrium, and redox reactions. (Prerequisite: 'B' or higher in Algebra and Geometry and permission of instructor.)

PHYSICS. (Grades 11-12) Activities in this course center around the transformation of matter and energy, with 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.)

CONCEPTUAL PHYSICS. (Grades 11-12) Conceptual Physics concentrates on the study of everyday world experiences, using activities and projects, but with a low-math emphasis. The course, while dealing with topics such as motion, energy, sound, light, and electricity, also builds a conceptual base upon which the student will gain a greater understanding and appreciation for God's created world.

HUMAN ANATOMY AND PHYSIOLOGY. (Grades 11-12) Human Anatomy and Physiology is a study of the structure and function of the human body. Major topics of study include an introduction to the human body, cells, tissues, skeletal, muscle, nervous and cardiovascular systems.

SOCIAL SCIENCES

Three credits of social sciences are required for graduation

ANCIENT WORLD HISTORY. (Grades 9-10) Ancient World History is the study of man's origin, development, and achievements from the beginning of time and proceeding through the Age of Exploration. Students recognize the hand of God in the development of nations and strive to appreciate His love and patience in dealing with humankind. In order to appreciate the good and avoid repetition of the bad, this course examines both successes and failures of human history. It is hoped that past civilizations and cultures can teach us the importance and wisdom of living together in peace and understanding. Current events will also be analyzed in light of the history to better understand the present.

MODERN WORLD HISTORY. (Grades 10-12) Modern World History is the study of the development of nations from the Global Age to the present. The course analyzes the roles individuals and groups have played in shaping the nations of the world and helps the students begin to see their role in that continuing development. Students also recognize the hand of God in the development of nations and strive to appreciate His love for humankind. Current events are analyzed in light of the history of the past to better understand the present. (Prerequisite: Ancient World History.)

AMERICAN HISTORY. (Grades 11-12) 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.)

GEOGRAPHY. (Grades 11-12) 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 which God has given us and become better stewards of it. (Geography is one semester long and worth .5 credits.)

SOCIOLOGY. (Grades 11-12) This semester elective is an introduction to the field of sociology, the science that explores the interaction of people in groups. The concepts of culture, society, collective behavior and various social problems will be examined from a Christian perspective. Students will examine their own lives in light of these sociological concepts, not only as an individual, but a member of society as a whole. (Sociology is one semester long and worth .5 credits.)

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.)

ECONOMICS. (Grade 12) This elective is an introduction to the world of economics. Microeconomic concepts studied include supply and demand, price determination, market structures, and business organizations. Macroeconomic topics include unemployment/inflation, fiscal policy, money/banking, monetary policy, taxes, and the national debt. International trade, exchange rates, and economic growth/development are discussed along with an awareness of current events. (Economics is one semester long and worth .5 credits.)

THEOLOGY

One credit is required each year a student attends Concordia Academy

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.

FOREIGN LANGUAGE

It is highly recommended that students complete two years of Foreign Language

SPANISH I. (Grades 9-12) Spanish I provides a solid foundation of vocabulary and grammar which 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, preterite (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 Spanish IV, 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 2 or equivalent.)

AP SPANISH. (Grades 10-12) AP Spanish (Spanish IV) is conducted in the target language, provides a thorough review of the grammatical structures of the language, and prepares students for college as well as for cross-cultural ministry. The course prepares students for the AP test and offers opportunities to engage with authentic Latin American and Spanish literature and news sources while studying the intricacies of different Spanish speaking cultures. (Prerequisite: Spanish 3 or equivalent.)

RESOURCE PROGRAM

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. (1 credit if scheduled daily and .5 credit if scheduled every other day).

ON-CAMPUS COLLEGE COURSES

Concordia Academy-Roseville enjoys a productive partnership with Concordia University-St. Paul (CSP) which offers many of their classes on our campus. Credits earned in these classes are dual credit, with credit being earned directly from Concordia University and from Concordia Academy-Roseville. Students will receive a separate transcript from Concordia University. Listed below are courses typically offered by Concordia University at CA. Juniors and Seniors wishing to register for these courses should be self-disciplined and able to complete college-level work and have a minimum GPA of 3.5. Students with a GPA less than 3.5 may appeal to the registrar for special permission to take college classes. Course offerings may vary from year to year.

Listed below the on-campus classes typically offered:

ART 161 Ceramics I (2 college credits plus 1 high school credit)

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.

ART 212 Illustration (3 college credits plus 1 high school credit)

This course introduces the technical and conceptual skills for successful illustration. It is an important foundation for all design and applied arts fields.

ART 282 Graphic Design I (3 college credits plus 1 high school credit)

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.

COM 103 Fundamentals of Communication (4 college credits plus 1 high school credit)

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 plus 1 high school credit)

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 plus 1 high school credit)

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 plus 1 high school credit)

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.

ESC 140 Observational Astronomy (3 college credits plus .75 high school credit)

The course emphasizes the observational nature of astronomy. Observations are made of the moon, sun, stars and planets. Observations are made using star charts, computer programs, telescopes, 35 mm cameras and digital cameras. The course considers historical and modern astronomy, with special emphasis on the use of the Internet and current astronomy literature. Observations result in information on the location, motion, and features of each of these objects.

GRK 101 Ancient Greek I (4 college credits plus 1 high school credit)

An introduction to classical Greek, presenting basic grammar through readings selected from ancient authors. The aim is to teach students to read Greek quickly and enjoyably in the context of ancient Greek culture.

HIST 231 College American History (4 college credits plus 1 high school credit)

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.

HIST 233 College American History (4 college credits plus 1 high school credit)

This course is a survey of political, economic, and social history of the United States from 1877 to the present.

KHS 110 Heath and Human Movement (3 college credit plus .75 high school credit)

The aim of this course is to enhance and expand upon the personal and community 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.

MAN 101 Introduction to Business (2 college credit plus 1 high school credit)

This is a survey course intended to give students an overview of accounting, economics, finance, management, and marketing.

MATH 135 Calculus I (4 college credits plus 1 high school credit)

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.

MATH 145 Calculus II (5 credits plus 1.25 high school 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: MAT135 or equivalent)

PSY 200 Introduction to Psychology (4 college credits plus 1 high school credit)

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.

TUITION WHEN TAKING ON-CAMPUS COLLEGE CLASSES

Concordia Academy is proud to offer more on-campus college classes than any other high school in Minnesota. This program is made possible through a unique partnership with Concordia University. A current CA student may earn up to 50 college credits from Concordia University without leaving Concordia Academy's campus. These credits can be used at Concordia University or any other university that accepts transfer credits. Because of our wide range of on campus college offerings Concordia Academy does not participate in off-campus PSEO options. This reduces administrative costs and time, prevents scheduling conflicts, and helps to maintain a strong sense of school unity and identity.

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. Please note the following equivalencies:

4 college credits = 1 high school credit

3 college credits = .75 high school credit

2 college credits = .50 high school credit

1 college credit = .25 high school credit

3. Students enrolled in Concordia Academy's on-campus college classes are eligible for partial tuition reimbursement if the course is taught by regular CU 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 2011-2012 school year. CU classes taught by Concordia Academy faculty do not qualify for tuition reimbursement.
4. Because student academic schedules often change during the school year, any tuition reimbursement will not be calculated until the first week of April.

BLOCK SCHEDULE

Concordia Academy-Roseville uses an alternating block schedule, with courses meeting every other day in an extended period of 85 minutes. Each course meeting one alternating block for a year earns 1 credit (unit).

GRADING SYSTEM

Grades for individual courses are reported at the end of each nine-week grading period. The grading system is as follows:

| | | |
|--------|----|--------------|
| 92-100 | A | 4.000 points |
| 90-91 | A- | 3.667 points |
| 88-89 | B+ | 3.333 points |
| 82-87 | B | 3.000 points |
| 80-81 | B- | 2.667 points |
| 78-79 | C+ | 2.333 points |
| 72-77 | C | 2.000 points |
| 70-71 | C- | 1.667 points |
| 68-69 | D+ | 1.333 points |
| 62-67 | D | 1.000 point |
| 60-61 | D- | 0.667 point |
| 0-59 | F | 0.000 point |

Grades for Honors American Literature, Honor's Chemistry, Advanced Placement classes, 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 quarter for Honor Roll (quarterly GPA of 3.67 or higher), Merit Roll, (quarterly GPA of 3.35 to 3.66) and B Merit Roll (quarterly GPA of 3.0 to 3.34).