



2026-2027



Mt. Nebo Campus

Eden Christian Academy

Upper School Course Catalog

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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 (1 Corinthians 12:4-6). Our [Vision For Our Learners](#) shows our commitment to provide a thorough and rigorous educational experience that touches each area of a student's life, including:
 - Eden students are becoming **Christ-centered Disciples** who are grounded in Christ, spiritually mature, and effective witnesses
 - Eden students are becoming **Discerning Thinkers** who love and honor God with their minds
 - Eden students are becoming **Kingdom Citizens**, stewarding God's gifts for His glory
 - Eden students are becoming **Servant Leaders** who reflect Christ by leading themselves, serving others, and shaping people, work, and culture
 - Eden students are becoming **Effective Communicators** who use words and creativity for God's glory

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.

ONLINE AND COLLEGE COURSES

- ***College in High School (CHS):*** ECA has partnered with local colleges and universities to offer several dual credit opportunities. CHS classes are taught during scheduled class time on campus by approved faculty and provide a way for students to earn both high school and college credits on campus. Students who take CHS classes are eligible for college credit by the partner college/university and must meet the college's admissions requirements to enroll in the course. ECA does not guarantee the acceptance of transfer college credits outside of the issuing institution. It is recommended that students verify credit acceptance through their college/university registrar where they plan to attend. **All students enrolled in CHS classes at ECA will be billed \$200 per class. Billing will occur through FACTS after the add/drop period has concluded.**
- ***Dual Enrollment Courses:*** Any student who is interested in taking a Dual Enrollment class online at a local college/university, should contact the College and Career Counselor to schedule an appointment. Dual Enrollment students must maintain a schedule of a minimum of 6 credits per year. ECA will **accept up to two Dual Enrollment credits per year** from an outside institution for 11th and 12th grade. Additional classes may be taken but will not count towards graduation or appear on the student's transcript. To have a final grade posted to an ECA transcript, students must submit an official transcript from the issuing institution and provide it to the ECA Registrar. **All Dual Enrollment classes must be approved by the College and Career Counselor by submitting an approval form linked [here](#).**

Below is a list of colleges where ECA will accept college credit (recommended but not limited to):

- Grove City College*
 - Geneva College*
 - Cedarville University
 - Messiah University*
 - Liberty University
- *designates partnership

ADVANCED PLACEMENT

Students at ECA are encouraged to explore classes that will provide a challenge academically, including through our Advanced Placement program. Criteria to be recommended or approved for an AP course is included in the course description. In 11th and 12th grade, students may opt to take AP classes in several disciplines; however, it is recommended that a student should not exceed four AP or Dual Enrollment classes per academic year. AP is an open-enrollment program; students are not required to take AP exams. **Students register for AP exams in the fall and are billed per exam through FACTS.**

COURSE REGISTRATION POLICIES

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

ECA COURSE ADD/DROP POLICY

Schedule changes must be approved by parent, student, teacher(s), and the registrar within the first 3 weeks of the start of the class. **To add/drop a class, students must complete the “Schedule Change Form.”**

Classes may not be added/dropped solely based on class period preference. Students will not be allowed to drop a class that meets a graduation requirement unless a class of equal or greater value is substituted. Students must remain in the course they are dropping until they receive a new course schedule that reflects the change.

General Graduation Requirements		
Subject Area	Additional Information	Credits
English		4
Math	must be taken during grades 9-12	4
Science		3
Social Studies		3
Biblical Studies		4
Physical Education	0.5 credits per year	2
Health	1st semester 12th grade *asynchronous course	0.5
Financial Literacy**	Credit earned through CP Personal Finance (1) or CP Financial Literacy (0.5)	**
World Language	-Courses must be taken during grades 9-12 -Some colleges require 3 years of same world language for admissions and/or proficiency test	2 (of the same language)
Electives		4.5
Graduation Leadership Project	*Incorporated into the 11th Grade Bible. Senior transfer students complete a modified project.	No separate credit earned
Total:		27

*Students who transfer into ECA must complete at least 1 credit of Bible, the Graduation Leadership Project, and maintain full-time enrollment status for all academic years in order to be eligible for graduation at ECA.

**Beginning with the 2026-2027 academic year, students must meet the state graduation requirement of completing a Financial Literacy elective. This requirement can be completed by taking the elective, CP Financial Literacy (0.5 credit) or through the CP Personal Finance class (1 credit).

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 *an online form*, which can be accessed through your Bible teacher’s Canvas homepage. 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 a 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 3, 2027**), 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 | - Sunday School aide | - Church greeter |
| - Special church projects | - Hospital volunteer | - Nursing Home visit |
| - Volunteer at a nonprofit | - Crisis Pregnancy Center | - Short-term mission trip |
| - Vacation Bible School | - Mentoring | - Helping senior citizens |
| - Church choir/worship team | - Youth group leadership | - Church maintenance |
| - Evangelism program | - Summer camp staff | - Church babysitting |
| - ECA staff babysitting | - Church drama team | - Tutoring |
| - AWANA, etc. type group leader | - Church A/V team | |
| - Helping a neighbor | - Teacher aide | |
| - School-sponsored service days | | |

Service Hour Requirements:

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 **March 3, 2027**, to be eligible for the current academic school year (2026-2027).

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 the 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 the 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 March 3, 2027.

**Contact your Bible teacher with specific questions or concerns regarding the Service Learning hours.

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>HIGH SCHOOL (Grades 9-12)</u>	<u>MIDDLE SCHOOL (Grades 7 & 8)</u>
<p style="text-align: center;">HIGHEST HONOR ROLL Weighted GPA of 4.0 and above for the quarter</p> <p style="text-align: center;">HIGH HONOR ROLL Weighted GPA between 3.6 and 3.999 for the quarter</p> <p style="text-align: center;">HONOR ROLL Weighted GPA between 3.1 and 3.599 for the quarter</p>	<p style="text-align: center;">HIGHEST HONOR ROLL GPA of 3.7 and above for the quarter</p> <p style="text-align: center;">HIGH HONOR ROLL GPA between 3.5 and 3.699 for the quarter</p> <p style="text-align: center;">HONOR ROLL 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, and 21% of each quarter grade. (Adjustments to M.T. and Final exams were 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.

GRADUATION/LAUDE CALCULATION

At graduation, ECA recognizes students through our Laude distinctions. Students who achieve a 4.1000 or greater weighted GPA at graduation will be awarded the honor of Summa Cum Laude. Students with a weighted GPA between 3.8000 and 4.0999 will receive the honor of Magna Cum Laude, and students with a weighted GPA between 3.5000 and 3.7999 will receive the honor of Cum Laude. ECA does not include laude distinction or class rank on student transcripts or report it to any college/university or scholarship organizations unless it is required in order to be considered.

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

GPA SCALE											
	CHS/AP	CP	Standard		CHS/AP	CP	Standard		CHS/AP	CP	Standard
A+	4.50	4.30	4.00	B	3.40	3.20	3.00	C-	2.00	1.80	1.70
A	4.50	4.30	4.00	B-	3.10	2.90	2.70	D+	1.50	1.30	1.30
A-	4.20	4.00	3.70	C+	2.60	2.40	2.30	D	1.20	1.00	1.00
B+	3.70	3.50	3.30	C	2.30	2.10	2.00	D-	0.90	0.70	0.70
								F	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, imagery, similes, and metaphors. Finally, students will apply their knowledge of literary elements by reading and analyzing novels such as *Tangerine* 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, *A Midsummer Night's Dream* by William Shakespeare, *A Christmas Carol* by Charles Dickens, 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)

10th 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 and engage in peer teaching. Students will 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)

CP 11th Grade English commences with the development of literature in the American colonies, literature which came to be regarded as purely American in style and values. The course takes students on a journey throughout American history, exploring a shift in American philosophies and values that have developed over the past several centuries. Students in CP 11th Grade English will consider, analyze, and contemplate three specific notable American authors and their works during the course: Nathaniel Hawthorne's *The Scarlet Letter*; F. Scott Fitzgerald's *The Great Gatsby*; and Lorraine Hansberry's *A Raisin in the Sun*. Ralph Waldo Emerson, Henry David Thoreau, Stephen Crane, Mark Twain, and John Steinbeck, revered writers whose works have additionally withstood the test of time, will also be perused throughout the duration of the course. Contemplative consideration will be given as well to the poetry of Walt Whitman, Emily Dickinson, Maya Angelou, and Langston Hughes. Varying composition modes and writing techniques will be incorporated through review, reiteration, and assessment. The study of literary devices and elements, as well as vocabulary assignments and assessments, will be an ongoing facet of the curriculum.

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)

AP Language and Composition is a rigorous, college level course which develops students' reading and writing skills in the areas of non-fiction analysis, argumentation, and synthesis. "The AP English Language and Composition 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. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text— from a range of disciplines and historical periods" (College Board, AP Central). Reading selections are taken mostly from published essays, editorials, speeches, and College Board resources. AP Language and Composition is a writing intensive course that requires critical thinking, active participation, in-depth annotation, and strong work ethic.

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

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

AP English Literature is a rigorous, college level course which develops students' reading and writing skills in the areas of fiction analysis and argumentation. AP English Literature students "cultivate their understanding of literature through reading and analyzing texts as they explore concepts like character, setting, structure, perspective, figurative language, and literary analysis in the context of literary works" (College Board, AP Central). Reading selections focus on both poetry and prose with students expected to read at least eight novels throughout the course of the year (including Summer Work). AP English Literature is a reading intensive course that requires critical thinking, active participation, in-depth annotation, and strong work ethic.

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 20- 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 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. Topics that receive particular attention in this course include the European Renaissance, the Protestant Reformation, the rise and influence of the British Empire, the French Revolution, the World Wars, and the Cold War. Knowledge of these developments and events provide students the context for understanding some of the principal themes in modern European history, the origins 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, and to gain a deeper knowledge of historical topics through research.

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)

CHS Psychology (1.0 credit, Grades 11 or 12, full year course), Cost: \$200

This course introduces students to the systematic and scientific study of human behavior and mental processes and incorporates Biblical Worldview Integration. 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. This is a College in High School (CHS) class, offered through Geneva College. **All students enrolled in Dual Credit classes at ECA will be billed \$200 per class.** Billing will occur through FACTS after the add/drop period has concluded.

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

CHS Politics and American Culture (1.0 credit, Grades 11 or 12, semester course), Cost: \$200

Politics and American Culture is a fast-paced and engaging course that covers a variety of topics surrounding the American political system. This is a College in High School (CHS) class, offered through Cedarville University. The constitutional framework of government and how American political figures and American citizens navigate relevant economic, cultural, and social issues will be a major focus of this course. Topics of Supreme Court precedent, legislative parameters, and Christian citizenship will also be frequent themes throughout the semester. **All students enrolled in Dual Credit classes at ECA will be billed \$200 per class.** Billing will occur through FACTS after the add/drop period has concluded. **(Prerequisite 83% final average in previous social studies classes)**

CHS Essentials of Economics (1.0 credit, Grades 11 or 12, semester course), Cost: \$200

This course focuses on the basic concepts of economics. This is a College in High School (CHS) class, offered through Cedarville University. Throughout the semester, we will cover topics such as: business cycles, supply and demand, monetary policy, Gross Domestic Product, Gross National Product, the Consumer Price Index, and cost analysis. This course will address many economic issues that will help all students be good stewards of their own finances through acquiring knowledge of overarching economic principles. **All students enrolled in Dual Credit classes at ECA will be billed \$200 per class.** Billing will occur through FACTS after the add/drop period has concluded. **(Prerequisite 83% final average in previous social studies classes)**

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 will move to Algebra II Concepts. Main concepts include congruent triangles, perpendiculars, parallels, angles, quadrilaterals, circles, congruence, similarity, angle measurement, areas of plane figures, surface area, and volume.

Prerequisite: 10 grade: successful completion of CP Algebra I

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: 10th grade: 83% or higher in CP Algebra II
11th 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.

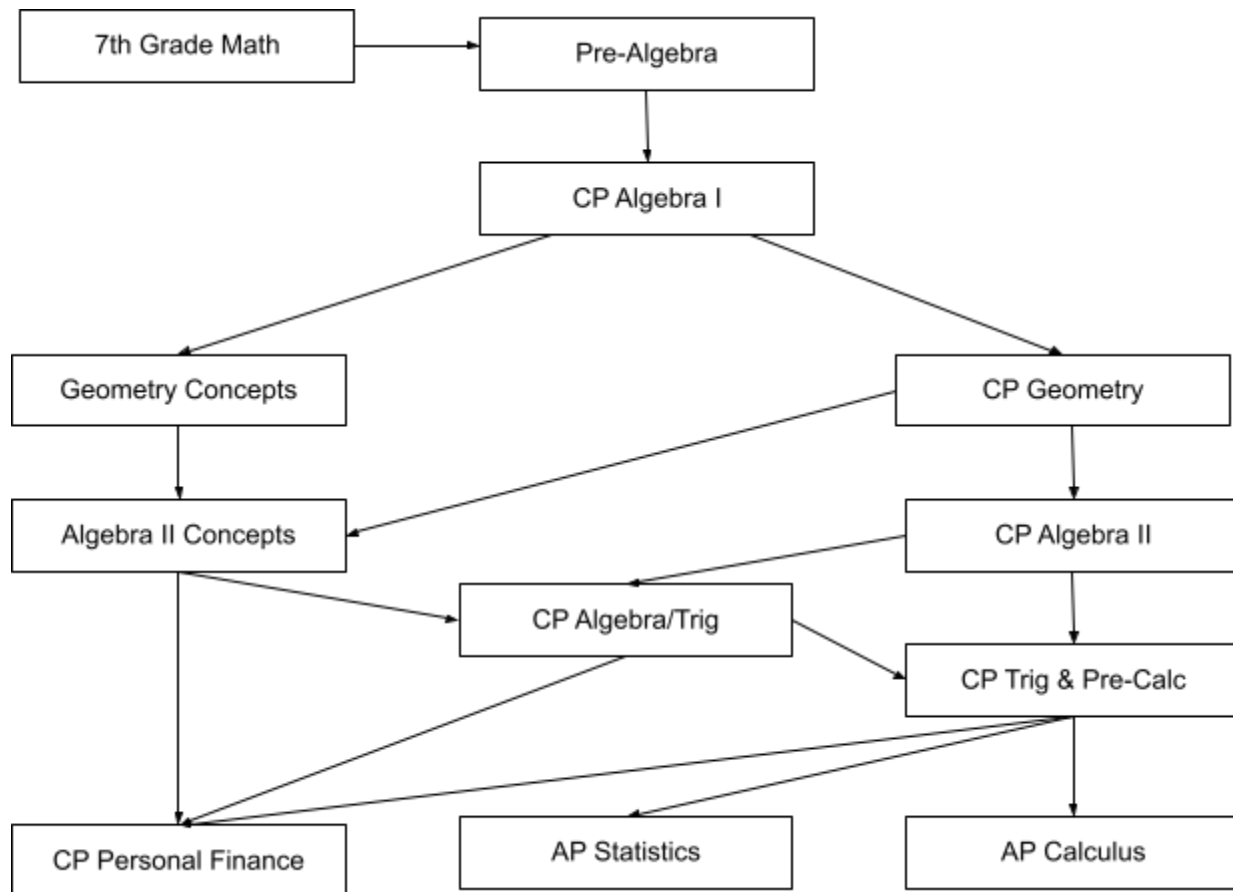
Prerequisite: 83% or higher in CP Algebra II

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. Potter and your student'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. God created us to be stewards of this Earth and to rule over it. In Environmental Science we will analyze how God created different systems on Earth and how we can conserve, protect and be sustainable for future generations. We focus on PA wildlife, PA forestry with tapping trees, agriculture with growing plants and how water, wind and solar power can be harnessed! Environmental Science can be put into all fields of study - from business, to politics, to fashion, etc.

Prerequisite: completion of CP Biology

CP Human Pathology (1 credit, Grades 11 or 12, full year course)-not offered '26-27

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), Cost: \$200

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. **All students enrolled in Dual Credit classes at ECA will be billed \$200 per class.** Billing will occur through FACTS after the add/drop period has concluded.

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

WORLD 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 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 th	9th	10th	11th	12 th
College in High School Track	7th grade Spanish	8th grade Spanish (year long)	CP Spanish II	CP Spanish III	CP Spanish IV	CHS Spanish
College Prep Track	7th grade Spanish	8th 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)

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. The cultural focus will be brief with the focus on South America. 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 CHS Spanish 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 II* text, audio resources, video series, and practice guides are the main resources for the course. 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.

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 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 cover the *Auténtico III* text, as well as utilize the *Abriendo Paso* reading text, and many other authentic resources.

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), Cost: \$200

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. **All students enrolled in Dual Credit classes at ECA will be billed \$200 per class.** Billing will occur through FACTS after the add/drop period has concluded.

Prerequisite: 11 & 12. grade: min 91% 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 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 Biblical and 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. Additionally, we will take a look 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. We will conclude the year by discussing the importance of vision and creating a vision statement. This will serve as the focus of their senior leadership efforts as they strive to bring about positive and transformational change to the culture of the school. During the course, the students will also be engaging in the Leadership Project, a requirement for graduation from ECA, which includes both an individual Career Exploration Project and a group Community Service Project. Throughout these projects, the students will function as the principle leaders to accomplish a series of specific objectives. While the Career exploration Project is self-guided, the Community Service Project will be accomplished by partnering with other students in their class to accomplish their objective.

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, & Ethics (0.5 credit, 1 semester, Grades 10, 11 or 12)

In this course, students will explore how law, ethics and a biblical worldview give business its "soul." Guided by thinkers like our Founding Fathers, Dietrich Bonhoeffer, Aristotle, Victor Frankl, Simon Sinek, and Bob Goff, the class will unpack the four timeless virtues of Truth, Beauty, Goodness and Unity, examining how God's law and ancient wisdom still speak into business today.

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 environment. A broad spectrum marketing and management theory and practices will provide a foundation for applied learning through a school-based and a client-based project.

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

This course instructs students in the steps necessary for taking a start-up business from concept to launch. Whether they are creating something new or fixing something that's broken, students will be challenged to examine what it means for businesses to succeed by understanding people as image-bearers of God, clarifying message truthfully, and solving real problems in ways that serve others.

CP Financial Literacy (0.5 credit, 1 semester, Grades 11 or 12)

This course will focus on the fundamentals of personal finance, income, spending, saving and investing, risk and insurance, and credit, with a goal of developing individuals who can manage their personal finances. Taught from a biblical worldview, the principle of stewardship will also be emphasized. ****Beginning with the 2026-2027 academic year, students must meet the state graduation requirement of completing a Financial Literacy elective. This course can be completed by taking the elective, Financial Literacy (0.5 credit) or through the Personal Finance class (1 credit).**

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

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 non-beginner student musicians that play a traditionally accepted orchestral or band 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. All 9th-12th grade students will be required to perform with the Pep Band during basketball season. 7th-8th grade students can join Pep Band on a voluntary basis. Number of games will be determined by the director.

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)

This course provides students with the opportunity to develop leadership, musical, and ministry competencies through active participation in weekly worship services. Instruction includes engagement in vocal and instrumental ensembles, foundational music theory, and intentional spiritual formation. Emphasis is placed on cultivating musical excellence, Biblical understanding, and Christ-centered character through guided mentorship, collaborative ministry, and reflective practice. Designed to equip students through practical, hands-on ministry experience and creative discipleship, this course prepares participants to serve effectively within the local church, institutions of higher education, and broader ministry contexts. Enrollment requires successful completion of a musical audition.

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.

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 as well as learning Adobe Lightroom. It is the art, application, and practice of using creativity without limitations.

Graphic Design (0.5 credit, Grades 11 or 12, semester course)

This course provides students with a foundational understanding of visual communication and digital art. Using industry-standard software such as Adobe Photoshop and Illustrator, students will be introduced to skills in branding, typography, and layout and design while exploring various digital art techniques. Through hands-on projects, students will create a portfolio showcasing their work in areas such as logo design, flyers, package design, and digital art pieces. This course equips students with the creative and technical skills necessary for further study in graphic design or careers in the visual arts.

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

CHS Studio Art (1 credit, 11/12th Grade, semester course), Cost: \$200

The CHS Art course is designed for juniors and seniors who are interested in inquiry-based thinking and project making. The student must have prior experience in art classes learning about and making art and design to support student success. CHS Studio Art is designed to be the equivalent of a one-semester. This course is an introductory college-level course. The student will receive 1 credit from Eden and 3 credits from Seton Hill University. Students refine and apply skills and ideas they develop throughout the course to produce two-dimensional work and drawing using a variety of media. Summer work is a requirement for this course. 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 drawing fundamentals, media, and processes. **All students enrolled in Dual Credit classes at ECA will be billed \$200 per class.** Billing will occur through FACTS after the add/drop period has concluded.

Prerequisite: 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. **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 PEIS 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 prevent injury and enhance athletic performance. In addition, this will also provide an opportunity for basic personal fitness knowledge. We use the Volt training app that is used in high schools, colleges, and universities throughout the country, including Grove City College. The Volt training app provides custom workouts by certified trainers and the most up to date, proven strength training techniques. It is highly customizable from students who want to begin their weight training exercise regimen to being able to provide sport specific, and in some cases position specific, training programs for student athletes. Furthermore, it is completely portable since you can access the current program from your iPad, phone, or any other electronic device. It's AI technology prevents overtraining and also does the calculations to pick the appropriate load requirements based off of data you have entered during your current and previous workouts.

I 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.

CHS Principles of Communication (1 credit, 11/12th Grade, semester course), Cost: \$200

A preliminary inquiry into the fundamental areas of study in the communication discipline including interpersonal, group and public speech. Emphasis placed on the development of sensitivity and competency in the various settings of oral communication. This

course is an introductory college-level course. The student will receive 1 credit from Eden and 3 credits from Geneva College. **All students enrolled in Dual Credit classes at ECA will be billed \$200 per class.** Billing will occur through FACTS after the add/drop period has concluded.

Prerequisite: Must meet admission requirements for Geneva College's Early College program

CP Christian Literature: C.S. Lewis (0.5 credit, Grade 11 or 12, semester course)

C.S. Lewis is one of the best loved writers of all time, having written some of the best books of all time. Lewis, with his love for God and desire to capture the imaginations of readers, makes a compelling case for the biblical reality in topics ranging from philosophical theology to children's fantasy books. The purpose of this course is to immerse students in some of the writings of C.S. Lewis to gain a better understanding of his worldview, his faith, and his theology. This will be done by working through the following texts written by Lewis: *Abolition of Man*, *The Great Divorce*, *The Four Loves*, *The Screwtape Letters*, and *Til We Have Faces*. While each book differs significantly in style, these writings are all prophetic in the sense that they speak directly into *our own* cultural moment even though they were written between 60 and 80 years ago. The purpose of the course is to strengthen readers in their Christian walk and witness through helping them to think clearly and critically when confronted with the rapidly shifting cultural norms of our day.

CP Imaginative Literature: C.S. Lewis (0.5 credit, Grade 11 or 12, semester course)

C.S. Lewis is known for his great apologetic works, each of them making strong cases for the Biblical worldview. Through his imaginative literature, Lewis brings the same truth expressed through works of fantasy. JRR Tolkien said that fairy tales have the "inner consistency of reality" and so have the ability to express truth in a way which is more vivid and potent to the extent that readers long for the fairy tale to come true. Lewis invites readers to enter into a world of fantasy, filled with wonder, peril, and truth. Through reading *The Chronicles of Narnia* and *The Space Trilogy*, students will be confronted with powerful biblical themes such as Creation, Good, Evil, Sin, Redemption, Fellowship, and Consummation. Through these imaginary stories, Lewis is able to show in a clear and accessible way, what it means to desire to live as an authentic follower of Jesus Christ. For students, an escape into Narnia will change them, much like the Pevensies, having fought with witches, befriended fauns, cried with dragons, and sailed to the edge of the earth, returned from Narnia to their own world with a clearer vision of who they are, who God is, what is Real, and how to live the New Life under the banner of the Lion of Judah.

CP Personal and Servant Leadership Development (0.5 credit, Grade 12, semester course)

Leadership is more than theory—it's action. Building on the foundational leadership principles from the eleventh grade Bible curriculum, this course focuses on personal growth through character, skills, habits, and leadership capacity. Students will engage with time-tested principles of development, reflecting and writing on their learnings. However, true growth comes from applying knowledge, and students will integrate leadership practices into their daily lives, fostering a proactive mindset and greater responsibility. The course emphasizes both "taking in" and "giving out." Students will not only deepen their understanding of leadership but also take on leadership roles, both within Eden and in their communities. Central to this course is the practice of servant leadership—putting the needs of others first and leading with humility. Students will learn to plan, organize, communicate, motivate, and execute with a servant leadership mindset, following Christ's example to inspire meaningful change. By the end of the course, students will be equipped to lead with purpose and help others experience transformational growth. Additional materials may need to be purchased for this course.

Yearbook (0.5 credit, Grades 9-12, semester course)

This course involves the creation of the ECA Yearbook. Students work through all stages of the development process, including design conceptualization, photographic collection and organization, layout fabrication and implementation, and marketing the finished product. This course relies heavily on peer collaboration, commitment to deadlines, and initiative to problem solve to meet the course goal of crafting a yearbook that best represents our school's mission, values, and community. Emphasis is also placed on creativity, design, and photography skills. This course allows students to take leadership in chronicling the legacy of the senior class and the vision of the current school year.

