



Concordia
INTERNATIONAL SCHOOL SHANGHAI
上海协和国际外籍人员子女学校



High School Course Selection Guide 2026-2027

Concordia Guiding Statements

Our Vision

Concordia Shanghai will be a pre-eminent international school in Asia empowered to carry out its Mission.

Our Mission

At Concordia, we view every student as a gift from God, entrusted to us by parents, and are committed in Christian stewardship to educate students holistically in a nurturing environment that includes comprehensive and challenging opportunities in academics, creative arts, spirituality, athletics, extra-curricular activities and service.

Educational Philosophy

At Concordia International School Shanghai we nurture and cultivate a collaborative and supportive learning environment, that empowers learners to become creative problem-solvers and compassionate global community members grounded in our commitment to holistic development and excellence.

Core Values

Pursue Excellence	Holistic Development	Spirit-Guided	Service-Minded	Community-Centric
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Schoolwide Learner Outcomes (SLO's)

Insightful Learners



Effective Communicators



Principle-Centered Leaders & Team Members



Reflective Spiritual Beings



Active Global Citizens



High School Programming

Introduction

Concordia's High School offers a rich academic and holistic program that encourages students to pursue excellence in all areas of learning. The curriculum is designed to offer authentic learning experiences across the breadth and depth of offerings, equipping students with future-ready skills and ways of thinking. The program blends core subjects, Advanced Placement, and Applied Learning courses, enabling students to deepen expertise in chosen areas while discovering new passions.

Accreditation

Concordia is accredited by the Western Association of Schools and Colleges (WASC) and the National Lutheran School Accreditation (NLSA).

Graduation Requirements

To graduate from Concordia, students must complete 8 semesters of high school (grade 9-12), culminating in the spring of grade 12 at Concordia. Students must successfully pass 23+ credits (one yearlong course=1 credit, one semester long course = 0.5 credits) during their four years of high school. Concordia also requires that those 23 credits minimally include the following:

- 4 credits of English (participation required each year)
- 3 credits of Social Science
- 3 credits of Science
- 3 credits of Math
- 2 credits of World Language (credits must be consecutive and of the same language)
- 2 credits of Fine Arts
- 0.5 credits of Health
- 2 credits of Physical Education
- 2 credits of Spirituality (participation required each year)
- +1.5 minimum additional credits in any subject area

This minimum number of credits helps to ensure breadth and depth in our flexible programming. It should be noted that students preparing for college and university pathways after Concordia will be advised to complete more credits, tailored to their future goals and college/university requirements.



Signature Programming

TriBES

TriBES (Transforming Individuals By Education and Service) is a required experiential learning program for all Concordia High School students, held each fall. Students select a trip aligned with their interests and personal growth, and travel with teachers to engage in learning beyond the classroom. TriBES is graded Pass/Fail and recorded on the student's transcript. To earn credit, students must complete their trip requirements and a post-TriBES reflection project aligned with Concordia's Student Learner Outcomes and the four TriBES dimensions: Physical Activity, Community Engagement, Cultural Enrichment, and Service to Others.

Explorations

During the final days/weeks of the school year following exams, students participate in Explorations, a required experiential learning program. "Explorations" has traditionally been designed, for grade 9-11 students, that extends Concordia's curriculum through immersive, multi-day activities that emphasize real-world application. Students explore new interests, deepen existing passions, engage in interdisciplinary learning, investigate potential career pathways, and prepare post-secondary planning materials such as resumes, application lists, and essays.

RSB (Reflective Spiritual Beings)

Self exploration is a critical part of adolescence and RSB class plays an important role in helping us live out Concordia's Mission to support an guide student's holistic growth. 1 semester of RSB is required each year by our students. More information about our program comes later in the guide book.

Advisory/SEL

The Advisory Program provides a supportive environment that helps students build self-awareness, relationships, and essential life skills. Students meet in small, grade-level groups led by a faculty advisor to engage in discussions, community-building, wellness activities, and reflection. The program is developmentally designed, aligned with the CASEL framework, and connected to Concordia's core values and virtues. All students participate in Advisory each year.

Applied Learning (AL)

Applied Learning is a bespoke signature program of Concordia that offers college level experiential courses alongside AP courses. Applied Learning courses are offered to grade 11 and 12 students and are patterned on classes normally only available in higher education settings. These courses encourage academic vitality by asking students to identify and deepen their passion for a subject, allowing them to discover unique connections between their studies and real-world endeavors.

These specialized classes focus on academic rigor that values depth over breadth. Students employ higher order thinking and processing skills directly related to a field of study and practice the skills essential to a particular career field. They experiment with creative solutions to challenges and cultivate resilience in the face of new challenges or failure. In short, they learn by doing.

What sets Applied Learning apart is its emphasis on real-world, open-ended design challenges that culminate in tangible deliverables with impact beyond the classroom. AL courses often have prerequisites for entry and are generally capped at one section of enrollment per year. Each course offering is described in the appropriate department section later in this booklet.

AL courses are built around three pillars:

1. **Authentic Application:** Open-ended design challenges with real-world deliverables that extend beyond the classroom.
2. **Academic Rigor:** Depth over breadth, patterned on upper-level university courses. Higher-order divergent thinking skills embedded throughout design challenges which fosters deeper learning

3. Process Skills (Learning by Doing): Utilizing Design Thinking to solve real-world problems for the 21st century including agility, thinking flexibly and building perseverance

In addition, AL courses often include:

- Learning experiences outside the classroom.
- Interdisciplinary connections across subjects.
- Opportunities to work with industry experts in the field.

GOA Online Learning

Concordia is a member of the Global Online Academy (GOA), a consortium of the top independent schools from around the world. Students who have interests in specialized areas beyond Concordia's in-house course offerings may choose to enroll in a semester or yearlong online course through GOA's broad and rigorous offerings. Please see the section on GOA later in the Course Guide for more information.

Advanced Placement (AP) Courses

AP Courses are introductory college-level classes offered through the College Board that provide students with the opportunity to engage in rigorous academic study while still in high school. At Concordia, AP courses emphasize critical thinking, depth of understanding, and strong academic habits aligned with university expectations. Students who complete AP courses and examinations may earn college credit or advanced placement, depending on university policies. AP courses require a high level of commitment and are recommended for students prepared for an accelerated pace and increased independent study.

Independent Study (IS)

The IS course structure is designed for students who are self-motivated, driven, independent learners (as previously demonstrated in Concordia courses), who wish to pursue a specialized academic area or a unique project not currently offered in the school's curriculum or through GOA. To be approved for IS, students must independently design a learning plan and learning outcomes, of which they must articulate through an application process and present to a panel their learning and evidence at the end of the course to defend earning a credit. See more information and the application later in this course guide.

Study Hall

Study hall refers to a study period built into the school day; these can be in the form of a semester or yearlong period. Students with extensive after school activities and academic loads are highly encouraged/expected to include a study hall in their schedule.

Global Seal of Biliteracy - Working Fluency Award

At Concordia, we honor diverse cultures, promote global competency, and celebrate students' multilingual achievements. The Global Seal of Biliteracy is an internationally recognized certificate that honors students who have achieved proficiency in two or more languages by the time they graduate from high school. Each Global Seal certificate is serial-numbered, making it easy to add to a resumé, C.V., or LinkedIn Profile. The Global Seal of Biliteracy allows employers and Universities to easily verify your language skills and be confident that you bring valuable soft skills to college or workplace. Students are able to qualify by meeting criteria that demonstrates advanced levels of fluency in English and another language. More details are provided to students and families each year clarifying how to qualify.

General Academic Guidance and Policies

Minimum Credit Load

Students in grade 9 are required to enroll in a minimum of 7.5 credits. Students in grade 10-12 are required to enroll in a minimum of 7 credits. Students who enroll in multiple AP, AL, or Accelerated courses are encouraged to only take 7 credits, using one of their 8 periods for independent study work in study hall.

AP Course Limits

Concordia's courses are college preparatory courses, embedding the knowledge and skills that are designed with our students' futures in mind. To support the holistic development of our students, students may take the following number of AP courses per grade:

Grade 9 - 1

Grade 10 - 1

Grade 11 - 3

Grade 12 - 4

On a rare occasion, a student may be permitted to take up to 1 additional AP in each grade. This exception may be granted when the following is true: the student has thoughtfully reflected and can articulate why this programming is in their best interest, they have submitted an AP Exception application articulating their desire and evidence for success, the counselor and teachers agree that it is in the students best interest to be approved for this exception, and the HS administration approves (if needed).

AP Courses and Examinations

Students who enroll in AP courses are required to sit the AP Examination in the spring of the same year. The AP Coordinator at Concordia will assist in the registration of the students. Students must pay the exam and proctoring fee collected by the school and then the school submits payment to Collegeboard/proctors. Students are not permitted to take any AP exams on campus for courses that the student did not complete at Concordia.

Add/Drop Timelines

Students are given ample time and access to advice from teachers and counselors in the spring prior to the school year, during course selection time. The availability, number, and placement of courses and sections are determined at that time, and therefore adjusting schedules may not be possible at a later date. For level, or unforeseen program goals that may cause a student to desire a course change, students must follow the Add/Drop guidelines and deadline outlined by the counselors. (Deadline is typically at the end of the first full two weeks of the course, and requires counselor, teacher, and parent approval). Students will not be able to join a course after the second full week of the course (unless special permission is granted by HS leadership).

Course Withdrawal after Six Weeks

If a student drops a class after six weeks, it will be designated on their transcript with a "WP" or "WF" indicating that the student withdrew from the course and indicating if the student was passing or failing at the time. This firm deadline helps facilitate better conversations earlier in the semester between students, counselors, teachers and families.

Course Prerequisites and Recommendations

Courses that have prerequisite knowledge or skills are clearly indicated in the course description guide. Prerequisites are required. Courses that indicate a teacher recommendation is necessary will require a signature from the students' current teacher in that department area. Courses that indicate an audition or interview is needed, students should seek this from the teacher who will be teaching that course. Some courses require diagnostic data (such as Math and Language). This data will be considered in tandem with the student's demonstrated evidence of learning and learning habits to determine student placement.

New Students and Transfer Credits

New students are supported by their assigned counselor before enrollment to select courses and throughout their transition to Concordia. Completed high school courses from previous schools are reviewed to determine graduation credit and will be considered along with diagnostic data to determine appropriate course placement.

Homework Guidelines

Concordia offers a wide range of courses for a school of its size. Students are encouraged to consider course expectations, homework load, and other commitments (activities, service, and clubs) when building a balanced schedule that supports academic success and personal well-being. At the time of course selection, students will be provided with a homework guide that outlines amount of time predicted necessary for individual work outside of class time required associated with each course. This should help students make informed choices. Advanced Placement (AP), Applied Learning (AL), and Accelerated courses typically require more homework. Students are encouraged to review their selections with their counselor.

Low	Up to 30 minutes per class
Moderate	Up to 60 minutes per class
Heavy	Up to 90 minutes per class

Other Helpful Points about This Course Guide

- Some of our classes, especially APs and Applied Learning options, may reach their maximum number and need to be capped. Should this occur seniors would be given priority, then juniors, then sophomores, then freshmen. Beyond that, a lottery system will be used.
- Some courses may not reach the minimum number of students to run as a course. These classes will be removed from the schedule and students will meet with their counselors to determine other options.
- Some courses will be on a two-year rotation (usually marked with a *). Students should plan with their counselors to ensure they are planning to fit the courses they desire in the 4 year plan.



Student Support

Counseling

Concordia's High School Counseling Program follows the International Schools Counseling Association model and supports students' academic, personal/social, and college and career development. Each student is assigned a counselor upon entering high school, who remains their primary point of support throughout their time at Concordia. Counselors work with students individually and in group and classroom settings, partnering closely with families and teachers. During course selection, counselors guide students in making informed choices that support academic success, personal well-being, and future opportunities.

Learning Support

The Learning Support team values the unique strengths of each student and provides targeted support for students with identified learning needs or gifts. Eligible students may receive support in a variety of ways, including enrollment in a Learning Support Enrichment class or Enrichment Study Hall. Additional details about Learning Support are provided later in this guide.

English Language Learning

The English Language Learning (ELL) Program supports students' English language development and success in an academic environment where all courses are taught in English. High school students who qualify for support are enrolled in an ELL Study Hall, which provides language development strategies and academic support. Some students may also take an English Language and Literature Development (ELLD) course, which fulfills the required English credit for that year. Additional details are provided in the course descriptions below.



MASTER COURSE LIST

MASTER COURSE LIST

ENGLISH		
Course	Credits	page 9 Grades
English 9: Foundation, Agility, and Identity	1	9
English 10: Struggle, Voice, and Expression	1	10
Accelerated English 10: Struggle, Voice and Expression	1	10
Science Fiction Literature	1	11, 12
Social Justice Literature	1	11, 12
Literature of Life and Death	1	11, 12
AP Language and Composition	1	11, 12
AP Literature and Composition	1	11, 12
AL Creative Writing and the Writers Craft	1	11, 12
Film and Media Studies (Elective)	0.5	9, 10, 11, 12

SOCIAL SCIENCES		
Course	Credits	page 12 Grades
Integrated Social Sciences	1	9
World History: 19 th and 20 th Century	1	10
Introduction to Sociology	1	11, 12
International Relations	1	11, 12
AP Human Geography	1	9, 10, 11, 12
AP World History: Modern	1	10, 11, 12
AP European History	1	11, 12
AP Micro and AP Macro Economics	0.5 or 1	11, 12
AP Psychology	1	11, 12
AP Comparative Government	1	11, 12
AP US History	1	11, 12
AL Business and Finance	1	11, 12
AL Social Entrepreneurship	1	11, 12

MATHEMATICS		
Course	Credits	page 16 Grades
Integrated Math (Foundations)	1	9
Integrated Math 1	1	9, 10
Integrated Math 1A (Accelerated)	1	9, 10
Integrated Math 2	1	10, 11
Integrated Math 2A (Accelerated)	1	10, 11
Functions, Trigonometry, Statistics (FTS)	1	11, 12 (10)
Mathematical Modeling Applications (MMA)	1	11, 12 (10)
AP Precalculus	1	11, 12
AP Calculus AB	1	11, 12
AP Statistics	1	10, 11, 12
BC Calculus Plus (AP+)	1	12
Multivariable Calculus	1	12
AL Big Data Analytics	0.5	11, 12
Technology in our Digital World	0.5	9, 10, 11, 12
Foundations of Computer Science A	0.5	9, 10, 11, 12
Foundations of Computer Science B	0.5	9, 10, 11, 12
Data Science	1	10, 11, 12
AP Computer Science A	1	10, 11, 12
Data Structures and Algorithms	1	11, 12

PHYSICAL EDUCATION AND HEALTH		
Course	Credits	page 37 Grades
Grade 9 PHE	1	9
Health	0.5	10 (11, 12)
Lifetime & Recreational PE	0.5	10, 11, 12
Team Sports	0.5	10, 11, 12
Performance Fitness	0.5	10, 11, 12
Group Fitness	0.5	10, 11, 12

SCIENCE		
Course	Credits	page 21 Grades
Biology	1	9
Chemistry	1	10, 11, 12
Accelerated Chemistry	1	10, 11, 12
Physics	1	10, 11, 12
Forensic Science	1	11, 12
AP Biology	1	10, 11, 12
AP Chemistry	1	11, 12
AP Environmental Science	1	10, 11, 12
AP Physics 1	1	10, 11, 12
AP Physics C: Mechanics and Electricity/Magnetism	1	11, 12
AL Aerospace Engineering	0.5	11, 12
AL Synthetic Biology	1	11, 12
AL Engineering	1	11, 12
Research Methodologies (Elective)	0.5	10, 11, 12

SPIRITUALITY		
Course	Credits	page 25 Grades
Foundations of Spirituality	0.5	9
Reflective Spirituality	0.5	10
Identity, Vocation and Spirituality	0.5	11
Apologetics	0.5	12

WORLD LANGUAGE		
Course	Credits	page 26 Grades
Spanish 1, 2, 3, 4	1 each	9, 10, 11, 12
AP Spanish Language and Culture	1	9, 10, 11, 12
Chinese CLC 1, 2, 3, 4, 5, 6, Advanced	1 each	9, 10, 11, 12
AP Chinese Language and Culture	1	9, 10, 11, 12
Chinese Language and Literature Intermediate	2	

FINE ARTS (PERFORMING AND VISUAL)		
Course	Credits	page 31 Grades
Concert Band	1	9, 10, 11, 12
Wind Ensemble	1	9, 10, 11, 12
Percussion Studio	1	9, 10, 11, 12
Beginning Guitar	0.5	9, 10, 11, 12
Music Technology	0.5	10, 11, 12
Concordia Singers	1	9, 10, 11, 12
Collegium (Men's) Choir	1	10, 11, 12
Bel Canto (Women's) Choir	1	10, 11, 12
Vocal Foundations	1	9, 10, 11, 12
Concert Strings	1	9, 10, 11, 12
Chamber Strings	1	9, 10, 11, 12
AP Music Theory	1	9, 10, 11, 12
Foundations of Theatre	1	9, 10, 11, 12
Theatre Tech, Design and Stagecraft	0.5	9, 10, 11, 12
Acting and Script Work	1	10, 11, 12
Devised Theatre and Original Performance	1	10, 11, 12
Foundations of Art	1	9, 10, 11, 12
2D Art Studio	1	10, 11, 12
3D Art Studio	1	10, 11, 12
AP Art and Design	1	11, 12
AL Graphic Design	1	11, 12
AL Fashion & Textile Design	1	11, 12
Open Studio	1	11, 12

OTHER		
Course	Credits	page 40 Grades
ELL Enrichment/Study Hall	1	9, 10, 11, 12
English Language and Literature Development	1	9, 10, 11, 12
Learning Support Enrichment/Study Hall	1	9, 10, 11, 12
GOA	0.5, 1	11, 12
Independent Study	0.5, 1	11, 12 (10)
Independent Study TA	0	11, 12 (10)
Study Hall	0	9, 10, 11, 12



ENGLISH

Through an analysis of literature, Concordia students develop critical reading and thinking skills, an appreciation for the power of words, and an increased knowledge of themselves in relation to world cultures. Additionally, students learn to comprehensively engage essential communication skills, technological skills, learning skills and research skills and continually grow in their ability to express themselves more precisely in their oral and written work. Four credits in English are required for graduation.

G9-12 ENGLISH PATHWAYS FLOWCHART



English 9: Foundation, Agility, and Identity

Grade Level: 9

Duration: Year

Credits: 1.0

Prerequisites: None

English 9 is a course that seeks to foster a love of reading, writing, and the English language. Throughout the year, students will be exposed to a range of literary genres including novels, plays, short stories, poetry, and nonfiction texts. Additionally, this course will provide consistent opportunities for developing the writer's voice and strengthening sound writing techniques. Students will experience various modes of writing including creative, expository, narrative, literary, and persuasive. In learning to write for a variety of purposes, students will also grow in their knowledge of English grammar, composition, and sentence fluency. Lastly, students will be offered frequent opportunities in reflective journaling and the chance to explore the inner self. English 9 aims to not only instill a passion for all things literary but also encourage students to become more conscientious and purpose-driven global citizens.

English 10: Struggle, Voice, and Expression

Grade Level: 10

Duration: Year

Credits: 1.0

Prerequisites: None

In order to become a thoughtful, productive citizen in the 21st century, an individual must think critically, read widely with comprehension, and write from a perspective of strength, truth, and conviction. The purpose of English 10 is to study the techniques that make literature a powerful art form, while practicing the reading, writing, speaking, and listening skills that make humans more capable thinkers and communicators. Another important goal is for students to strengthen their analytical skills through the close study of selected works of prose and poetry—representing different genres and various periods of literary history. This class is designed to promote academic excellence in English language arts through enriching experiences in literary analysis, vocabulary development, grammar usage, and written and oral communication.

Accelerated English 10: Struggle, Voice and Expression

Grade Level: 10

Duration: Year

Credits: 1.0

Prerequisites: Teacher recommendation

In addition to becoming a more thoughtful, productive citizen in the 21st century, an individual must think critically, read widely with comprehension, and write from a balanced perspective that draws upon research and analysis. The purpose of Accelerated English 10 is not only to refine techniques in reading, writing, speaking, and listening but also to apply critical strategies in the organization and delivery of credible, persuasive information. Thus, an essential element in this course is the expansion and research of topics and themes embedded within each literary work. The course also aims to foster an appreciation of diverse cultures and traditions through the study of world literature. Due to increased rigor in reading and writing, students will target rhetorical appeals and critical lenses to compose a variety of essay types.

Ultimately, this Accelerated course develops essential prerequisite skills for the AP Language and AP Literature courses and promotes academic excellence in English language arts.

Science Fiction Literature

Grade Level: 11-12

Duration: Year

Credits: 1.0

Prerequisites: None

Science Fiction Literature engages with the reading of science fiction works across genres, where imaginary beings and worlds are created in order to critique and reflect human society, human behavior, and human development. Students will read works that ask the "what if" questions to reflect on possible futures for our world. While students evaluate different human perspectives, experiences, ideas, and depictions of the world, they will consider their own individual and collective agency as global citizens. The purpose of this course is to hone essential skills in reading, writing, listening, speaking, and research to further prepare students for college and life.

Social Justice Literature

Grade Level: 11-12

Duration: Year

Credits: 1.0

Prerequisites: None

Social Justice Literature is designed to not only help students navigate their understanding of our complex world but also encourage an authentic response to the complex human issues of our day. Themes of social justice, equity, identity, gender, classism, and racism are among the many motifs students will explore via various literary genres, including both fiction and nonfiction. While students evaluate different human perspectives, experiences, ideas, and depictions of the world, they will consider their own individual and collective agency as global citizens. The purpose of this course is to hone essential skills in reading, writing, listening, speaking, and research to further prepare students for college and life.

Literature of Life and Death

Grade Level: 11-12

Duration: Year

Credits: 1.0

Prerequisites: None

Literature of Life and Death explores literature across genres around themes relating to life and death and what it means to be human in between: identity, culture, love, grief, values, conflict, perspectives, and belief. While students evaluate memoir, poetry, graphic novels, drama, and novels, they will reflect on the trajectory and shape of their own lives and how they intersect with others, to develop their own vision for how to live a good life. While students evaluate different human perspectives, experiences, ideas, and depictions of the world, they will consider their own individual and collective agency as global citizens. The purpose of this course is to hone essential skills in reading, writing, listening, speaking, and research to further prepare students for college and life.

AP Language and Composition

Grade Level: 11-12

Duration: Year

Credits: 1.0

Prerequisites: Teacher Recommendation

The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum. This course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise according to their audience. Students evaluate, synthesize, and cite research to support their arguments and connect with their readers or listeners. Additionally, students read and analyze rhetorical elements and their effects in nonfiction texts- including images and media as a form of text. In the AP Language and Composition course, students will also engage in a variety of collaborative discussions and presentations to hone their oral communication skills.

AL Creative Writing and the Writer's Craft

Grade Level: 11 - 12

Duration: Year

Credits: 1.0

Prerequisites: Teacher recommendation

AL Creative Writing and the Writer's Craft is a study of the craft of poetry, fiction, and creative nonfiction, where students will engage in deep analysis of the writer's craft and generate their own comprehensive body of work to share with various real-world audiences. The focus is on experimentation, risk taking, creation, writing in community (workshop/feedback/editing) and on publication/presentation. Students will also engage in an in-depth poet (Fall) and prose writer (Spring) study reading deeply of a single author's work. Final projects include public readings, research projects, and publication.



AP Literature and Composition

Grade Level: 11-12

Duration: Year

Credits: 1.0

Prerequisites: Teacher Recommendation

The AP English Literature and Composition course aligns to an introductory college-level literature and writing curriculum. This course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. In addition to written assessments, students will engage in collaborative discussions and presentations to hone their oral communication skills.

Film and Media Studies (*)

Grade Level: 9-12 (Elective)

Duration: Semester

Credits: 0.5

Prerequisites: None

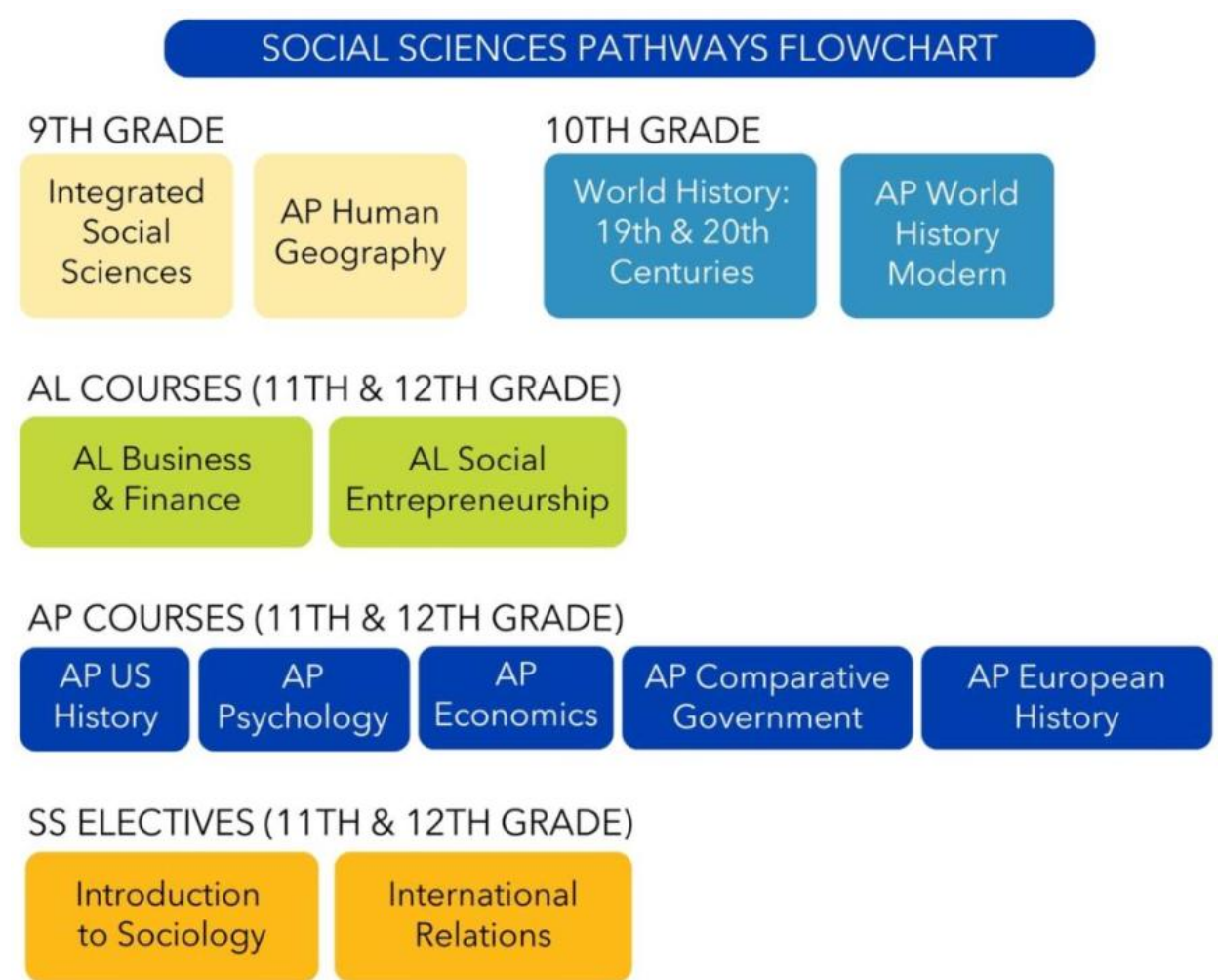
Embark on a captivating journey through the world of film and media in this semester-long course that seamlessly blends theory and practice. Film and Media Studies offers students a comprehensive understanding of the elements of film form, theory, and analysis. Students will gain critical insights into the language of cinema by studying narrative structure and film form. They will develop a base knowledge of cinematic canon and have the choice to study films, directors, and cinematic movements of their choice. In this course, students will have a range of options to demonstrate mastery and knowledge, for example through a film pitch deck, a director's cut video, an original film or script, or even a classic scholarly essay and presentations. Screenings can be challenging, new, and oftentimes, very different (though we will watch *Shrek*). Join us on this cinematic journey, where theory meets practice, and imagination knows no bounds. You'll never look at movies the same way ever again!

*Not always offered, may be offered in rotation of years

SOCIAL SCIENCES

Study of the diverse social sciences courses available at Concordia helps shape our students to become creative, aware people--people who are capable of making reflective decisions and of participating successfully in the civil life of their communities, nation and the world. We take an integrated, interdisciplinary, global and conceptual approach to the social sciences to achieve these ends and also meet the needs of American studies for our American students or for students intending to study in the States through a study of American history. Three credits in social science are required for graduation.

G9-12 SOCIAL SCIENCES PATHWAYS FLOWCHART



Integrated Social Sciences

Grade Level: 9

Duration: Year

Credits: 1.0

Prerequisites: None

This foundational social studies course for 9th grade integrates multiple social science disciplines through a historical lens, employing a thematic approach to explore the development of human societies. With units spanning inquiry and research methods, the evolution of governance, the influence of ethics and belief systems, trade and cultural exchanges, intellectual advancements, and the impacts of early globalization, students will analyze key historical periods from 600 BCE to 1700 CE. Using critical thinking, research-based inquiry, and diverse assessment strategies like source analysis, discussions, and argumentative writing, the course fosters a comprehensive understanding of social structures, cultural dynamics, and human progress across different eras and regions. Starting in 27-28, this course will be required for all grade 9 students.

World History: 19th and 20th Century

Grade Level: 10

Duration: Year

Credits: 1.0

Prerequisites: None

The Grade 10 World History course covers major historical developments and processes that took place during the 19th and 20th Centuries. In order to facilitate the learning and understanding of historical developments and processes during these two centuries, students will be introduced to the history of Shanghai and China as a central case study that is weaved into all units of the course. Aside from covering key historical content that covers different regions around the world, this course will also focus on developing foundational historical thinking skills that include: causation, contextualization, change and continuity over time, document/source analysis & argumentation. All Grade 10 World History students will participate in National History Day China which gives them the opportunity to showcase the skills and knowledge they have acquired and practiced throughout the course of the year.

Introduction to Sociology

Grade Level: 11-12

Duration: Year

Credits: 1.0

Prerequisites: None

Introduction to Sociology is a year-long, systematic exploration of contemporary global society in which students will explore the realms of social organization, social institutions and social change. In this course, students will apply scientific methodology to the study of family, religion, education, government and media. Students will examine class, gender and race-based inequality, deviance and conformity and a variety of emerging trends in demography, urbanization, environmentalism, and more.



International Relations: Peace & Conflict Studies

Grade Level: 11-12

Duration: Year

Credits: 1.0

Prerequisites: None

IR/PCS is an interdisciplinary course that focuses on the social, political, and economic issues that have shaped the contours of the modern geopolitical landscape. Students will learn about the structure and function of the modern state system and will study the historical landmarks of its evolution, from the Treaty of Westphalia to 9/11. Major topics in this course include globalization and its impact, international law and human rights, power and statecraft, poverty and inequality, security policy, terrorism, and the growth of transnational environmental movements. Beyond this, students will be challenged to cultivate an ethic of stewardship toward the global commons, to see themselves both as agents of change and as members of a global community and to work together to posit thoughtful and creative solutions to the global challenges of the 21st century.

AP Human Geography (*)

Grade Level: 9-12

Duration: Year

Credits: 1.0

Prerequisites: Teacher Recommendation

The AP Human Geography course is equivalent to an introductory college-level course in human geography. The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. Content is presented thematically and is organized around: economic geography, cultural geography, political geography and urban geography. The approach is problem-centered around case studies drawn from all world regions, with an emphasis on understanding the world in which we live today. Starting in 27-28, 9th grade students will still be eligible but must also take Integrated Social Sciences.

*Changes coming in 27-28. Not always offered, may be offered in rotation of years

AP World History: Modern

Grade Level: 10-12

Duration: Year

Credits: 1.0

Prerequisites: Teacher Recommendation

The purpose of the AP World History course is to develop a greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. This understanding is advanced through a combination of selected factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. Please note: For entry in Grade 10, the student must have demonstrated superior command of critical reading analysis and English proficiency along with an appropriate level of scholarship in prior courses. All AP World History students will participate in National History Day China. This course is generally taken by grade 10 students, however new students in grade 11/12 who have not taken the course are also welcome.

AP European History (*)

Grade Level: 11-12

Duration: Year

Credits: 1.0

Prerequisites: Teacher Recommendation

In AP European History, students investigate significant events, individuals, developments, and processes from approximately 1450 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction of Europe and the world, economic and commercial development, cultural and intellectual development, states and other institutions of power, social organization and development, national and European identity, and technological and scientific innovations.

*Not always offered, may be offered in rotation of years

AP Micro and AP Macro Economics

Grade Level: 11-12

Duration: Semester/Year

Credits: 0.5/1.0

Prerequisites: None

The AP Economics Course divides equally into a semester of microeconomics and a semester of macroeconomics. In the first semester, our survey of microeconomics covers basic principles including scarcity, opportunity cost, comparative advantage and the nature and function of a capitalist economic system. Building on this foundation, the course then moves to more complex analysis of how households, firms and nations make decisions regarding the allocation of resources, and how an economy answers three fundamental questions: what to produce, how to produce and for whom to produce.

Students will learn about a variety of real-world economic issues, including poverty and inequality, externalities and other market failures, and about the role of government in

regulating economic activity. The second semester sees our attention shift to Macroeconomics, the study of how entire economies function on a national or international scale. Topics in this semester include GDP and economic growth, inflation and unemployment, interest rates, financial markets, international trade and capital flows.

AP Psychology

Grade Level: 11-12

Duration: Year

Credits: 1.0

Prerequisites: Teacher Recommendation

Advanced Placement Psychology is intended to represent college-level psychology studies and can earn students' college credit. The course is designed to comply with the curricular requirements contained in the AP Psychology Course Description. This course introduces students to the systematic and scientific study of human behavior and mental processes—as well as the various approaches to psychology. The research methodology used by psychologists is examined in detail as are the subfields of psychology. The course culminates in the second semester with the AP Psychology Exam, which tests students' understanding of ideas that unite major areas of psychological history, study and research.



AP Comparative Government (*)

Grade Level: 11-12

Duration: Year

Credits: 1.0

Prerequisites: Teacher recommendation

The AP course in Comparative Government and Politics introduces students to fundamental concepts used by political scientists to study the processes and outcomes of politics in a variety of country settings. The course aims to illustrate the rich diversity of political life, to show available institutional alternatives, to explain differences in processes and policy outcomes and to communicate to students the importance of global political and economic changes. Careful comparison of political systems produces useful knowledge about the institutions and policies countries have employed to address problems, or, indeed, what they have done to make things worse. Through comparison we will examine questions such as: Why are some countries stable democracies and not others? Why do many democracies have prime ministers instead of presidents? In addition to covering the major concepts that are used to organize and interpret what we know about political phenomena and relationships, the course will cover specific countries and their governments. Six countries form the core of the AP Comparative Government and Politics course: China, Great Britain, Iran, Mexico, Nigeria and Russia. The course also examines supranational organizations like the European Union.

*Not always offered, may be offered in rotation of years

AP US History (*)

Grade Level: 11-12

Duration: Year

Credits: 1

Prerequisites: Teacher Recommendation

The AP course in United States History is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in United States history. The course prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials—their relevance to a given interpretive problem, their reliability and their importance—and to weigh the evidence and interpretations presented in historical scholarship. An AP United States History course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.

*Not always offered, may be offered in rotation of years

AL Business and Finance

Grade Level: 11-12

Duration: Year

Credits: 1.0

Prerequisites: Two years of social science, teacher recommendation, and interview.

Advancing in today's competitive and continually changing environment requires business insight. This course equips students with the fundamental principles that allow them to navigate the business and financial landscape of a global economy. Students are introduced to key business principles through hands-on activities, and by applying these principles to business case studies and real-world simulations. Major areas of study include business psychology, marketing, finance, management, business entrepreneurship, and capital markets. Course activities include, but are not limited to, having students create, manage, and market products and services of their own design, and building an investment portfolio.

AL Social Entrepreneurship

Grade Level: 11-12

Duration: Year

Credits: 1.0

Prerequisites: Two years Social Science, teacher recommendation, and interview.

Social entrepreneurship is an emerging field that lies at the intersection of business and social change. A social entrepreneur uses skills and strategies within the business world to innovatively and sustainably solve social, environmental, and economic problems. In this course all of the work is active and you will learn by doing as you solve real problems. The majority of the work you will do in this course is collaborative and team based. Throughout the course you will develop a set of skills and tools that you will apply to our own social enterprise, Third Culture Coffee Roasters. Your curiosity and sense of urgency will drive the curriculum. After completing this course, I hope that you will be an agent for change, no matter where you go after you leave Concordia.



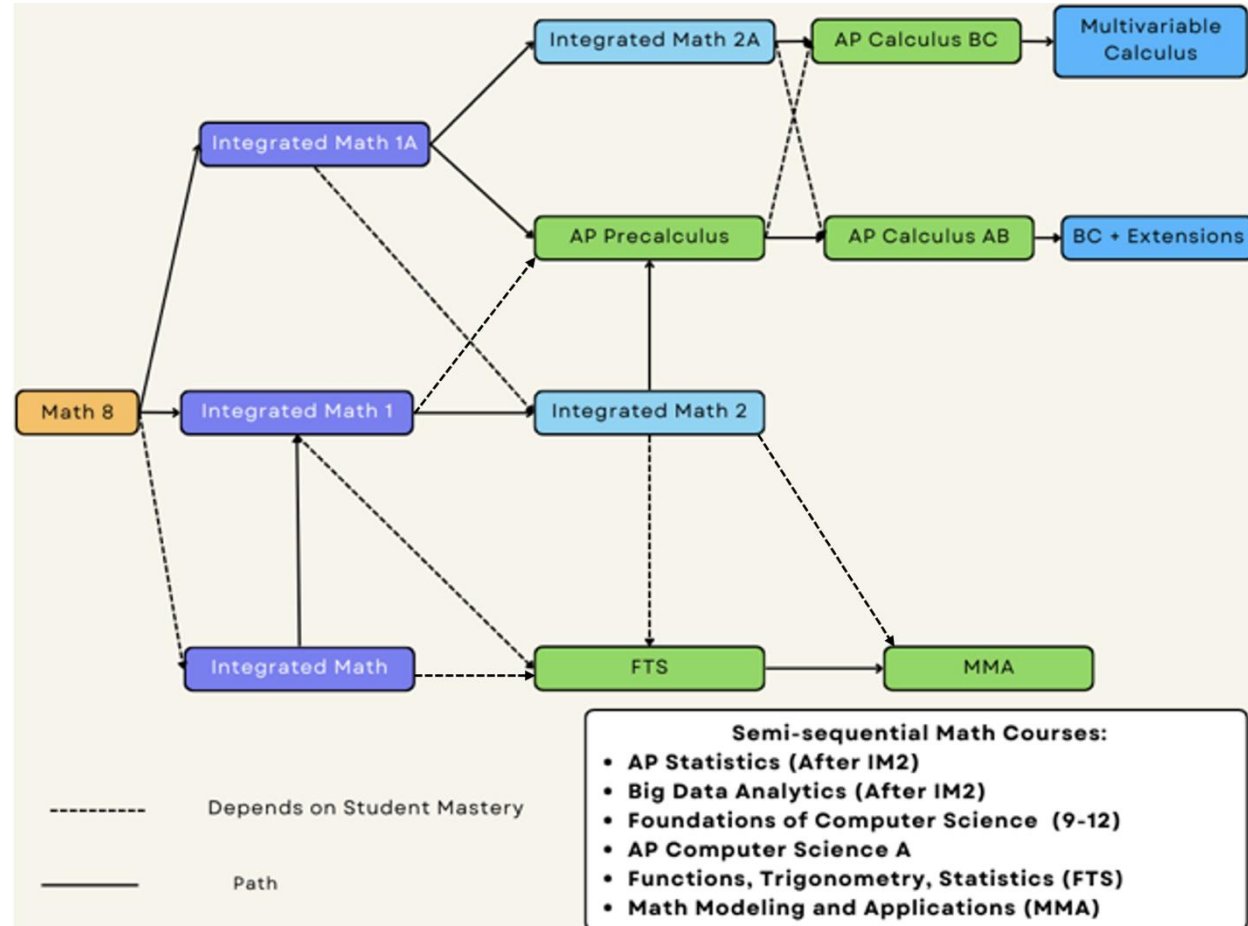
MATHEMATICS

Concordia provides the opportunity for all students to develop mathematical thinking and to be conversant in the language of mathematics. We believe that the mastery of fundamentals builds a solid foundation and is a critical springboard for advanced learning. Through our sequential course offerings, Concordia students build confidence and self-esteem as they begin to own their math skills and learn to tackle increasingly complex concepts. This discipline is more than just a collection of skills and concepts to be mastered; today's mathematically literate students must be able to explore, analyze, conjecture and reason logically as well. Students learn these abilities at Concordia and develop strategies for learning and using mathematics with confidence in a continually changing world.

Three credits in mathematics are required for graduation.

G9-12 MATH PATHWAYS FLOWCHART

NOTE: COMPUTER SCIENCE COURSES ARE LISTED FOLLOWING THE MATH COURSE DESCRIPTIONS



Integrated Math (Foundations)

Grade Level: 9
Duration: Year
Credits: 1.0
Prerequisites: Math 8/Diagnostic Data

This course is designed to equip students with the foundational mathematical skills and conceptual understanding needed to succeed in the Integrated Math program. Emphasizing the foundational principles of algebra, geometry, and problem-solving, this course strengthens students' numerical fluency, logical reasoning, and critical thinking. This course prepares students for Integrated Math 1.

Integrated Math 1

Grade Level: 9-10
Duration: Year
Credits: 1.0
Prerequisites: Math 8 or IM/Diagnostic Data

The Integrated Math program is a two-year course designed to provide students with a comprehensive and interconnected understanding of math concepts and skills. The program is offered in both a regular track and an accelerated track, and it typically takes place during 9th and 10th grade. There is a heavy component in developing the Algebraic skills needed in higher-level mathematics. Students on this track will have a solid math foundation that will prepare them for AP Precalculus and Calculus AB/BC.

Integrated Math 1 Accelerated

Grade Level: 9-10
Duration: Year
Credits: 1.0
Prerequisites: Math 8 or IM and Diagnostic Data

The Accelerated Integrated Math program is an intensive, fast-paced two-year course designed to equip students with a comprehensive and interconnected mastery of math concepts and skills in a condensed timeframe. A strong emphasis is placed on developing the necessary advanced Algebraic skills for advanced mathematics.

Students who successfully complete the Accelerated Integrated Math 1 program will possess a robust math foundation. This course prepares them for Integrated Math 2 Accelerated path which leads into Calculus AB or BC and potentially Multivariable Calculus/Linear Algebra in their senior year. This program demands high levels of dedication and commitment from students to excel in their mathematical pursuits. The Integrated Math 1 Accelerated is for those students who are headed to Multivariable Calculus and Linear Algebra in their senior year.



Integrated Math 2

Grade Level: 10-11
Duration: Year
Credits: 1.0
Prerequisites: IM1 or IM1 Accelerated

The Integrated Math program is a two-year course designed to provide students with a comprehensive and interconnected understanding of math concepts and skills. The program is offered on both a regular track and an accelerated track, and it typically takes place during 9th and 10th grade. There is a heavy component in developing the Algebraic skills needed in higher-level mathematics. Students on this track will have a solid math foundation that will prepare them for AP Precalculus and Calculus AB/BC.

Integrated Math 2 Accelerated

Grade Level: 10-11
Duration: Year
Credits: 1.0
Prerequisites: IM1A and/or teacher recommendation

The Accelerated Integrated Math program is an intensive, fast-paced two-year course designed to equip students with a comprehensive and interconnected mastery of math concepts and skills in a condensed timeframe. A strong emphasis is placed on developing the necessary advanced Algebraic skills for advanced mathematics.

This course prepares them for a path which leads into Calculus AB or BC and potentially Multivariable Calculus/Linear Algebra in their senior year. This program demands high levels of dedication and commitment from students to excel in their mathematical pursuits. Integrated Math 2 Accelerated is for those students who are headed to Multivariable Calculus and Linear Algebra in their senior year.

Functions, Trigonometry, Statistics (FTS)

Grade Level: 11-12
Duration: Year
Credits: 1.0
Prerequisites: IM2 or IM1 with teacher recommendation

The first semester takes an overview look at the functions from Algebra 2 - Linear, Quadratic, Polynomial, Radical, Exponential, Logarithmic and Rational - and adds to them the Trigonometric Functions. The first semester will also include a unit on probability. During the second semester, the course covers the basics of statistics to explore how data and statistics are used in our everyday lives. This is not your typical math class, as we will read, research, collect data, interpret data, and discover how data affects us on a regular basis. Problem solving and application to real world problems are integrated throughout the course. Students are expected to be active participants in the learning process. When appropriate, students are guided in discovering the concepts themselves through research and relating their work to prior knowledge. concepts.

Mathematical Modeling Applications (MMA) (*)

Grade Level: 10-12

Duration: Year

Credits: 1.0

Pre-requisite: IM2 or IM1 with teacher recommendation

This project-based mathematics course focuses on using mathematics to understand and model real-world situations. Building on prior coursework, students investigate how mathematical models are used to analyze change, make financial decisions, interpret data, and describe cyclical patterns in the world around them. Through collaborative projects, students apply mathematical tools to authentic problems, evaluate assumptions, and communicate their reasoning clearly and effectively.

*New offering, may not always offered, may be offered in rotation of years

AP Precalculus

Grade Level: 10-12

Duration: Year

Credits: 1.0

Prerequisites: IM1A/IM2 and/or Teacher Recommendation

AP Precalculus is a rigorous and in-depth course that focuses on the study of functions as they relate to modeling dynamic phenomena. This course is designed to better prepare students for college-level applied math and calculus. It provides a strong foundation for other mathematics and science courses. In AP Precalculus, students explore a wide range of function types, including polynomial, rational, exponential, logarithmic, and trigonometric functions. These functions are essential for careers in a variety of fields, including mathematics, physics, biology, health science, social science, and data science. This means that the course is designed to be more than just a steppingstone to higher-level math courses, and it aims to provide students with a well-rounded understanding of the subject.

The course contains four-unit areas: Polynomial and Rational Functions, Exponential and Logarithmic Functions, Trigonometric and Polar Functions, and Functions Involving Parameters, Vectors, and Matrices.

AP Calculus AB

Grade Level: 11-12

Duration: Year

Credits: 1.0

Prerequisites: Minimum Grade C in AP Precalculus and Teacher Recommendation

The curriculum for AP Calculus AB is equivalent to a first-semester college calculus course. Topics covered include limits, derivatives, applications of derivatives, integrals, and applications of integration. This is a college-level math course that includes many abstract mathematical ideas. All AP courses in the mathematics department require students to be motivated, disciplined and mature. Successful AP students seek help, self-advocate and are independent learners who enjoy mathematics. AP courses emphasize conceptual understanding in addition to skills mastery.

AP Calculus BC

Grade Level: 11-12

Duration: Year

Credits: 1.0

Prerequisites: IM2A or a minimum grade B in AP Precalculus + completion of 4th unit, Teacher Recommendation

The AP Calculus BC curriculum is designed to be equivalent to both a first- and second-semester college calculus course, offering a more comprehensive exploration of calculus concepts. This advanced, college-level math course covers the same topics as AP Calculus AB, such as limits, derivatives, applications of derivatives, integrals, and applications of integrals. It also extends the calculus applications to include sequences and series, polar coordinates, parametric equations, and vectors.

The course places a strong emphasis on both conceptual understanding and mastery of skills. Students will engage with abstract mathematical ideas and theories, equipping them with the knowledge and skills to solve complex problems in various fields of science, engineering, and economics. Students enrolled in BC Calculus are expected to have a strong foundation in Algebra and to be highly motivated, disciplined, and mature. The course is designed for those who are not only passionate about mathematics but also capable of independent exploration and self-advocacy. Success in this fast-paced and rigorous course requires proactive engagement, including seeking help and utilizing available resources.

AP Statistics

Grade Level: 10-12

Duration: Year

Credits: 1.0

Prerequisites: Minimum Grade A in IM1A or B in IM2

AP Statistics is equivalent to an introductory college level Statistics course. This course introduces students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Four broad conceptual themes are presented: Exploring Data, Sampling and Experimentation, Anticipating Patterns and Statistical Inference. A TI Nspire graphing calculator will be used extensively in class and on all forms of assessment. Students who do well in AP Statistics are skilled in reading analytically and have experience writing logically and technical precision. All AP courses in the mathematics department require students to be motivated, disciplined and mature. Successful AP students seek help, self-advocate and are independent learners who enjoy mathematics. AP courses emphasize conceptual understanding in addition to skills mastery.



BC Calculus Plus (AP+)

Grade Level: 12

Duration: Year

Credits: 1

Prerequisites: AP Calculus AB (or equivalent) and teacher recommendation

BC Calculus Plus Extension is a yearlong course for students who have already completed AP Calculus AB and are ready to deepen and broaden their calculus skills. The course begins by strengthening geometric and vector foundations and briefly reviewing essential AB concepts to ensure readiness for the faster BC pace. Students then complete the full scope of AP Calculus BC, including advanced integration techniques, parametric and polar topics, and sequences and series with Taylor polynomial and series approximations.

The second semester is an extension term that opens into Multivariable Calculus and other selected topics based on class readiness, interest, and available time. Possible units include vector-valued functions and motion, partial derivatives and gradients, and multivariable optimization (including Lagrange multipliers). Additional optional topics may include introductory analysis, numerical methods, proof-based enrichment, or modeling and simulation projects that connect calculus to physics, engineering, economics, and computer graphics. While the AP exam is optional for those students who have only taken AB, mastery prepares students for advanced coursework such as Differential Equations, Linear Algebra, and college-level Multivariable Calculus.

Multi-Variable Calculus

Grade Level: 12

Duration: Year

Credits: 1.0

Prerequisites: AP Calculus BC and Teacher Recommendation

This advanced high school course in Multivariable Calculus is intended for students who have completed AP Calculus BC, requiring strong geometry knowledge and a high level of self-discipline. The course stretches beyond typical high school content, demanding extra effort for mastery. It explores multivariable functions like $z = f(x, y, z)$, essential for understanding complex real-world applications through project-based-learning in vector-calculus. Building on AP Calculus BC principles, students learn to differentiate and integrate multivariable functions, enhancing their understanding of geometric aspects and visualization of functions in new dimensions. Key objectives include mastering multivariable derivatives, integrals, vector operations, and understanding important concepts like the gradient and optimization problems involving multiple variables. The course structure is divided into four major units: Vectors, Partial Derivatives, Double and Triple Integrals, and Line and Surface Integrals, with each unit building upon the previous ones. Students are expected to commit significant time to each session to fully grasp and apply the concepts.

AL Big Data Analytics (Elective)

Grade Level: 11-12

Duration: Year

Credits: 1.0

Prerequisites: IM2A or equivalent and Teacher Recommendation

Big Data Analytics in the simplest terms refers to the tools, processes, and procedures used to create, manipulate, and manage very large data sets and storage facilities. The process of sifting through sheer quantities of data proves to be a demanding process for manual processing, hence, technologies are required to process the information and to drill for insights. Big Data Analytics is a course that encompasses information technology, science, mathematics, and other areas of STEAM. This course will focus on the conceptual understanding and the application theory behind Big Data Analytics rather than explicit formulas and technical jargon. The main objectives of this course are to create "awareness", "exposures", "applications", and to be exposed to the realm of big data and the hidden dangers it might bring. This course will include some hands-on experience utilizing big data analytics to solve some practical real-life projects. Upon completion, you will be more aware of the big data phenomenon.



COMPUTER SCIENCE COURSES

Technology in our Digital World

Grade Level: 9-12
Duration: Semester
Credits: 0.5
Prerequisites: None

This semester-long course is designed for any student who wants to become a more confident, informed, and responsible user of technology. Students will strengthen practical digital skills while building an accurate mental model of how common digital systems function, including online accounts, networks, data, and modern software tools. The course emphasizes digital safety and privacy, information and media, and an accessible introduction to modern AI tools, including what they can and cannot do and how to use them responsibly. Students will also complete small hands-on builds, which may include a spreadsheet model, a simple automation, or a short beginner-friendly script. Assessments focus on real-world application, such as a personal digital security plan, a short investigation using data or media evidence, and a final project that creates a useful tool or workflow to solve an authentic problem.

Foundations of Computer Science A

Grade Level: 9-12
Duration: Semester
Credits: 0.5
Prerequisites: None

This introductory course is designed for students with minimal or no programming experience. Using Python, students learn core programming concepts through creative, visual, and interactive problems. Students build programs that generate drawings and respond to user input, while developing essential problem-solving habits such as decomposition, debugging, and writing readable code. Key topics include variables, functions, properties, responding to mouse and

keyboard events, and conditional logic. Students demonstrate their learning through short labs and a Creative Task project that emphasizes planning, testing, iteration, and reflection.

Foundations of Computer Science B

Grade Level: 9-12
Duration: Semester
Credits: 0.5
Prerequisites: Foundations of CS A

This course continues the Foundations sequence and supports students as they write larger, more complex programs. Using Python, students deepen their understanding of conditional logic and interactive programs, then expand into iteration, simulation, and working with groups of objects. Key topics include complex conditionals, step events and motion, local variables, for loops and nested loops, randomness, and using math functions to create dynamic behavior. Students demonstrate their learning through labs and a Creative Task project that emphasizes planning, testing, iteration, and reflection. Successful completion prepares students for AP Computer Science A and Data Science.

Data Science

Grade Level: 10-12
Duration: Year
Credits: 1.0
Prerequisites: Foundations of Computer Science A&B, or AP Computer Science A

Data Science is an introduction to using computation and statistics to investigate real-world questions. The course blends computational thinking, inferential thinking, and real-world relevance through hands-on analysis of authentic datasets. Students learn to use Python to work with data, build tables, create visualizations, reason about randomness and sampling, and draw conclusions using statistical inference (including hypothesis testing and estimation). Later units introduce prediction methods such as regression and classification. The course also examines real-world considerations in data analysis, including privacy and study design.

AP Computer Science A

Grade Level: 10-12
Duration: Year
Credits: 1.0
Prerequisites: One year of HS Math and Teacher Recommendation

The AP Computer Science course is a college-level introduction to computer science. A large part of the course is built around the development of computer programs or parts of programs that correctly solve a given problem. The course also emphasizes the design issues that make programs understandable, adaptable and, when appropriate, reusable. AP Computer Science utilizes Java and emphasizes object-oriented programming methodology with a concentration on problem solving and algorithm development. In addition, an understanding of the basic hardware and software components of computer systems and the responsible use of these systems are integral parts of the course. To be successful in the course and perform well on the AP exam, students must have excellent reading comprehension skills to understand complex free response question prompts.

Data Structures and Algorithms

Grade Level: 11-12
Duration: Semester
Credits: 0.5
Prerequisites: AP Computer Science A (or teacher recommendation)

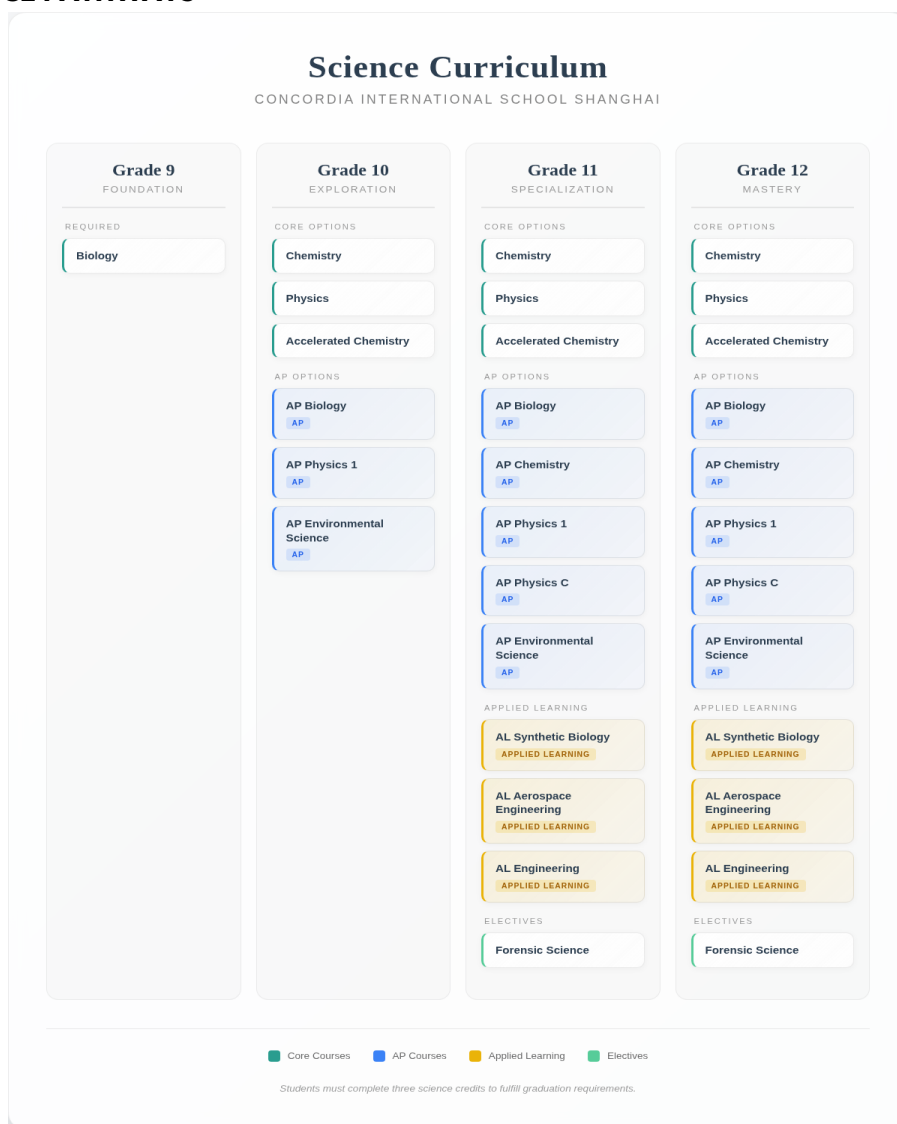
This advanced programming course extends learning beyond AP Computer Science A and is intended for students considering further study in computer science or related fields. Using Java, students strengthen object-oriented program design (including inheritance, abstract classes, and interfaces) and learn how to select and implement data structures that fit a problem. Core topics typically include algorithmic efficiency (Big-O reasoning), implementing and using lists/Array Lists, stacks, queues, linked structures, maps, and sets, along with classic searching and sorting approaches. Course projects emphasize careful planning, testing, debugging, and communicating design decisions.

SCIENCE

In today's rapidly evolving scientific landscape, professionals must excel not only in technical expertise but also in collaboration and communication. At Concordia, we develop scientifically literate students who can adapt to a world where technology and knowledge constantly shift, applying critical thinking and working effectively across disciplines. Our courses explore both the power and the limitations of scientific innovation, guiding students to make informed decisions and conduct research ethically and responsibly. We nurture our learners' innate curiosity, fostering global environmental awareness, and deepening their sense of connectedness to the world around them.

The Concordia science curriculum provides comprehensive experience in the major scientific disciplines, including several Advanced Placement options, with extensive laboratory work in our cutting-edge facilities. Beyond our core offerings, the Applied Learning program enables students to pursue extended research in areas of personal interest. Students complete three science credits to fulfill graduation requirements.

G9-12 SCIENCE PATHWAYS



Biology

Grade Level: 9-10 (typically grade 9)

Duration: Year

Credits: 1.0

Prerequisites: None

Biology is a year-long introduction to the study of life across the planet, focusing on the requirements for life and the interactions between organisms and their environments. Topics include genetics, cell anatomy, cellular respiration, photosynthesis, mutations, evolution, and natural selection. Students participate in multiple lab experiences and projects per unit, enhancing skills in experimentation, data collection, analysis, and scientific reporting.

Chemistry

Grade Level: 10-12 (typically grade 10)

Duration: Year

Credits: 1.0

Prerequisites: Biology

This course is ideal for students who wish to fulfill their basic chemistry requirement without pursuing the subject further. It emphasizes developing a structured and logical approach to problem-solving in chemistry. The curriculum includes foundational concepts and terms essential to high school chemistry, such as atomic theory, gas laws, periodicity, molecular theory, and the study of acids, bases, salts, solutions, and chemical reactions. The course also links these topics to atomic structure. Integrated lab experiments are a crucial part of the course, designed to reinforce these concepts while developing a wide range of lab skills, data analysis techniques, and abilities in experimental reporting. Students who excel in this course may choose to take AP Chemistry in the future, although they may initially be at a slight disadvantage compared to peers who have taken an accelerated course.

Accelerated Chemistry

Grade Level: 10-12 (generally grade 10)

Duration: Year

Credits: 1.0

Prerequisites: A in Biology, and A in IM1 or B+ in IM1A, teacher recommendation

This Accelerated Chemistry course is tailored for students aiming to take AP Chemistry in the future. It emphasizes a structured and logical approach to problem-solving, alongside a deep understanding of fundamental chemical principles. Covering a range of topics including atomic theory, gas laws, periodicity, molecular theory, acids, bases and salts, oxidation-reduction, solutions, and chemical reactions, the course prepares students thoroughly for advanced studies. The pace is quicker than regular chemistry classes, and integrated lab experiments are key to developing extensive laboratory skills, data analysis techniques, and proficiency in experimental reporting. This course is an essential steppingstone for those planning to enroll in AP Chemistry.

Physics

Grade Level: 10-12

Duration: Year

Credits: 1.0

Prerequisites: Completion of Biology and Integrated Math 1.

The study of physics is the basis of all the other sciences; physics shows students how mathematical equations may be considered abbreviated guides to thinking, rather than algebraic recipes that will produce the correct answer. This physics course is designed for students who wish to pursue non-science careers and require a background in physics and for those students who wish to pursue a science-related field and desire a firm conceptual base for their further education.

Forensic Science

Grade Level: 11-12

Duration: Year

Credits: 1.0

Prerequisites: Completion of two years of science.

Forensic science introduces students to crime scene investigation through scientific practices: collecting viable evidence, analyzing collected evidence, and presenting findings. Students will also learn about the contributions of investigative professionals (detectives, medical examiners, etc.) and the efficacy and limitations of investigative techniques (DNA testing, toxicology, fingerprinting, etc.) to solve crimes. The course will also introduce students to psychological profiling and forensic anthropology applications for cold case crimes. Forensic science includes the application of concepts from biology, chemistry, and physics to practical problems faced by law enforcement professionals. Students interested in multiple disciplines of science and psychology may be attracted to this course - particularly if they are interested in a career in law enforcement.

AP Biology

Grade Level: 10-12

Duration: Year

Credits: 1.0

Prerequisites: Completion of both Biology and Chemistry/Accelerated Chemistry. For rising Sophomores: concurrent enrollment in Accelerated Chemistry and teacher recommendation.

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore topics like evolution, energetics, information storage and transfer, and system interactions. This course provides a foundation for future studies in life science. AP Biology incorporates four big ideas that frame and guide the course. The big ideas include: 1. Evolution drives the diversity and unity of life, 2. Biological systems utilize free energy and molecular building blocks to grow, to reproduce, and to maintain dynamic homeostasis, 3. Living systems store, retrieve, transmit, and respond to information essential to life processes, and 4. Biological systems interact, and these systems and their interactions possess complex properties. In addition to these big ideas the practices of science are emphasized throughout the course. Students will develop the skill of supporting claims with evidence and providing sound scientific reasoning to link claims and evidence.

AP Chemistry

Grade Level: 11-12

Duration: Year

Credits: 1.0

Prerequisites: Completion of both Biology and Chemistry (Accelerated recommended) and Teacher Recommendation

AP Chemistry is a rigorous, college-level laboratory course that prepares students for advanced study in chemistry and related sciences. Students investigate chemical systems through hands-on, inquiry-based labs and develop skills in experimental design, data analysis, mathematical modeling, and scientific reasoning. The course emphasizes understanding chemical phenomena at the macroscopic, molecular, and symbolic levels while exploring topics such as atomic structure, bonding, intermolecular forces, chemical reactions, kinetics, thermodynamics, and equilibrium.



AP Environmental Science

Grade Level: 10-12

Duration: Year

Credits: 1.0

Prerequisites: Completion of both Biology and Chemistry/Accelerated Chemistry; For rising Sophomores: concurrent enrollment in Accelerated Chemistry and teacher recommendation.

AP Environmental Science is a college level science course that examines how Earth's natural systems function and how human activities affect those systems. Students apply scientific principles to investigate environmental topics through laboratory investigations, models, and analysis of real datasets, building skills in interpreting graphs, evaluating evidence, and writing clear, well supported conclusions. Core themes include ecosystem structure and energy flow, biodiversity and populations, Earth systems and resources, land and water use, energy production and consumption, pollution, and global environmental change. Throughout the course, students practice identifying environmental problems, evaluating risk and uncertainty, and comparing solutions by weighing effectiveness, costs, and tradeoffs.

AP Physics 1

Grade Level: 10-12

Duration: Year

Credits: 1.0

Prerequisites: Completion of Biology and completion of Integrated Math 2 Accelerated. For rising Sophomores, A in both Biology and Integrated Math 1 Accelerated.

AP Physics 1 is an algebra-based, introductory college-level physics course that explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; momentum and collisions; simple harmonic motion; and fluid dynamics. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills. The AP Physics 1 course focuses on the big ideas typically included in the first semester of an algebra-based, introductory college-level physics sequence and provides students with enduring understandings to support future advanced coursework in the sciences. Through inquiry-based learning and open-ended laboratories, students will develop critical thinking and reasoning skills. Students are expected to spend 25 percent of their time on laboratory experiences.

AP Physics C: Mechanics and Electricity/Magnetism

Grade Level: 11-12

Duration: Year

Credits: 1.0

Prerequisites: Minimum grade of B+ in Semester 1 AP Physics 1; Completion or concurrent enrollment in Calculus BC.

This course ordinarily forms the first portion of the college sequence that serves as the foundation in physics for students who are going to major in physical sciences or engineering. This course is designed to be preceded or paralleled by a course in Calculus. Methods of Calculus are used whenever appropriate in formulating physical principles and in applying them to physical problems. The use of Calculus will increase as the course progresses with extensive use during the second half of the course in formulating principles and solving problems. Emphasis is placed on solving a variety of challenging problems, some requiring Calculus, and there is an emphasis on application and analysis in the laboratory as well as in the classroom. Prior Physics coursework is highly recommended.



AL Aerospace Engineering

Grade Level: 11-12

Duration: Semester

Credits: 0.5

Prerequisites: Integrated Math 2 and past or concurrent enrollment in Physics or AP Physics 1 and Teacher Recommendation.

Aerospace Engineering is a STEM (Science, Technology, Engineering, and Math) course that begins with the introduction to the aerospace field and the history of flight. The fundamentals of aerodynamics, control systems, propulsion, concepts, and approaches of aerospace engineering are highlighted in this course. In addition, the principles of navigation and aerospace physiology will also be covered to gain a better understanding of why Unmanned Aerial Vehicles (UAV) are now an important part of aerospace engineering. Practical hands-on laboratory experience such as model building; testing and flying UAV; flight simulator training on flight simulators is an integral part of this course. Emphases will also include interdisciplinary work, work outside of the classroom, process work, group work, and applying skills from other courses. Students are to also seek new solutions, creativity, and innovation. Students will make informed decisions about their future in aerospace engineering upon the completion of this course.



AL Synthetic Biology

Grade Level: 11-12

Duration: Year

Credits: 1.0

Prerequisites: Completion of AP Biology or Accelerated Chemistry and Teacher Recommendation.

Synthetic biology is an exciting and rapidly evolving field that is transforming our ability to understand, redesign, and harness biological systems for human benefit. In this course, students will apply engineering principles to living systems, learning to design, build, and test genetic circuits with novel functions. Students will use computational tools to model genetic systems and predict circuit behavior before moving to the wet lab, where they will construct DNA circuits and test whether engineered cells behave according to their design. Applications range from biosensors and sustainable materials to pharmaceutical production and environmental bioremediation. Students who take this Applied Learning course will have the opportunity to present their research at international synthetic biology conferences.

AL Engineering

Grade Level: 11-12

Duration: Year

Credits: 1.0

Prerequisites: 2 years of science and recommendation from both current math and science teacher

This course builds engineering skills by providing students with several realistic projects that require teamwork, problem solving, analytical thinking and creativity to complete. The major goals of the course are to expose students to the engineering design process, research and analysis, teamwork, communication methods, robotics, computer-aided design (CAD), programming, engineering standards, and technical documentation. Students will work in teams to solve real problems using skills from across disciplines to communicate the issues, research potential solutions, build and test prototypes, creatively problem solve, and design finished creations that are aesthetically pleasing, robust and fulfill specific design requirements. Students will be assessed based on several projects split across the year, covering both hands-on and computer-based work.

Research Methodologies (general elective) (*)

Grade Level: 10-12

Duration: Semester

Credits: 0.5

Prerequisites: None

This semester-based courses is open to grade 10-12 students who are looking to learn how to conduct advanced research and develop skills to support independent and future academic research. The course is designed to introduce the following research concepts which can be applied to all disciplines (not research in the sciences): Literature review and information literacy; Data collection methods; Research Ethics; Probability and sampling; Descriptive statistics; Hypothesis testing fundamentals; Common statistical tests (t-tests, ANOVA, Chi-square, Correlation and Linear regression); Research Study Design; Academic Writing; and Visual and Oral Communication skills.

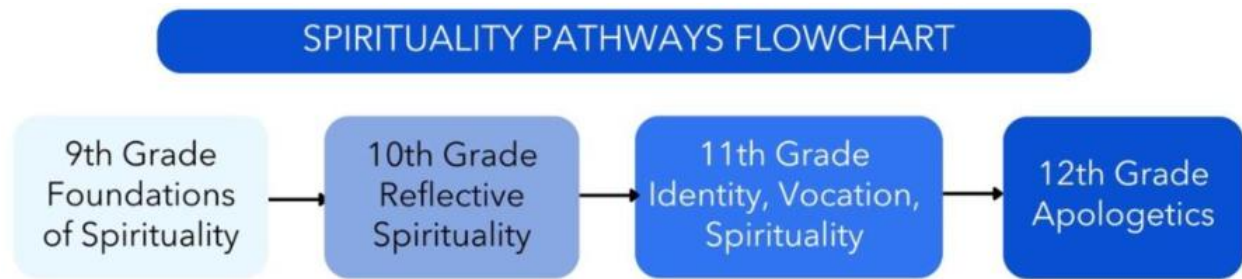
*New offering

SPIRITUALITY

Self-exploration is a critical part of adolescence and we believe in holistically supporting students physically, mentally, emotionally and spiritually through this time. Our Spirituality courses address the spiritual aspect of the learner and help students recognize, define and articulate their own spiritual identity; as it relates to the Christian faith as found in the Bible.

One semester credit course each year in Spirituality is required for graduation.

G9-12 SPIRITUALITY PATHWAYS FLOWCHART



Foundations of Spirituality

Grade Level: 9 Required
Duration: Semester
Credits: 0.5
Prerequisites: None

The purpose of this class is to give a brief introduction to topics relating to basic spiritual thought and faith. Dialogue and critical thinking will be key components of the course to develop communication and intrapersonal skills as it pertains to spiritual thought.

Reflective Spirituality

Grade Level: 10 Required
Duration: Semester
Credits: 0.5
Prerequisites: None

The purpose of this class is to visit questions pertaining to broad spiritual topics through discourse and critical thinking activities. Students will survey major world religions and think critically concerning the beliefs and practices as it compares to Christianity. Students will begin thinking about who they are spiritually and how their beliefs determine who they are becoming.

Identity, Vocation, Spirituality

Grade Level: 11 Required
Duration: Semester
Credits: 0.5
Prerequisites: None

The purpose of this class is to take an advanced survey into topics concerning spirituality with discourse, personal reflection, and critical thinking as the key driving components. Students will explore their own identities, what this means in their daily vocations, and how spirituality interacts with their daily life.

Apologetics

Grade Level: 12 Required
Duration: Semester
Credits: 0.5
Prerequisites: None

Apologetics is an in depth look into the personal application of historical and modern-day spiritual belief and practice. Significant time is given to personal exploration of advance spiritual topics in light of personal faith development. This course includes interactive study of spiritual places and activities.

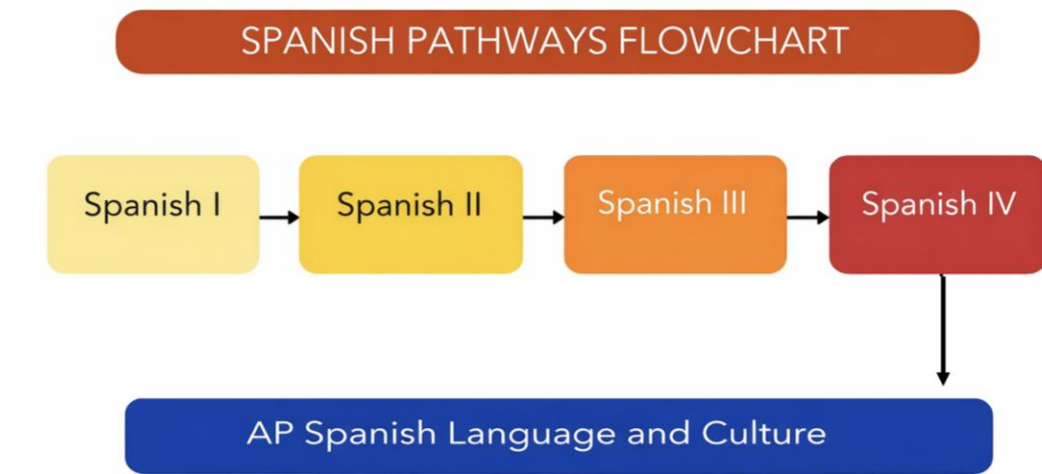
WORLD LANGUAGE

We believe all students benefit from learning an additional language. In fact, we feel so strongly about this that we require all graduating students to successfully complete two credits of Mandarin or Spanish. Learning a world language encourages creative thinking and builds cross-cultural fluency—competencies that extend far beyond Concordia.

Two consecutive credits in the same world language are required for graduation.

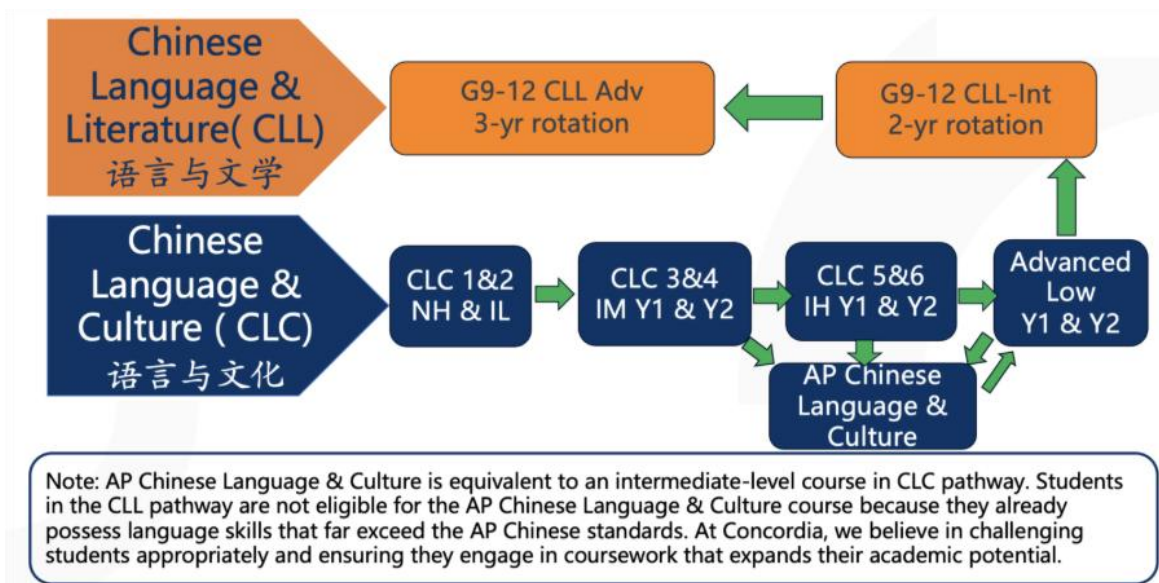
WORLD LANGUAGE SPANISH

G9-12 SPANISH PATHWAYS FLOWCHART



WORLD LANGUAGE MANDARIN

G9-12 MANDARIN PATHWAYS FLOWCHART



SPANISH

Spanish I

Grade Level: 9-12

Duration: Year

Credits: 1

Prerequisites: Teacher Recommendation/Diagnostic Data

Spanish I is a course that introduces students to the Spanish language and culture. It gives students opportunities to develop their Spanish proficiency from Novice Low to Novice High/Intermediate Low levels across three modes of communication: interpretive (listening and reading), interpersonal (person-to-person), and presentational (speaking and writing). The course is designed around the five goal areas of the Standards for Foreign Language Learning in the 21st Century—communication, cultures, connections, comparisons, and communities—and is aligned with national standards set by ACTFL (the American Council on the Teaching of Foreign Languages).

Students may enter the course with no prior experience in Spanish or with a limited background that does not meet high school-level requirements. The course also connects to the six AP Spanish themes: families and communities, science and technology, beauty and aesthetics, contemporary life, global challenges, and personal and public identities. Students should expect to be actively engaged in their language learning, including understanding basic vocabulary and phrases, using simple tenses in speaking and writing, participating in conversations and responding appropriately, and comparing the cultural practices, products, and perspectives of various Spanish-speaking countries.

Spanish II

Grade Level: 9-12

Duration: Year

Credits: 1

Prerequisites: Teacher Recommendation/Diagnostic Data

Spanish II is a high school-level course designed to help students improve their Spanish proficiency from intermediate low to intermediate mid-levels across the three modes of communication: interpretive (listening and reading), interpersonal (person-to-person), and presentational (speaking and writing). The course is guided by the five goal areas of the Standards for Foreign Language Learning in the 21st Century—communication, cultures, connections, comparisons, and communities—and is aligned with national standards set by ACTFL (the American Council on the Teaching of Foreign Languages).

The course also connects to the six AP Spanish themes: families and communities, science and technology, beauty and aesthetics, contemporary life, global challenges, and personal and public identities. Each unit introduces a new cultural theme, such as celebrations, apps and games, Día de los Muertos, traditional foods, houses and homes, and more. Students engage in reading and listening comprehension activities, speaking and writing exercises, multimedia cultural presentations, and interactive practices that reinforce vocabulary and grammar.

Students should expect to be actively engaged in their own language learning, understand common vocabulary terms and phrases, use a range of tenses in their speaking and writing, participate in conversations and respond

appropriately to conversational prompts, analyze and compare cultural practices, products, and perspectives of various Spanish-speaking countries.

Spanish III

Grade Level: 9-12

Duration: Year

Credits: 1

Prerequisites: Teacher Recommendation/Diagnostic Data

Spanish III is a high school-level course at the intermediate mid-level. It is designed to help students expand their skills, structure, and vocabulary within the three modes of communication: interpretive (listening and reading), interpersonal (person-to-person), and presentational (speaking and writing). The course is guided by the five goal areas of the Standards for Foreign Language Learning in the 21st Century—communication, cultures, connections, comparisons, and communities—and is carefully aligned with national standards set by ACTFL (the American Council on the Teaching of Foreign Languages).

The course also connects to the six AP Spanish themes: families and communities, science and technology, beauty and aesthetics, contemporary life, global challenges, and personal and public identities. Students explore issues of Spanish-speaking societies, such as arts and music (including artists like Celia Cruz and salsa music or Frida Kahlo), the pros and cons of social media, and cultural discoveries in cities and countries such as Barcelona and Costa Rica.

Students are expected to be actively engaged in their language learning, including understanding common vocabulary and phrases, using a wide range of tenses in speaking and writing, participating in conversations and responding appropriately, analyzing and comparing cultural practices, products, and perspectives, and reinforcing their knowledge of other disciplines (math, science, art, etc.) through the use of Spanish.



Spanish IV

Grade Level: 9-12

Duration: Year

Credits: 1

Prerequisites: Teacher Recommendation/Diagnostic Data

Spanish 4 is a high school-level course at the intermediate mid-high level. It builds on the skills acquired in Intermediate Mid and is designed to help students progress from Intermediate Mid to Intermediate High proficiency across the three modes of communication: interpretive (listening and reading), interpersonal (person-to-person), and presentational (speaking and writing). The course is guided by the five goal areas of the Standards for Foreign Language Learning in the 21st Century—communication, cultures, connections, comparisons, and communities—and is carefully aligned with national standards set by ACTFL (the American Council on the Teaching of Foreign Languages).

The course also strengthens connections to the six AP Spanish themes: families and communities, science and technology, beauty and aesthetics, contemporary life, global challenges, and personal and public identities. Students explore issues of Spanish-speaking societies, including cultural identity, natural disasters and their impact on communities, improving local communities, investigating illnesses and remedies, immigration pros and cons, tales and legends, and working in the travel industry.

Students are expected to be actively engaged in their language learning, including understanding common vocabulary and phrases, using a wide range of tenses in speaking and writing, participating in conversations and responding appropriately, analyzing and comparing cultural practices, products, and perspectives, and reinforcing their knowledge of other disciplines (math, science, art, etc.) through the use of Spanish.

AP Spanish Language and Culture

Grade Level: 9-12

Duration: Year

Credits: 1

Prerequisites: Teacher Recommendation/Diagnostic Data

This AP Spanish Language and Culture course is designed to provide students with opportunities to further develop their Spanish proficiency to the Advanced Low level across the three modes of communication. The course is guided by the five goal areas of the Standards for Foreign Language Learning in the 21st Century—communication, cultures, connections, comparisons, and communities—and is intended to prepare students for the AP Spanish Language and Culture Examination.

Students will enhance their skills in identifying and summarizing main ideas and details, as well as predicting outcomes from a variety of authentic texts from the Spanish-speaking world. They will continue to explore cultures from Spanish-speaking regions and compare them with their own through the six AP Spanish themes: families and communities, science and technology, beauty and aesthetics, contemporary life, global challenges, and personal and public identities.

The course emphasizes active communication in Spanish and includes the study of real-life materials such as newspaper articles, films, videos, music, and books.

Instruction is conducted exclusively in Spanish, and students are expected to speak Spanish as much as possible, both in the classroom and in outside activities such as online interviews with other Spanish-speaking people, cooking classes, and other immersive experiences.

MANDARIN CHINESE LANGUAGE AND CULTURE (CLC) PATHWAY (language acquisition)

Chinese Language and Culture 1

Grade Level: 9-12

Duration: Year

Credits: 1

Prerequisites: Teacher Recommendation/Diagnostic Data

Chinese Language & Culture 1 (Novice) is designed for students with little to no prior learning experience. This course emphasizes the development of language skills and cultural awareness. Students will use simple sentences to express themselves and exchange information on familiar topics. The course is taught in Mandarin Chinese, with increased use of authentic materials that address world language themes. The units of study cover topics such as "All About Me," "My Family," "My Hobbies," and "My Daily Routine." Chinese phonics (Pinyin) and Chinese writing (Hanzi) will be introduced. Assessment of all communication is geared toward the Novice High proficiency level.

Chinese Language and Culture 2

Grade Level: 9-12

Duration: Year

Credits: 1

Prerequisites: Teacher Recommendation/Diagnostic Data

Chinese Language & Culture 2 (Intermediate-Low) is designed for the students who are assessed out of Novice High in the four skills of the Chinese language. This course emphasizes the development of language skills and cultural awareness. Students will explore familiar and everyday topics to enhance their communication skills and cultural awareness. They will learn to identify topics and related information from simple sentences in short texts, and the main ideas in short conversations. The units of study will cover topics such as "My Extended Family," "Sports and Hobbies," "Sickness and Health," "Weather and Seasons," and "My School." The course is taught in Mandarin Chinese, with increased use of authentic materials that address world language themes. Assessment of all communication is geared toward the Intermediate Low level.



Chinese Language and Culture 3 and 4

Grade Level: 9-12

Duration: Year

Credits: 1-2

Prerequisites: Teacher Recommendation/Diagnostic Data

Chinese Language & Culture 3-4 (Intermediate-Mid) is a two-year course designed for students assessed at the Intermediate Low level. This course aims to prepare students to understand the main idea and key information in short informational and fictional texts; and to exchange information and ideas in conversations on familiar topics, preferences, and feelings using a series of sentences and asking a variety of follow-up questions. The unit of study covers topics such as "My House and Neighborhood," "School Curriculum and Activities," "Eating Habits and Healthy Lifestyle," "Leisure and Travel," and "Environmental Protection and Technology."

The course is taught in Mandarin Chinese, with an increased use of authentic materials that address world language themes. Assessment of all communication is geared toward the Intermediate-Mid level.

Chinese Language and Culture 5 and 6

Grade Level: 9-12

Duration: Year

Credits: 1-2

Prerequisites: Teacher Recommendation/Diagnostic Data

Chinese Language & Culture 5/6 (Intermediate-High) is a two-year course and designed for the students who have demonstrated proficiency at the Intermediate Mid-level. This course aims to prepare students to develop the ability to communicate on a variety of familiar and researched topics, using connected sentences that may form cohesive paragraphs, and to follow the main message and story in various time frames within paragraph-length texts.



Students also learn to ask and respond to questions across various time frames. The units of study cover topics such as "Personal Growth and Development," "Travel and Study Abroad," "Famous People," "Food and Nutrition," "Technology in Modern Times," and "Chinese Traditional Festivals" with each topic deeply integrated with elements of Chinese culture. Assessment of all communication is geared toward the Intermediate-High level.

AP Chinese Language and Culture

Grade Level: 9-12

Duration: Year

Credits: 1

Prerequisites: Teacher Recommendation/Diagnostic Data

AP Chinese Language & Culture is equivalent to an intermediate-level course in Chinese. This course is to prepare students to cultivate their understanding of Chinese language and culture by applying the interpersonal, interpretive, and presentational modes of communication in real-life situations as they explore concepts related to family and community, personal and public identity, beauty and aesthetics, science and technology, contemporary life, and global challenges. The course emphasizes authentic communication in Mandarin, integrating real-world materials such as newspaper articles, films, videos, music, and books. Students will explore and strengthen their understanding of the products, practices, and perspectives of Chinese cultures worldwide. Higher-order thinking skills are central to the course, as students analyze, evaluate, infer, conclude, and predict across various contexts, fostering both linguistic and cultural proficiency.

Chinese Language and Culture Advanced

Grade Level: 9-12

Duration: Year

Credits: 1

Prerequisites: Teacher Recommendation/Diagnostic Data

Chinese Language & Culture Advanced is a two-year course designed for students assessed at the Intermediate High level. This course prepares students to identify the underlying message and follow the main story, along with some supporting details, across major time frames in informational and fictional texts; It also enables them to express themselves adequately on familiar and concrete social, academic, and professional topics. Students can deliver presentations using paragraphs across major time frames. Products, practices, and perspectives of different cultures are explored and strengthened. Higher-level thinking is key as students seek to analyze, evaluate, infer, conclude, and predict within the various contexts explored. The units of study will cover topics such as "Digital Citizenship," "Cultural Identity and Globalization," "Service and Community" "Health and Wellness: East Meets West," "Innovation in Technology" and other topics. Assessment of all communication is geared toward the Advanced-Low level.

MANDARIN CHINESE LANGUAGE AND LITERATURE (CLL) PATHWAY

Chinese Language and Literature - Intermediate

Grade Level: 9-10

Duration: Year (designed as 2 year program)

Credits: 1-2

Prerequisites: Teacher Recommendation/Diagnostic Data

Chinese Language & Literature-Intermediate is a two-year course that integrates Mandarin learning with literature and social studies, empowering students to apply their language skills to engage with local communities. Through this course, students will enhance their reading and writing abilities by analyzing historical figures, studying traditions and customs from various regions, and exploring current events through a diverse range of media. The curriculum also includes components of Chinese culture, history, and classical poetry to provide a comprehensive learning experience.

Assessments focus on communication skills aligned with the Advanced-Mid proficiency level, ensuring students are well-prepared to use Mandarin effectively in real-world contexts.

Chinese Language and Literature-Advanced

Grade Level: 11-12

Duration: Year (designed as 2 year program)

Credits: 1

Prerequisites: Teacher Recommendation/Diagnostic Data

Chinese Language & Literature Advanced is a four-year course designed for students assessed at Advanced-Mid Level. The course aims to deepen students' literacy development by engaging them with a diverse range of literary and informational texts that span various genres, cultures, and historical periods. Students will analyze and interpret themes, characters, and narrative techniques while drawing cross-cultural comparisons to enhance their understanding of global literature. Additionally, the course encourages creative expression through original writing and fosters critical thinking by exploring different literary theories and media works. By examining the relationship between literature and social change, students will appreciate the profound impact literature has on society, ultimately cultivating a lifelong love for reading. Assessment of all communication is geared toward the Advanced-High level.



The Arts (Performing and Visual)

Study of the Performing & Visual Arts is not peripheral to the rigorous academic curriculum at Concordia. In fact, music, theatre, and visual arts are integral to our students' course of study and diverse cocurricular life at all grade levels. As students grow, so does their opportunity to move from dabbling in many mediums to more intensive exploration within the disciplines they have grown to love. Across both Performing Arts and Visual Arts, Concordia students are taught to synthesize thought and perception while honing their passion for the arts. Our program strives to inspire and nurture students through rich experiences in performance, production, and studio practice, all of which provide remarkable opportunities to develop leadership and collaborative skills. Individuals are encouraged to express their personal artistic gifts and to strengthen their creative thinking through the development of technical skill, process, and problem solving. Two credits in the Performing or Visual Arts are required for graduation.



PERFORMING ARTS - MUSIC

Concert Band

Grade Level: 9-12
Duration: Year
Credits: 1

Concert Band is open to students who already play a wind or percussion instrument, read music and wish to join. Members will perform on at least four concerts per year. Band members will learn scales, sight-reading and simple elements of music theory. Band Members will perform varying styles of Band and Wind Literature that will include baroque, classical, romantic, contemporary, folk, pop, rock, jazz and multi-cultural repertoire. This is a performance-based ensemble, where concerts take place in the evening and perhaps on weekends. By signing up, you are committing to this type of schedule. Concert attire will be made by a tailor and is at the expense of the band member.

Wind Ensemble

Grade Level: 9-12
Duration: Year
Credits: 1
Prerequisites: Audition

The Wind Ensemble is an advanced and auditioned group offered to students who want to continue growing in their musical skill. Members will perform on at least four concerts per year. Band members will learn advanced scales, sight-reading and elements of music theory. Band Members will perform varying styles of Band and Wind Literature that will include baroque, classical, romantic, contemporary, folk, pop, rock, jazz and multi-cultural repertoire. This is a performance-based ensemble, where concerts take place in the evening and perhaps on weekends. By signing up, you are committing to this type of schedule. Concert attire will be made by a tailor and is at the expense of the band member. Auditions will take place in May and in August (for newly arriving students). It is an expectation that this ensemble will make up the core of the APAC Band Members. If selected, students are required to travel at their expense. Students should understand this before auditioning for the Wind Ensemble.

Percussion Studio

Grade Level: 9-12
Duration: Year
Credits: 1
Prerequisites: Prior instrumental experience recommended, teacher recommendation

Percussion Studio is open to students who have demonstrated success, independence, and work ethic previously on a percussion instrument, however it is open to any student who has instrumental experience through teacher recommendation.

Students in this class learn and continue to develop the fundamentals needed for the percussion section performing different styles of ensemble music as well as supporting other instrumental performance groups. As this is a performance-based ensemble, concerts will generally take place in the evening and perhaps on weekends. Concert attire is expected and will be made by a tailor and is at the expense of the percussion member. Students are also encouraged to audition for AMIS and APAC.

Beginning Guitar

Grade Level: 9-12
Duration: Semester
Credits: 0.5
Prerequisites: None

Beginning guitar is a semester-long class that introduces students to the basics of playing guitar. The course will cover guitar fundamentals, basic chords and strumming patterns, music theory basics, and playing techniques. In addition, students will have the opportunity to perform and collaborate. Focus will be on acoustic guitar, and students are encouraged to purchase their own acoustic guitar for class.

Music Technology

Grade Level: 10-12
Duration: Semester
Credits: 0.5
Prerequisites: Two years of HS Music class experience, current teacher recommendation or interview

Music Technology is a semester long course that introduces students to a digital audio workstation. In addition, students will learn the fundamental concepts of music theory, explore musical composition techniques by experimenting with melody, harmony, and structure, as well as practical experience with a DAW, learning how to record, edit, and produce music. The class will provide a supportive environment for creativity and exploration while students will engage in hands-on projects.

Concordia Singers

Grade Level: 9-12
Duration: Year
Credits: 1
Prerequisites: None

This choir is open to any high school student in grades 9 to 12, no audition needed. Members will sing on 3-4 major concerts per year. Choir members will learn scales, sight singing and rhythm reading. Singers will perform varying styles of choral literature that may include: renaissance, baroque, classical, romantic, contemporary, folk, multi-cultural and popular repertoire. This is a performance-based ensemble, where concerts take place in the evening and perhaps on weekends. By signing up, you are committing to this type of schedule. Concert attire (tux or gown with dress shoes) will be at the expense of each singer. Interested members may audition for the AMIS International Honor Choir - a choir festival held within Asia, Europe or the Middle East at the end of February or March of each school year. If the audition is successful, the trip is entirely at the expense of the singer. Expenses include: airfare, hotel, music and performance fees, ground transportation, meals, etc.



Collegium (Men's) Choir

Grade Level: 10-12

Duration: Year

Credits: 1

Prerequisites: Audition

This men's choir is open for intermediate/advanced ability level male singers in grades 10 to 12 who pass an audition. Collegium is offered to challenge male singers who want to learn intermediate & advanced repertoire. This graded class will consist of experienced singers who are willing to commit their talents for 3-4 performances per year. Choir members will review scales and learn advanced sight singing and advanced rhythm reading. Singers will perform varying styles of choral literature that may include renaissance, baroque, classical, romantic, contemporary, folk, multi-cultural, musical theatre and pop repertoire. This is a performance-based ensemble, where concerts take place in the evening and perhaps on weekends. By auditioning, you are committing to this type of schedule.

Auditions will take place in May and in August (for newly arriving students). Concert attire (tuxedo with dress shoes) will be at the expense of each singer. Interested members may audition for the AMIS International Honor Choir - a choir festival held within Asia, Europe or the Middle East at the end of February or March each school year. If the audition is successful, the trip is entirely at the expense of the singer. Expenses include: airfare, hotel, music and performance fees, ground transportation, meals, etc.

Chamber Singers

Grade Level: 10-12

Duration: Year

Credits: 1

Prerequisites: Audition

This choir is open to advanced singers in grades 10 to 12 who pass an audition. Members will sing on 4-5 major concerts per year. Choir members will review scales and learn advanced sight singing and advanced rhythm reading. Singers will perform varying styles of choral literature that may include renaissance, baroque, classical, romantic, contemporary, folk, multi-cultural and popular repertoire. Choir members are required to take part in the APAC Choir Festival. Each student attending the APAC Choir Festival will pay for airfare, a few meals and may incur some minor personal expenses. Auditions for this choir will take place in May and in August (for newly arriving students). Concert attire (tux or gown with dress shoes) will be at the expense of each singer. Interested members may audition for the AMIS International Honor Choir - a choir festival held within Asia, Europe or the Middle East at the end of February/March each school year. If the audition is successful, the trip is entirely at the expense of the singer. Expenses include: airfare, hotel, music and performance fees, ground transportation, meals, etc.

Bel Canto (Women's) Choir

Grade Level: 10-12

Duration: Year

Credits: 1

Prerequisites: Audition

This women's choir is open for intermediate/advanced ability level female singers in grades 10 to 12 who pass an audition. Bel Canto is offered to challenge female singers who want to learn advanced repertoire. This

graded class will consist of experienced singers who are willing to commit their talents for 3-4 performances per year. Choir members will review scales and learn advanced sight singing and advanced rhythm reading. Singers will perform varying styles of choral literature that may include renaissance, baroque, classical, romantic, contemporary, folk, multi-cultural, musical theatre and pop repertoire. This is a performance-based ensemble, where concerts take place in the evening and perhaps on weekends. By auditioning, you are committing to this type of schedule.

Auditions will take place in May and in August (for newly arriving students). Concert attire (gown with dress shoes) will be at the expense of each singer. Interested members may audition for the AMIS International Honor Choir - a choir festival held within Asia, Europe or the Middle East at the end of February or March each school year. If the audition is successful, the trip is entirely at the expense of the singer. Expenses include: airfare, hotel, music and performance fees, ground transportation, meals, etc.

Vocal Foundations

Grade Level: 9-12

Duration: Year

Credits: 1

Prerequisites: Concurrent enrollment in a school choral group

Vocal Foundations class is a study of vocal music history with an emphasis on learning and performing vocal songs from the Baroque, Classical, Romantic, and Modern Eras. A foundational historic study of musical instruments, composers, musical styles, music vocabulary and societal influences from each era will also be investigated throughout the year. Students will study various musical styles from each of the different eras of music and will give a recital at the end of each semester where they will perform songs from the time periods of history that we have studied up to that point.



Concert Strings

Grade Level: 9-12

Duration: Year

Credits: 1

Prerequisites: 1 year or more prior orchestra experience or instrument study

Concert Strings is a string orchestra open to any high school student who already plays a string instrument. Students grades 9-12 are welcome to join in the fun. We play classical music, contemporary music, jazz, rock and multi-cultural music. Students will perform in at least three to four concerts per year. Scales, sight-reading and simple elements of music theory are incorporated into the class. Dress for concerts is formal, made by a tailor, and is at the expense of the student.

Chamber Strings

Grade Level: 9-12
Duration: Year
Credits: 1
Prerequisites: Audition

Chamber Strings is an auditioned string orchestra for advanced musicians seeking to further develop their technique and musicianship and have fun while doing so. Students will study scales, performance styles, theory, ensemble playing, and historical backgrounds of pieces. As a performance-based ensemble, concerts take place in the evening and on weekends. Dress for concerts is formal, made by a tailor, and is at the expense of the student. This class is our APAC Orchestra, which travels or hosts a festival each November. This involves additional music and an extra cost. Interested members of Chamber Strings will be allowed to audition for the AMIS International Honor Orchestra - an orchestra festival held within Asia, Europe or the Middle East in the middle of March each school year. If the audition is successful, the trip is entirely at the expense of the student. Expenses include: airfare, hotel, music & performance fees, ground transportation, meals, etc.

AP Music Theory

Grade Level: 9-12
Duration: Year
Credits: 1
Prerequisites: Demonstrated acumen in music skill and theory, current teacher recommendation or interview
AP Music Theory is an intense study of music theory with a concentration on both writing and analyzing 18th counterpoint as well as figured bass. Sight singing and reading as well as composition are also included. This course is for students who have an interest in continuing on in music post high school.

PERFORMING ARTS - DRAMA

Foundations of Theatre

Grade Level: 9-12
Duration: Year
Credits: 1
Prerequisites: None

This year-long course focuses on developing a foundational understanding of the core attributes of theatre arts: cultivating group and individual skills in acting, design, tech and production, practicing strategies to communicate ideas and feelings to an audience. Students will gain confidence as performers and theatre practitioners and will be introduced to foundational elements of theatrical performance related to acting, physical theatre, and ensemble work. Through practical and theoretical study, students will discover various performance possibilities of a text and other stimuli and devise dramatic material of their own. They will develop performance skills to grow as actors, ensemble cast members, performers, and theatre practitioners.

Theatre Tech, Design and Stagecraft

Grade Level: 9-12
Duration: Semester
Credits: 0.5
Prerequisites: None

This course immerses students in the behind-the-scenes world of theatre production. Students will learn essential technical theatre skills, including set construction, lighting design, sound operation, prop creation, and makeup and costume design. Emphasis will be placed on safety, teamwork, and creative problem-solving as students gain hands-on experience working on and supporting our school's productions. Whether interested in design, stage management, or backstage crew, students will develop practical skills that bring performances to life. No prior experience is required—just a willingness to collaborate and explore the technical side of theatre.



Acting and Script Work (*)

Grade Level: 10-12
Duration: Year
Credits: 1
Prerequisites: Foundations of Theatre or roles in 3 HS performances and director recommendation)

This year-long course focuses on developing acting techniques through scripted work, including monologues, scene study, and one act plays. Students will explore character development, text analysis, vocal and physical expression, and various acting methods such as Stanislavski, Meisner, and Uta Hagen in addition to learning skills and techniques for developing makeup, set, and costume design. Emphasis will be placed on rehearsing and performing scenes from classic and contemporary plays, as well as preparing for auditions. Through collaborative work and individualized coaching, students will refine their craft and build confidence as actors on stage. The course culminates in showcase performances demonstrating their growth as actors.

*Not always offered, may be offered in rotation of years

Devised Theatre and Original Performance (*)

Grade Level: 10-12

Duration: Year

Credits: 1

Prerequisites: Foundations of Theatre or roles in 3 HS performances and director recommendation)

This year-long course explores the art of creating original theatre through ensemble collaboration, movement/physical theatre, improvisation, and various strategies for storytelling. Students will experiment with various devised theatre forms, including physical theatre, verbatim/documentary theatre, site-specific performance, and Theatre of the Oppressed. Through a process of research, improvisation, and exploration, students will develop original works that challenge traditional narrative structures and engage audiences in innovative ways. The course culminates in student-created performances that reflect personal, social, and artistic themes.

VISUAL ARTS

Foundations of Art

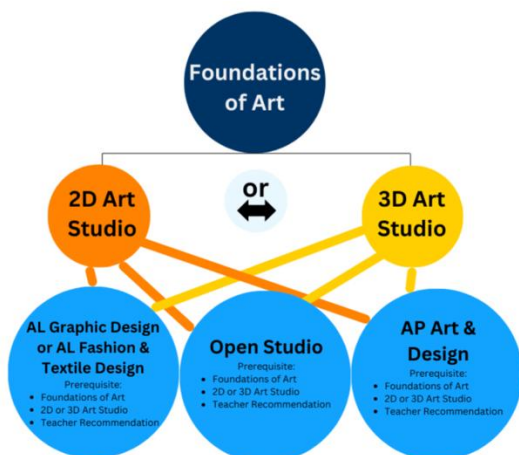
Grade Level: 9-12

Duration: Year

Credits: 1

Prerequisites: None

Foundations of Art is an introductory course in the HS Visual Arts program. This studio-based inquiry course focuses on the importance of the creative process - research, ideation, experimentation, revision, and reflection - as a tool to explore their ideas, develop concepts, and themes in visual art. Foundations of Art students have the opportunity to explore a diverse range of materials, processes, and techniques across a variety of 2D, 3D, and interdisciplinary projects. Students will learn how to apply the Elements of Art and Principles of Design, compositional strategies, and exhibition strategies in the creation of unique culminating artworks that convey meaning, communicate ideas, and have personal expression. Foundations of Art is a safe space where students are encouraged to be curious, ask questions, experiment, take risks, and creatively problem solve as artists and engaged lifelong learners.



2D Art Studio

Grade Level: 10-12

Duration: Year

Credits: 1

Prerequisites: Foundations of Art

2D Art Studio is an intermediate course which allows students to make further artistic inquiries and in-depth exploration into 2D forms of artmaking. This course builds off the knowledge gained in Foundations of Art. Such explorations will be within processes, themes/concepts, and skills to prepare 2d Art Studio students for AL Graphic Design, AP 2D Art & Design, AP Drawing, or Open Studio. 2D Art Studio students will explore creative-making processes and development such as research and classroom demonstrations. 2D Art Studio students will work with pen, pencil, charcoal, painting, and digital artmaking media. 2D Art Studio is a safe space where students are encouraged to be curious, ask questions, experiment, take risks, and creatively problem solve as artists and engage lifelong learners.



3D Art Studio

Grade Level: 10-12

Duration: Year

Credits: 1

Prerequisites: Foundations of Art

3D Art Studio is an intermediate course which allows students to make further artistic inquiries and in-depth exploration into 3D forms of artmaking. This course builds off the knowledge gained in Foundations of Art. Such explorations will be within processes, themes/concepts, and skills that will prepare students for AP 3D Art & Design, AP Drawing, or Open Studio. 3D Art Studio students' learning will be explored through creative-making processes and development, such as research and classroom demonstrations. 3D Art Studio students will work with a variety of sculptural materials and techniques. 3D Art Studio is a safe space where students are encouraged to be curious, ask questions, experiment, take risks, and creatively problem solve as artists and engaged lifelong learners.



AP Art and Design

Grade Level: 11-12

Duration: Year

Credits: 1

Prerequisites: Two credits of HS Art and Teacher Recommendation

The AP Art & Design course at Concordia offers instruction in the three portfolios: 2D Drawing, 2D Design and 3D Design. The portfolios each share a basic, two-section structure called the Sustained Investigation and the Selected Works of quality and finish. The primary focus is the development and completion of an inquiry-based theme in which the students demonstrate a prolonged depth of investigation and a process of discovery, exhibiting a synthesis of form, technique and content and applying a serious grounding in visual principles and material techniques throughout the course. The Sustained Investigation section requires the completion of 15 slides that are comprised of original artwork, process and progress, experimentation and experience that truly supports the student's artistic journey. The Selected Works section holds 5 original artworks that best exhibit the student's synthesis of form, technique and content.

The AP Art & Design portfolios are designed for an art or design student who is seriously interested in the practical experience of art or attending art school. Students are required to submit one completed portfolio of choice for AP Central Board evaluation at the end of this course of study. As faculty permission is required, students are requested to submit 3 works of art to the designated Concordia AP Art & Design teacher for review before permission to enroll is granted.

AL Graphic Design (*)

Grade Level: 11-12

Duration: Year

Credits: 1

Prerequisites: 2 credits HS Art and Teacher Recommendation

This course introduces high school students to the principles and practices of graphic design through hands-on, real-world projects. Students will learn to use design software, develop their creativity, and gain practical skills for creating a wide range of visual materials, from posters to digital media. Additionally, students will have the opportunity to support the school community by applying

their graphic design expertise to create engaging visuals for school events, clubs, and initiatives, fostering a sense of service and responsibility.

*Not always offered, may be offered in rotation of years

AL Fashion & Textiles Design (*)

Grade Level: 11-12

Duration: Year

Credits: 1

Prerequisites: 2 credits HS art and Teacher Recommendation

AL Fashion, Textiles & Construction Design explores fashion design, textile construction for interiors, and textile design. Through this course, students will use principles and techniques involved in working with fashion design, fabric design, and textile construction to create designs from student's ideas. Students will explore different surface designs like screen printing, fabric dyeing, weaving, clothing construction, fashion design, textile design for interiors, and innovative practices like "smart fashion" that utilizes gemma Arduino technology. By the end of this course, students will have a solid foundation for how designers create and use textiles from fashion to interiors through an innovative lens.

*Not always offered, may be offered in rotation of years

Open Studio

Grade Level: 11-12

Duration: Year

Credits: 1

Prerequisites: Minimum 2 credits of HS Art (3 recommended) and Teacher Recommendation

Open Studio is a course where students are able to independently develop a portfolio. Open Studio students as practitioners in art making get to explore ideas, materials, and processes that are of interest to them. Open Studio students will be able to develop studio habits such as perseverance and self-expression, life-long attributes. This course will give students an opportunity to develop a breadth of artworks that could work towards requirements for university art programs. Open Studio is a safe space where students are encouraged to be curious, ask questions, experiment, take risks, and creatively problem solve as artists and engaged lifelong learners.



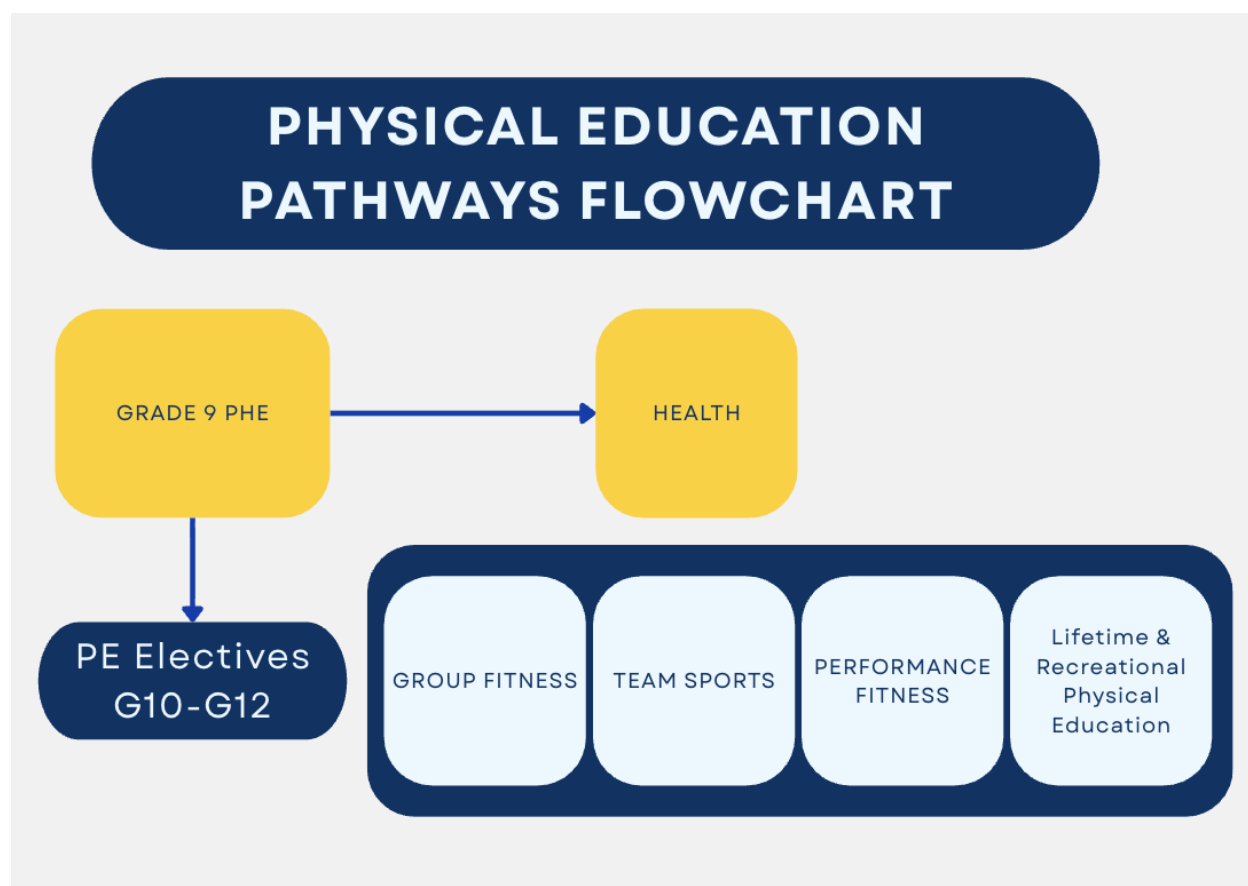
Physical Education & Health

Concordia's Physical Education & Health program helps students build the knowledge, skills, and habits needed for lifelong wellness. Through a balance of movement, fitness, sport, and health units, students learn how physical activity, nutrition, sleep, and stress management support both physical and emotional well-being.

All students begin with a required Grade 9 Physical Education & Health (PHE 9) course that provides a broad foundation in movement skills, fitness, and introductory health concepts. After this, students meet their remaining PE and Health requirements through a combination of the standalone Health course and a menu of PE electives in Grades 10-12. These semester-long electives allow students to personalize their pathway, choosing activities that match their interests and goals, whether that is recreational play, competitive team sport, strength and conditioning, or studio-style group workouts.

Two credits in Physical Education and 1 semester of Health are required for graduation

Pathways Flowchart



Grade 9 Physical Education & Health (PHE)

Grade Level: 9 Required

Duration: Year

Credits: 1

Prerequisites: None

Grade 9 PHE is the entry point to high school physical education, giving students a broad experience in movement, sport, and fitness. Across the year, students rotate through activity units such as swimming, invasion games, net and wall games, weight training, movement and rhythm, and striking and fielding activities. In each unit they develop fundamental and sport-specific skills, learn basic tactics and strategies, and practice teamwork, communication, and sportsmanship while building their personal fitness.

Embedded within the course is a short “Welcome to High School” health unit that helps students navigate the transition to Grade 9. In this unit, students look at stress and coping strategies, organization and time management, sleep habits, and balancing school, activities, and screen time. By the end of the year, students have strengthened their confidence in a range of physical activities and gained practical tools to manage both their well-being and their life as a high school student.

Health

Grade Level: 10 Required, open to new 11/12

Duration: Semester

Credits: 0.5

Prerequisites: None

This Health course develops students’ health literacy and decision-making skills as they navigate adolescence and prepare for life beyond high school. Students examine the interconnected dimensions of wellness, physical, mental/emotional, and social, and explore how daily choices in areas such as nutrition, sleep, physical activity, digital use, and stress management impact their overall health. They will analyze real-world scenarios related to relationships, communication, human growth and development, and personal safety, with an emphasis on consent, empathy, and respect for self and others. Through projects, discussions, and reflective tasks, students practice evaluating health information, identifying reliable resources, and setting personal goals. By the end of the course, students are equipped with practical tools to make informed, responsible decisions that support lifelong wellness.

Lifetime & Recreational Physical Education

Grade Level: 10-12 (repeatable)

Duration: Semester

Credits: 0.5

Prerequisites: None (Teacher recommendation required for repeating the course).

This course is for students who want to be active, try a variety of activities, and enjoy movement without the heavy emphasis on competition or weight-room training found in other courses. The focus is on individual, dual, and small-group activities and recreational sports that students can continue beyond high school. Examples may include badminton, pickleball, table tennis, disc golf, lawn games, and walking/jogging circuits, and other small-sided or modified games based on facilities and student interest.

Students develop fundamental skills, basic tactics, and game sense while working at a pace that matches their experience and comfort level. The course emphasizes enjoyment, inclusive participation, and building confidence to be active in a variety of settings.

All students practice goal-setting, self-management, and respectful play in both casual and more structured game formats. Returning/experienced students are expected to take on greater responsibility through roles such as helping to organize small-sided play, assisting with explanations of rules, and supporting newer participants. By the end of the course, students will have explored multiple ways to be active and will be better equipped to choose and participate in recreational activities that fit their interests and lifestyle. This course may be repeated with increased expectation.

Who should take this course: For students who want to be active in non-contact sport/activities, enjoy small-group and individual games, and are looking for fun, social ways to move that they can continue beyond high school.



Team Sports

Grade Level: 10-12 (repeatable)

Duration: Semester

Credits: 0.5

Prerequisites: None (Teacher recommendation required for repeating the course).

Team Sports is for students who enjoy competing and want to play organized games in a structured, supportive setting. The course is designed for students who are ready to push themselves, learn sport-specific skills, and take games seriously, but it does not require prior team experience. Each semester could feature a selection of team-based activities: such as basketball, volleyball, soccer, ultimate, handball, or softball. Specific sports can change from year to year based on facilities, season, and student interest.

Through practice and game play, students work on sport-specific techniques, offensive and defensive strategies, communication, and roles within a team. Fitness, warm-up, and cool-down routines are built into the course so students understand how preparation and recovery support performance.

All students learn how to apply basic tactics, read game situations, and demonstrate positive sportsmanship. Returning students are expected to take on greater responsibility through leadership roles (e.g., captains, student officials, or peer coaches), helping to organize drills, support newer players, and contribute to simple game plans or tournament formats. By the end of the course, students will have strengthened both their physical skills and their ability to compete confidently and respectfully in team settings.

Who should take this course: For students who enjoy competing in organized team sports/games, like the energy of team play, and want to develop their skills and game sense in a more competitive setting.

Performance Fitness

Grade Level: 10-12 (repeatable)

Duration: Semester

Credits: 0.5

Prerequisites: None (Teacher recommendation required for repeating the course)

Performance Fitness is designed for students who want to train seriously in the fitness center and learn how to build effective, safe training programs. The course emphasizes key movement patterns (squat, hinge, push, pull, carry), proper lifting technique, and spotting, while introducing principles such as progressive overload, specificity, and recovery. Students' complete fitness and performance testing throughout the semester and use training logs to track changes in strength, conditioning, and mobility over time.

All students are introduced to detailed program design and learn how to follow and make small adjustments to a structured plan that fits their goals. For experienced and repeating students, there is a stronger emphasis on independently designing and refining programs: drawing on anatomy, muscle function, and simple macro/meso/micro planning. Nutrition, sleep, and recovery

habits are integrated throughout, so students understand how lifestyle choices support training. By the end of the course, students leave with the confidence and practical skills to walk into any fitness facility and run a program that fits their goals beyond high school.

Who should take this course: For students who want to train seriously in the fitness center, care about getting stronger/fitter, and are interested in learning how structured programs and techniques improve performance.



Group Fitness

Grade Level: 10-12 (repeatable)

Credits: 0.5

Prerequisites: None (Teacher recommendation required for repeating the course)

Group Fitness is a high-energy, movement course for students who want fun, structured ways to raise their heart rate and improve overall fitness in an indoor setting. The class uses a variety of studio-style formats such as spin/indoor cycling, dance and Zumba-style workouts, cardio kickboxing, HIIT and circuit training, core sessions, and yoga/mobility or Pilates-inspired workouts. Activities are designed so students can participate successfully at different fitness and skill levels, with options to adjust intensity up or down.

Across 3-5 week units, students learn how to warm up safely, monitor their effort, and balance work and recovery while exercising. They set personal fitness goals, track how they feel during and after workouts, and reflect on which types of group exercise they enjoy and might continue beyond high school.

All students are expected to participate positively, support the class environment, and challenge themselves within their own limits. Returning/experienced students take on increased responsibility through roles such as leading short warm-ups, demonstrating movements, or helping design simple workout segments. By the end of the course, students will have experienced multiple group fitness formats and built confidence to be active in studio and group-exercise settings outside of school.

Who should take this course: For students who like group activities/workouts, prefer structured follow-along sessions, and want fun ways to raise their heart rate indoors without heavy lifting or advanced sport skills.

STUDENT SUPPORT



Study Hall

Grade Level: 9-10 (repeatable)
Duration: Semester/Year
Credits: 0
Prerequisites: None

Study hall is a period designated for independent self directed study. Students are allowed to take one semester in grade 9 if advised by a counselor, and students in grade 10-12 are allowed to take one study hall each semester if they choose to. It is highly recommended for students in grade 11 and 12 who have challenging academic workloads and extra curricular responsibilities.

Learning Support Enrichment

Grade Level: 9-12
Duration: Semester/Year
Credits: 0.5/1
Prerequisites: Placement by Student Support Team

Learning Support Enrichment provides targeted academic support for students with identified diverse learning needs. Students in this course set and work toward goals outlined in their Individual Learning Plan (ILP) in collaboration with their Learning Support and classroom teachers, and other support specialists as needed. Students participate in small-group or individual check-ins, guided practice, and individualized assistance designed to strengthen their learning and support successful completion of assignments in their content-area classes.

Direct instruction may be offered in areas such as time management, study skills, organization, and reading and writing strategies. Content from core subjects may be reviewed and retaught when necessary. Students are also allotted dedicated time to work on assignments and prepare for assessments within a structured, supportive environment, with a Learning Support teacher to assist as needed. The goal is for students to achieve academically and for those with ILP's to meet or surpass goals outlined in their Individual Learning Plan.

Learning Support Study Hall

Grade Level: 9-12
Duration: Semester/Year
Credits: 0
Prerequisites: Placement by Student Support Team
This study hall provides academic support for students with diverse learning needs. Students participate in small-group or individual check-ins, guided practice, and individualized assistance designed to strengthen their learning and support successful completion of assignments in their content-area classes. Direct instruction may be offered in areas such as time management, study skills, organization, and reading and writing strategies. Students are also allotted dedicated time to work on assignments and prepare for assessments within a structured, supportive environment, with a Learning Support teacher available as needed. The goal is to support the overall academic success of each student.

English Language and Literature Development (ELLD)

Grade Level: 9-12
Duration: Semester/Year
Credits: 0.5/1
Prerequisites: None (Placement by ELL Team)

This course supports English Language Learners (ELLs) in developing their speaking, listening, reading, and writing skills through a focused study of literature and language analysis. Students will explore themes such as identity, community, relationships, and choice, using texts to analyze different perspectives and develop their own voices. The course emphasizes building academic language and analytical skills—such as close reading, evidence-based writing, discussion, presentation, and research—allowing students to grow into confident communicators and critical thinkers. Instruction will include targeted vocabulary and grammar development, along with supports designed to help students engage with complex texts and improve proficiency across all language domains.

ELL Enrichment Study Hall

Grade Level: 9-12
Duration: Semester/Year
Credits: 0
Prerequisites: None

This study hall provides tailored support for English Language Learners (ELLs) in their content classes. Students engage in small-group or one-on-one check-ins, guided practice, and individualized support aimed at enhancing their learning and language development. The primary focus is on reinforcing key concepts and modeling effective strategies for reading, writing, and studying. This enrichment class aims to foster a deeper understanding of concepts across different content areas, enabling all students to make progress in their coursework. Ultimately, the goal is to strengthen their English proficiency and academic skills, ensuring their success.

GLOBAL ONLINE ACADEMY (GOA) PROGRAM

GLOBAL ONLINE ACADEMY (GOA)

Grade Level: 11, 12 (9 or 10 if enrolled in World Language program with permission)
Duration: Semester/Year
Credits: 0.5/1 (maximum 1.5 credits)
Prerequisites: See Enrollment Criteria following the description



Description:

Global Online Academy (GOA), an international consortium made up of leading independent schools, to provide high-quality online learning experiences for our students and teachers. GOA offers a diverse range of online courses and is a great way for Concordia high school students to prepare for the future, pursue their passions, and discover new subjects which spark their interest outside of courses Concordia offers on campus. Colleges and universities also recognize GOA courses on Concordia transcripts. GOA courses are guided by expert teachers, many from GOA member schools and Concordia students will have an opportunity to collaborate with classmates around the globe through frequent, mostly asynchronous discussion and collaboration. These courses focus on relevant, hands-on ideas and coursework, similar to Honors level or Advanced Placement (AP) in terms of expectations and rigor.

The mission of Global Online Academy (GOA) is to reimagine learning to enable students to thrive in a globally networked society. GOA provides a positive, interactive, and intellectually rigorous environment for students to learn. We offer courses that connect students to topics they care about, and the opportunity to learn alongside a global network of peers as passionate and curious as they are.

GOA has identified six core competencies - the specific set of skills and habits of learning - that students develop in practical, hands-on ways, no matter which GOA course they take:

1. Collaborate with people who don't share your location.
2. Communicate and empathize with people who have perspectives different from your own.
3. Curate and create content relevant to real-world issues.
4. Reflect on and take responsibility for your learning and that of others.
5. Organize your time and tasks to learn independently.
6. Leverage digital tools to support and show your learning.

GOA ENROLLMENT CRITERIA

Grade Level: Most GOA courses are available only to Grade 11 and 12 students (World Language Courses (Arabic and Japanese) are open to students in grades 9 to 12 with approval).

Eligibility: In order to be approved for a GOA course, students must have at least a 3.0 GPA in the previous semester, be in good disciplinary standing, exhibit the six core competencies outlined by GOA, must demonstrate good independent work habits (limited missing and late work in Concordia courses as approved by GOA Site Coordinator and HS Counselor), and may not have had difficulties with successfully participating/completing previous GOA courses.

Process: GOA courses require HS Counseling recommendation and GOA Site Coordinator Approval. Students should discuss the possibility of a GOA course first with their counselor. Details of course offerings can be explored with the GOA Site Director. Once a counselor agrees that taking a GOA course is a recommended option, a meeting with the GOA Site Director should be scheduled. The Site Director will evaluate the student's academic background, motivation, and ability to succeed in an online course before making a recommendation. Signatures from the Counselor, and GOA Site Coordinator are required on the course registration form.

Approved Courses: GOA Courses may only be taken as electives (except for World Language Courses and for extenuating circumstances approved by the HS Principal). All graduation requirements must be fulfilled by Concordia offerings while enrolled at Concordia. Students may not enroll in courses offered by Concordia. GOA courses should be taken as an exploration in an interest area not offered by Concordia, or as an extension of one's learning beyond what Concordia offers.

Limits: Eligible/approved students are limited to one GOA course per semester maximum with a maximum of 3 courses taken during their high school career for credit.

Time Commitment and Engagement: Students must dedicate 5-7 hours per week to their coursework. Participation in synchronous Zoom/Teams sessions and collaborative work is mandatory. Students are required to check their school email and the GOA platform daily. Parents will receive emails directly from the GOA teachers/advisors and therefore must also pay attention to updates from their child's course.

GOA Course Study Period: All students taking a GOA course during the school year must have a GOA course study period in their schedule. The GOA study period is provided for students to complete their GOA studies.

Credit and GPA: GOA courses during the school year earn elective credit and are included on Concordia high school transcripts. Course grades are included in the GPA calculation. Students must adhere to the same Add/Drop regulations as other Concordia courses.

Summer Courses: Students may be eligible (with the same approval process above) to enroll in a maximum of two summer GOA courses between grade 11/12. Students/families must independently register and cover the cost of the summer courses. Starting in the summer of 2026, summer courses will be reported on the student's transcript as Pass/Fail and will not include as part of a student's GPA.

Payment: Summer GOA courses are paid for by families. GOA courses during the school year are included in regular tuition, and no extra payment is required unless a course is being taken for a second time (i.e. student failed and is retaking the course).

Add/Drop: At Concordia, the policy for adding or dropping Global Online Academy (GOA) courses differs from the GOA policy itself. It's important to be aware that GOA permits a student to drop a course at any time during the term (fees imposed after the first drop date). In contrast, Concordia students are not permitted to drop a course after the first drop deadline for that term, typically approximately 9-10 days after the course begins. Students will be required to adhere to Concordia's Add/Drop timelines. If a Concordia student does not drop the GOA course before the "GOA last day to drop with no penalty" deadline and fails to complete the course, they will receive an "F" grade (or 59%) for the GOA course on their Concordia transcript.

Incomplete/Credit Recovery: If a student does not complete their Global Online Academy (GOA) course and receives an "Incomplete" grade due to insufficient evidence provided by the student, an "F" (or 59%) will be recorded on their Concordia high school transcript. However, the student may be able to replace the failing grade with a passing grade by retaking the same course under the following conditions:

- If the course is offered by GOA in a future term while the student is enrolled at Concordia
- If the GOA site director recommends that the student retake the course
- If the student successfully passes the course the second time
- If the student/family agrees to pay for the course when retaking it
- In order to replace the failing grade, all of these conditions must be met

Please note that this means a senior who fails a GOA course will not have an opportunity to recover the course credit by retaking the course.

2026-2027 GOA Course Catalog

GOA Courses Summer (June 17 to August 2)	
<ul style="list-style-type: none"> • Abnormal Psychology • Architecture • Business Problem Solving • Computer Science II: Analyzing Data with Python • Computer Science II: Game Design & Development • Computer Science II: Java • Creative Nonfiction Writing 	<ul style="list-style-type: none"> • Cybersecurity • Digital Photography • Genocide & Human Rights • Introduction to Artificial Intelligence • Introduction to Branding & Marketing • Introduction to Psychology • Investing I • Medical Problem Solving I • Personal Finance

26-27 School Year - Semester 1	26-27 School Year - Semester 2
<ul style="list-style-type: none"> • Abnormal Psychology • Architecture • Applying Philosophy to Global Issues • Architecture • Bioethics • Business Problem Solving • Climate Action & Sustainability • Creative Nonfiction Writing • Cybersecurity • Data Visualization • Developmental Psychology • Entrepreneurship in a Global Context • Filmmaking • Game Theory • Genocide & Human Rights • Global Health • Graphic Design • Introduction to Artificial Intelligence • Introduction to Psychology • Investing I • Medical Problem Solving I • Medical Problem Solving II • Neuropsychology • Number Theory • Personal Finance • Positive Psychology • Prisons & Criminal Justice Systems • Race & Society 	<ul style="list-style-type: none"> • Abnormal Psychology • Architecture • Arts Entrepreneurship • Bioethics • Business Problem Solving • Capitalism: Past, Present & Future • Computer Science II: Analyzing Data with Python • Computer Science II: Game Design & Development • Computer Science II: Java • Cybersecurity • Developmental Psychology • Digital Photography • Discourse Across Difference • Entrepreneurship in a Global Context • Game Theory • Graphic Design • Introduction to Artificial Intelligence • Introduction to Blockchain & Cryptocurrency • Introduction to Psychology • Investing I • Investing II • Medical Problem Solving I • Medical Problem Solving II • Neuropsychology • Personal Finance • Prisons & Criminal Justice Systems

For a detailed description of each course, please refer to the GOA website:

<https://globalonlineacademy.org/student-program/student-courses>

*Please note that GOA course offerings are subject to change.

INDEPENDENT STUDY (IS) AND TEACHING AIDE (TA) AT CONCORDIA

The Independent Study (IS) course at Concordia is designed for self-motivated students who wish to pursue a specialized academic area or a unique project not currently offered in the school's curriculum.

- **Eligibility & Readiness:** Open to students in Grades 11 and 12 (or Grade 10 by special permission) who demonstrate strong academic standing and the self-discipline required for independent management and have a successful application. Students may only have one independent study per semester maximum.
- **Credit & Grading Options:**
- **For-Credit Option:** Students complete ~60-80 hours (0.5 credit) or ~120-160 hours (1.0 credit) of documented work.
- **Non-Credit (Enrichment):** An option for students pursuing a project for personal growth without credit requirements, e.g. serving in a TA role.
- **Transcript Impact:** All Independent Studies for credit are recorded as **Pass/Fail**. A "Pass" does not impact the GPA, but a "Fail" is recorded as a failing mark and will affect the student's GPA. All Independent Studies not for credit is recorded on the transcript as complete or incomplete (grades/credits are not awarded).
- **The Counselor's Role:** The student's counselor serves as the primary advisor to determine if an independent study aligns with the student's long-term academic plan. Counselors guide the application process and monitor ongoing progress. **Students are required to proactively schedule a monthly check-in with their counselor** to demonstrate consistent progress toward their final goal.
- **Mentorship:** A teacher or area expert serves as a thought partner and can provide some guidance for a student as they navigate their learning journey. Students should check in with mentors once a month or as needed to share progress and discuss interesting learning.
- **Assessment (The Mastery Project):** Success is measured by the completion of a "Mastery Project" or "Final Portfolio." This deliverable must demonstrate academic rigor and depth of learning equivalent to a standard classroom course. This project completion (evidence of learning) must be presented to the approval committee near the end of term.
- **The Approval Committee:**
- **For-Credit Studies:** A panel consisting of the Faculty Mentor, Counselor, HS Curriculum Coordinator, and the Principal (or Assistant Principal) will review the "Mastery Project"/presentation at the end of the term to confirm if the work warrants the awarding of credit.
- **Non-Credit Studies:** The Faculty Mentor alone signs off on the completion of the non-credit bearing Independent Study at the end of the term, provided the student's engagement meets the agreed-upon standards.
- **Accountability:** Students unable to sustain adequate learning progress or who fail to meet check-in requirements will be subject to administrative withdrawal or a failing mark on their transcript.

CONCORDIA INDEPENDENT STUDY APPLICATION & CONTRACT
(to be completed by the student prior to approval and registration)

Section 1: General Information

Student Name: _____ **Grade:** _____ **Date:** _____

Course Title: _____

Study Period: Semester 1 | Semester 2 | Year-Long

Credit Status: For-Credit (0.5/1.0) | Not-for-Credit (Enrichment/TA)

Counselor: _____ **Faculty Mentor:** _____

Section 2: Proposal & Rationale

1. Purpose of Study: Why do you wish to pursue this independent study rather than an existing course at Concordia? (Attach/write up to a one-page proposal if necessary) _____

2. Self-Management Readiness: Independent study requires high discipline. How have you demonstrated the ability to work independently in the past, and how will you manage your schedule to ensure success? (Write sufficient evidence, up to one half page)

Section 3: Course Structure & Equivalency

1. Learning Objectives: List 3-5 specific skills or areas of knowledge you will master by the end of this study. (add objectives below, be as specific as possible)

Objective 1:

Objective 2:

2. Workload & Resources: Describe how you will spend your time (e.g., 5 hours/week of reading, lab work, or creation). List primary resources (books, software, experts). Provide an outline/timeline of your proposed learning, work, outcomes for the duration of the term.

3. Mentorship Plan: You must meet with your mentor and counselor each at least once a month for a check in. Secure a mentor and discuss your meeting agreements. How will you schedule these meetings to ensure they happen. What days/periods/time of day have you agreed upon with your counselor and mentor for these meetings? Write the answer here and then obtain signatures below:

Faculty Mentor Name: _____

Agreed upon meeting arrangements: _____

Counselor Name: _____

Agreed upon meeting arrangements: _____

Section 4: Outcomes & Demonstration of Learning

1. Desired Outcome: What is the final "deliverable" (e.g., research paper, portfolio of art, coded application, performance)? (*Describe below, up to one paragraph*).

2. Final Evaluation: How will you prove that your work is equivalent to a traditional course? (e.g., a public presentation, a 10-page report, or a graded viva/exam). (*Describe below, up to one paragraph*).

Section 5: Signatures & Approval

I agree to the terms above and understand that failure to maintain progress or attend mentor meetings may result in the termination of the study and loss of credit.

Student Signature: _____ Date: _____

Mentor Signature: _____ Date: _____

Parent/Guardian Signature : _____ Date: _____

Counselor Signature: _____ Date: _____

Final Admin Approval: _____ Date: _____