

**EDEN CHRISTIAN ACADEMY  
MT. NEBO CAMPUS**



**UPPER SCHOOL  
COURSE CATALOG  
2023-2024**

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## MISSION STATEMENT

### *Purpose/Mission*

Eden Christian Academy is committed to providing an exceptional educational experience by engaging the mind and heart of each student to think and act with Christ-like character.

### *Our Core Commitments*

As we fulfill our purpose and deliver our educational mission, we are unreservedly committed to:

- ***Christ-centeredness.*** We recognize the Lord's sovereignty over every aspect of life. Therefore, we continuously seek His guidance and submit to His leadership as we pursue our mission, glorifying Him in all that we do. (Matthew 28:18; Colossians 3:17)
- ***The Authority of God's Word.*** We believe the Holy Bible to be the Spirit-inspired source of all Truth and the lens through which we are to observe and relate to the world in which we live. Therefore, the Scriptures guide and shape our thinking and practices as we provide a biblically based education for each student in the development of a Christian worldview. (John 17:17; 2 Timothy 3:16)
- ***Excellence.*** We believe that God is the creator and author of all that is good, beautiful, and wise. Therefore, at ECA, excellence is not simply a word; it is a commitment for which we continuously strive. Mediocrity in any endeavor is simply unacceptable. (1 Corinthians 10:31; Colossians 3:23)
- ***Partnership with Parents.*** We recognize the God-given responsibility of each parent to raise their children in the nurture and admonition of the Lord. Therefore, we are dedicated to being a resource for families, encouraging and facilitating the engagement of parents in the education of their children, and supporting the values espoused in the home and church. (Proverbs 22:6; Ephesians 6:4)
- ***Education of the Whole Student.*** We believe that students are more than minds to fill and education is more than knowledge to dispense. Christian education recognizes the unique dimensions of each student as a life to shape and a spirit to nurture. Therefore, we are committed to providing a thorough and rigorous educational experience that touches each area of a student's life, including: (1 Corinthians 12:4-6)
  - Spiritual Transformation.*** We are committed to a desire for each student to come to a saving faith in Christ and to foster a continuously maturing relationship with Him, His Church and the Scriptures, leading to a life of personal holiness, theological clarity and selfless service. (2 Corinthians 5:17; Philippians 2:12-13)
  - Intellectual Development.*** We are committed to helping each student acquire the skills essential to critical thinking, discernment, problem solving and effective application of core truths to challenging life situations. (2 Corinthians 10:5; James 1:5)
  - Life Preparation.*** We are committed to helping each student acquire the understanding and insight necessary for success in pursuing God's calling in college, vocation, family and community life. (Jeremiah 29:11; 1 Samuel 1:27-28)
  - Cultural Engagement.*** We are committed to developing in each student the capacity, wisdom and willingness to engage and critique popular culture and the arts from a sound biblical foundation. (Genesis 1:28; Romans 12:2)
  - Personal Relationships.*** We are committed to helping our students build and sustain strong relationships with people from all walks of life, while learning to fully and joyfully participate in the dynamics of community and church life. (John 13:34; 2 Corinthians 6:14)
  - Physical Vigor.*** We are committed to helping students develop life-long habits of regular exercise, healthy diet and team building, with an appreciation for athletics and recreation. (1 Corinthians 6:19; 1 Corinthians 9:24)

## PHILOSOPHY OF EDUCATION

The educational philosophy of Eden Christian Academy is based on a God-centered view of truth and man, as revealed in the Bible. Man is a product of the creative power of God. Therefore, God is at the center of the Christian view of life.

The following outline summarizes the steps to the development of the educational philosophy of Eden Christian Academy which naturally begins with God:

**1. God stands at the center of the Christian's view of the world.** We believe that God is an eternal, personal Being of absolute knowledge, power and goodness. He is the ultimate Reality, the source of all reality and truth. He exists in three persons: God, the Father; God, the Son; and God, the Holy Spirit. (All truth is ascribed to the Trinity. God, the Father is the source of truth; God, the Son is the manifestation of truth; and God, the Spirit is the interpreter of truth.)

**2. The highest level of self-revelation was through His Son Jesus.**

- a. Self-revelation also comes through the Bible, God's Word, written by men inspired by the Holy Spirit.
- b. God's revelation also comes through nature. Non-rational creation (all levels below man) has as its purpose to reveal the attributes of God. Rational creation (man) has as its purpose to glorify God and to do His will.
- c. The Holy Spirit, present in each Christian, reveals God and guides each believer into all truth.

**3. A Christian Philosophy of Life.** Since God created and sustains all things through His Son, Jesus Christ, the universe and all life are related to God and have the purpose of revealing and glorifying Him. This is particularly true of man who was made in God's image, different from all other creations, with the unique capacity to know and respond to God personally and voluntarily. Because man is a sinner by nature, he cannot, in this condition, know or honor God in his life. He can do this only by being born again through receiving Jesus Christ as Savior and Lord, and thus be enabled to do God's will.

**4. A Christian Philosophy of Education.** The process of education is seen as a means used by the Holy Spirit to **bring the student into fellowship with God**, to **develop a Christian mind** in Him, to help the student be sensitive to direct revelation by the Spirit of God to his spirit, and to **train him in Godly living** so that he will be able to fulfill God's total purpose for his life, personally and vocationally.

- a. All aspects of the educational process—objective, content, methods, principles and administration—are derived from the fact that God is central in the universe and the Source of all truth.
- b. The mandate for Christian education comes from God's command that children are to be taught to love God and give Him pre-eminence in their lives and that parents are responsible for the total education and training of their children. The Christian school, along with the parents, is a partner in giving this education.

## UPPER SCHOOL CURRICULUM

The Upper School's multi-faceted curriculum is designed to help students grow in every area of life – spiritually, academically, physically, socially and emotionally. An individualized approach helps each student reach his/her God-given potential. The curriculum is taught from a Biblical perspective and promotes a “positive peer culture” that allows students to learn the truth. Establishing a Christian worldview based on solid Biblical perspectives, combined with rigorous academics, competitive athletics and a dynamic performing arts program, prepares students to be future leaders in our community, nation and the world.

### Course Registration

Course registration forms are due into the main office by the designated deadline for that school year.

At the start of the school year, there will be a three (3) week period in which students may decide to withdraw from ensemble and/or band. After the three (3) week period, students must remain in the class for the duration of the year. Students are required to take a minimum of 6 credits per year. All schedules are subject to change per teacher recommendation and availability, academic need, and student interest.

<b>General Graduation Requirements</b>		
<b>Subject Area</b>	<b>Additional Information</b>	<b>Credits</b>
<b>English</b>		<b>4</b>
<b>Math</b>	must be taken during grades 9-12	<b>4</b>
<b>Science</b>		<b>3</b>
<b>Social Studies</b>		<b>3</b>
<b>Biblical Studies</b>		<b>4</b>
<b>Physical Education</b>	0.5 credits per year	<b>2</b>
<b>Health</b>	1st semester 12th grade *asynchronous course	<b>0.5</b>
<b>Foreign Language</b>	*courses must be taken during grades 9-12 *Disclaimer: some colleges require 3 years of same foreign language for admissions	<b>2</b> (of the same language)
<b>Electives</b>		<b>4.5</b>
<b>Graduation Leadership Project</b>	*incorporated into the 11th Grade Bible. Senior transfer students complete a modified project.	No separate credit earned
<b>Total:</b>		<b>27</b>

## Service Learning

*“The greatest among you will be your servant.” (Matthew 23:11)*

*“Show me your faith without deeds, and I will show you my faith by what I do.” (James 2:18b)*

*“Do nothing out of selfish ambition or vain conceit, but in humility consider others better than yourselves. Each of you should look not only to your own interests, but also to the interests of others.” (Philippians 2:3-4)*

**Objective :** Our goal for community service remains the same; however, our strategy and method for cultivating student leadership have changed. We still strive to develop students who understand and demonstrate servant leadership as God’s Word describes it.

**Strategy:** Under our previous model, students would complete an act of service and then log/report those service hours through an online form. If a student met their grade-level required hours, they receive an end-of-the-year recognition award. All hours logged would also be reported on student transcripts. While this system has served us well over the years, we would like to challenge our students to really reflect on their service experiences and the meaningfulness of the act of serving others. A system that would focus on the *quality* of the service experience over the *quantity* of hours served. Therefore, we have moved towards a service learning model for Upper School students. A service learning model will allow students to reflect on their service and learn from their experiences; not just check it off the to-do list.

**Method of reporting:** Students will serve as they have in the past and they will submit details of their service through an online form. Accumulated service hours will be reported on student transcripts. We will be using the *new online form* which can be accessed by [clicking here](#). Students will share the following information on this form:

- Verify satisfaction of grade-level service goal.
- Parent or supervisor verification service learning experience.
- Share a photo or two related to your service learning goal (if possible).
- Service learning reflection writing prompts:
  - Highlight one of your service experiences
  - How did your act of service bless others?
  - How did your act of service bless you?
  - How did your service learning experience affect you? Will you do it again? Why or why not? Would you commit to doing things like this again? Would you consider doing this act of service as a long-term commitment or possible vocation?
- At end-of-year awards chapels, we will recognize students who complete twice the hours of their service learning goal by the deadline (March 17, 2021) as well as highlight some of the “best of” from the year

**Definition of Service:** Service is not limited to church or school activities; though those are *great* places to invest your time! Any act that puts someone’s needs ahead of your own and you’re not compensated for can be defined as service. The following is a list of potential service opportunities; however, it is not an exhaustive list. If you have an opportunity for service not listed; approval may be obtained from the Service Learning Coordinator. (Examples on next page).

- Sunday School teacher
- Special church projects
- Volunteer at a nonprofit
- Vacation Bible School
- Church choir/worship team
- Evangelism program
- ECA staff babysitting
- AWANA, etc. type group leader
- Helping a neighbor
- School-sponsored service days
- Sunday School aide
- Hospital volunteer
- Crisis Pregnancy Center
- Mentoring
- Youth group leadership
- Summer camp staff
- Church drama team
- Church A/V team
- Teacher aide
- CORE team
- Church greeter
- Nursing Home visit
- Short-term mission trip
- Helping senior citizens
- Church maintenance
- Church babysitting
- Tutoring

**Grade level service hour goals:**

Grade Level	Service Hours
7	20
8	20
9	25
10	25
11	25
12	25

**Time Frame:** All approved acts of service must be submitted by **the final day of Q3** to be eligible for the current academic school year (2022-2023).

**Academic Impact:** A student's service learning experience is calculated within their overall Bible grade. Failure to meet the grade-level service hour goal will have an impact on the student's Q3 Bible grade. Please refer to the chart(s) below:

**High School Example:** If a high school student has not completed their Service Learning goal of 25 hours by the end of Q3, it will affect their Q3 grade by 1% for every 5 hours they are short of their goal. The maximum impact would be 5% of their Q3 grade.

	Q3 Bible Grade
Reached goal of 25 hours	96
Only reached 20 hours	95
Only reached 15 hours	94
Only reached 10 hours	93
Only reached 5 hours	92
0 hours submitted	91

***Middle School Example:*** If a middle school student has not completed their Service Learning goal of 20 hours by the end of Q3, it will affect their Q3 grade by 1% for every 5 hours they are short of their goal. The maximum impact would be 4% of their Q3 grade.

	Q3 Bible Grade
Reached goal of 20 hours	96
Only reached 15 hours	95
Only reached 10 hours	94
Only reached 5 hours	93
0 hours submitted	92

**Reporting:** Reporting will be done by the student **and submitted by the final day of Q3.**

Information for your service learning experience should be reported using the Google form at this link: <https://forms.gle/YH88QkAVQ8FyCg6SA>

\*\*Contact Mr. Potter with specific questions or concerns: [bpotter@edenca.org](mailto:bpotter@edenca.org)

**Attention Students: Community service hours are reported on your official transcript which is sent to college and career opportunities!**



# Report Card Honor Roll Qualifications

\*updated November 12th, 2020

<u><b>HIGH SCHOOL (Grades 9-12)</b></u>	<u><b>MIDDLE SCHOOL (Grades 7 &amp; 8)</b></u>
<p><b>HIGHEST HONOR ROLL</b> Weighted GPA of 4.0 and above for the quarter</p> <p><b>HIGH HONOR ROLL</b> Weighted GPA between 3.6 and 3.999 for the quarter</p> <p><b>HONOR ROLL</b> Weighted GPA between 3.1 and 3.599 for the quarter</p>	<p><b>HIGHEST HONOR ROLL</b> GPA of 3.7 and above for the quarter</p> <p><b>HIGH HONOR ROLL</b> GPA between 3.5 and 3.699 for the quarter</p> <p><b>HONOR ROLL</b> GPA between 3.0 and 3.499 for the quarter</p>

### FINAL REPORT CARD GRADE CALCULATION

The final grade for a full year course (1 credit) is typically determined by calculating 8% of the midterm exam grade, 8% of the final exam grade, 21% of each quarter grade. (Adjustments to M.T. and Final exams was made during 2020-2021)

### TRANSCRIPT GPA CALCULATION

If a student takes a course through a University or College outside of Eden's College in High School Program, that course needs to be pre-approved by the principal and communicated to the school counselor and registrar. Upon successful completion and providing the school with documentation, the class will be listed on their transcript for credit.

Standard Grade Scale							
<b>A+</b>	98-100	<b>B</b>	82-87	<b>C-</b>	70-71	<b>F</b>	0-59
<b>A</b>	92-97	<b>B-</b>	80-81	<b>D+</b>	68-69	<b>P</b>	Pass
<b>A-</b>	90-91	<b>C+</b>	78-79	<b>D</b>	62-67	<b>I</b>	Incomplete
<b>B+</b>	88-89	<b>C</b>	72-77	<b>D-</b>	60-61	<b>U</b>	Unsatisfactory

GPA SCALE											
	<b>CHS/AP</b>	<b>CP</b>	<b>Standard</b>		<b>CHS/AP</b>	<b>CP</b>	<b>Standard</b>		<b>CHS/AP</b>	<b>CP</b>	<b>Standard</b>
<b>A+</b>	4.50	4.30	4.00	<b>B</b>	3.40	3.20	3.00	<b>C-</b>	2.00	1.80	1.70
<b>A</b>	4.50	4.30	4.00	<b>B-</b>	3.10	2.90	2.70	<b>D+</b>	1.50	1.30	1.30
<b>A-</b>	4.20	4.00	3.70	<b>C+</b>	2.60	2.40	2.30	<b>D</b>	1.20	1.00	1.00
<b>B+</b>	3.70	3.50	3.30	<b>C</b>	2.30	2.10	2.00	<b>D-</b>	0.90	0.70	0.70
								<b>F</b>	0	0	0

*Course Offerings by  
Subject and Grade Level*

## LANGUAGE ARTS

### 7th Grade English

7th Grade English develops foundational interpretive skills in reading and comprehension as well as communicative skills in writing and speaking. These skills will be developed by focusing on vocabulary building, grammar and writing skills, and analyzing important literary elements and techniques. Students will explore elements of literature including plot, setting, characterization, theme, and point of view within a short story unit. Students will examine and analyze poetry for literary elements such as alliteration, hyperboles, imagery, similes, and metaphors. Finally, students will apply their knowledge of literary elements by reading and analyzing novels such as *Tangerine*, *The True Confessions of Charlotte Doyle*, and *The Wednesday Wars*. Students will learn to read different genres of literature through the lens of a Christian worldview, understanding truths about God, his world, and his people.

### 8th Grade English

8th Grade English further develops foundational interpretive skills in reading and comprehension as well as communicative skills in writing and speaking. These skills will be developed by focusing on vocabulary building, grammar and writing skills, and analyzing important literary elements and techniques. Students will explore different genres of literature, examining theme and author's purpose through novels and short stories, including short stories by Ray Bradbury, *The Pearl* by John Steinbeck, *Much Ado about Nothing* by William Shakespeare, and *To Kill a Mockingbird* by Harper Lee. Students will learn to read different genres of literature through the lens of a Christian worldview, understanding truths about God, his world, and his people.

### CP 9th Grade English (1 credit, full year course)

This course is designed to aid students in exploring a variety of genres of literature. Numerous short stories and poems will be read and studied throughout the year as we seek to explore the main theme of the year – Man's Inhumanity to Man. The novels or classical works that will be read and studied include *The Odyssey* by Homer (coupled with a unit on Greek mythology), *Animal Farm* by George Orwell, *Romeo and Juliet* by Shakespeare, *The Count of Monte Cristo* by Alexander Dumas, and *All Quiet on the Western Front* by Erich Remarque. Numerous writing skills will be refined and various styles of writing completed. Also, special focus will be placed on learning the terms and definitions of literary devices used in all the literature studied and vocabulary exercises will be done weekly.

### CP 10th Grade English (1 credit, full year course)

10<sup>th</sup> Grade English encompasses the following areas of study, including literary selections from cultures around the world written by representative authors from these cultures. We will explore various themes and genres to gain insights into the lives of people from around the globe. The course also refines student mastery of writing and language, research, oral and visual communication. Participants will produce a research paper on a teacher-approved topic, as well as build skills in development of narrative, expository, and persuasive writing. Students will apply advanced writing and reading skills as they read more challenging texts, such as *Julius Caesar* by Shakespeare, *Cry, The Beloved Country* by Alan Paton, and *The Good Earth* by Pearl S. Buck. An integrated approach to the study of grammar and vocabulary will also be a major part of the course.

### CP 11th Grade English (1 credit, Grades 11 or 12)

This course begins with the development of literature in the American colonies, literature which came to be regarded as purely American in style and values. The course will continue to take the students on a journey throughout American history and the changes in American philosophies and values that have developed in the past several centuries. The most famous of American authors and their works will be studied. Authors such as Nathaniel Hawthorne, Ralph Waldo Emerson, Henry David Thoreau, Stephen Crane, Mark Twain, and John Steinbeck are just a few of the revered writers whose works have withstood the test of time and who will be included in this course. Poets such as Walt Whitman, Emily Dickinson, Maya Angelou, and Langston Hughes will also be studied. The three classic works that the students will more thoroughly focus on are *The Scarlet Letter* by Nathaniel Hawthorne, *The Great Gatsby* by F. Scott Fitzgerald, and *A Raisin in the Sun* by Lorraine Hansberry. Several types of compositions will be assigned and writing styles and techniques will be reviewed. The study of literary devices and vocabulary exercises will also continue throughout the year.

### CP 12th Grade English (1 credit, full year course)

British Literature focuses on a broad range of skills and experiences designed to prepare students for entry into post-secondary studies. Specifically, participants will be deeply involved in refining and building upon writing and critical reading skills learned at earlier levels. The narrative, expository, and persuasive essay will be developed more fully, with emphasis on clear, forceful writing generated from careful attention to various stages of the writing process. The literary component of the course will trace the development of British literature from its earliest beginnings to the present. Beginning with the Anglo-Saxon Period, through the Renaissance and into the Victorian Period, students will examine the scholarly writings of masters of each era, concluding with a glimpse at the modern world through the eyes of contemporary writers addressing present-day issues. Students will also write a research paper on a teacher-approved topic and a course in British literature would not be complete without experiencing one of Shakespeare's great masterpieces, *The Tragedy of Macbeth*. As with other course offerings in our language arts program, this course will approach the study of grammar and vocabulary as an integrated part of our overall curriculum. Students in this course will also plan, create and edit Eden Christian Academy's yearbook.

### **AP Language and Composition (1 credit, Grade 11, full year course)**

This course is the equivalent of a college-level freshman composition course. Therefore, the course is conducted and student work is graded in much the same way as a college course. Students must accept responsibility for completing numerous writing assignments on time and in a manner that exceeds what might be expected of a high school junior English student.

The course concentrates on literary analysis and rhetorical strategies as they influence essay writing and reading. Essays are analytical and focus on the technical functions of point of view, setting, diction, syntax, structure, themes, figurative language, rhetorical strategies of persuasion, and characterization. The reading selections are taken mostly from American literature and published essays and editorials. Major works such as *In Cold Blood*, *The Great Gatsby*, and *A Raisin in the Sun* will be reviewed. Famous speeches from history will be analyzed and evaluated for critical ideas and persuasive techniques. Students also engage in an extensive study of writing skills and revision techniques. Grades are based on numerous compositions, objective reading quizzes and tests, vocabulary usage, practice essays and exams, and creative writing exercises.

**Prerequisite: minimum 83% final average in CP 10th Grade English**

### **AP English Literature (1 credit, Grades 11 or 12, full year course)**

An AP English Literature and Composition course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. Major works such as *Their Eyes were Watching God*, *Antigone*, *Othello*, *Things Fall Apart*, and other novel(s) will be studied. AP English Literature and Composition is a rigorous course. Students choosing to commit to this course must understand the high level of preparation, reading, thinking, and writing that will be required of them.

**Prerequisite: minimum 83% final average in CP 11th Grade English or AP English Language**

## **SOCIAL STUDIES**

### **World History (Grade 7)**

This course is a study of the events of world history. It will begin with a look at the key elements and themes in geography, some basic ideas of economics, and important principles of government and citizenship. As we look at history, specifically, the people, events, and cultures of past civilizations, our lessons will be broken down into the following time periods: historical beginnings, ancient history, the middle ages, and modern history. Our study of ancient cultures will include the Mesopotamian, Egyptian, Israeli, Greek, Indian, Chinese, and Roman civilizations. We will see how Christianity rose out of the Roman Empire and the dramatic impact that it had on the world. Time will be devoted to learning about the people and cultures of Korea, Japan, and Southeast Asia.

We will then shift our study to the middle ages and the historically and spiritually impactful periods of the Renaissance and the Reformation which gave rise to the Age of Exploration and subsequent development of the New World. French and English history, the Middle and Far East, colonial Africa, the rise of socialism and totalitarianism in Europe, the world wars, and many other locations and events leading up to present day will comprise the remainder of the course. A focus on current events has also been incorporated into the curriculum this year. To aid our study of world history, our class will enjoy the use of videos, interactive maps and timelines, and other on-line resources.

### **American History (Grade 8)**

The American Republic is a survey of the major people and events of U.S. history. The course begins with a study of the early years of our nation, including the discovery of the New World, colonization, the independence movement, and attempts to establish a government. A look at technological advancements, the nation's expansion across the continent, and the challenges of the civil war and reconstruction will follow. We will examine America as it surges forward as a major industrial power and as it seeks to cure society's ills through the social reforms of the Progressive Era. America will be seen as taking the lead in the world through their accomplishments in the world wars. We will discuss the impact of both the roaring twenties and the stock market crash on today's society. The course will conclude with a look at America as it sought to adapt to the changing world environment due to the rise of strong political party platforms, self-serving totalitarian dictators, and rising terrorist threats. The presentation and discussion of current events is an integral part of this course.

### **CP World Cultures (1.0 credit, Grade 9, full year course)**

World History covers the entirety of recorded human history from Ancient Mesopotamia to the present in one year. The content focuses primarily on the development of Western civilization, with time spent surveying major Asiatic and African cultures. The student will be required to demonstrate competence in the areas of research and thesis development, as well as discuss historical issues that have contemporary significance.

### **CP United States History (1.0 credit, Grade 10, full year course)**

U.S. History is a detailed study of the people, ideals, and events that have shaped the history of America. The course begins with a focus on the numerous founding fathers that were truly God-fearing men who had the wisdom to found a country with God first. The course begins with a brief look at the Age of Exploration and the discovery of the New World. This is followed by an in-depth study of early colonial times which lays the groundwork for the student's understanding of the Christian heritage that was carefully constructed for them to enjoy. We further delve into the reasons why British subjects living in North America broke away from their mother country to establish themselves as a free nation. The class further analyzes and evaluates the first attempts of this fledgling nation to govern itself, first, through the crafting of the Articles of Confederation and, eventually, the United States Constitution. The class learns of the achievements of the 18 and 19 centuries including the ideal of "Manifest Destiny" becoming a reality for the people of America as well as the divisiveness that spread during this period leading to the American Civil War. Our study will include a look at the many wars and conflicts in which America was involved in during the 20th century including World Wars I and II, the Korean War, the Vietnam War, the Cold War, and the Gulf War. Furthermore, we will spend the latter part of the last quarter of the 21st century. A focus on current events and the upcoming election has also been incorporated into the curriculum this year.

### **CP Economics and Political Science (1.0 credit, Grades 11 or 12, full year course) \*typically offered biannually**

This course is designed for juniors and seniors covering both the organization and functions of the economy as well as an introduction to political science. Political science covers the concept of government, focusing primarily on the conception and structure of the American government. The student will be required to analyze American policies as well as keep pace with current events in the world. Economics will cover the development of the political philosophy behind capitalism as well as the various laws and principles that guide a free economy. In addition, students will discuss the basic ideas behind sound personal finance.

### **CP European History (1.0 credit, Grades 11 or 12, full year course) \*typically offered biannually**

The study of European history since 1450 introduces students to cultural, economic, political, social, and religious developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse.

In addition to providing a basic narrative of events and movements, the goals of European History are to develop an understanding of some of the principal themes in modern European history, an ability to analyze historical evidence and historical interpretation, and an ability to express historical understanding in writing.

### **CP Sociology and Anthropology (1.0 credit, Grades 11 or 12, full year course)**

Sociology/Anthropology is an overview of the social sciences of sociology and anthropology, focusing largely on the development of culture throughout human history. In this course, emphasis is placed on applied anthropology and the development of modern western culture. Students will learn the techniques that anthropologists and sociologists use to better understand various cultures around the world.

### **AP U.S. History (1.0 credit, Grades 11 or 12, full year course)**

AP U.S. History is a detailed study of the people, ideals, and events that have shaped the history of America. The course begins with a brief look at the Age of Exploration and the discovery of the New World. This is followed by an in-depth study of early colonial times which lays the groundwork for the student's understanding of the Christian heritage that was carefully constructed for them to enjoy. We further delve into the reasons why British subjects living in North America broke away from their mother country to establish themselves as a free nation. The class learns of the achievements of the 18th and 19th centuries including the ideal of "Manifest Destiny" becoming a reality for the people of America as well as the divisiveness that spread during this period leading to the American Civil War. Our study will include a look at the many wars and conflicts in which America was involved in during the 20th century. Furthermore, we will spend the latter part of the last quarter of the 21st century. A focus on current events and the upcoming election has also been incorporated into the curriculum this year. Critical thinking and analysis of primary source documents will be a major emphasis in this course.

**(Prerequisite 83% final average in CP United States History)**

### **AP Psychology (1.0 credit, Grades 11 or 12, full year course)**

This course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas.

**(Prerequisite 83% final average in previous social studies classes)**

### **AP Microeconomics (1.0 credit, Grades 11 or 12, full year course) \*offered on a rotating annual basis**

This course is college level in rigor, and introduces students to principles of economics that apply to the functions of individual economic decision-makers. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of the government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

## **MATHEMATICS**

### **7th Grade Math**

This course will extend students' elementary mathematical skills and build a foundation of algebraic concepts. Students will move from concrete to abstract thinking as they develop their algebraic reasoning. They will work with probability and solving equations with variables. They will build on their understanding and usage of integers, decimals, fractions, proportions, measurements, graphs, and percentages. They will collect, display and analyze data. Students will also build on their geometric skills.

### **Pre-Algebra (Grades 7 or 8)**

The course will allow students to extend their elementary skills and begin to learn algebra concepts that serve as a transition into formal Algebra and Geometry. Students will learn to think flexibly about relationships among fractions, decimals, and percentages. Students will learn to recognize and generate equivalent expressions and solve single-variable equations and inequalities. Students will investigate and explore mathematical ideas and develop multiple strategies for analyzing complex situations. Students will analyze situations verbally, numerically, graphically, and symbolically. Students will apply mathematical skills and make meaningful connections to life's experiences.

### **CP Algebra I (1 credit, Grades 8 or 9, full year course)**

This course will provide traditional math instruction while allowing the students to communicate and explore content in ways that illuminate the transitions between concrete and abstract thinking. Students will analyze situations verbally, numerically, graphically, and symbolically, as they apply mathematical skills and make meaningful connections to life's experiences.

**Prerequisites:** 7th grade minimum 83% final average in Pre-Algebra or successful completion of Pre-Algebra in 8th grade

### **Geometry Concepts (1 credit, Grades 10, 11, full year course)**

\*Less rigorous pacing than our CP Geometry; necessary geometry concepts covered. Upon completion, students typically progress on to Algebra II Concepts then CP Algebra/Trigonometry or CP Personal Finance math courses.

**Prerequisite:** 10 grade: successful completion of CP Algebra 1

### **CP Geometry (1 credit, Grades 9 or 10, full year course)**

This course should be taken after CP Algebra I. Since topics of Geometry make up one third of the math questions on the College Board test, students planning to take the SAT should complete Geometry by the end of their junior year. Particular emphasis is placed on using formulas and thinking geometrically (inductive/deductive reasoning) to solve many everyday problems. Major units include congruent triangles, perpendiculars, parallels, angles, parallelograms, trapezoids, circles, congruence, similarity, angle measurement, areas of plane figures, surface area, volume, constructions and methods of proofs.

**Prerequisite:** 9 grade: minimum 83% final average in CP Algebra I

10 - 12 grade: CP Algebra I

### **Algebra II Concepts (1 credit, Grades 10, 11 or 12, full year course)**

This course should ideally be taken after Geometry. It is designed so that all students can succeed in Algebra II. Algebra II concepts contains important material that is included on the SAT. This course focuses on the key topics that provide a strong foundation in algebra. Lesson concepts include: tools of algebra, linear equations and functions, systems of linear equations, inequalities and absolute value, quadratic functions and factoring, polynomials and polynomial equations, powers, roots and radicals, exponential and logarithmic functions and rational equations and functions. Many opportunities are provided for students to practice and maintain skills, as well as to apply concepts to real-world problems. Note: **This is not a prerequisite for Precalculus. Students planning to take CP Trigonometry and Precalculus should enroll in the CP Algebra II course.**

### **CP Algebra II (1 credit, Grades 9, 10, 11, or 12, full year course)**

This course should be taken after Geometry. This course is designed for college-bound students needing a basis for work in higher math and to prepare for the SATs. Major units include: quadratic functions and factoring, polynomials and polynomial functions, rational exponents and radical functions, exponential and logarithmic functions, rational functions, quadratic relations and conic sections. Emphasis is placed on problem solving. **CP Algebra II is a prerequisite for CP Trigonometry and Precalculus.**

**Prerequisite:** 10 grade: Minimum 83% final average in CP Geometry

11 - 12 grade: Minimum 73% final average in CP Geometry

### **CP Algebra and Trigonometry (1 credit, 11th or 12th grade, full year course)**

This course is designed for students who have finished Algebra II, but are not yet ready for Precalculus. CP Algebra and Trigonometry has been designed to prepare students for college-level mathematics courses. Many types of functions are covered; polynomial, exponential, logarithmic, inverse, rational and radical. Also, Trigonometric concepts are covered. Units include Trigonometric functions, Right Triangle Trigonometry, Radian Measure and Circular Functions, Trigonometric Identities and Equations, and Oblique Triangles.

**Prerequisite: CP Algebra II or Algebra II Concepts**

### **CP Trigonometry and Precalculus (1 credit, Grades 10, 11 or 12, full year course)**

This course is comprised of two fundamental sections including a comprehensive study of trigonometry including trigonometric ratios and graphing, solving trigonometric functions utilizing both algebraic and graphic solutions, trigonometric identities, proofs, and trigonometric applications. The other major focus expands upon the students' algebra background to include linear models, graphs of functions including quadratic functions, inverse functions, polynomial functions, exponential functions and conic sections.

**Prerequisite: 10<sup>th</sup> grade: 83% or higher in CP Algebra II**

**11<sup>th</sup> grade: 73% or higher in CP Algebra II**

**\*Students can also take this course after successfully completing our CP Algebra/Trigonometry course after either Algebra 2 offering**

### **AP Calculus (1 credit, Grades 11 or 12, full year course)**

This course is for students who have demonstrated mastery of material in algebra, geometry, trigonometry, analytical geometry and elementary functions (equivalent of four years of high school mathematics). This is a rigorous, demanding, fast-paced course. Major units of work include equations of lines, functions (polynomial, rational, radical, trigonometric, exponential and logarithmic), limits and continuity, derivatives, applications of derivatives, the antiderivative, the definite integral and its applications, and methods of integration. This course makes considerable use of the graphing calculator and it is recommended that the student have a TI-83 Plus or similar calculator.

**Prerequisite: minimum 78% final average in CP Trigonometry and Precalculus**

### **AP Statistics (1 credit, Grades 11 or 12, full year course)**

AP Statistics is the high school equivalent of a one semester, introductory college statistics course. In this course, students develop strategies for collecting, organizing, analyzing, and drawing conclusions from data. Students design, administer, and tabulate results from surveys and experiments. Probability and simulations aid students in constructing models for chance phenomena. Sampling distributions provide the logical structure for confidence intervals and hypothesis tests. Students use a TI-83+/84 graphing calculator, Microsoft Excel, and Web-based java applets to investigate statistical concepts. To develop effective statistical communication skills, students are required to prepare frequent written and oral analyses of real data. A byproduct of this course is that students become informed consumers of the statistics they come across every day.

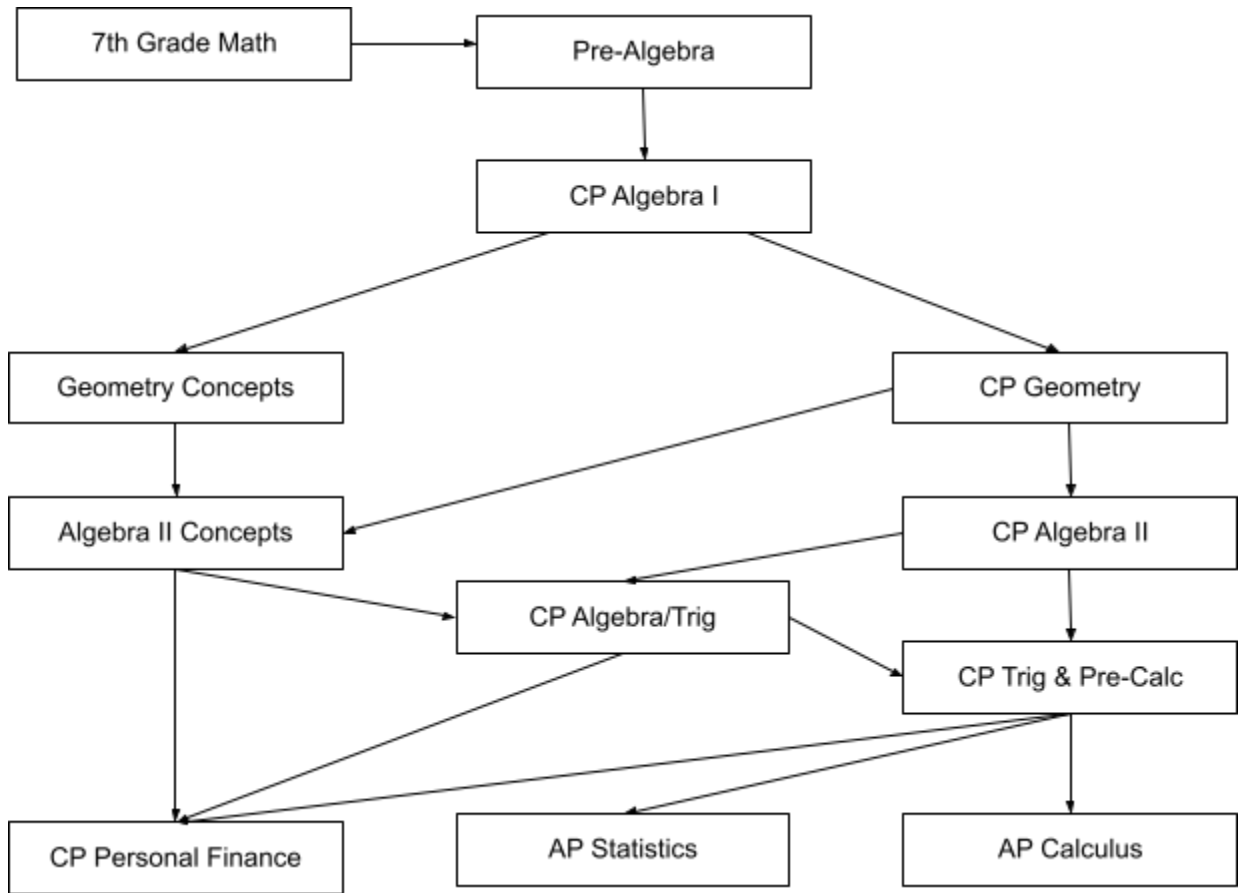
**Prerequisite: 83% or higher in CP Algebra II**

### **CP Personal Finance (1 credit, Grade 11 or 12, full year course)**

This course introduces the skills used to steward the resources God provides us in our daily financial lives. Topics include measurement systems, taxes, personal banking, retirement investing, saving, car and home loans, budgeting, health and life insurance, and related mathematical concepts. The course can count for required math credit, or taken as general elective toward graduation.

**\*\*See Math Flow Chart on next page for the most common progressions\*\***

**Standard Upper School Math Progression Opportunities:**



**\*Contact Mrs. Newman (Grades 7-8) or Mrs. Potter (Grades 9-12) and your child's current math teacher for collaboration in making appropriate math choices.**



## SCIENCE

### Life Science (Grade 7)

Life Science is a survey course designed to introduce students to God's world of living things. The five kingdoms of living things are explored in detail. Topics of study include the life processes of living things, the relationship between organisms and their environment, the ways in which God reveals Himself in His Creation, and our responsibilities as stewards of the Earth.

### Physical Science (Grade 8)

Physical Science is an introductory level course designed to familiarize students with the basics of chemistry and physics. Topics in chemistry covered during the 1- semester include: the states of matter, the structure of atoms, the periodic table, and chemical reactions. Topics in physics covered during 2- semester include: motion, forces, work and energy, heat/temperature, and electricity.

### CP Biology (1 credit, Grades 9, full year course)

Biology I is a laboratory survey course which introduces students to the chemical and cellular level of life. The study of biology can enhance a Christian's worship of God by revealing His creativity in the smallest details of the life processes of living things. Topics of study include: the scientific worldview, the Christian roots of science, the scientific method, the life processes of cells, introduction to genetics, and the details of evolution (both science and philosophy), and a Christian response.

### CP Chemistry (1 credit, Grades 10 or 11, full year course)

This course explores atoms and molecules, the building blocks of what we see around us, and how they react with each other. Because God's creation displays mathematical patterns, math is used as a tool to understand how atoms and molecules behave. Emphasis will be placed on problem solving. Topics covered will include: laboratory safety, measurements, calculations, matter & energy, chemical foundations, nomenclature, chemical equations, chemical reactions, chemical bonding, and modern atomic theory.

**Prerequisite:** 10- grade: minimum 73% final average in CP Biology and completion of Algebra I  
11- grade: CP Biology and completion of Algebra I

### CP Anatomy and Physiology (1 credit, Grades 11 or 12, full year course)

This course studies human body structures and functions from cells to the systems of the body. God's wonderful creation is an amazing combination of parts which work together like nothing on earth. Topics covered will be the language of anatomy, cells: the building blocks, tissues, and the 11 systems of the body.

**Prerequisite: Chemistry and Biology**

### CP Physics (1 credit, Grades 11 or 12, full year course)

Physics is the most mathematical of the sciences taught at the high school level. It is an advanced course for students planning to pursue a career in science or math. Topics of study throughout the year include nuclear physics, motion, vector analysis, forces, work and energy, momentum, rotational motion, equilibrium and dynamics, sound, optics, and selected topics in magnetism and electricity. In this course, students develop strategies for collecting, organizing, analyzing, and drawing conclusions from data by completing multiple lab activities for each unit. Students use a TI-83+/84 graphing calculator, Microsoft Excel, and virtual simulations to investigate physics concepts. Students are required to produce both informal and formal written and oral analyses to develop effective scientific communication skills. Time is also spent examining the current naturalistic worldview, and a Christian response.

**Prerequisite: minimum 73% final average in CP Algebra II; Co-requisite: CP Algebra Trigonometry**

### CP Engineering (1 credit, Grades 11 or 12, full year course)

Engages students in authentic engineering practices in a project-based environment and highlights engineering's potential to impact human lives and the world around us. Students will explore various engineering disciplines and listen to guest speakers from industry to gain a better idea of the daily activities for a professional engineer. The expectations of an engineering student at the university level will be discussed as well as strategies for success. Students will discover the engineering design process by completing team projects and using the 3D printer. Students will also explore the concept of sustainability and the role of ethics in the profession. Through team projects, the ability to collect, graph, and analyze data will be enhanced. Emphasis is also placed on effective oral and written technical communication. In addition, the seven fundamental dimensions (length, time, mass, force, temperature, current, energy, and power) are analyzed through problem solving, calculations, and projects. The objectives of this course are for students to develop engineering design skills, build habits of mind, and explore engineering fields and professions.

**Prerequisites: minimum of 83% in CP Algebra II**

### **CP Environmental Science (1 credit, Grades 11 or 12, full year course)**

Environmental science is the academic field that takes physical, biological and chemical sciences to study the environment and discover solutions to environmental problems. Sciences used in environmental science include geography, zoology, physics, ecology, oceanology, and geology.

**Prerequisite: completion of CP Biology**

### **CP Human Pathology (1 credit, Grades 11 or 12, full year course)**

Have you ever wondered what really happens when someone has a "heart attack" or a "stroke" or "cancer"? Human pathology is the study of disease in people. Students will learn about a wide array of diseases such as genetic (birth defects), infectious (Covid), neoplastic (cancer), and forensic (trauma). Through an interactive class style, case presentations, lectures, microscopic and dissection labs, students will solve medical mysteries and become familiar with basic disease processes. Guest presentations will introduce students to various healthcare-related careers.

**Prerequisite: CP Biology and CP Chemistry. CP Anatomy and Physiology must be a co-requisite at minimum**

**\*\*Parent/guardian permission required\*\* due to the subject content which will include causes of death (such as cancer, heart attack, stroke) and infectious diseases (such as sexually transmitted diseases), etc. Many of these topics can be disturbing, but the presentations and discussions will be factual, not graphic.**

### **AP Biology (1 credit, Grades 11 or 12)**

AP Biology is an advanced course for students who have a strong interest in studying ANY field of science in college. It is a great preparation course for college even if you do not intend on taking the AP exam. If you want to take the AP exam and you do well, you may be able to skip Biology completely in college (depending on the school requirements and your AP exam score). AP Biology reviews what was taught in CP Biology and then continues to dive deeper into genetics, ecology, microbiology, cell communication, plant physiology, biotechnology, gene expression and regulation, pathology and more! The two main goals for AP Biology are to help students develop a conceptual framework for modern biology and an appreciation of science as a process. Essential to this conceptual understanding are a grasp of science as a process rather than as an accumulation of facts; personal experience in scientific inquiry; recognition of unifying themes that integrate the major topic of biology; and application of biological knowledge and critical thinking to environmental and social concerns. We will also explore many different careers and specific jobs that have Biology as a background science via zoom interviews.

**Prerequisite: minimum 83% final average in CP Biology, completion of CP Chemistry recommended but not required**

### **CHS Chemistry (1 credit, Grades 11 or 12, full year course)**

**This course is free (included in ECA tuition) for students with a final cumulative grade of at least an 80%, \$150 for a 79%-70%, and \$300 for a 69% or lower.** This course is an advanced course for students who have a strong interest in the study of Chemistry. This is a College in High School (CHS) class, offered through the University of Pittsburgh. Successful completion of this course will earn 4 college credits for General Chemistry I (CHEM 0110) which is the first half of a two term introduction to general chemistry. Topics covered include stoichiometry, atomic and molecular structure, and states of matter. Problem solving and laboratory experiences are a functional part of this course. All required laboratory experiments will take place on the campus of the University of Pittsburgh.

**Prerequisite: minimum 83% final average in CP Chemistry and completion of CP Algebra II**

**FOREIGN LANGUAGES**

\*Please note that our long standing Spanish curriculum is fully accepted at the college level and meets admission requirements. Colleges and Universities may vary with their acceptance policies in regards to considering ASL as a foreign language course. Please research policies and contact admission departments at colleges of interest to ensure acceptance when making decisions.

**American Sign Language (ASL) Department**

**CP ASL I (1 credit, full year course available during 9-12th grades)**

This course is a practical introduction to sign language in which students will learn to sign the manual alphabet, numbers, functional words, and topics. It will also provide practical instruction on how to interact with people in the Deaf Community; specifically how to bridge communication gaps. Students will gain a basic understanding of Deaf Culture. No previous experience with sign language is required.

Prerequisite: none

**CP ASL II (1 credit, full year course available during 10-12th grades)**

This course will build on the skills and vocabulary from ASL 1 and take students to the next level of conversation using correct ASL grammar. Students will learn and practice signing correct ASL order as well as learn to gloss sentences in ASL. Students will continue to learn more about Deaf culture and will be expected to complete one community based project in which they will immerse themselves in a Deaf environment/event such as a WSPD sports event.

Prerequisite: CP ASL 1

**CP ASL III (1 credit, full year course available during 11-12th grades)**

In CP ASL III, students will continue their study of American Sign Language to become fluent communicators with Deaf/hard-of-hearing individuals. Particular focus will be on interpreting skills, both in daily life areas as well as in worship settings/church. They will learn about educational interpreting and other types of professional interpreting such as legal and medical. Students will continue to learn about Deaf culture but will also begin considering how their skills can be used to support their career choices. In line with Eden’s mission, the curriculum will also focus on how to share the gospel of Jesus Christ with the Deaf community, which is, statistically, largely unchurched and unsaved.

Prerequisite: CP ASL I and CP ASL II

**Spanish Department**

	7th	8 <sup>th</sup>	9th	10th	11th	12 <sup>th</sup>
College in High School Track	7 <sup>th</sup> grade Spanish	8 <sup>th</sup> grade Spanish (year long)	CP Spanish II	CP Spanish III	CP Spanish IV	CHS Spanish
College Prep Track	7 <sup>th</sup> grade Spanish	8 <sup>th</sup> grade Spanish (semester or year long)	CP Spanish I	CP Spanish II	CP Spanish III (ECA optional, but may be required depending on college of choice)	CP Spanish IV (optional)

\* To ensure language success, students who are new to Eden may be required to take a Spanish placement test before registering for a course.

### **7th grade Spanish (Grade 7, semester course opposite of Health)**

This middle school course will focus on sparking the interest of the student, generating appreciation for the language, and exploring the foundation of Hispanic culture. Students will be introduced to the most basic and practical grammatical structures and vocabulary themes throughout the semester. Students will enjoy a chapter book in Spanish. The cultural focus will be brief with the focus on the United States, Mexico, the Caribbean, Central America, South America, and Spain. As with all courses in the department, students will be frequently exposed to biblical application in the culture and structure of the target language. Upon completion of the course, students will be prepared to continue the Spanish track successfully to 8th grade Spanish.

**Prerequisite: none**

### **Introduction to Spanish 8 (Grade 8, semester course offered opposite study hall)**

This course is a continuation of 7th grade Spanish. Students will cover the first chapter of *Auténtico I* as well as reading a few short stories in Spanish. They will continue to develop speaking, listening, writing and reading skills. Emphasis will be placed upon themes such as telling time, the weather, the classroom, expressing the date, expressing likes and dislikes, and acquiring vocabulary. Students will develop listening skills as the course includes audio activities with a comprehension element. There will also be an emphasis on the Spanish alphabet and pronunciation activities.

### **8th grade Spanish (1 credit, Grade 8, full year course)**

This mid-beginner course is designed to continue the preparation of the student in the target language. As cultural focus emphasizes Spain and South America, students continue to learn in the context of authentic materials and relevant, real-world topics. *Auténtico I* take a more in-depth path through the foundational grammatical aspects of Spanish, as well as vocabulary units that reflect their daily lives. The instructor will focus further on guiding students in the skill sets that develop the ability to speak, read, write, and understand the language. This course continues to utilize basic-level authentic resources in the target language to facilitate language exposure. Students utilize *Auténtico I* textbook, videos, audio series, and various guided practices. As with all courses in the department, students will be frequently exposed to biblical application in the culture and structure of the target language. Upon successful completion of the course (90%-A), students will be prepared to continue the Spanish track successfully to College-preparatory Spanish II. If students do not meet the criteria, they may move onto College-preparatory Spanish I.

**Prerequisite: 7th grade Spanish**

### **CP Spanish I (1 credit, Grades 9, 10, 11 or 12 full year course)**

This mid-beginner course is designed to prepare the student in the target language. CP Spanish I is a viable option for new Spanish students to Eden or students who need further reinforcement after the 8th grade Spanish course. Speaking, writing, reading, and oral comprehension tasks are emphasized. As cultural focus switches to Spain and South America, students continue to learn in the context of authentic materials and relevant, real-world topics. *Auténtico I* takes a more in-depth path through the foundational grammatical aspects of Spanish, as well as vocabulary units that reflect their daily lives. Students utilize the *Auténtico I* textbook, videos, audio series, and various guided practices. As with all courses in the department, students will be frequently exposed to biblical application in the culture and structure of the target language. Upon successful completion of the course, students will be able to listen to, write, read, and speak Spanish at a basic level. They will be prepared to continue the Spanish track successfully to College-preparatory Spanish II.

**Prerequisite: none**

### **CP Spanish II (1 credit, Grades 9, 10, 11 or 12, full year course)**

College-preparatory Spanish II is a mid-intermediate level course that expands the skill- set of the student to include more comprehensive grammar, vocabulary, and communication techniques. The learner now begins to have more realms to practice their skills and put all of the pieces together. The Spanish II instructor begins to guide students toward the possibility of continuing on the track to the advanced level courses, and helps students to explore the possible, practical uses of the language in their futures. Students utilize the *Auténtico II* text, videos, audio series, and various guided practices, as well as intermediate authentic sources. Spanish is used much more in the classroom by both the instructor and students, and reading and writing tasks are reflective of the more advanced grammar topics and vocabulary themes that students explore. Cultural focus is on Mexico, the United States, the Caribbean, and Central America. Upon successful completion of the course, students will be able to communicate at a low- intermediate level with peers and teachers and understand a higher level of spoken Spanish. As with all courses in the department, students will be frequently exposed to biblical application in the culture and structure of the target language.

**Prerequisite:**  
9- grade: minimum 90% final average in year long Spanish 8  
10- grade: minimum 73% final average in CP Spanish I  
11 or 12th grade: minimum 70% final average in CP Spanish I

### **CP Spanish III (1 credit, Grades 10, 11 or 12, full year course)**

This high-intermediate level course begins our preparatory format for the AP Spanish Language class, by utilizing a heavily theme-based approach to current event issues, common social and spiritual topics, and in-depth cultural studies. Students should expect that many aspects of the course content will be introduced, discussed, and assessed completely in the target language. Spanish begins to be used in the classroom almost always by the instructor and 3-4 days a week by the students. Grammatical structures are more advanced, and students begin to learn to synthesize the written and spoken elements of the language with the culture. Cultural

focus is on Spain and South America. The *Auténtico III* text, audio resources, video series, and practice guides are the main resources for the course. However, extra sources and authentic pieces are used weekly in a “lab” context and, oftentimes, as part of homework and project assignments. Students must be self-motivated to excel in the language and participate at a higher level. As with all courses in the department, students will be frequently exposed to biblical application in the culture and structure of the target language. Students must have their own Spanish-English dictionary.

**Prerequisite:**     **10- grade: minimum 83% final average in CP Spanish II**  
                          **11- grade: minimum 73% final average in CP Spanish II**  
                          **12- grade: minimum 73% final average in CP Spanish II**

#### **CP Spanish IV (1 credit, Grades 11 or 12, full year course)**

College-Preparatory Spanish IV is a low-advanced level course that is designed to prepare students for authentic communication, further study at the university level, and success in the CHS Spanish Language course. Students registered for CP Spanish IV should be self-motivated and eager to improve their speaking, reading, writing, and comprehension skills daily and almost entirely in Spanish. By the end of the course, students are able to speak entirely in Spanish, and can be well-understood by peers, the instructor, and native speakers. This course reviews and then incorporates all grammatical issues in the Spanish language with in-depth, topical vocabulary themes and study of Hispanic culture. Students are evaluated heavily on participation in the target language and appropriate fluidity, regionalisms, and register. CP Spanish IV involves historic, political, and socio-economic surveys of the Spanish-speaking countries, history, and literary works of the language. As with all courses in the department, students will be frequently exposed to biblical application in the culture and structure of the target language. This course will finish the *Auténtico III* text, as well as utilize the *Abriendo Paso* reading text, and many other authentic resources. Authentic labs will take place one or twice per week. Students must have their own Spanish-English dictionary.

**Prerequisite:**     **11- grade: minimum 83% final average in CP Spanish III**  
                          **12- grade: minimum 73% final average in CP Spanish III**

#### **CHS Spanish (1 credit, Grade 12 full year course)**

**\*This course is free (included in ECA tuition) for students with a final cumulative grade of at least an 80%, \$150 for a 79%-70%, and \$300 for a 69% or lower. Price is subject to change based on the annual tuition rate at Duquesne University.**

Students in College in High School Spanish, offered through Duquesne University, will acquire and master advanced vocabulary, thematic concepts, cultural concepts, grammar skills, listening and speaking skills, and real-life applications of the language. Students will be able to express original spoken and written ideas in the target language, as well as debate, respond to, and critique the ideas and compositions of others in the target language. The *En contacto* college-level text, audio resources, video series, and practice guides are the main resources for the course. Students will be exposed to and understand various expressions of the language, including: newscasts, literary works, songs, podcasts, videos, articles, stories, websites, and books. Students will continue to learn and appreciate the heritage of the Spanish language, its impact on our society, the world, and their individual future goals and plans.

**Prerequisite: 11 & 12- grade: min 93% final avg in CP Spanish III or 75% min final avg in CP Spanish IV**

## **BIBLE**

#### **7th Grade Biblical Studies (The Life of Christ includes “Character Studies”, year long course)**

This course is designed to provide a comprehensive study of the life of Christ. Students will explore Jesus’ life through an in-depth 26 study of the gospels of Matthew, Mark, Luke, and John. Emphasis will be on the application of Jesus’ teachings in students’ lives. Topics covered will include: background information about the gospel writers, Jesus’ relationship with the disciples, the deity of Christ, and Jesus’ death and resurrection

#### **8th Grade Biblical Studies (The Book of Acts, year long course)**

This course is designed to teach principles of Christian living from the example of the early church as recorded in Acts. Emphasis will be on the application of the example set by the apostles for students. Topics covered will include: the start of the Church, the conversion of Saul, the spread of the Gospel throughout the known world, and challenges of the early Church.

#### **9th Grade Biblical Studies (1 credit, year long course, Old Testament: Law and Prophets)**

This course is designed to give students an overview of each of the 39 books in the Old Testament. Emphasis will be on the application of Old Testament truths in students’ lives. Topics covered will include: the thread of Christ throughout the Old Testament, the implications of being created in God’s image, the consequences of sin, and the qualities of godly character and leadership.

#### **10th Grade Biblical Studies (1 credit, year long course, New Testament Survey)**

This course is designed to give students an overview of each of the 27 books in the New Testament. Emphasis will be on the application of New Testament truths in students’ lives. Topics covered will include: the kingdom of God, salvation through Christ alone, grace versus works, and future judgment and reward.

### **11th Grade Leadership Studies (1 credit, year long course)**

This course focuses on three major areas in the field of leadership, specifically self-leadership, servant leadership, and group leadership. The course begins with a personal discovery and self-evaluation by looking at Scripture to learn about ourselves and how we are uniquely created and shaped by God. As we “look in the mirror,” we hope to uncover a knowledge of our individual gifts, passions, personalities and experiences to see how God might use them for the furtherance of His kingdom and just maybe to help chart a path forward after high school. Once we have uncovered our S.H.A.P.E., we will then focus on personal growth. By following scripture and incorporating proven, daily habits into our lives, we will have a roadmap, or a step-by-step guide, to get us from where we are now to where God wants us to be in the future. As we experience personal growth, our capacity to serve Christ and others will increase. A significant part of this course seeks to evaluate the character qualities and specific practices of servant leaders and compares them to the model set forth by Jesus Himself as well as other Biblical characters, including Nehemiah and Esther. We will conclude the year by looking at group leadership dynamics. Whether it is a group project, an athletic team, or a group of friends, getting people to move toward a common goal can be a daunting task. Developing these skills will enable students to be more effective in their relationships as they seek to serve others. During the course, the students will also be engaging in the LeaderShip Project, a requirement for graduation from ECA. Throughout this comprehensive project, the students will be required to invest a minimum of twenty-five hours pursuing one of the two distinct pathways - either the Community Service Pathway or the Career Exploration and Internship Pathway. In this project they will function as the principle leader to accomplish a series of specific objectives. They will be guided by a mentor throughout the entire process. The project will culminate in both a research/reflection paper and an oral presentation.

### **12th Grade Biblical Studies (1 credit, year long course, Spiritual Studies in Scripture/Christ in Culture)**

This course is designed to engage students spiritually and intellectually in their consideration of the foundational principles of worldviews in general, the defense of the Biblical worldview, and how their faith in Jesus Christ calls them to respond to their cultural moment. The general structure of the course features lectures, discussions, and readings pertaining to Biblical worldview, Christianity, and culture. This course is also designed to equip students to lead and facilitate small group Bible studies. Students will study selected books of the Bible which will become the focus of the small groups ministry for the academic year. Students will lead all underclassmen in a small group Bible study, prayer time, and other activities during which they will be challenged to serve, encourage, and mentor younger students.

## **COMPUTERS/BUSINESS/TECHNOLOGY**

### **Middle School Coding (semester, Grades 7-8, typically opposite of PE)**

We live in a world surrounded by technology, and whatever career path you enter, your ability to succeed will increasingly hinge upon understanding how technology works. With an emphasis on real-world skills, computer coding connects students to training that is conducive for future success. The course begins with an emphasis on problem-solving to help students develop this particular skill in regards to computer science. Students in Grade 7 begin with block coding and start to get experience writing code with the Python coding language by the end of the course. Students in Grade 8 will get experience writing code using several different programming languages in order to develop an understanding of common characteristics shared by many programming languages. Students need earbuds/headphones to use daily in class; school-owned Surface Pro laptops are used.

### **CP Introduction to Computer Science 101 (0.5 credit, 1 semester, Grades 9 or 10)**

#### ***\*\*Previously CP Coding 101***

This course introduces fundamental computer science concepts and computer programming. This course is designed for students with little to no prior programming experience and incorporates topics of program design, input, and output. This course uses Python to demonstrate those topics. Students learn basic programming structures such as if statements, loops, arrays, strings, functions, and graphics to build fun, interactive programs. By the end of the course, students will understand the basics of computer science and the Python programming language. The principles learned in this course will be developed further as the students’ progress through the future computer science courses.

**CP Introduction to Computer Science 102 (0.5 credit, 1 semester, Grades 9 or 10)**

**\*\*Previously CP Coding 102**

This course is a continuation of Introduction to Computer Science 101. It will introduce students to more advanced Computer Science topics and create a strong foundation for the advanced level courses. Students will dig deeper into sequence, decision, arrays, and iteration using Python before advancing to Java to enhance their programming skills using Object-Oriented Programming. The Java programming language will be used to deepen programming skills. Object-Oriented Programming topics will include data types, creating classes, conditionals, loops, arrays, functions, algorithms, and testing.

**Prerequisite:** minimum 83% CP Introduction to Computer Science 101

**CP Introduction to Business 1 (0.5 credit, 1 semester, Grades 9 or 10)**

This course provides the student with a base of knowledge for many fundamental business and economic concepts. Topics include: basic economic concepts, the global economy, marketing, business ethics and consumer choices.

**CP Introduction to Business 2 (0.5 credit, 1 semester, Grades 9 or 10)**

This course builds on the knowledge base of Introduction to Business 1, though it is not a prerequisite. Topics include: entrepreneurship, business leadership, the impact of technology in business, and personal finance.

**CP Business Law (.5 credit, 1 semester, Grades 10, 11 or 12)**

This semester-long course is designed to provide students with a foundational understanding of business and personal law. Business Law focuses on topics such as: ethical foundation of laws, constitutional rights, court systems, law of sales, contractual law, consumer protection, agency & employment law, legal forms of business organizations, e-commerce and cyberlaw, borrowing money and paying bills, etc.

**CP Marketing & Management (0.5 credit, 1 semester, Grades 11 or 12)**

This course is designed to provide realistic business competencies in a “learning lab”-style environment. A broad spectrum of business/marketing theory and management principles will be covered in course instruction. The primary vehicle for immediately applying these concepts will be demonstrated through the start-up and running of a school-based enterprise. Students will engage in a variety of projects and activities covering all aspects and phases of the SBE.

**CP Entrepreneurship (0.5 credit, 1 semester, Grades 11 or 12)**

This course will instruct students in all of the steps necessary for taking a start-up business from concept to launch. Topics include: risks and rewards of being an entrepreneur, market analysis, business plan writing, and legal considerations.

**AP Computer Science Principles (1 credit, yearlong course, Grades 10, 11, or 12) \*offered on rotation basis**

AP Computer Science Principles is an introductory college-level computing course that introduces students to the breadth of the field of computer science using the five Big Ideas: Creative Development, Algorithms & Programming, Computer Systems and Networks, and Impact of Computing. Students will learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They incorporate abstraction into programs and use data to discover new knowledge. Students will use reflection and research to explore computing innovations and computing systems, including the Internet, and their potential impacts on society and their own lives. The primary programming language used in this course is Python. However, students are exposed to other programming options as well. This course will provide opportunities for students to collaborate to solve these problems. This course is designed to prepare each student to complete the AP Computer Science Principles exam.

**Prerequisites:** minimum 83% in Introduction to Computer Science 102 courses and minimum 83% CP Algebra

**AP Computer Science A (1 credit, year long course, Grades 10, 11, or 12) \*offered on rotation basis**

This course is equivalent to a first-semester, college-level CS1 course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using the Java programming language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. By the end of the course, students will know how to code fluently in the Java language and how to read and understand large programs consisting of several classes and interacting objects. This course is designed to prepare each student to complete the AP Computer Science A exam.

**Prerequisites:** minimum 83% in Introduction to Computer Science 102 courses and minimum 83% CP Algebra; recommended prerequisite minimum 83% in AP Computer Science Principles

**\*\*\*See Social Studies category for description of AP Microeconomics course**

## FINE ARTS

### Upper School Concert Band (0.5 credit, Grades 7-12, full year course---meets 3 morning TS periods per week)

Upper school band is open to all students who play an instrument. The class will focus on learning and preparing musical repertoire from a variety of time periods and styles, as well as furthering individual playing skills through technical exercises. Performance opportunities will include school concerts, festivals, and commencement ceremonies. **Attendance at rehearsals and concerts is required for those who elect this course.**

### Worship Arts (0.5 credit, Grades 9-12, full year course--meets during TS daily)

This course will provide an opportunity for students to develop leadership and ministry skills by participating in weekly worship services as well as developing and creating student-led services. Students will have an opportunity to participate in video production, vocal and instrumental groups, sound, visual media, and sermon preparation. As believers in Christ, scripture encourages us to "Let the word of Christ dwell in you richly, teaching and admonishing one another in all wisdom, singing psalms and hymns and spiritual songs, with thankfulness in your hearts to God." Colossians 3:16. This course is designed to equip students through practical, hands-on ministry experience and creative discipleship, enabling them to serve the local Church, higher education, and beyond.

### Upper School Choir (0.5 credits, Grades 7-12, full year course---meets 3 morning TS periods per week)

This course is open to all students. Members learn musical aspects and vocal production through participation in class activities and practice. Performances will include school concerts, festivals, and commencement ceremonies. **Attendance at rehearsals and concerts is required for those who elect this course.**

### 7th Grade Art (1 semester, typically opposite of PE)

This course is an introduction to a variety of mediums with a strong focus on the elements and principles of design and color theory. Students will learn to apply these elements to their artwork and will learn to use value on every drawing in every medium. Students will learn about measurement and scale and its importance to a good work of art. Effort, neatness, following directions, and creativity are key.

### 8th Grade Art (1 semester, typically opposite of PE)

This course builds on knowledge of the elements and principles of design and incorporating these into both 2D and 3D works of art. Students learn how to use a grid to break complicated references into more manageable pieces and are introduced to some new mediums and art forms such as mosaics, colored pencil, acrylic and watercolor paints on canvas. The course has a stronger focus on art history and creativity.

### Art (01 - typically 9th grade) (0.5 credit, semester course)

This course uses the foundational elements of principles and design to do a number of in-depth projects which allow for the students creativity. New mediums such as black pencil, pen and ink, and acrylic paint will be introduced and an emphasis will be placed on learning about art styles.

### Art (02 - typically 10th grade) (0.5 credit, semester course)

Art styles and art history will be explored in more depth in this course. A variety of mediums will be explored, both 2D and 3D, with a strong focus on the elements and principles of design and color theory. Students will learn to apply these elements to their artwork and will learn to use value on every drawing in every medium. Students will also learn about measurement and scale and its importance to a good work of art, art history, and the different styles of art. Effort, neatness, following directions, and creativity are key.

### Fiber Arts/Crafts (0.5 credit, Grades 11 or 12, semester course)

This course offers a variety of craft mediums such as crochet, paper mache sculpture jewelry, basket making, found object, and paper marbling. The wide range of crafts and fiber usage is sure to include something that each student will enjoy. The class is structured to allow the opportunity to work with various fibers such as yarn, embroidery floss, rug canvas, cotton muslin and more. This is a hands-on class and allows great opportunities for creativity!

### Photography/Photoshop (0.5 credit, Grades 11 or 12, semester course)

This course **requires each participant to buy and use their own digital camera, SD memory card, and USB cable to use.** The class is designed to teach basic skills that can be used regardless of the brand of camera used. Students will have specific projects that they must complete and edit. This course allows the students to use creativity by editing, cropping, and applying many different techniques to achieve a photo that is unique to the photographer. It is the art, application, and practice of using creativity without limitations.



### **Studio Art: 2D Design (0.5 credit, Grades 11 or 12, semester course)**

This course builds on art terminology and skills developed in Art 1 (traditional Art 9) and Art 2 (traditional Art 10). This course challenges students to increase their art abilities and apply knowledge of perspectives in architectural drawing and painting. It provides a deeper exploration into two-dimensional techniques and emphasis on the development of a student's individual point of view. Using traditional and non-traditional materials students develop innovative experimental approaches to a variety of mediums.

**Prerequisite: Completion of 9th(Art 1) or 10th(Art 2) Grade Art preferred**

### **Studio Art: 3D Design (0.5 credit, Grades 11 or 12, semester course)**

In this studio course, the elements and principles of 3-D design are studied and utilized to create art that exists in three dimensions. Various artists, art styles, and genres will be explored. The sculptural processes of assemblage, carving, and modeling will be used to create artwork based on a theme or concept. The ability to generate original artwork requires basic drawing skills, creative thinking, and artistic exploration of possible approaches. A variety of art mediums will be utilized in this course. Some of the projects include woodburning, plaster sculpting, clay molding and more. This is a hands-on class and allows great opportunities for creativity!

**Prerequisite: Completion of 9th(Art 1) or 10th(Art 2) Grade Art plus 2D art are preferred**

### **AP Art & Design (1 credit, 12th Grade, year long)**

The AP Art and Design course is for seniors who are interested in inquiry-based thinking and project making. Although there is no prerequisite for AP Art and Design, prior experiences learning about and making art and design support student success in AP 2D and 3D Art. This course is designed to be the equivalent of a one-semester, introductory college course in 2-D art and design, 3-D art and design, and drawing, respectively. AP 3-D Art and Design is an introductory college-level course. Students refine and apply skills and ideas they develop throughout the course to produce two-dimensional and three-dimensional art and design. A portfolio will be created demonstrating mastery in concentration and quality. For this portfolio, students will be asked to demonstrate an understanding of 2D and 3D fundamentals, media, and processes including, but not limited to, painting, wood burning, graphic design, encaustic wax painting, sculpture, and batik.

**\*\*Must have formal art instruction background and teacher recommendation for enrollment**

## **Health and Physical Education**

### **Middle School Health (Grade 7, typically meets opposite semester of Spanish 7)**

This course is gender specific and studies the four components of "Total Health" which are Physical, Mental, Social and Spiritual. Our bodies are a temple and a gift from God which must be understood and taken care of. Topics covered will be the power of influences and choices, human biology, nutrition, fitness & exercise, diseases, success, study skill development, and relationships.

### **High School Health (0.5 credits, 1st semester-meets asynchronously, Grade 12)**

This course studies the four components of "Total Health" which are Physical, Mental, Social & Spiritual. Topics emphasized will be more on the mental, social & spiritual side of things because physical health was taught in the middle school health class. We will touch briefly on some physical health but will focus on the following: influences on teens, countenance, stress & anxiety, first aid & safety, responsibility, maturity, changing relationships, building spiritual muscles, and reaching your potential. There is no in person instruction for this course offering; textbooks, chapter assignments and written paper are completed independently under supervision of Mr. Good. \*\*If a transfer student successfully completed another semester long high school level health course at their previous school, they DO NOT need to take the ECA course offering for graduation.

### **Physical Education**

**\*\*\*Grades 7-8 meet in person for one semester**

**\*\*\*Independent Study PE-0.5 credit year long weekly logs for Grade 9-12**

The primary focus of the physical education program is to demonstrate to the student the importance of maintaining a physically fit body in order to have a body as a living sacrifice, holy and pleasing to God. The curriculum is also designed to demonstrate to the students, using various team sports and individual tasks, different and exciting methods to keep a body physically, spiritually, mentally, and socially fit with the goal of creating intrinsic healthy lifestyle habits that will be a part of the student's entire life. Students in high school ISPE maintain a weekly physical activity log; 35 minute exercise done 3xs/week. PE at middle school level is offered during a school day period in person and meets 4 times per week).

### **Agility and Strength Training (0.5 credit, semester course, Grades 9-12)**

Romans 12:1 states “Therefore, I urge you, brothers, in view of God’s mercy, to offer your bodies as living sacrifices, holy and pleasing to God...”. We are instructed to uphold our bodies, the temple of God, to be living sacrifices. The agility and strength training course of the physical education curriculum is designed to promote healthy lifestyle habits through the opportunity of individualized strength training routines, increased agility and basic knowledge of the kinesiology of the human body.

The goal of the agility and strength training program is two fold. First, to provide an in person opportunity for individual student physical fitness. Secondly, to provide student athletes an opportunity to train to increase athletic performance and prevent injury. In addition, this will also provide an opportunity for basic personal fitness knowledge. The curriculum is designed to demonstrate to the students, using various scripture verses and fitness routines, different and exciting methods to keep a body physically, spiritually, mentally, and socially fit with the goal of creating intrinsic healthy lifestyle habits that will be a part of the student’s entire life.

## **Other Electives**

### **CP Creative Writing (0.5 credit, semester course)**

In the Creative Writing Course, students will explore, study, and craft various forms of writing: poetic, fiction, and non-fiction. Students will develop skills of spoken and written self-expression, working on creative pieces both independently and collaboratively.

### **CP Oral Communications (0.5 credit, Grade 9 or 10, semester course)**

The primary focus of this course is to familiarize students with all of the prerequisites of public speaking and to provide the opportunity to apply the knowledge they have gained by presenting several speeches to their classmates. The topics covered will include but not be limited to: how to overcome fear of public speaking, how to plan a speech and compose a simple outline of the speech, how to vary vocal tone and speech rate, how to use pauses and humor effectively, how to improve clarity of diction, and how to make the speech applicable and interesting to the target audience.

### **CP Psychology (0.5 credit, semester only, Grade 10, 11 or 12)**

Psychology can be defined as the scientific study of behavior and mental processes. Over the course of the semester, you will study various aspects of psychology including the anatomy of the brain and nervous system, social psychology, personality, memory and development. Additionally, students take time assessing what the Bible says about the mind and the discipline of psychology. This is a great stand alone elective or can be taken as an introductory course before enrolling in the rigorous year long AP Psychology course.

### **CP Public Speaking (0.5 credit, Grade 11 or 12, semester course)**

This course will provide students with an opportunity to build confidence in their public speaking ability, as well as their ability to think on their feet and communicate effectively. Since excellent communication skills are a key ingredient to success in today’s marketplace and most colleges and universities require a public speaking course as part of their core curriculum, this course will prepare students for the future. Emphasis will be placed on developing a speech from outline to presentation, different types of speeches, effective speaking skills, and research skills.