

# 2020-2021 High School *Course Catalog*

Engaging. Nurturing. Transforming.



**EASTERN CHRISTIAN  
SCHOOL**

———— Course Catalog ————  
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## EASTERN CHRISTIAN SCHOOL

# Mission Statement

By providing an excellent academic curriculum, offering a variety of extra-curricular activities, and assembling a caring, culturally diverse community, we, with support of parents and local churches, empower students from Christian families to develop their gifts within the context of a Reformed Christian worldview so that they can act as Christ's transforming agents in a global society.

# Core Values

*In pursuing the character of Christ, we will...*

**Seek Truth**

**Serve Others**

**Embrace Community**

**Exhibit Compassion**

**Develop Responsibility**

**Strive for Excellence**

## GRADUATE PROFILE

Utilizing Biblically informed inquiry and strong academic knowledge, an Eastern Christian graduate thinks critically, exhibits curiosity, and develops the discernment that enables him/her to confidently and intentionally strive for excellence in every endeavor.

Having studied the message of Jesus Christ and having experienced models of Christian servanthood in community, the Eastern Christian graduate develops a healthy self-image. Recognizing and responding to the will of God, and seeing in humanity the image of God, the graduate embraces diversity, exhibits compassion, offers respect, and is forgiving and open to others.

The Eastern Christian graduate is prepared to be a person of Christian vision and influence and seeks to contribute cooperatively and responsibly to God's mission of renewing all of creation.

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*The purpose of this guide is to provide a comprehensive listing of the required and elective courses offered. Students, with the assistance of parents, teachers, deans, and the college & career counselor, should choose a program of courses that will adequately prepare them to meet their future goals.*

*All students are required to complete basic coursework that prepares them to enter college, technical/vocational schools, or the workforce. Students with strong academic skills, a high interest in schoolwork, a willingness to take on demanding assignments, and who wish to apply to competitive college programs should choose a more challenging academic course load.*

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## GRADUATION REQUIREMENTS

**A. To receive an ECHS diploma, a student must successfully complete a minimum of 137 credits.**

Full block courses (courses which meet every day) are 5 credits each; half block courses (courses which meet every other day) are 2.5 credits each. Study hall receives no credit.

**B. Required Courses for an Eastern Christian High School Diploma:**

- 4 English courses
- 4 Social Studies courses
- 3 Mathematics courses
- 3 Laboratory Science courses
- 1 World Language course
- 1 course of Visual Arts OR 2 courses of Music
- 1 Physical Education course is required each year of attendance
- 1 Bible course is required each year of attendance
- 1 Career & Technical Education course
- 1 Financial Literacy course
- 50 Hours of Faith in Action: 5-10 hours of service to EC; 40-45 hours of service to others

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## **GRADING SCALE**

Assignments, quizzes, tests, reports and projects are evaluated according to the following grading scale:

<b>Grade</b>	<b>Percent</b>	<b>Grade Points</b>
A	96 - 100	4.00
A-	93 - 95	3.67
B+	91 - 92	3.33
B	87 - 90	3.00
B-	85 - 86	2.67
C+	83 - 84	2.33
C	79 - 82	2.00
C-	77 - 78	1.67
D+	75 - 76	1.33
D	72 - 74	1.00
D-	70 - 71	0.67
F	Below 70	
I	Incomplete	

One of Eastern Christian's core values is "strive for excellence." We want students to have high expectations of themselves, and we want teachers to have high expectations of their students. The rigor of our program is communicated in a variety of ways, including our grading scale. Our students are accepted into a wide range of colleges and universities, including highly selective schools. The evidence suggests that our students' applications and transcripts are viewed positively by admissions counselors in a variety of schools.

Every high school has differences in rigor of curriculum, availability of honors courses, teacher qualifications, and grading scale. College admissions counselors are trained professionals who take the specific context of an applicant into consideration when reviewing their application. In order to help admissions personnel understand our specific environment, Eastern Christian's School Profile accompanies each transcript we send. Additionally, every transcript includes our grading scale.

## CHOOSING WISELY

As you decide which courses to take, you should plan carefully and wisely. Here is our advice based on past experience:

- 1. Think carefully about your gifts, strengths, weaknesses, needs, and your long-term goals.** You are planning for your future. Though being with your friends is desirable, don't let your social wishes take precedence over what's best for you academically.
- 2. Seek the advice of parents, teachers, your dean, and the college & career counselor. In the College & Career Office, you can:**
  - a. Take career inventories which measure your strengths, weaknesses, personality, and interests. These inventories, in consultation with the college and career counselor, can be used to assist you in selecting the career direction that would be most suitable for you.
  - b. Find information about occupations and colleges. This often includes information about prerequisite courses or appropriate training programs to adequately prepare you for your desired career path. For example, nursing schools often require at least 4 courses in science (including biology and chemistry). Engineering schools may require chemistry, physics, and 4 courses in mathematics. Be sure to do your own research and consult with the college and career counselor.
- 3. The Course Selection Form, used in cooperation with a dean, helps you track and discover what courses you are required to take and what electives you may choose.** As you browse this catalog, take note of which courses have prerequisites, or are offered only every other year. Consider a sequence of courses for several years in advance, and plan carefully.
- 4. Your education should stretch you in new ways so you can find out what gifts God has given you and where He may be leading you to serve Him.** There is room in everyone's schedule to take courses beyond those that we require. We encourage students who can to take a full course load if possible.
- 5. To make course changes, you need permission from your Dean and an approval form signed by your parents.** If a class is dropped within two weeks of the beginning of the semester, there will be no indication of the dropped class on the transcript. However, upon joining the new class you would be required to complete the work missed up to that point. A course dropped after two weeks would be indicated on your transcript as a withdrawal. A course dropped between two to five weeks may only be dropped to add a study hall, and the transcript will show the dropped course. After five weeks you may no longer drop a course.
- 6. If you fail a required course, you must repeat it during the next semester or the next year, or retake the course in an accredited, ECHS-approved credit recovery program.** Core graduation requirements should be completed before the start of the next academic year. Failures are recorded on the transcript and are reflected in the GPA.

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KEY

ODD YEAR or  
EVEN YEAR

ODD YEAR or EVEN YEAR

**Most courses are offered each year at ECHS. However, there are several that are only offered every other year.** Courses offered on EVEN YEARS are available during the 2020-2021 school year. Courses offered during ODD YEARS are available during the 2021-2022 school year.

HALF CREDIT or  
FULL CREDIT

HALF CREDIT or FULL CREDIT

All courses are full block, 5 credit courses, except those indicated as HALF CREDIT which are half block, 2.5 credit courses, offered every other day.

PA

PROJECT ACCELERATION

**Project Acceleration is a dual enrollment program with Seton Hall University which enables students to begin the challenge of taking college courses while in high school.** Classes that have been approved are labeled PA in the course catalog. Students selecting these courses receive high school credit for the course from Eastern Christian High School and also have the option to receive college credit from Seton Hall University. Registration for the Seton Hall credits occurs during the first several weeks of the semester and requires a fee to be paid to Seton Hall University. The course expectations and requirements remain the same for all students regardless of whether or not they are seeking credit from Seton Hall University. The credit received from Seton Hall University is transferable to many colleges across the country. In some instances, courses may even fulfill core degree requirements, possibly allowing students to graduate from college sooner.

Any grade earned is applied to both your Eastern Christian and Seton Hall transcripts. However, a "C" is generally considered to be the lowest passing grade for transfer purposes. Please be advised that when students apply to college, they must request a transcript directly from Seton Hall University in order for their Project Acceleration credits to be received and reviewed by the prospective college. More information is available at the Project Acceleration website. <https://www.shu.edu/project-acceleration/>

**Current Project Acceleration Courses and Credit Value**

Advanced Biology (3 credits)	Advanced Composition (3 credits)
Anatomy & Physiology (4 credits)	Calculus (4 credits)
Calculus 2 (4 credits)	Chemistry Honors (3 credits)
Chemistry 2 Honors (4 credits)	English 3 Honors (3 credits)
English 4 Honors (3 credits)	Physics Honors (4 credits)
US History 1 Honors (3 credits)	US History 2 Honors (3 credits)

NHS

NATIONAL HONOR SOCIETY

**In order to be eligible for membership in the National Honor Society, students must maintain a minimum cumulative GPA of 3.500.** In addition, students must enroll and receive credit in at least two honors or advanced level courses in both their junior and senior years. Courses that are considered honors or advanced level are identified in the course catalog as NHS. In addition to the academic standards, students are evaluated in the areas of service, leadership, and Christian character.

**EASTERN CHRISTIAN HIGH SCHOOL COURSE CATALOG  
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**Pathways and Course Sequences**

	<b>SUBJECT</b>	<b>REGULAR</b> (working toward a diploma or 2-year college)		<b>ACADEMIC</b> (working toward a 4-year college or university)		<b>ACCELERATED</b> (working toward a competitive 4-year college or university)	
<b>9</b>	<b>English</b>	English 1	5.0	English 1 CP	5.0	Humanities 1	5.0
	<b>Science</b>	Earth Science	5.0	Earth Science	5.0	Earth Science Honors	5.0
	<b>Mathematics</b>	Integ Algebra & Geometry 1	5.0	Integrated Algebra & Geometry 2 AND Algebra 1 OR Algebra 1 AND Geometry	10.0	Geometry Honors	5.0
		TESS	2.5			-	-
	<b>History</b>	World Cultures CP	5.0	World Cultures CP	5.0	Humanities 1	5.0
	<b>PE/Health</b>	PE/Health	2.5	PE/Health	2.5	PE/Health	2.5
	<b>Bible</b>	Biblical Theology 1	2.5	Biblical Theology 1	2.5	Biblical Theology 1	2.5
<b>Other</b>	Career & Technical Education	5.0	Career & Technical Education	5.0	Career & Technical Education	5.0	
	Elective - 1	5.0	Elective - 1	5.0	Electives - 2	10.0	
	<b>Total credits</b>		<b>37.5</b>		<b>40</b>		<b>40</b>
<b>10</b>	<b>English</b>	English 2	5.0	English 2 CP	5.0	Humanities 2	5.0
	<b>Science</b>	Biology	5.0	Biology	5.0	Biology Honors	5.0
	<b>Mathematics</b>	Integrated Algebra & Geometry 2	5.0	Geometry AND Algebra 2 OR Algebra 2 AND Math Analysis	10.0	Algebra 2 OR Algebra 2 Honors	5.0
		TESS	2.5			-	-
	<b>History</b>	World History CP	5.0	World History CP	5.0	Humanities 2	5.0
	<b>PE/Health</b>	PE/Health	2.5	PE/Health	2.5	PE/Health	2.5
	<b>Bible</b>	Biblical Theology 2	2.5	Biblical Theology 2	2.5	Biblical Theology 2	2.5
<b>Other</b>	Electives - 2	10.0	Electives - 2	10.0	Electives - 3	15.0	
	<b>Total credits</b>		<b>37.5</b>		<b>40</b>		<b>40</b>
<b>11</b>	<b>English</b>	English 3	5.0	English 3 CP	5.0	American Studies 1	5.0
	<b>Science</b>	Chemistry in the Community	5.0	Chemistry	5.0	Chemistry Honors	5.0
	<b>Mathematics</b>	Algebra 1 AND Geometry NP	10.0	Math Analysis OR Precalculus	5.0	Math Analysis OR Precalculus	5.0
	<b>History</b>	US History 1	5.0	US History 1	5.0	American Studies 1	5.0
	<b>PE/Health</b>	PE/Health	2.5	PE/Health	2.5	PE/Health	2.5
	<b>Bible</b>	Biblical Theology 3 or Bible & Worship	2.5	Biblical Theology 3 or Bible & Worship	2.5	Biblical Theology 3 or Bible & Worship	2.5
	<b>Other</b>	Electives - 3	10-15	Electives - 3	15.0	Electives - 3	15.0
	<b>Total credits</b>		<b>35-40</b>		<b>40</b>		<b>40</b>
<b>12</b>	<b>English</b>	English 4	5.0	English 4 CP	5.0	American Studies 2	5.0
	<b>Science</b>	-	-	Physics	5.0	Physics Honors	5.0
	<b>Mathematics</b>	-	-	Precalculus OR Calculus 1	5.0	Precalculus OR Calculus 1	5.0
	<b>History</b>	US History 2	5.0	US History 2	5.0	American Studies 2	5.0
	<b>PE/Health</b>	PE/Health	5.0	PE/Health	2.5	PE/Health	2.5
	<b>Bible</b>	Biblical Theology 4 or Bible & Worship	2.5	Biblical Theology 4 or Bible & Worship	2.5	Biblical Theology 4 or Bible & Worship	2.5
	<b>Other</b>	Electives - 5	25.0	Electives - 3	25.0	Electives - 3	15.0
	<b>Total credits</b>		<b>40</b>		<b>40</b>		<b>40</b>

**ELECTIVES**

Art 1	Bible & Worship	Contemporary American Issues	Genocide and Human Behavior	Physics	Spanish 1-4
Advanced Biology	Calculus 1	Creative Writing	Graphic Design	Physics Honors	Statistics
Advanced Ceramics	Calculus 2	Cross-Cultural Perspectives & Service	Honors Choir	Precalculus	Web and App Development
Advanced Composition	Ceramics	Design Technology 1	International Relations	Printing and Design	WINGS
Advanced Journalism	Chemistry 2 Honors	Drawing	Journalism	Psychology	Yearbook/Publishing
Advanced Portfolio	Civics	Economics	Math Analysis	Public Speaking	
Advanced Topics in Technology	Computer Coding	Essay Workshop	Media Production	Robotics	
American Law & Government	Concert Band	French 1 - 4	Orchestra	Sculpture	
Anatomy and Physiology	Concert Choir	Foundational Writing	Painting	Shakespeare	

## Humanities Program

### OVERVIEW

For students who are reading at advanced levels and love to write, the English and Social Studies departments offer a four year, interdisciplinary humanities program. Students gain access to the program based on teacher recommendation, standardized test results, personal interview, and a writing sample, as well as past grades. Those who apply to the program are expected to have earned A's in their previous history and English classes.

Each course is team-taught by a history teacher and an English teacher. Grades 9 and 10 focus on the development of different worldviews from the ancient civilizations of Mesopotamia into the 20th century, while Grades 11 and 12 focus on America's story as seen in political, social, literary and artistic development.

Students earn honors credits in both history and English each year of the program. In addition, American Studies 1 and 2 are eligible for college credit through the Project Acceleration program in collaboration with Seton Hall University. Students can earn six college credits in both American literature and US history.

Incoming ECMS 9th graders are recommended for the program by their 8th grade Language Arts teacher. Incoming transfer 9th graders apply with test scores, a writing sample, and interview to discern the student's readiness for the program. Joining the program after 9th grade requires a teacher recommendation, prompt-based writing sample, and an evaluation of the student's ability to read and understand primary sources, determined in an interview with one of the program teachers.

### HUMANITIES PROGRAM MISSION

The ECHS Humanities Program exists to develop, above college preparatory course standards, the unique skills and attributes of a student gifted in the study of the humanities. The integrated, co-taught program provides a student with a collaborative learning community whose experiences develop conceptual thinking, personal passion, independent research, scholarly excellence, and academic discussion and dialogue. Through the lens of a Reformed worldview, the program honors a diverse community of believers through the study of worldviews expressed within the context of the historical events that gave rise to them. Ultimately, the graduate of the Humanities Program has a clearly defined and articulated personal worldview, evident in their capstone worldview project.

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**Graduates of the ECHS Humanities Program live out the EC Core Values as they thrive in:**

- college level reading and writing
  - *(Seek Truth, Develop Responsibility, Strive for Excellence)*
- the development and presentation of individual and group research projects
  - *(Seek Truth, Exhibit Compassion, Develop Responsibility, Strive for Excellence)*
- informed and open-minded dialogue and conversation in the academic community
  - *(Seek Truth, Embrace Community, Exhibit Compassion, Serve Others)*
- thorough, quality work that meets the highest scholarly standards
  - *(Develop Responsibility, Strive for Excellence)*
- discerning personal worldviews and the impact of those worldviews and the worldviews of others on social and political circumstances
  - *(Seek Truth, Serve Others, Embrace Community, Exhibit Compassion, Develop Responsibility, Strive for Excellence)*
- conceptual understanding and interdisciplinary critical thinking
  - *(Seek Truth, Embrace Community, Develop Responsibility, Strive for Excellence)*
- expressions of learning through a variety of creative endeavors
  - *(Embrace Community, Develop Responsibility, Strive for Excellence)*

**and exemplify the Graduate Profile statements of students who:**

- “think critically, exhibit curiosity and develop the discernment that will enable him/her to confidently and intentionally strive for excellence in every endeavor”
- “embrace diversity, exhibit compassion, offer respect, and are forgiving and open to others”

## Humanities Course Descriptions

### **HUMANITIES 1**

This team-taught, interdisciplinary course is the first of a two-year Humanities sequence. The worldviews, history, and literature of early civilizations through the Renaissance are covered. The fundamental skills of reading and writing used in the four-year Humanities Program are taught. Placement is by approved application or recommendation of the English and History Departments.

### **HUMANITIES 2**

This team-taught, interdisciplinary course completes a two-year Humanities sequence. The global history, literature, culture, and politics of the Enlightenment to the current era are covered. At the end of this course, students are prepared to take the AP European History Exam. Placement is by recommendation of the English and History Departments. Prerequisite: English 1 Honors (Humanities) or permission of the instructor.

### **AMERICAN STUDIES 1**

This team-taught, interdisciplinary course is the first of a two-year American Studies sequence. The course is a survey of American life and worldview from the 17th to the 20th century and uses a humanities approach, integrating culture into the study. This course has an emphasis on vocabulary through the study of Greek and Latin roots. Placement is by recommendation of the English and History Departments.

### **AMERICAN STUDIES 2**

This team-taught, interdisciplinary course completes a two-year American Studies sequence. This course explores 20th-century history, literature, culture, and politics, with an emphasis on multicultural studies. Extensive reading and writing prepare students for the English Literature AP and American History AP exams. During the final quarter of the course, students develop a worldview project that culminates the four-year study. The worldview project is a graduation requirement.

## STEAM

### Science-Technology-Engineering-Art-Mathematics

STEAM is an acronym for Science, Technology, Engineering, Art, and Mathematics. This is a three-year program that focuses on these disciplines because they are deeply intertwined in the real world. The STEAM program equips our students to be people of Christian vision and influence in a world that is increasingly placing an emphasis on technology and engineering. Additionally, it provides students with opportunities to develop the skills that are needed to contribute cooperatively and responsibly as followers of Jesus Christ in our tech-savvy society.

The principal goal of the STEAM program is to guide each student in either designing an innovative solution to a current problem or conducting scientific research that leads to a new discovery. STEAM students develop and complete their projects over their three years in the program.

The STEAM program is open to incoming 9th graders during fall semester only. Interested students must apply for a place in the program. Students whose applications demonstrate extraordinary aptitude in math and science, based on test scores, science and math grades, and teacher recommendations, are considered. Additionally, students must receive a placement in Earth Science Honors and Geometry Honors in their 9th-grade year.

STEAM students are enrolled in a STEAM course for each of their three years in the program. Additionally, STEAM students work in conjunction with their deans to choose science, math, and graphic arts courses while in high school that best fit the focus of their projects and their interests. See STEAM Pathways below.

## STEAM Course Descriptions

### 9th Grade

#### **PRINCIPLES OF RESEARCH (SEMESTER 1)**

Principles of Research (2.5 credits) prepares STEAM students to develop and complete their individual STEAM projects. Through hands-on, small-scale projects, students learn how to set up and conduct their own scientific research. They learn how to construct a hypothesis and design and test variables. Additionally, students learn all the steps of the design process and apply these steps to other projects. Other aspects of the class include presentation techniques, creating posters and slideshows for presentations, reading research literature, and writing a project proposal. Visiting scientists and selected TED talks introduce students to the various fields of science.

#### **PROJECT DEVELOPMENT (SEMESTER 2)**

##### ***Prerequisite: B+ in Principles of Research***

In Project Development (2.5 credits), students begin to develop their STEAM Research Project. Students generate project ideas, decide on either a research project or a technology design project, and perform preliminary literature research. A mentor is identified for each student, and the mentor increasingly takes responsibility for guiding the student's progress. By the last week of May, each student submits for approval a written proposal (3-5 pages) for his/her project. At the same time, students continue to work on small-scale projects to strengthen their research and design skills and become more and more exposed to various fields of science. In addition, students present their research in poster format to the community in May.

### 10th Grade

#### **PROJECT DESIGN AND RESEARCH**

##### ***Prerequisite: B+ in Project Development***

Students work both independently and with their STEAM course teachers and their mentors as they develop their science research or technology design projects. Students provide their mentors with weekly and quarterly reports documenting their efforts. Each student must log into their journal a minimum of three and one-half hours of work on his/her project each week. Each student must submit an eight to ten page end-of-year report of preliminary research and findings to the mentor by the last week of May. In addition, students present their research in poster format to the community in May.

### 11th Grade

#### **DISSERTATION AND DEFENSE – NHS**

##### ***Prerequisite: B+ in Project Design and Research 2***

Students continue to work both independently and with their STEAM course teachers and their mentors to finish up their science research or technology design projects. Students will write a twenty to thirty page thesis summarizing their work over the past three years. Thesis drafts must be submitted to mentors by end of first semester. Students work together with mentors to refine drafts and produce completed documents by the end of the third marking period. Students must document a minimum of three and one half hours each week. Each student shall present his/her work before a panel of STEAM mentors during the months of April and May. Completed projects are presented to the community during the month of May.

## Pathways:

The following STEAM Pathways represent each of the four major areas of science and technology.

- Physical Science includes careers in chemistry and engineering.
- Biological Science includes careers in biology and medicine.
- Computer Science includes careers in computer systems, computer programming, information technology, electrical engineering, and microelectronics.
- Earth & Environmental Science includes careers in geoscience, meteorology, agriculture, environmental science, and ecology.

The Pathways are designed to help a student narrow his/her focus while in the STEAM program. STEAM Pathways can be tailored to fit a student's individual interests. The deans assist students to schedule appropriate course sequences.

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## STEAM Pathways and Suggested Course Sequences

<b>PHYSICAL SCIENCE</b>	<b>BIOLOGICAL SCIENCE</b>	<b>COMPUTER SCIENCE</b>	<b>EARTH AND ENVIRONMENTAL SCIENCE</b>
<b>Math</b>	<b>Math</b>	<b>Math</b>	<b>Math</b>
Geometry Honors Algebra 2 Honors Precalculus Calculus Calculus 2 Statistics	Geometry Honors Algebra 2 Honors Precalculus Calculus Statistics	Geometry Honors Algebra 2 Honors Precalculus Calculus Statistics	Geometry Honors Algebra 2 Honors Precalculus Calculus Statistics
<b>Science</b>	<b>Science</b>	<b>Science</b>	<b>Science</b>
Earth Science Honors Biology Honors Chemistry Honors Chemistry 2 Honors Physics Honors	Earth Science Honors Biology Honors Chemistry Honors Chemistry 2 Honors Physics Honors Advanced Biology Anatomy & Physiology	Earth Science Honors Biology Honors Chemistry Honors Physics Honors	Earth Science Honors Biology Honors Chemistry Honors Chemistry 2 Honors Physics Honors Advanced Biology Marine Science (online) Environmental Science (online)
<b>Art / Technology</b>	<b>Art / Technology</b>	<b>Art / Technology</b>	<b>Art / Technology</b>
Art 1  <i>One from the following:</i> Design Tech Robotics Computer Coding	Art 1	Art 1 Graphic Design Design Tech Web & App Development Robotics Computer Coding	Art 1

## Course Descriptions

### ARTS - Visual Arts and Music

5 Credits of Art or Music are required for graduation.

#### VISUAL ARTS

The study of visual arts promotes and encourages a thoughtful and aesthetic response to God's revelation of Himself and His purposes in creation.

##### **ART 1**

Students in this course explore the techniques of drawing, ceramics, painting, design, sculpture, and printmaking on an introductory level. As the course progresses, students are given slightly more advanced projects that deal with conceptual and compositional issues. Students also create and display a collaborative, monumental, sculptural work to serve the school community. In addition to creating art, students analyze art styles and related art history, as well as engage with emerging digital based drafting tools. Students learn how to engage in art criticism and discussion. There is at least one field trip, and attendance is required. Students are required to do weekly sketchbook assignments. Some research is required.

##### **CERAMICS**

###### ***Prerequisite: Art 1***

This course includes the study of building clay vessels using the three hand-building techniques of pinch, coil, and slab, as well as 'throwing' pots on the pottery wheel. Techniques and methods of producing sculpture from clay and other materials are explored. Intro to the chemistry of glazes is included. Some research is required including the history of ceramics and its multicultural impact. A field trip to a local pottery studio is included with the possibility of an additional museum visit.

##### **ADVANCED CERAMICS**

###### ***Prerequisite: Art 1 and Ceramics***

Students explore advanced techniques in the clay building process and wheel throwing, as well as advanced concepts, design theories, and stylistic expression in three-dimensional form. Some research is required, including the history of Greek pottery, resulting in the creation of a coiled pot inspired by an actual Grecian Urn. A field trip to a local pottery studio is included with the possibility of an additional museum visit.

##### **SCULPTURE (EVEN YEARS)**

###### ***Prerequisite: Art 1***

This course studies sculpture-in-the-round and relief sculpture, focusing on mass, weight, and balance. Students explore various styles and projects in three-dimensional art, covering realism, abstraction, and geometric form in both small and large-scale. Media studied are wood, clay, cardboard, paper, paper maché, 3D printing, etc. Students engage in art criticism and reflection, connecting projects to art movements. Students make an artistic impact in the school's community, as the class works on a collaborative project serving the school's mission. There is at least one field trip, and attendance is required.

##### **PAINTING (ODD YEARS)**

###### ***Prerequisite: Art 1***

Painting includes an exciting exploration use of acrylic, oil, and watercolor. Students are allowed to choose their favorite medium and take it to its fullest potential. Realism, abstraction, pop art and many more movements are covered as students study the masters of antiquity as well as contemporary and emerging artists. Projects and critiques are placed within the context of art history. Students are involved in at least one large-scale or

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collaborative project. When opportunity arises we are involved in public murals and set design for ECS's theatrical productions. There is at least one field trip, and attendance is required. No matter the skill level, growth is assured as all students are welcome in reflecting the creative nature of our Creator.

**DRAWING (EVEN YEARS)**

***Prerequisite: Art 1***

Drawing encourages creative growth, expression, and observation through an exploration of both traditional and contemporary practices. Students refine skills in drawing from life with realistic portraiture, still life, and anatomy studies, while adding to their portfolios drawings from imagination. Various mediums include pencil, charcoal, pen and ink, pastels, and digital-based drafting tools. Emphasis is placed on shading, composition, highlighting, subtleties of tones, texture, positive-negative space observations, and individual and collaborative projects. There is at least one field trip, and attendance is required. No matter the skill level, growth is assured as all students are welcome in reflecting the creative nature of our Creator.

**PRINTING AND DESIGN (ODD YEARS)**

***Prerequisite: Art 1***

Handmade, mechanical and now digital production have brought images all around us. Printmaking involves creating original works of art that exist as multiples in a set called an edition. Students will enrich their understanding of the elements and principles of design through an introduction to various printmaking techniques including woodblock, linoleum, silkscreen, spray paint stenciling and mono-printing methods. Explore hand-drawn or digital-based designs. We will move from single color to multi-color dynamic designs that can be applied to an artistic print series, bookmaking, clothing, textiles, and other exciting functional items. Some research is required. Basic Photoshop tools and techniques are covered to enhance designs. Students attend a field trip to an established printmaker, artist or gallery.

**GRAPHIC DESIGN**

***Prerequisite: Art 1***

Using the industry standard tools of Adobe Illustrator, Photoshop, and Indesign, students create dynamic visual materials. Students learn layout skills and acquire the ability to combine visual elements with text information to use creativity not only to design but to also catch the public's attention (posters, t-shirts, flyers, logos, photo books). Students explore discernment between what the world values and what we as Christians should value and communicate. The course includes current and professional programs and practices. There is at least one field trip, and attendance is required.

**ADVANCED PORTFOLIO**

***Prerequisite: Art 1 and two other Art classes***

This course is open to students who would like to advance their art through focused studio time, as well as those considering pursuing art professionally or at the college level. The requirements are handed down by the College Board in order to take the optional portfolio exam, the additional cost of which is the responsibility of the student. In addition to creating a consistent body of work (based on the theme of your choice) as required, this is an opportunity to develop a physical and online portfolio reflecting individual styles and interests. In addition to traditional and emerging art-making skills, basic digital design tools are covered to best prepare students for portfolio presentation. Students are involved in at least one large-scale and collaborative project. There is at least one field trip, and attendance is required.

## MUSIC

Music is viewed as a God-given gift to humanity. Music education strives to build skills that steward this gift for God's glory. Music courses are year-long electives and may be taken more than once to fulfill the Arts credit requirement.

### **CONCERT BAND (HALF CREDIT)**

Concert Band is an instrumental ensemble which includes woodwinds, brass and percussion instruments. A minimum of two years of playing experience on a band instrument and proficiency in note reading is required. Membership is based on consistent practice, attitude of service, and commitment to pursue excellence. This year-long course challenges you as a student and a musician. Students are expected to participate in community events, as well as school concerts where attendance is mandatory. Concert Band meets during SOAR four days per week.

### **CONCERT CHOIR (HALF CREDIT)**

Concert Choir is a full-year, non-auditioned ensemble that meets during SOAR four days per week. It is a large ensemble for freshmen through seniors. The Concert Choir studies, rehearses, and performs choral music of different languages and cultures ranging from Gregorian chant to contemporary composers, from sacred choral works to Broadway music. In addition to fall and spring concerts, the Concert Choir participates in Chapel and a bi-yearly competition at Six Flags.

### **ORCHESTRA (HALF CREDIT)**

Orchestra students *who are not also in chorus or band*, participate in both String Orchestra and Chamber Orchestra, each meeting two days a week during SOAR. While these are two distinct music styles with individual performances and curriculum, they are graded as one Orchestra class, earning an art half credit.

### **STRING ORCHESTRA**

This is a year-long elective which concentrates on music in the string literature (violin, viola, cello, bass) as well as string arrangements of full orchestra repertoire from Baroque to present. A minimum of two years playing experience on a string instrument and proficiency in note reading is required. Opportunity is provided for performance outside of school and for participation in Regional and All-State Orchestra auditions. This course challenges participants as students and musicians. Students are expected to participate in community events, as well as school concerts where attendance is mandatory. Orchestra meets during SOAR two days per week.

### **CHAMBER ORCHESTRA**

This year-long elective is designed for the full-time orchestra student who does not participate in another performing ensemble. This course concentrates on chamber music repertoire composed for smaller ensembles in the string literature (violin, viola, cello, bass) from Baroque to present. A minimum of two years playing experience on a string instrument and proficiency in note reading is required. Opportunity is provided for performance outside of school and for participation in Regional and All-State Orchestra auditions. This course challenges participants as students and musicians. Students are expected to participate in community events, as well as school concerts where attendance is mandatory. Orchestra meets during SOAR two days per week.

### **HONORS CHOIR**

Eastern Christian Honors Choir is a select, audition-based vocal ensemble of about 18 students in grades 10-12. ECHC members must participate in Concert Choir for the entire year. ECHC meets every other day for one block throughout the entire school year. ECHC seeks to nurture and train students in the art and practice of small ensemble singing. As this is an advanced course, students must have knowledge of basic music theory to participate in the group's challenging music studies. ECHC members study music theory, sight-singing, and ear training, and complete presentations on composers and performers. Members also study music in other languages, a capella pieces, sacred, contemporary, classical music, and Broadway show tunes. The group focuses on proper vocal technique, breath control, syncopation, intonation, and rhythm for dynamic small group ensemble singing. Members are evaluated based on their active participation in rehearsal and performance, rehearsal etiquette, and their ability to read, write and evaluate music.

ECHC is an involved and active ensemble in the community. In addition to two formal concerts at school, the group performs at several other venues throughout the year; this includes some nights, weekends and rare Sunday services. The group also goes on tour every other year. Membership requires a time investment and commitment to participate in the performances.

## **BIBLICAL THEOLOGY**

**Biblical Theology is required for each year of attendance.**

Each course leads students to search for and comprehend key theological ideas that are revealed in a given section of Scripture. Emphasis is placed on inductive reasoning and the use of sound principles of Reformed Bible interpretation.

### **BIBLICAL THEOLOGY 1 – THE KINGDOM OF GOD: A COMMUNITY OF FAITH (HALF CREDIT)**

The course objective is to enable students to understand that from the beginning it has been God's plan to create a community of gracious, loving, forgiving people that intentionally function as God's co-workers to reconcile the world to God. The themes of creation, fall, redemption, and restoration receive special emphasis in the study of Genesis. Portions of the rest of the Bible are surveyed to understand the outworking of these themes in the mission of the community, culminating in the Person and work of Christ. Students are encouraged to involve themselves in service projects in our local community and around the world.

### **BIBLICAL THEOLOGY 2 – THE KINGDOM OF GOD: LOST DREAM AND NEW OPPORTUNITY (HALF CREDIT)**

The course objective is identical to Biblical Theology 1: that from the beginning it has been God's plan to create a community of gracious, loving, forgiving people that intentionally function redemptively as God's co-workers to reconcile the world to God. This course focuses on the community of Israel; its establishment, collapse, and struggle to regain its position and mission as the visible kingdom of God. Students explore the life and ministry of Christ as Israel's Messiah. Sources include Isaiah, Ezekiel, Jeremiah, Haggai, Zechariah, Matthew, Mark, Luke, and John.

### **BIBLICAL THEOLOGY 3 – NEW TESTAMENT (HALF CREDIT)**

The course has two objectives. One is to enable students to understand issues concerning the inspiration and canonicity of the Bible, as well as gain a greater understanding of Biblical genres. The second is to enable students to explain how the basic themes of creation, fall, redemption, and restoration are reprised in the New Testament, grounded in the Person and work of Christ, and are applied to life.

**BIBLICAL THEOLOGY 4 - APOLOGETICS (HALF CREDIT)**

The course objective is to enable students to understand and explain the Christian faith in the face of difficult questions and significant alternative faith perspectives that exist in contemporary culture.

**BIBLE & WORSHIP (HALF CREDIT) (Grades 11 and 12)**

***Prerequisites: A student application must be submitted to the teacher for approval.***

Students grow as followers of Christ, as spiritual leaders, and as thoughtful worship planners. Students are responsible for completing coursework in addition to their work as members of a chapel planning team. Course content includes a survey of Bible passages about the character of God and principles of worship. In class discussion, we seek to apply Biblical understandings of worship in our modern context. A culminating church project involves a visit to an unfamiliar church and reflections on what can be appreciated from the congregation's worship.

**CROSS CULTURAL PERSPECTIVES & SERVICE (HALF CREDIT)**

***This elective does not count as a Biblical Theology requirement. Requirement for all new Spring Break Missions Trip participants. Prerequisite: Application and \$100 deposit. Students require approval from their dean for trip placement and participation.***

Mission opportunities are all around us. Throughout this class students study various global issues that have an impact on the world and how they relate to sharing the gospel of Christ. Also, the concept of service learning is explored through local service projects, building relationships with missionaries, academic content connections, and a mission trip experience. Practical, hands-on opportunities complement the theological study of missions. Assessments are project and portfolio based. Students are responsible for raising financial support for the mission trip. Guidance on raising support is available and students journey through the year with individual EC faculty and staff mentors.

## BUSINESS AND TECHNOLOGY

**Career & Technical Education, taken freshman year, as well as Personal Financial Literacy or Economics, taken junior or senior year, are graduation requirements.**

Business and Technology classes are committed to glorifying God and learning about his world through the study of applied science, math and technical training.

**CAREER & TECHNICAL EDUCATION**

***Required course for all freshmen.***

This comprehensive seminar assists freshmen in transitioning from middle school to high school. With a focus on acclimating to new academic and social environments, students practice skills necessary to succeed in high school and the years beyond: building character through leadership, technology, goal setting, time management, oral presentation, database research, study habits, job preparation, and preliminary college and career planning.

**PERSONAL FINANCIAL LITERACY**

***Required course in junior or senior year.***

This course is designed to teach students personal financial literacy. Students learn skills, resource availability, and strategies that promote financial responsibility in areas of financial planning, career selection, savings, investments, and charitable giving in the global economy. Students also engage in analysis of economics, long-term financial planning, career choice, and civic financial responsibility, including risk management and insurance. Students learn skills that are critical to creating financial health in the 21st-century global economy and understanding God's word regarding stewarding resources.

### **ECONOMICS & FINANCE**

***Prerequisite: B in Algebra 2***

This course explores economic systems, the impact of governmental financial policies, and the effects of the exchange rate. Students investigate the role of a firm in typical and atypical market settings. Students also gain an understanding of the impact of international trade and how each nation affects each other in a global society. This course moves at an accelerated pace and includes math intensive units, research, and rigorous work. This course covers personal finance topics and satisfies the Personal Financial Literacy graduation requirement in junior or senior year.

### **COMPUTER CODING**

Students explore what many computer experts are calling one of the most important skills a student can learn in high school, as understanding code opens up many opportunities in STEAM fields. In this class, students learn the powerful Python language used by programming professionals and universities every day. This class focuses on solving problems using logical and systematic planning. No coding experience is necessary to join this class.

### **WEB AND APP DEVELOPMENT**

Students in this class study four major components of the mobile and web technology fields: web page design through the HTML and CSS languages, social media tools and strategies for companies, website automation using Content Management Systems, and mobile app development using MIT's Mobile App Developer.

### **MEDIA PRODUCTION**

Multimedia is all around us, and people are creating videos and songs every day on their phones and tablets. This class teaches professional practices in audio and video recording, editing, and producing through the use of tools such as Adobe Premiere and Apple GarageBand to create something memorable and worthwhile amid growing 'media noise.' Students work with the school's athletic, marketing, journalism, and music departments to create media projects that are used by the entire EC community.

### **DESIGN TECHNOLOGY**

***Prerequisite: C in Geometry***

This course introduces manual drafting and design as well as computer-aided drafting (CAD) and examines the hardware that makes up a CAD workstation. Projects include creating unique redesigns of everyday items as well as envisioning large-scale industrial spaces and the many considerations involved (cars, apparel, floorplans, personal innovations, interior design etc). Students work on computer-based and handmade projects, taking into consideration working in a group, materials, cost, and target audience. In addition to using Autocad, Tinkercad and Sketch Up, students gain an understanding of the rapid prototype process and model-making through use of our 3D printers and various materials.

### **ROBOTICS**

Students develop skills in mechanical design and construction as they work in teams to build simple and complex robotic devices. They explore the use of robotics in modern business and industry and examine how robotic devices are affecting and shaping culture. Students apply concepts learned in Physical Science and Physics classes to mechanical devices.

### **ADVANCED TOPICS IN TECHNOLOGY**

***Prerequisite: a grade of B or higher in the technology course of your intended topic of study and permission of the instructor***

Advanced Topics in Technology allows students to take their knowledge to the next level by providing opportunities to design individual projects in coding, video production, 3D printing, app development, robotics and more. Opportunities are limited only by student creativity and skill. Interested students will be asked to propose a topic of study; examples and more information are available from technology teachers.

## **ENGLISH**

**20 Credits of English are required for graduation.**

English curriculum is designed to encourage our students to see themselves as literate, articulate and creative individuals designed by God to appreciate, enjoy and transform our world through written communication.

### **CORE ENGLISH**

Students will be placed in one of three levels of English based on academic performance and teacher recommendation. The levels offered each year are general, college prep (CP), and honors.

#### **ENGLISH 1 / ENGLISH 1 CP**

This is the first of a two-year study of the cultural worldviews through literature. Chronologically, the course begins with the literature of Ancient Greece and continues through the Elizabethan era. Also incorporated in the curriculum topics are language usage, vocabulary, literary devices, oral presentation, and essay development. Texts may include *The Odyssey*, *Antigone*, *Beowulf*, *Canterbury Tales*, and *Romeo and Juliet*.

#### **ENGLISH 1 HONORS (AND WORLD HISTORY 1 HONORS) (HUMANITIES)**

This team-taught, interdisciplinary course is the first of a two-year Humanities sequence. The course covers the worldviews, history, and literature of early civilizations through the Renaissance. The fundamental skills of reading and writing used in the four-year Humanities Program are taught. Placement is by approved application or recommendation of the English and History Departments.

#### **ENGLISH 2 / ENGLISH 2 CP**

This is the second of a two-year study of cultural worldviews through literature. Chronologically, the course begins in the Elizabethan era with Shakespeare, continues through the Romantic and Victorian periods, and culminates in the modern age. A variety of poetry, dramas, and novels are incorporated into the study of vocabulary, literary devices, oral presentations, and writing skills. Texts may include *The Tragedy of Macbeth*, *Metaphysical*, *NeoClassical*, and *Romantic Poetry*, *A Modest Proposal*, *Great Expectations*, and *Animal Farm*.

#### **ENGLISH 2 HONORS (AND WORLD HISTORY 2 HONORS) (HUMANITIES)**

***Prerequisite: English 1 Honors (Humanities) or approved application***

This team-taught, interdisciplinary course completes a two-year Humanities sequence. The course covers global history, literature, culture, and politics of the Enlightenment to the current era. At the end of this course, students are prepared to take the AP European History Exam.

EASTERN CHRISTIAN HIGH SCHOOL COURSE CATALOG  
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**ENGLISH 3 / ENGLISH 3 CP**

This course is a survey of American worldviews as represented in American Literature. Concentration is on major authors and poets from the 17th century to the 20th century. This course emphasizes vocabulary through the study of Greek and Latin roots. It also includes a study of analytical writing with emphasis on writing a literary analysis research paper. A passing grade on the research paper is a graduation requirement. Texts may include *The Scarlet Letter*, *The Adventures of Huckleberry Finn*, *The Great Gatsby*, and *The Crucible*.

**ENGLISH 3 HONORS (AND US HISTORY 1 HONORS) (AMERICAN STUDIES 1) – PA, NHS**  
***Prerequisite: English 2 Honors (Humanities) or approved application***

This team-taught, interdisciplinary course is the first of a two-year American Studies sequence. The course is a survey of American life and worldview from the 17th to the 20th century and uses a humanities approach, integrating culture into the study. This course has an emphasis on vocabulary through the study of Greek and Latin roots. Placement is by recommendation of the English and History Departments.

**ENGLISH 4 / ENGLISH 4 CP**

This course traces key authors, themes, and literary styles that reveal worldviews of both Western and non-Western authors. The key to this course is the understanding of a culture's revelation through its literature. Students write a literary analysis essay and develop critical thinking skills. Students create and present a senior project at the end of the semester. A passing grade on the literary analysis essay and senior project are graduation requirements. Texts may include: *The Tragedy of Hamlet, Prince of Denmark*; *Things Fall Apart*; selected short stories; *Their Eyes Were Watching God*; and *The Kite Runner*.

**ENGLISH 4 HONORS (AND US HISTORY 2 HONORS) (AMERICAN STUDIES 2) – PA, NHS**  
***Prerequisite: English 3 Honors (American Studies)***

This team-taught, interdisciplinary course completes a two-year American Studies sequence. This course explores 20th-century history, literature, culture, and politics, with an emphasis on multicultural studies. Extensive reading and writing prepare students for the English Literature AP and American History AP exams. During the final quarter of the course, students develop a senior project that culminates the four-year study. The senior project is a graduation requirement.

**ENGLISH ELECTIVES**

**FOUNDATIONAL WRITING**

This course is designed for students who are working on their basic writing skills. Students learn the stages of the writing process: how to brainstorm, how to create a topic sentence, how to support and organize ideas, and how to write clear, error-free sentences. Starting with basic paragraphing, students work toward writing longer essays. Narration, description, persuasion, and other forms of exposition are explored. Proper MLA Format is taught and practiced. Admission is by approval or referral.

**ESSAY WORKSHOP**

An initial review of the writing process is followed by the systematic practice of the major types of expository writing. Essays are based on a variety of topics. Attention is given to grammatical usage and stylistic development. Proper MLA format is practiced. Admission is by approval or referral.

**ADVANCED COMPOSITION – PA, NHS**

This course parallels a year one college writing course with emphasis on grammatical and organizational skills. Students practice multiple modes of essay formation. This is an advanced course requiring substantial writing. Admission is by application. Open to juniors and seniors.

**JOURNALISM**

This course focuses on the creation of *The EC Times*, a student-written publication distributed to EC, local churches, and the Holland Home approximately every six weeks. Students brainstorm news topics, interview staff and students, and develop articles with the intention of educating, informing, and entertaining the EC audience. Students participate in a real-life small business and strengthen writing, photography, and interpersonal skills.

**ADVANCED JOURNALISM**

***Prerequisite: Journalism***

This course meets simultaneously with Journalism to coordinate and write pieces for The EC Times and to lead small groups of Journalism students in brainstorming sessions. Students in this class pursue outside-of-school publishing opportunities (freelancing for local newspapers, etc.) with teacher support. Admission is by application.

**YEARBOOK/PUBLISHING**

In this course, students manage a \$32,000 yearbook project, develop a concept, obtain information, and implement design elements. Learning and using a variety of business and publishing skills, students follow an editorial process and collaborate to complete deadlines. This class meets every other day for the entire year. Open to juniors and seniors.

**PUBLIC SPEAKING (ODD YEARS)**

This course provides a study in organizing and presenting speeches. Students develop and present various speeches including informative, demonstrative, and persuasive. Emphasis is on increasing confidence, developing effective speaking, and practicing listening skills.

**CREATIVE WRITING (EVEN YEARS)**

This course is a portfolio workshop in which students produce various texts through the study of reading samples and peer critiques. Genre focuses include short story, poetry, screenwriting, and personal essay. Students retain and revise works to select the most appropriate material for potential publication.

**MAJOR AUTHOR ELECTIVE (One offered each year)**

**SHAKESPEARE**

***Prerequisite: C average in English or Humanities courses and approved application***

In this major author course, students delve into the enduring concepts, themes, influences, and impacts of Shakespeare both upon the academic world and the rest of society. Students study the full scope of Shakespeare's works including poetry and drama, and conclude their study in a capstone project.

**LEWIS**

***Prerequisite: C average in English or Humanities courses and approved application***

In this major author course, students delve into the enduring concepts, themes, influences, and impacts of C.S. Lewis both upon the academic world and the Christian community. Students study the full scope of Lewis' works and conclude their study in a capstone project.

## ENGLISH AS A SECOND LANGUAGE (ESL)

### ESL FULL YEAR

This course is for English Language Learners to practice skills in all four modes—reading, writing, speaking, and listening—that are essential for success in high school and beyond. Using authentic texts, students practice reading comprehension, increase reading fluency, enhance vocabulary, practice grammatical skills, and learn the basics of literary analysis. By participating in a wide range of activities, students are also introduced to different teaching methods that are common in American classrooms. Placement is determined by testing.

### ESL HALF YEAR

This course is for English Language Learners who require a semester of preparation before continuing on to English College Prep. Students use authentic texts to increase their reading, writing, speaking, and listening skills and learn how to analyze and enjoy literature of a variety of genres. Placement is determined by testing.

### WRITING WORKSHOP ESL

This course is for English Language Learners who need to develop solid writing skills through increased practice. Emphasis is on using proper grammar, crafting clear sentences, developing unified paragraphs, and writing full essays in a number of forms including expository, narrative, and description. Placement is determined by testing.

## MATHEMATICS

**15 Credits of Mathematics are required for graduation.**

A scientific calculator is required for all math courses at Eastern Christian. For students taking Algebra 2 and higher, a TI-84 graphing calculator is required.

Mathematics, which is a study of order and pattern, allows us to more clearly see God's consistency in creation. Our world, its structure, and laws show these same unchanging patterns and order, thus proclaiming the divine nature of creation. Most colleges require three years of math for admission, and four years are recommended for students whose vocational choices demand proficiency in math. Math teachers can assist in ensuring course selections meet vocational aspirations.

### INTEGRATED ALGEBRA & GEOMETRY 1

Through differentiated instruction that emphasizes daily review, students strengthen skills needed for Algebra 1 and Geometry. Students learn problem solving, integer operations, equations, factors and multiples, fraction/decimal/percent conversions, mixed numbers, probability, rates, ratios, geometric figures, area, and perimeter. Students enter Integrated Algebra and Geometry 2 before Algebra 1.

### INTEGRATED ALGEBRA & GEOMETRY 2

This course reviews and introduces several concepts needed for Algebra 1 and Geometry. The following subjects are presented with use of differentiated instruction. Students learn problem solving, exponent laws, solving, writing and graphing linear equations, fractions, decimals, proportions, percents, ratios, probability, geometric figures, and measurements. Both Integrated Algebra and Geometry 1 and Integrated Algebra and Geometry 2 prepare the students for Algebra 1.

### **ALGEBRA 1**

Algebra 1 is designed to equip students with the necessary skills to solve problems algebraically. Students gain an understanding of concepts such as communication, balance, growth, patterns, relationships, and comparisons. Students learn exponents, polynomials, factoring, linear equations, inequalities, systems of equations and square roots.

### **GEOMETRY NO PROOF**

**Prerequisite:** *Integrated Algebra and Geometry 2*

The main elements of plane geometry are covered using a non-proof approach. Students explore angles, triangles, congruent relationships, parallel lines, polygons, coordinate geometry, trigonometric ratios, and geometric solids. Students also learn how to do constructions using a compass. This course is an alternative option for students who are challenged by the demands of a college preparatory Geometry curriculum.

### **GEOMETRY**

**Prerequisite:** *C in Algebra 1*

This course helps students to gain an understanding of Euclidean geometry through an approach that relies on deductive reasoning and proofs. Through this approach, students explore topics such as angles, triangles, congruence, parallel lines, polygons, coordinate geometry, constructions, and trigonometric relationships.

### **GEOMETRY HONORS**

**Prerequisite:** *A- in Algebra 1 and recommendation of the Math Department*

At an accelerated pace, this course studies the main elements of Euclidean geometry with aspects of solid geometry to a greater depth. Higher level thinking, algebraic processes, deductive reasoning through proofs, and constructions are important tools in studying at the honors level. Students also learn how to apply principles of algebra to geometric problems.

### **ALGEBRA 2**

**Prerequisite:** *C in Algebra 1*

Algebra 2 continues to explore the concepts and principles of algebraic problem solving introduced in Algebra 1. The fundamental concepts of this course include linear, quadratic, and rational functions. Specifically, students learn imaginary numbers, polynomials, systems of equations, inequalities, exponents, and the quadratic formula.

### **ALGEBRA 2 HONORS – NHS**

**Prerequisite:** *B+ in Honors Geometry or A- in Algebra 1 and/or Geometry*

This course covers, at an accelerated pace, the fundamental concepts of this course include linear, quadratic, and rational functions. Specifically, students learn imaginary numbers, polynomials, systems of equations, inequalities, exponents, the quadratic formula, trigonometry, conics, statistics, probability, and matrices

### **MATHEMATICAL ANALYSIS**

**Prerequisite:** *C in Algebra 2*

This course is a post-Algebra 2 course in which students study advanced topics in mathematics in preparation for college level math courses. Students learn sequences and series, exponential and logarithmic functions, graphing functions, linear programming, conics, trigonometry, and matrices.

**PRECALCULUS – NHS**

***Prerequisite: B in Algebra 2 Honors or B in Math Analysis***

This course integrates the topics studied in Algebra 1, Geometry, and Algebra 2 and begins to lay the groundwork for Calculus and college level math courses. This course is designed to develop quantitative reasoning and problem solving. Students learn to use technology in problem solving and explore how to effectively communicate mathematical ideas. Students learn linear, polynomial, complex numbers, polar, logarithmic, exponential, and trigonometric functions.

**STATISTICS – NHS**

***Prerequisite: B in Algebra 2 Honors or B in Math Analysis***

This course explores the science of statistics. Students understand the processes of sampling data, creating honest and unbiased experiments, and interpreting data. Students learn about z-scores, standard deviation, expected value, variance, distributions, hypothesis testing, confidence intervals, chi-squares, correlations, and probability. It is a challenging capstone course for students who want an advanced mathematics course but would not necessarily be going into a math-related major in college. Students enrolled in this course, with some independent study, may have the option of taking the Advanced Placement Statistics exam in May.

**CALCULUS 1 – PA, NHS**

***Prerequisite: B in Precalculus or permission of the teacher***

In this course, students explore the basic concepts of single-variable Calculus 1. Students learn limits, differentiation, integrals, and the applications related to each. With some independent study, students enrolled in this course may have the option of taking the Advanced Placement Calculus AB exam in May.

**CALCULUS 2 – NHS**

***Prerequisite: B+ in Calculus 1***

In this course, students learn arc length, surface area, integration by parts, trigonometric integration, L'Hopital's Rule, sequences and series. With some independent study, students enrolled in this course may have the option of taking the Advanced Placement Calculus BC exam in May.

**PHYSICAL EDUCATION/HEALTH**

**Physical Education/Health is required each year of attendance.**

Physical Education and Health classes provide students with an opportunity to learn about sportsmanship, teamwork, and physical wellness as a means of understanding and honoring how God has designed our bodies. The primary objective of these classes is for students to develop an appreciation for physical activity and personal fitness. Activity units include team sports, individual sports, creative games, aerobic workouts, and strength training. Health integrates classroom theory with physical experience to encourage a responsible, healthy lifestyle. Physical Education/Health classes are divided into two tracks (9th and 10th, and 11th and 12th) offered on alternating years.

**PHYSICAL EDUCATION/HEALTH 1 (GRADES 9 AND 10) (ODD YEARS)**

Students learn and practice the sports of soccer, lacrosse, tennis, frisbee, and badminton. Students also participate in a variety of creative and novel games to increase physical ability, endurance, and agility. Health topics include life skills, social health, medicine and drugs, and other current health issues.

**PHYSICAL EDUCATION/HEALTH 2 (GRADES 9 AND 10) (EVEN YEARS)**

Students study and learn the skills needed for softball, football, hiking, basketball, and volleyball. Health explores the concept of total health & fitness, as well as first aid, safety, disease prevention, and other current health issues.

**PHYSICAL EDUCATION/HEALTH 3 (GRADES 11 AND 12) (ODD YEARS)**

Students practice more advanced concepts in soccer, lacrosse, tennis, frisbee, and badminton. They also have the opportunity to create and participate in creative games designed to achieve specific desired physical benefits. Concurrent health topics include nutrition, mental and emotional health, social health and other current health issues.

**PHYSICAL EDUCATION/HEALTH 4 (GRADES 11 AND 12) (EVEN YEARS)**

Students practice advanced concepts in softball, football, hiking, basketball, and volleyball. Health topics include human sexuality, human development, substance abuse, and other current health issues.

**SCIENCE**

**15 Credits in Science are required for graduation.**

As God's chosen caretakers of creation, we study science in an effort to see his glory as shown in every aspect of our universe. Freshmen are scheduled for Earth Science or Earth Science Honors, and sophomores for Biology or Biology Honors. Students may then choose from Chemistry, Chemistry Honors, or Chemistry in the Community for the third science requirement. Advanced Biology, Anatomy & Physiology, Physics, Physics Honors, and Chemistry 2 Honors are offered as additional electives.

**EARTH SCIENCE**

Earth Science is a requirement for all freshmen and is taught with a focus on the following broad topics: Earth as a Dynamic Planet, Earth as a Complex Set of Systems, and Earth in Space. Through this course, students learn the fundamental skills of observation and experimentation. They also cultivate what was a foundational understanding into an immense body of knowledge about the Earth, through the study of ecology, oceanography, meteorology, and astronomy. Central to this course is our responsibility as Christians to be stewards of planet Earth.

**EARTH SCIENCE HONORS**

Earth Science Honors is an alternative to the general Earth Science course and is intended for those students who are following the Honors track in science. It focuses on the same broad topics as the general course but has enriched content and advanced concepts with more quantitative problem-solving. Like the general course, a central theme is our responsibility as Christians to be stewards of planet Earth.

**BIOLOGY**

Biology introduces students to the major concepts of life science using a variety of classroom and laboratory experiences. Topics include biochemistry, cell biology, cell division, genetics, and ecology. This course encourages responsible stewardship and provides preparation for advanced study in biology.

### **BIOLOGY HONORS**

***Prerequisite: B+ in Earth Science Honors or an A in Earth Science, or approval from the instructor***

Biology Honors is recommended for sophomores who have demonstrated extraordinary interest and aptitude in Earth Science. It includes topics outlined in the general course, but covers them in greater depth and at an accelerated pace. Biology Honors is a rigorous science course that provides excellent preparation for Advanced Biology, and Anatomy & Physiology. Students who perform well are expected to continue in the Honors track.

## **SCIENCE ELECTIVES**

### **CHEMISTRY IN THE COMMUNITY**

Developed by the American Chemical Society and endorsed by the National Science Foundation, Chemistry in the Community is designed to teach students relevant chemistry concepts by emphasizing how chemistry impacts our everyday lives. Chemistry in the Community incorporates extensive laboratory and student-centered activities. This course meets the high school's requirement of a third lab science course and is offered at an appropriate level of rigor. It is a viable alternative for students who are challenged by the mathematics required for college preparatory chemistry and physics.

### **CHEMISTRY**

***Prerequisites: C in Algebra 1, Geometry, Earth Science, and Biology or with permission from the instructor***

Chemistry is intended for juniors and seniors who wish to fulfill the college entrance requirements in Chemistry but do not intend to pursue a career in science studies. Chemistry provides students with an excellent foundation in the study of matter and its changes. The topics include atomic structure, chemical bonding, chemical reactions, gas laws, the mathematics of chemical reactions, and energy. This course is intended for students who are comfortable with abstract science concepts and mathematical computations.

### **CHEMISTRY HONORS – PA, NHS**

***Prerequisites: B+ in Algebra 1 and 2, Geometry or B in Algebra 1 and 2 Honors, and B+ in Earth Science Honors, and Biology Honors or with permission of the instructor***

Chemistry Honors is intended for those students who wish to pursue science in college. The Chemistry Honors curriculum includes the same topics studied in Chemistry, but in greater detail and at an accelerated rate. Additional topics include the quantum model of the atom, thermodynamics, and acid-base theory. Chemistry Honors is an excellent choice for those students desiring an in-depth analytical, quantitative, and rigorous science course.

### **CHEMISTRY 2 HONORS – NHS**

***Prerequisites: B in Chemistry Honors or permission of the instructor***

Chemistry 2 Honors is a continuation of Chemistry Honors and is appropriate for students who seek to pursue a deeper understanding of Chemistry and how it can be used to address contemporary issues. The course consists of two parts. During the first marking period, students continue their training in the topics that are necessary for success in the AP Chemistry test. Topics included are acid-base reactions, continued equilibrium studies, electrochemistry, kinetics, and thermodynamics. After completing the required content, students plan and execute a research project. During the second marking period, students conduct their own chemistry-based research in one of the following areas: renewable resources, materials, climate, feeding the world. This research is lab-based and is completed with a mini-thesis.

**ADVANCED BIOLOGY – PA, NHS**

**Prerequisite: A- in Biology or B in Biology Honors; and B in Chemistry or Chemistry Honors or with permission of the instructor**

Advanced Biology emphasizes the investigative process in the study of genetics, cell division, biotechnology, human genetics, and origins. This is a rigorous course for self-motivated students who are ready to explore. It provides preparation for independent research at the college level.

**ANATOMY & PHYSIOLOGY – PA, NHS**

**Prerequisite: A- in Biology or B+ in Biology Honors, and B in Chemistry or Chemistry Honors, or with permission of the instructor**

Anatomy & Physiology is a rigorous college-level course designed to provide a foundation for study in physical therapy, nursing, medicine, dentistry, or biomedical engineering. This course provides students with an understanding of human body structures, their principal functions, and how each contributes to the maintenance of homeostasis. This is an advanced course that includes a significant amount of lab work.

**PHYSICS – NHS**

**Prerequisite: B in Algebra 1 and 2, Geometry, and Chemistry or with permission of the instructor**

Physics investigates Newtonian physics as it relates to motion in one and two dimensions, circular motion, forces, work and energy, and momentum. This course emphasizes how the laws of physics relate to everyday life. Problem solving is emphasized so students should be comfortable solving problems using basic algebra and geometry.

**PHYSICS HONORS – PA, NHS**

**Prerequisite: B+ in Chemistry Honors, Geometry Honors, Algebra 2 Honors, or with the permission of the instructor**

Physics Honors is designed for students who want to pursue a science degree in college. The curriculum includes the same topics covered in the general Physics course with the additional topics of waves, sound, electric charge, electric fields, electric potential, and electric circuits. This rigorous course involves mathematical problem solving, so students need to have excelled in Algebra 1 and 2, and Geometry. With some independent study, students could elect to take the AP Physics I exam.

**SOCIAL STUDIES**

**20 Credits of Social Studies are required for graduation.**

Social Studies courses seek to enlighten students to the geography and cultures that have shaped our world, giving rise to discussions about historical events and civilizations from a Christian worldview.

In grade 9, students study world cultures as they have developed through history. In grade 10, students study modern world history from about 1500 to the present. In grades 11 and 12, students study American history and politics. An interdisciplinary approach to these studies is emphasized.

**WORLD CULTURES CP**

This course takes a regional approach to the study of cultures. Each regional study begins with a consideration of the current culture/worldview of the region, moving towards an investigation of how the culture developed. This includes such topics as geography, history, religion, economics, politics, social development.

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**WORLD HISTORY 1 HONORS (AND ENGLISH 1 HONORS) (HUMANITIES 1)**

This team-taught, interdisciplinary course focuses on the study of the history and literature of Western civilization through the Enlightenment. The students study the art, music, philosophy, etc., of each historical era. Extensive reading in AP level text and writing is required. Placement is by approved application or recommendation of the English and History Departments.

**WORLD HISTORY CP**

In this course, students continue their study of world civilizations by investigating themes in modern world history from about 1500 to the present. Students are challenged to consider those ideas, people, and events that have helped shape the modern world. There is a continuing emphasis on worldview development.

**WORLD HISTORY 2 HONORS (AND ENGLISH 2 HONORS) (HUMANITIES 2)**

***Prerequisite: World History 1 Honors (Humanities) or approved application***

This team-taught, interdisciplinary course completes a two-year Humanities Sequence. Students study the period of the Enlightenment through the modern age. At the end of this course, students are prepared to take the AP European History Exam.

**U.S. HISTORY 1 CP**

In this course, students examine the development of the American identity from the period of European colonization to the early 20th Century. Special emphasis is given to the development of the Constitution and the American political system.

**U.S. HISTORY 1 HONORS (AND ENGLISH 3 HONORS) (AMERICAN STUDIES 1) – PA, NHS**

***Prerequisite: World History 2 Honors (Humanities) or approved application***

This team-taught, interdisciplinary course joins American History Honors and American Literature Honors. It is a survey of American life from the 1600s to the 20th Century and uses a humanities approach, integrating culture into the study. This course has an emphasis on vocabulary through the study of Greek and Latin roots. Extensive reading is required with preparation toward taking the English Literature AP Exam.

**U.S. HISTORY 2 CP**

In this course, students examine the development of the American identity throughout the 20th and 21st centuries. Students are challenged to examine political, social, and cultural developments in order to understand the changes that occur in the American nation. A significant component of this course is the study of American government in the context of the 20th and 21st centuries.

**U.S. HISTORY 2 HONORS (AND ENGLISH 4 HONORS) (AMERICAN STUDIES 2) – PA, NHS**

***Prerequisite: U.S. History 1 Honors (American Studies 1)***

This team-taught, interdisciplinary course is a continuation of the American Studies 1 course and explores a global focus of 20th – 21st century history, literature, culture and politics. Extensive reading and preparation for the English Literature AP and American History AP exams should be expected. The final quarter of the course focuses on a worldview project that culminates the 4-year study.

**SOCIAL STUDIES ELECTIVES**

**INTERNATIONAL RELATIONS (ODD YEARS)**

This course combines the study of the international community and macroeconomics. Key concepts lead students to understand the principles which guide the relationships between nations, to examine the role of the United States in the international community, to analyze the relationship between economics and international relations, to examine the new world

order since 9/11/01, and to struggle with developing a Christian perspective on international relations. A requirement in this course is the development of a current events journal and a project related to a current international controversy.

**CIVICS (EVEN YEARS)**

Romans 13 exhorts Christians to honor those in authority over us. In order to honor this command, we must strive to understand how this passage applies to our lives. This course explores how American government works and is designed for students who want to be challenged to better understand the principles and practices of American civic life. The course includes an in-depth consideration of the principles of American government, as well as an overview of the Constitution and the Bill of Rights and the practices of government at national, state, and local levels. In addition, there is an emphasis on the responsibilities we have as citizens of both our nation and the world. Finally, we consider how being a citizen of God's kingdom impacts our actions as citizens of nations on earth.

**GENOCIDE AND HUMAN BEHAVIOR (EVEN YEARS)**

This course allows students to examine common human behaviors, beliefs, and attitudes that can be readily observed in their own lives. Students then explore historical case studies, such as the Holocaust, the Cambodian Genocide, and the Rwandan Genocide, and analyze how common behaviors may have influenced the choices individuals made in the past—to participate, stand by, or stand up—in the face of injustice and mass murder. Students then examine how the history they have studied continues to influence our world today, and consider how they might choose to participate in bringing about a more humane, just, and compassionate world. Students are challenged to apply and consider their own Christian beliefs as we move through the course.

**CONTEMPORARY AMERICAN ISSUES (ODD YEARS)**

In Micah 6:8, we are challenged to live lives of justice, mercy, and humility, as we walk with God and serve our neighbors. The focus of this class is to help students do that, as they consider some of the important issues faced in American society. Among others, the course includes investigations into issues such as poverty in America, abortion and women's rights, Islamophobia, environmental concerns and illegal immigration. Students are taught how to apply a Biblical worldview to these issues, and how to approach the issues with open minds. Students are challenged to build their own beliefs and ideas about each social-political issue we examine. Open to juniors and seniors.

**PSYCHOLOGY**

This course gives students the knowledge to better understand themselves, their lives, and their communities. This is accomplished by studying principles, concepts, and theories central to the study of psychology. Specifically, students are introduced to the scientific study of psychology, the connection between the body and the mind, the learning and thinking processes of the human mind, the path of human development from infancy through old age, how and why a person experiences emotions, how an individual's health is related to stress, and how our attitudes affect the way we see the world and the people in it. Open to juniors and seniors.

## WORLD LANGUAGES

5 Credits are required to graduate, although many colleges require 10 credits.

### FRENCH 1

This course is an opportunity to learn the language of poets, artists, culinary giants, and love! Students learn to hear, speak, write and comprehend basic French. The course is supplemented with a variety of authentic and enriching cultural materials. The curriculum covers basic greetings, progresses through verb conjugations, and covers a broad spectrum of nouns and adjectives. At the end of the course, students should be able to communicate simple to moderately complex thoughts.

### FRENCH 2

***Prerequisite: B- in French 1***

Designed for students who have completed French 1 and who desire to continue the study of the French language, this course significantly expands on all the components of the French 1 curriculum. Coursework continues to build vocabulary knowledge, encourages a more natural expression in French through advanced grammar topics, and focuses on the past tenses. Students continue to be immersed in culture through a wide range of experiences such as food, film and field trips.

### FRENCH 3 NHS

***Prerequisite: B- in French 2***

This course builds on the basics of French 1 and 2; challenging the students to grow in speaking, writing, reading, and general comprehension through enhanced vocabulary and advanced grammar points. Literature, planned cultural experiences, and movies supplement textbook activities.

### FRENCH 4 NHS

***Prerequisite: B- in French 3***

This course is an advanced and comprehensive study of the French language and culture. Students are challenged to higher level speaking, reading and writing skills. The curriculum covers the imperfect, conditional, future and subjunctive tenses. These tenses allow for a greater fluency in the French language. Beyond textbook work, the course is enriched with literature, cultural events, and film. This advanced level course provides students with an advantage in college placement.

### SPANISH 1

This course is an opportunity to learn the most popular world language in the USA today. Students hear, speak, write, read, and comprehend basic Spanish. In this course, students master the ability to speak using present tense verbs, both regular and irregular. Students are equipped to have simple conversations with Spanish speakers in diverse situations. Supplementary readers increase the student's vocabulary and enrich knowledge and appreciation of the Hispanic culture. Additionally, students examine the impact of native Spanish-speakers within The United States. Placement tests are given to students with prior coursework in Spanish to determine appropriate levels.

### SPANISH 2

***Prerequisite: B- in Spanish 1***

Students build upon their understanding of Spanish through a brief review of previously learned grammar and vocabulary. This course then takes students through a rigorous and detailed practice of the many nuances of Spanish, including a deeper look at regular and irregular verbs in present, preterite-perfect, imperfect and progressive tenses. Students

practice speaking, reading, and writing the language within contexts that prepare them for situations like traveling to a Spanish-speaking country for both leisure and study. Students continue to study Hispanic culture, including an emphasis on understanding the political and economical states of several Latin American countries.

### **SPANISH 3 NHS**

#### ***Prerequisite: B- in Spanish 2***

Building on the foundation of Spanish 1 and 2, this class introduces more advanced grammar concepts and contemporary vocabulary that encourage more natural speech and greater ability to communicate. Literature, movies, and cultural activities supplement textbook work. Student verbal presentations are integrated throughout the course. Students who excel and are striving for acceptance to a very competitive university are urged to take levels 3 and 4.

### **SPANISH 4 NHS**

#### ***Prerequisite: B- in Spanish 3***

This course is an advanced and comprehensive study of the Spanish language and culture. In this advanced course, students participate in more challenging speaking, reading, and writing in the target language. Most conversation and discussion in class is conducted in Spanish. Students who excel and are striving for acceptance to a very competitive university are urged to take levels 3 and 4.

## **OTHER OPPORTUNITIES:**

### **EDUCATIONAL SUPPORT SERVICES**

The Educational Support Services, also known as TESS resource room classes, include assistance with current subjects and homework, as well as support with study skills and self-advocacy skills. This class is taken for credit and is offered every other day or daily.

### **INDEPENDENT STUDY OPTIONS**

Some students may have the option of pursuing an independent, faculty-directed course. Exceptional students must be motivated and demonstrate a thirst for knowledge in a particular area. The student must request the independent study from their grade level dean and speak to the faculty member who would oversee their work. The student and faculty member formulate a plan of study and schedule deadlines, and then submit a written proposal of the course to the dean. An Independent Study Contract needs to be requested from the dean, signatures obtained, and each part of the process followed explicitly. Credit for the course would coincide with the work required and grades would be assigned.

### **ONLINE LEARNING**

Eligible juniors and seniors may elect to take a maximum of two online courses at ECHS. Online courses may be for high school credit or for dual credit. A block is provided in the student's schedule for completion of the course. In addition to the distance teacher, an online learning coach is provided, along with the necessary computer technology in our Media Center. In order to be eligible for online courses, students must maintain a cumulative B average or better. To enroll in a foreign language online course, the student must have demonstrated academic performance in at least four foreign language courses completed in the traditional classroom. ECHS contracts with outside providers for the provision of online courses.

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**SOAR**

Student Opted Academic Resource (SOAR) is a time in every student's schedule that allows him/her to explore an interest. It meets for 40 minutes between blocks 1 and 2 for four days a week. Many students choose to participate in our Music program during this time which consists of choir, orchestra, or band. Other students can choose between many different clubs or activities that change throughout the year. Our teachers provide a variety of choices that explore different subject areas or provide skill practice. Some students also choose to meet with their teachers to get extra help in a subject. SOAR provides an opportunity for students to take on a leadership role by starting SOARs that provide new interest areas to the student body.

**STUDY HALL (FULL AND HALF BLOCK)**

Study Hall is available for students who need time in their school day to actively work on class work, especially if time constraints after school due to sports or other activities prevent them from having sufficient time to complete homework assignments. Study Hall can be chosen in full blocks or half blocks, as needed. No academic credit is given for Study Hall.

**WINGS**

The WINGS program (Work Internship Network for Gaining Skills) offers a customized internship for junior and senior students who would like real-world educational experiences. Students enrolled in WINGS travel to a job site to learn technical skills in place of a classroom. WINGS can be used to accelerate job training or to explore a possible career path or interest. ECHS administration work with motivated and independent students and their families to design a pathway of academic courses, identify an outside provider for training, and support an internship for hand-on job experience.

This program is done on an independent basis alongside a faculty mentor. Any travel expenses or tuition fees are the responsibility of the family. Possible fields of study include, but are not limited to: medical science technology, cosmetology, dental hygiene, construction management, landscaping, engineering, auto mechanics, and marketing.



# EASTERN CHRISTIAN SCHOOL

*Engaging* ▾ *Nurturing* ▾ *Transforming*

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