



# Academic Handbook & Course Catalog

2022 - 2023

HONORING GOD THROUGH EXCELLENCE

Concordia  
ACADEMY

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## About Us

### What We Believe: Concordia Academy Mission Statement

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

### The Prayer of Concordia Academy

The prayer of Concordia Academy 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.

### School Accreditation

Concordia Academy is accredited by Cognia and also by the National Lutheran Schools Accreditation (NSLA). Both groups conduct regular evaluations to certify that Concordia Academy upholds their academic standards.

### 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 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).

### Academic Lettering

Concordia Academy places the utmost value on academics and learning. To recognize our students who hold themselves at a high standard of learning, CA has put the following criteria in place for a student to earn an Academic Letter:

- The student must be considered full time and have been enrolled at CA for one year.
- The student must earn a 3.65 GPA for two consecutive semesters starting his or her sophomore year.

The first time students earn a letter, they can go to the guidance office to receive the proper jacket embellishment (the CA insignia for the front of the jacket). After initially lettering, students can purchase additional bars for their jacket sleeves from the suppliers of CA letter jackets.

## Graduation Requirements

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

## Absences, Vacation Plans, and Final Exams

The credit that Concordia Academy offers is based on more than just the work completed by the student. Credit also assumes that the student participated in the nontangible elements of the class which can only occur through regular attendance. *If a student misses six or more periods of any class per semester a meeting will be called with the student, parents, and administration to address the issue. More than six absences per semester may result in a reduction in grade, inability to turn in missing work, or loss of credit.* Please take note that college classes have their own absence guidelines that students will need to follow. Families should use the given breaks in an academic schedule for planning vacations. Please see the attendance policy in the parent/student handbook for excused absences.

Cumulative final exams for every class are given at the end of each semester during finals week. *Final exams will only be given on the dates scheduled according to our [academic calendar](#).* Students who are absent will not be allowed to schedule a make-up exam, with the exception of an excused absence due to illness. Final exams not taken will receive a score of "0."

## Course Path Guide to Graduating from Concordia Academy:

### Freshmen (7 credits of required courses)

Freshman Seminar	Geography	Math
English/Honors		Scrip/Life I
Physical Science		Fine Arts
Foreign Language or Study Hall		Basic PE

### Sophomores (7 credits of required courses)

Western Civilization	Math	
English/Honors	Scrip/Life II	
Biology/Honors	Fine Arts	
Foreign Language or Study Hall	Health	Elective or Study Hall

### Juniors: (5 credits of required courses)

American History or College Am History	Math	
American Literature	Scrip/Life III	
Chemistry/Honors	Elective	Elective
Foreign Language or Study hall	Elective	Elective

### Seniors: (3.0 credits required courses for a total of 21.5 requirements, leaving 5.0 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	Social Studies Elective	Elective	Elective
Elective	Elective	Elective	Elective
Elective	Elective	Elective	Elective

## 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.

### Freshmen Seminar

Freshmen Seminar is a one-semester mandatory course that instructs ninth graders on metacognitive learning in order for them to demonstrate self-reflective practices for successful academic, social and intrapersonal success. This class offers training in study skills, time management, goal setting, and social behaviors specific to the high school culture.

## English Department

### Academic English

Academic English is a one-semester, Pass-Fail course designed for international students new to Concordia Academy. Students will be introduced to the US high school system and culture, expectations of American students, typical academic vocabulary, the writing process, and general questions regarding assignments. A significant amount of time is dedicated to working with students on assignments for other classes.

**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 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. 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. (Pre-requisite: reading test).

**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 usage and vocabulary analysis, and writing, including an MLA-style extended literary essay. 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 three areas: literary elements and critical analysis, analysis of literary devices, grammar usage and vocabulary analysis, and writing, including an MLA-style extended literary essay. 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. (Pre-requisite: English I and English II).

### **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 0.5 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 a workshop where daily attendance is necessary for peer collaboration. Successful completion of freshmen and sophomore English is required before taking this course.

### **COM 103 – Fundamentals of Communication**

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. (Prerequisite: 3.250 GPA)

### **COM 212 – Public Speaking and Performance**

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 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. (Prerequisite: 3.250 GPA)

### **ENG 120 – College 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. (Prerequisite: 3.250 GPA)

### **ENG 155 – Introduction to Literature**

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. (Prerequisite: 3.250 GPA)

## **Fine Arts Department**

### *Visual Arts*

#### **Fundamentals of Art (Grades 9-12)**

Fundamentals of Art is designed to help students develop basic art skills and art appreciation. Identifying and defining the five elements of art (line, shape, value, texture, color) and the principles of art (balance, harmony, unity, emphasis, repetition, rhythm, contrast, and composition), students will build a foundation of fundamental art techniques and concepts, culminating in finished art pieces. In the process, students will also study some significant artists and their work from history that reflect the techniques and concepts being learned in class.

#### **Intermediate Art (Grades 9-12)**

Intermediate Art is designed to give instruction to students in three areas: drawing, painting, and three-dimensional art. Students will experience a variety of mediums and will develop the necessary abilities and techniques to create art that demonstrates an ever-improving skill set and a basic understanding of design and composition. (Prerequisite: Fundamentals of Art or Instructor Approval)

#### **Advanced Art (Grades 10-12)**

Advanced Art is designed for students who desire to deepen their understanding and skill in art. There will be a significant emphasis on drawing and painting. Students will also explore and experiment with their own style. Studying some key aspects of art history is an additional component of this course. (Prerequisite: Intermediate Art or Instructor Approval)

#### **Mixed Media Arts (Grades 10-12)**

This is an art class designed for students who are interested in expanding their artistic knowledge and creative process. Instead of receiving a set of guidelines for each project, a prompt will be given based on well-known artists and art styles, allowing the students to explore and grow their own style through a variety of mediums. The students will create 2-dimensional, 3-dimensional, and site specific artwork throughout this course. (Prerequisite: Intermediate Art or Instructor Approval)

**Select Studio (Grades 11-12)**

Select Studio allows advanced art students to dig deeply into a medium (or mediums) of their choice. The majority of the work is done independently. In addition, students will learn more about an artist related to their chosen medium and will do regular sketchbook work. (Prerequisite: Advanced Art and Instructor Approval)

**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 161 – Ceramics I (Grades 11-12)**

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**

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**

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 and Orchestra***Chorale (Grade 9 and 10)***As needed*

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. This band performs in concert numerous times throughout the school year.

**Strings Ensemble (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, music history, and performance experience. At the heart of this course is a desire to train worshippers for the glory of God.

*Performing Arts***THR 131**

This course will provide basic instruction in performance improvisational techniques for the theatre. (Prerequisite: 3.250 GPA)

**Foreign Language Department**

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

**Spanish I (Grades 9-12)**

Spanish I is a Comprehensible Input language course, where students acquire beginning language skills by listening and reading in order to support their subsequent output of writing and speaking in the present tense. Class time is focused upon the acquisition of high frequency structures (the most frequently used words in a language) via class discussions, stories, and cultural explorations. In addition, students will read a Spanish novel written for level 1 students.

**Spanish II (Grades 9-12)**

Spanish II is a Comprehensible Input language course that employs TPRS strategies to surround students with language via class discussions, stories, and cultural explorations. Students will continue their acquisition of language via listening and reading but will more fully develop their skills in writing and speaking in both present and past tense. Students will also read a Spanish novel written for intermediate level students. (Prerequisite: Spanish I or equivalent).

**Spanish III (Grades 10-12)**

Spanish III continues the Comprehensible Input approach to language acquisition by surrounding students in a near-immersion experience of spoken and written 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. Students will also read a Spanish novel written for high intermediate learners. (Prerequisite: Spanish II or equivalent)

**Spanish IV (Grades 11-12)**

This semester-long course is conducted primarily in Spanish, focusing upon refining students' grammatical knowledge base and improving their communicative abilities through discussion based learning activities and assignments. In addition, cultural studies will be addressed through a video series with an historical focus upon Latino Americans in the United States. Students will also be reading a Spanish novel appropriate for their level during the semester. (Prerequisite: Spanish III or equivalent)

**American Sign Language I**

American Sign Language level 1 teaches basic signed vocabulary as well as the grammatical structure of ASL. Students learn how use of space, verb modification, and facial grammar ascribe meaning in this visual language. We will explore and discuss aspects of Deaf culture including the storied beginning of ASL and the development of a unique culture of people based on a visual way of life. Each class period offers students time to practice new vocabulary and dialogue with their classmates and teacher. By the end of the first semester, students will be able to give basic directions, describe others, exchange personal information, and describe their living situation in ASL!

**American Sign Language II**

American Sign Language level 2 builds on what was learned in ASL 1. Students will be adding to their vocabulary and learning advanced features of ASL grammar including role shifting and characterization and their function in storytelling. Students will continue to practice fluency and comprehension through dialogue and activities. We will continue to discuss and observe culturally appropriate behavior and expectations in our classroom. By the end of this class students should feel comfortable having a basic conversation with members of the Deaf community.

## 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.

### H.S. 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 real numbers, orders of operations, solving and graphing linear equations and inequalities, exponents, relations, functions, solving and graphing quadratics, factoring, simplifying rational expressions, exponential functions, and logarithmic functions. (Prerequisite: Algebra and Geometry)

### 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, conic sections and analytic geometry, triangle trigonometry, trigonometric identities, circular functions and their graphs. A calculator will be needed for several units of study. (Prerequisite: Algebra, Geometry, Advanced Algebra)

### **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.)

### **MAT 135 – College Calculus I**

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)

### **MAT 145 – College Calculus II**

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. (Prerequisite: MATH 135 or equivalent; 3.250 GPA)

### **MAT 110 – College Intro to Probability and Statistics**

Statistics are used around us every day, even though we may not realize it. MAT 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**

### **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 10-12)**

The emphasis in this course is lifetime sports and recreational activities such as: golf, badminton, paddleball, volleyball, dance, archery, tennis, and fitness education with occasional team sports units.

### **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. 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 credit PE, and instructor permission. One semester of RTPF is worth .5 credits)

### **KHS – College Health and Human Movement**

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. 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. (Prerequisite: 3.25 GPA)

## **Science Department**

### **Physical Science: Introduction to STEM (Grade 9)**

The STEM subjects (science, technology, engineering, and mathematics) are applied to unit studies and lab experiences carefully designed to show their relevance and interrelatedness. The student is introduced to the basic terminology, ideas, and tools that scientists use to solve problems and answer questions posed by nature itself. Areas of study 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 a 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, autonomous robot control, 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)

### **Science of Wellness**

The Science of Wellness stresses the importance of all aspects of total health throughout a person's lifetime. Students will explore the crucial role that eating a nutritious diet plays in their overall health. It also highlights the importance of incorporating physical activity as part of your daily routine. In addition, the topics of digestion, the food pyramid, sources and functions of nutrients, weight management, and the difference in nutrition for all stages of life will be covered. The course will empower students to learn lifesaving first aid skills by working through the CPR in Schools: First Aid program published by the American Heart Association. (Cost: \$40)

### **BIO 120 – College Biology I: Unity of Life**

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; 3.250 GPA)

### **BIO 130 – College Biology II: Diversity of Life**

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; 3.250 GPA)

### **CHE 115 – College General Chemistry I**

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)

### **CHE 116 – College General Chemistry II**

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)

## **Business and Technical Electives**

### **Innovation Lab I (Grades 9-12)**

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, 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.

### **Innovation Lab II (Grades 10-12)**

ICE Lab II allows students to complete further discovery and innovation by utilizing and building off of the skills learned in Innovation Lab I. Students will be allowed independent time and will consult with a teacher mentor to guide the creative process through completing several larger scale projects. Your focus could be inventor-oriented, leaning towards product creation, engineering, and innovation. You could also choose to take a more design-based approach, focusing on the artistic and creative possibilities the lab offers. By nature, all work will encompass both the creative and innovative processes. A high degree of independence and problem solving is required of all students in this class. Teacher approval required.

### **Video Production (9-12)**

Students in Video Production will explore various facets of the media industry, becoming actively aware participants of making and consuming media. We will focus on these important aspects of video: making and producing content, film studies and appreciation, media studies and mass communication (including media literacy and awareness, and digital citizenship), and critically evaluating video. Come prepared to learn about video production through hands-on experience with recording and cutting-edge industry-standard software. This class will simulate the roles and responsibilities of working in the film industry, from recording to script writing, editing, sound engineering, and special effects. Assignments will emphasize both independent and group work.

Video Production is a crash-course introduction to filmmaking and the media industry. No prior experience is necessary. Daily participation and a willingness to explore new concepts is a must.

## **Digital Photography and Photoshop**

### **Intro to Coding (9-12)**

Python is a general purpose, versatile, and powerful programming language. Students will learn this first language at the fundamental level. Python can be used from web development to software development and scientific applications.

### **Entrepreneurship (10-12)**

Entrepreneurship provides students an opportunity to develop knowledge for starting, operating and succeeding in small business. Students will investigate the entire business development process from ideation to implementation. Students learn how to start-up and operate a business while in school through hand-on experience. Developing a business plan is a primary focus and will allow student ideas, skills and creativity to come to life. Entrepreneurs from the community will speak to the class and a field trip will be planned to enhance student understanding of entrepreneurship.

### **MAN 101 – College Introduction to Business and Economics**

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

## **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 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 civilization, 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: American Experiment 1620-1877 (Grade 11)**

The American Experiment is designed to acquaint students with the development of our country from colonization to democracy. Students will navigate this grand experiment of democracy as it is tested through foreign policies, economic advancement, and the Civil War. The semester ends with a period of reconstruction as the country struggles to repair the wounds left by conflict. Our U.S. History courses strive to help students understand America presently through the decisions of the past. This course aims to find God in the history of the U.S.A. by trying to understand His purpose for the American people. (Can replace with College US History I)

### **American History: American Empire 1878-1975 (Grade 11)**

The American Empire looks to educate students on the rise of America as a world leader. Social, political, technological, and military advancements pave the way for an experiment of democracy to become the social norm on a global scale. This semester analyzes America on a global scale through the lenses of war and foreign relations. Our U.S. history courses strive to help students understand America presently through the decisions of the past. This course aims to find God in the history of the U.S.A. by trying to understand His purpose for the American people. (Can replace with College US History II)

### **American Eyewitness 1975-Current (Grade 12)**

The American Eyewitness invites students to use the primary sources at their disposal to evaluate and analyze the most recent history of The United States of America. This “modern era” of history looks to educate and evaluate the events of America’s recent past through the people who lived through them. Our U.S. History courses strive to help students understand America presently through the decisions of the past. This course aims to find God in the history of the U.S.A. by trying to understand His purpose for the American people. (Prerequisite: American History I and II or College American History I and II; this is an elective course worth 0.5 credits).

### **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 enable students to understand the workings of our government and to encourage them to act responsibly as citizens. Course content will include, but is not limited to: basic political philosophy, the Constitution, and the three branches of

government. 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 an elective course that is one semester long and worth .5 credits.)

### **HIS 231 – College US History I**

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)

### **HIS 233 – College US History II**

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

### **PSY 101 – College Introduction to Psychology**

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)

### **PSY 230 – Lifespan Developmental Psychology**

This course is a scientific study of development from prenatal life through late adulthood, with emphasis on the interplay of psychological processes, heredity and environment. This chronological review addresses physical, cognitive, social and emotional changes across the lifespan. (Prerequisites: 3.250 GPA; PSY 101)

## **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 will focus on the New Testament and the fulfillment of God's promises to us, his people. Students will have the opportunity to study the life and ministry of Jesus in the Gospel of Matthew, and the growth and development of the church in Acts. This course also takes a basic look at biblical genres and an understanding of apologetics.

### **Scripture and Life III (Grade 11)**

Students taking Scripture & Life III will experience a thorough Biblical study of the Gospel of John during the first semester and explore Christian apologetics and prominent world religions during the second semester. 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.

### **C.S. Lewis: His Life and Writings (Grades 11-12)**

C.S. Lewis: His Life and Writings is a one semester course designed specifically for those students who wish to probe the creative and provocative mind of C.S. Lewis through a study of several of his more prominent works. During this elective theology course, students will explore *Mere Christianity*, *The Screwtape Letters*, *The Great Divorce*, and *Out of the Silent Planet*, along with selected readings from *The Chronicles of Narnia* series in a seminar classroom setting. Emphasis will be placed on substantial reading and in-depth dialogue and writing to evaluate, analyze, and enjoy these works. (Prerequisite 3.00 GPA).

## **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 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 developmental

delays. Students meet daily with the resource teacher or paraprofessional. A formal 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)

## **STEM<sub>2</sub> Program: Advanced Science and Math Curriculum**

Concordia Academy's STEM<sub>2</sub> 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 STEM<sub>2</sub> 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 STEM<sub>2</sub> 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 CA's Guidance Counselor and STEM<sub>2</sub> Coordinator, plan their academic schedules to ensure that the academic requirements are met. The STEM<sub>2</sub> internship normally takes place during the summer between junior and senior year and requires a minimum of 40 hours work at a STEM<sub>2</sub> company.

The senior research project and paper is normally planned during the end of the junior year and is carried out during the following 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 STEM2 Timeline:

J u n i o r  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 <sub>2</sub> Coordinator.
	January-April	Internship proposal is turned in to the STEM <sub>2</sub> Coordinator. Research project and paper proposals are turned in to STEM <sub>2</sub> Coordinator.
	May	Internship proposals and the STEM <sub>2</sub> Advisory Team reviews research project and paper proposals. Students will receive written approval or requests for further clarification.
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 <sub>2</sub> 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 papers 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 <sub>2</sub> Advisory Team and guests.
	May	STEM <sub>2</sub> 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 consists of the following components:

- A rigorous coursework of five credits 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 Emerging Artist Timeline

J u n i o r  Y e a r	<ul style="list-style-type: none"> <li>• Enroll in a full year, plus one semester, of fine arts coursework</li> <li>• Attend scheduled Emerging Artist Cohort conversations</li> <li>• Secure Internship for summer after junior year</li> <li>• Propose senior year Capstone; begin working on Capstone pieces</li> <li>• Check in on progress in independent research project</li> <li>• Produce and compile original work outside of school</li> </ul>
S e n i o r  Y e a r	<ul style="list-style-type: none"> <li>• Ensure completion of Independent Research Project</li> <li>• Turn in completed Internship Portfolio</li> <li>• Develop personal artist statement</li> <li>• 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</li> <li>• Enroll in full year, plus at least one semester, of fine arts coursework</li> <li>• Complete Capstone Project pieces</li> <li>• Public performance or display of Capstone Project in their spring Senior Showcase</li> <li>• Honors Convocation</li> </ul>

## Humanities Scholar Program: Advanced Humanities Curriculum

Concordia Academy's Humanities Scholar program provides curriculum to prepare students to wrestle with the essence of who we are and why we are here in order to inspire ideas, service, or solutions to create positive impact in their community.

This program consists of the following features:

- A rigorous coursework of humanities courses including advanced classes and foreign language. Students must maintain a GPA of 3.0 or higher in humanities curriculum courses.
- Leadership in at least one approved related extra-curricular.
- An internship of 40 hours in a related field with portfolio.

- Independent research project incorporating visits.
- Book study in a cohort setting.
- Capstone project or talk that is exhibited or given for a public audience.

\*Successful Humanities Scholar 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 Humanities Scholar 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 humanities. 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 humanities on and off-campus by participating in service opportunities, service leadership, and/or other opportunities. Students' final capstone project will be developed from a personal life philosophy that creates awareness, proposes a social solution or identifies ideas in which to better community.

### Grade 11 and 12 Humanities Scholar Timeline

J u n i o r  Y e a r	<ul style="list-style-type: none"> <li>• Enroll in full year, plus one semester, of humanities coursework</li> <li>• Secure Internship for summer</li> <li>• Propose senior year Capstone; begin working on Capstone pieces</li> <li>• Check in on progress in independent research project</li> <li>• Begin writing personal statement</li> <li>• Participate in co-curricular or other service/learning opportunities outside of school.</li> </ul>
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S e n i o r  Y e a	<ul style="list-style-type: none"> <li>• Ensure completion of Independent Research Project</li> <li>• Turn in completed Internship Portfolio</li> <li>• Read <i>Abolition of Man</i> by C.S. Lewis; participate in cohort discussion</li> <li>• Enroll in full year, plus at least one semester, of humanities coursework</li> <li>• Complete Capstone Project pieces</li> <li>• Present Capstone Project</li> <li>• Honors Convocation</li> </ul>
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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
- Spring V4L Guy/Girl Seminar & Service Days
- Senior Retreat

## PSEO Program: On-Campus College Courses (Grades 11-12)

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 most other universities. 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 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 video interview, writing samples, recommendations and taking an English proficiency examination such as the TOEFL examination. The following features of this program help to ensure IS success:

- Documenting and tracking students' progress
- Tutorial class specifically designed to aid international students
- Individual tutoring is factored into the student plan.
- Minnesota State High School League (MSHSL) eligibility at the C team or JV 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 (7.5 credits of required courses)

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

### Sophomores (7 credits of required courses)

Western Civilization	Math (Algebra/Advanced Algebra/Geometry)	
English/Honors English	Basic Bible or Scripture and Life II	
Chemistry/Honors Chemistry	Fine Arts (Band, Choir, Art, or Photojournalism)	

Foreign Language or Study Hall	Health	Adv. P.E., other elective, or Study Hall
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### 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: (3.0 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	Social Science 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

### 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:**

Gina Tupper, Resource Program Director  
Brian Brown, Athletic Director and Dean of Students  
Roselyn Obando, Roseville Nonpublic School Counselor  
Michelle Connolly, Assisted Study Hall Teacher  
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](http://www.concordiaacademy.com)) or by phone at (651)-484-8429.