



UNITY
CHRISTIAN
ACADEMY

2020-2021

ACADEMIC CATALOGUE

EMPOWERMENT ● DIVERSITY ● UNITY

EXCELLENCE ● FLOURISHING

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How To Use This Document

The intent of this document is to provide an overview of UCA's academic program. When prospective and current families read through the Academic Catalogue, consider the following:

- *Anticipate.* We are proud to offer a variety of learning opportunities that will allow you to create a personalized high school experience.
- *Explore.* If you're not sure where your interests lie, plan on taking electives in a variety of disciplines.
- *Hone.* If you have a firm grasp of what you're interested in, plan on building a 4-year schedule that will showcase your talents.

Mission and Values

The UCA academic program flows out of our mission. We apply ourselves to the learning process so that we might grow in knowledge about who God is, who we are, and how God is preparing us to serve in this world. In short, students “get smart to serve God.”

UCA's core values also come alive in our academic program.

- *Empowerment.* Students at UCA must accept the commitment to become leaders of their own learning. From designing independent studies to taking advanced online courses, UCA students are expected to take initiative in creating the learning opportunities they would like to have.
- *Diversity.* Celebrating God's diverse creation is woven into the fabric of our curriculum design. Read through the course descriptions to get a glimpse of the learning culture we're building at UCA.
- *Unity.* As we navigate complex topics, we seek to experience the full, visible unity for which Jesus prayed when he asked the Father “that they may become perfectly one, so that the world may know that you have sent me, and loved them even as you loved me” (John 17:23).
- *Excellence.* Academic excellence at UCA is a multi-faceted approach. We believe that “academic rigor is determined by conceptual complexity, rather than pace or workload, and measured by students' ability to apply essential skills to complex problems.”¹ We also believe that excellence is achieved when students are allowed to highlight their strengths in specific areas.
- *Flourishing.* The entire academic program at UCA is pointed to one target for students: I can take what I'm learning and discover how to use it for the good of others.

¹ One Schoolhouse Principles and Standards

Who We Are Becoming: The Profile of a UCA Graduate

At Unity Christian Academy, our curriculum is designed around 10 Core Competencies. The following competencies reflect a deep hope that our students graduate ready to connect and transfer their learning to new ideas and situations in this rapidly changing world. More importantly, these competencies reflect our desire to see students grow into Godly men and women who can serve with confidence, humility, and empathy. Practically speaking, UCA's Core Competencies serve as a compass to guide the creation of new curriculum and development of the learning process.

- Servant Leadership
- Community Participation & Advocacy
- Problem Solving & Critical Thinking
- Creative Expression
- Biblical Identity, Ethics, & Faith Formation
- Communication & Digital Literacy
- Quantitative Reasoning
- Development of healthy habits of work, life, and play
- Constructive engagement in a diverse and changing world
- Social-Emotional Intelligence

Graduation Requirements

Students who graduate from Unity Christian Academy will be prepared to enter any context. We believe that college ought to be an option for *all* students. To that end, UCA's curriculum is designed to allow all students the ability to matriculate into a 4-year college.

Our graduation requirements also reflect our deep hope that students leave UCA with essential career-oriented skills as well as a clear plan for post high school life.

Department	Credits	Courses Required (# of mods) ²
Digital, Performing, & Visual Arts	1	Electives (4)
English	4	English 9: Who Are You? (1) English 9: Humans of ----- (1) English 9: Argument and Rhetoric (1) English 10: The UCA News Podcast (1) English 10: Editorials (1) English 10: Art and Craft of Literature (1) English 11: What is the Canon? (1) English 11: Information and Argumentation in Documentaries (1)

² 1 mod = .25 credits

		English 11: Creating Documentaries (1) English 12: Interdisciplinary Year-Long Project (3) Electives (4)
Faith Formation	2	What is the Bible? (1) Who is God? (1) Why Do I Exist? (1) Who is Jesus Christ? (1) What is the Gospel? (1) What is the Church? (1) What is Evil? (1) What is My Identity & Calling? (1)
History & Social Studies	4 ³	Historical Inquiry (3) US History I: American History in the Atlantic World (3) US History II: American History and the Global System (3) Interdisciplinary Studies: Geography, Government, and Economics (3) Electives (4)
Internship Program	1.25	Modular Checklists ⁴ 12th grade Internship (1)
Mathematics & Engineering	3	Algebra I (4) Geometry (4) Algebra II (4)
Science	3	<i>Students typically take:</i> Biology (4) Chemistry (4) Ecology (4)
Wellness	1.5	Topics in Wellness (1) Advanced Topics in Wellness (1) Electives (4)
World Languages & Culture	2	Spanish I or Online Substitute (4) Spanish II or Online Substitute (4)
J-Term	4	While a student at UCA, students are required to take 1 J-Term course per year. ⁵
Total	25.75 ⁶ credits	

³ Modified for the Class of 2022; 3.5 credits of History & Social Science required

⁴ Will begin in the 2021-22 school year

⁵ Students who transfer into UCA after 9th grade can still graduate without 4 J-Term credits

⁶ By way of comparison, the Illinois State Board of Education only requires 16.75 credits to graduate from high school.

Course Descriptions

Digital, Performing, & Visual Arts Department

1 Credit Required

Drawing I (.25 credits)

Drawing I is designed to grow students' understanding of the significant roles of drawing and art in community transformation, and the responsibility they have to engage justly with their creativity. Students acquire foundational drawing skills such as value, line, composition, and perspective. By the end of the course, students are able to cogently communicate with others about the work they create, receive critique, and engage in collaborative projects.

Ensemble (.25 credits)

This course teaches students how to work together in group musical settings. It focuses on discipline in individual instrumental practice, active group listening skills, historical development/organization of music groups ("ensemble"), and examples of what various styles require today. At the end of the course, students perform together as a whole group.

Introduction to Filmmaking (.25 credits)

In this course, students learn the craft of storytelling through video. Students acquire the tools needed to: create a narrative, create visuals for that narrative, and edit the visuals into a cohesive piece. Students also learn about the team collaboration process and how many visions can come together into one project.

Painting I (.25 credits)

Painting I is designed to grow students' understanding of the significant roles of painting and art in community transformation. Students acquire foundational painting skills such as color mixing and application, composition, value, form, brushwork, and perspective.

Photography I (.25 credits)

In this course, students learn to open up the world around them by creating images through pictures. They acquire the tools needed to: create images, see the world, and explore the parts of the world they want to share with others. Students also learn about other photographers and how their work has contributed to a larger narrative.

Vocal Ensemble (.25 credits)

This course teaches students about vocal mechanism, the intention and care it takes to find your place and voice in a group setting, and musical repertoire in an ensemble. Students respond to questions like: How does your voice work? What are you listening for when you listen to music? What do you sound like? How can you enjoy the way you sound even more? How does singing in a group feel different from my voice alone? Students learn various styles of group music, including vocal jazz, rounds, songs in other languages and modern pop arrangements.

English Department

4 Credits Required

9th	10th	11th	12th	Electives
English 9: Who Are You? English 9: <i>Humans of</i> ----- English 9: Argument and Rhetoric	English 10: The UCA News Podcast English 10: Editorials English 10: Art and Craft of Literature	English 11: What is the Canon? English 11: Information and Argumentation in Documentaries English 11: Creating Documentaries	Interdisciplinary Year-Long Project	<ul style="list-style-type: none"> • Book to Movie • How to Have a Revolution • Monsters and Villains: A Study in "Evil" People • Music as Literature • Shakespeare, Then and Now

English 9 (.75 credits)

English 9 consists of 3 distinct strands of study: narrative, informational, and argumentative writing. All three strands require students to develop knowledge and skills in reading, writing, listening, speaking, critical thinking, and research. Students study one strand per module.

Throughout each module, students participate in an independent reading program to develop their reading identities and discover books they love.

Who Are You?

The narrative and creative writing strand invites freshmen to explore their identities and the different things that make them who they are. Students read short stories, memoirs, autobiographies, and more to learn about people who are different from them. This module culminates in a personal narrative.

Humans of -----

In an information-rich world, being able to process and evaluate the information circling around us is a necessary skill. Writing clearly, succinctly, and purposefully in a world of words is a worthwhile endeavor. For this module, students dive into informational writing by interviewing people in their communities and telling their stories.

What Should I Believe?

We are surrounded by a host of different arguments with different claims, telling us that we must believe or do something. In this module, students learn about the basics of argument and common logical fallacies, while seeking an answer to the question: what should I believe?

English 10 (.75 credits)

English 10 builds upon the foundational knowledge and skills from English 9. Narrative, informational, and argumentative writing are explored more in depth.

The UCA News Podcast

For the sophomore strand of informational writing, students study a unique and popular form of literature: the podcast. Students study exemplars and create their own news podcasts for the UCA community.

Student Editorials

Students explore rhetoric and rhetorical appeals as they develop sound arguments. Students study and write their own editorials to compete in the annual *New York Times* Student Editorial Contest, reminding students that we write to real audiences, and our words have impact.

The Art and Craft of Literature

How do fictional stories help us understand the world around us? Students seek answers to this question as they read classic works of literature in small groups. Students build skills in critical reading and collaboration as they analyze books together.

English 11 (.75 credits)

In English 11, juniors explore how narrative, informational, and argumentative writings coexist and influence each other. Students start looking outward and explore how English connects with other disciplines and the world around them.

What is the Canon?

Instead of being told what to read, juniors are invited to seek answers to the question, “What book should every high school student read and why?” Students choose and read classic and popular works of literature in small groups. This module ends by students proposing why their book deserves a spot in the Canon. Their choices influence future generations of UCA students after them.

Studying and Making Documentaries

Documentaries blend narrative, informational, and argumentative writing. Students spend two modules studying successful documentaries about real-world issues and create their own documentaries about topics that impact their communities.

Book to Movie (.25 credits)

Countless films have been based on books. In this elective, students read books of their choice and analyze how different movie adaptations of these books affect the story and its meaning. Students practice essential skills of critical reading, critical thinking, and analysis while exploring their favorite stories.

How to Have a Revolution (.25 credits)

What can dystopian literature teach us about society? Students read popular dystopian novels and analyze what implications these stories have for our society today.

Monsters and Villains: A Study in “Evil” People (.25 credits)

In this elective course, students explore deep questions such as, “What does it mean to be evil? What does it mean to be good? When should we show forgiveness? When should we draw the line?” The course focuses on Mary Shelley’s *Frankenstein* while also inviting students to think about popular villains from superhero movies, childhood stories, and their favorite stories.

Music as Literature (.25 credits)

In this course, students analyze the artistic value, social impact, and literary significance of songs within different genres of music. This course culminates in the UCA GRAMMY’s Awards in which students select a category of music, collect song nominations for their category, develop judging criteria, and then determine a winning song according to this criteria.

Shakespeare, Then and Now (.25 credits)

All the world’s a stage! In this elective, the class selects a Shakespeare play to read and study. Students watch different adaptations of the play and analyze choices directors make and the effects of these choices. For the final project, students act as a play director and reinvent one scene from the play in order to create a new interpretation of that scene.

Faith Formation Department

2 Credits Required

The Faith Formation department exists to *aid students in their understanding of Scripture so that they grow in love for God, love for neighbors, and mature discipleship to Jesus Christ.*

9th	10th	11th	12th
What is the Bible?	Why Do I Exist?	What is the Gospel?	What is Evil?
Who is God?	Who is Jesus Christ?	What is the Church?	What is My Identity & Calling?

What is the Bible? (.25 credits)

The purpose of this course is to give students the opportunity to respond to the essential question “what is the Bible?” Students read *Journey into God’s Word* by J. Scott Duvall and J. Daniel Hays.

They are assessed on four learning targets:

- **Biblical Response 1:** I can formulate a biblical response to the essential question, “what is the Bible?” with multiple pieces of textual evidence.
- **Context Identification 1:** I can effectively utilize resources available to me to identify the contexts of a biblical text. I can use the information gathered to inform my interpretive decisions.
- **Biblical Application 1:** I can apply the biblical text to my personal life and 21st century world with critical regard to original meaning and theological principles.
- **Nuanced Reflection 1:** I can express nuanced reflections about Scripture through original creations; my creations invite my audience to also reflect deeply on my topic.

Who is God? (.25 credits)

The purpose of this course is to give students the opportunity to respond to the essential question “who is God?” Students read *Delighting in the Trinity* by Michael Reeves. They are assessed on four learning targets:

- **Biblical Response 2:** I can formulate a biblical response to the essential question, “who is God?” with multiple pieces of textual evidence.
- **Theological Articulation 2:** I can plainly articulate the differences between delighting in God as Trinity and religiously believing in God as an abstract deity.
- **Writing Organization 2:** I have a clear and intentional organization system that sequences ideas so that they build upon each other. I can use transitions between and within paragraphs to show the relationships between ideas.
- **Nuanced Reflection 2:** I can express nuanced reflections about God through original creations; my creations invite my audience to also reflect deeply on my topic.

Why Do I Exist? (.25 credits)

The purpose of this course is to give students the opportunity to respond to the essential question “why do I exist?” Students read Genesis 1-3, Ecclesiastes, and *You Are What You Love* by James KA Smith. They are assessed on three learning targets:

- **Biblical Response 3:** I can formulate a biblical response to the essential question, “why do I exist?” with multiple pieces of textual evidence.
- **Theological Articulation 3:** I can articulate the theological relationship between human loves, identity, and purpose.
- **Nuanced Reflection 3:** I can express nuanced reflections about my existence through original creations; my creations invite my audience to also think deeply about their existence.

Who is Jesus Christ? (.25 credits)

The purpose of this course is to give students the opportunity to respond to the essential question “who is Jesus Christ?” Students read The Gospel of Matthew and *The Imperfect Disciple* by Jared C. Wilson. They are assessed on four learning targets:

- **Biblical Response 4:** I can formulate a biblical response to the essential question, “who is Jesus Christ?” with multiple pieces of textual evidence.
- **Theological Articulation 4:** I can articulate the uniqueness of Jesus’ fully divine and fully human person.
- **Presenting Main Ideas 4:** I can explain the Gospel of the Kingdom that Jesus proclaimed and identify the ways in which it connects to human life today.
- **Nuanced Reflection 4:** I can express nuanced reflections about discipleship to Jesus through original creations; my creations invite my audience to also think deeply about my topic.

What is the Gospel? (.25 credits)

The purpose of this course is to give students the opportunity to respond to the essential question “what is the Gospel?” Students read Romans and *Encountering the Book of Romans* by Douglas J. Moo. They are assessed on four learning targets:

- **Biblical Response 5:** I can formulate a biblical response to the essential question, “what is the Gospel?” with multiple pieces of textual evidence.
- **Context Identification 5:** I can explain the historical-cultural context of Romans. I can use

- my contextual understanding to make informed interpretive decisions.
- **Biblical Application 5:** I can apply thought units from Romans to my personal life and the 21st century world with critical regard to original meaning, theological principles, and ecumenical interpretive traditions.
- **Making a Claim 5:** I can make a clear claim about the relationship between the Gospel and any given key topic in Romans. My claim demonstrates nuanced biblical-theological reflection.

What is the Church? (.25 credits)

The purpose of this course is to give students the opportunity to respond to the essential question “what is the Church?” Students read Acts and *Getting to Know the Church Fathers* by Bryan Litfin.

They are assessed on four learning targets:

- **Biblical Response 6:** I can formulate a biblical response to the essential question, “what is the Church?” with multiple pieces of textual evidence.
- **Theological Articulation 6:** I can articulate the descriptive and prescriptive characteristics of the Church as recorded in Acts.
- **Analyzing Historical Evidence 6:** I can demonstrate acquaintance with key periods and persons in church history while making consistent ecclesiological claims evidenced in Acts.
- **Analyzing Historical Evidence 6:** I can empathetically converse about the implications of key church history movements on modern and global church theology.

What is Evil? (.25 credits)

The purpose of this course is to give students the opportunity to respond to the essential question “what is evil?” Students read Job and *Not the Way It’s Supposed to Be* by Cornelius Plantinga. They are assessed on three learning targets:

- **Biblical Response 7:** I can formulate a biblical response to the essential question, “what is evil?” with multiple pieces of textual evidence.
- **Theological Articulation 7:** I can articulate the theological nuances of evil. My articulation connects to 21st century life with historical integrity and an eschatological orientation.
- **Nuanced Reflection 7:** I can express nuanced reflections about evil through original creations; my creations invite my audience to also think deeply about my topic.

What is My Identity & Calling? (.25 credits)

The purpose of this course is to give students the opportunity to respond to the essential question “what is my identity & calling?” Students read *The Screwtape Letters* by CS Lewis and *Garden City* by John Mark Comer. They are assessed on three learning targets:

- **Biblical Response 8:** I can formulate a biblical response to the essential question, “what is my identity & calling?” with multiple pieces of textual evidence.
- **Theological Articulation 8:** I can articulate a theological vision for my ontological identity and vocational calling.
- **Nuanced Reflection 8:** I can express nuanced reflections about identity & calling through original creations; my creations invite my audience to also think deeply about my topic.

History & Social Studies Department

4 Credits Required

9th	10th	11th	12th	Electives
Historical Inquiry	US History I (American History in the Atlantic World)	US History II (American History and the Global System)	Interdisciplinary Studies: Geography, Government, and Economics	<ul style="list-style-type: none">• Choices in Little Rock• Cricket and Imperial Power• Making Medieval Europe

Historical Inquiry (.75 credits)

Students today face a barrage of information from myriad sources. This course helps students develop the expertise they need to approach that information with confidence. We work through a variety of skills to help students assess sources of information, evaluate evidence, and corroborating claims. Developing these skills using modern sources from Twitter to Tiktok, we then employ them to explore historical events. Looking at primary sources, students find, analyze, and evaluate historical evidence. They then use it to connect to events today and to fit them into broader historical context.

American History in the Atlantic World (.75 credits)

In a time of sharp divisions in the United States, it is vital for students to have a sound understanding of American history. This is the first of two courses designed to further students' knowledge and appreciation of our nation's past, present, and future. We look at America's place in the Atlantic world—beginning with early evidence of Native life and the first encounters with Europeans. After that, we explore the founding of the American republic and key connections with Europe and African slavery. Finally, we explore the preservation of the Union in the Civil War and the unkept promises of Reconstruction before looking at the industrialization of the country.

American History and the Global System (.75 credits)

This course continues the study of American history into the modern period of global connections. Starting with the trauma of World War I, students explore tensions between national interests and global cooperation. Looking at the failures of the interwar years, we also think about the choices made by world leaders and ordinary people that permitted the horrors of the Holocaust. In the final module, we explore the systems and institutions that help keep our global society functioning today. This is done through an analysis of the United Nations and preparation for a Model United Nations assembly in class. Through all of this, students continue to develop important historical thinking skills. These include finding and analyzing evidence while exploring human rights and global competition.

Interdisciplinary Studies: Geography, Government, and Economics (.75 credits)

Social studies is a field that includes many different disciplines. Students gain experience exploring the world around them through the lenses of world geography, civic engagement, and economic decision making. We utilize physical and cultural geographic perspectives to examine people, places, and environments at local, regional, national, and international levels. Students describe the influence of geography on the events of the past and present with emphasis on contemporary

issues. We also pursue a deeper understanding of the institutions of American Government and political philosophy. Students draw on their studies of world and American history and geography to compare differences and similarities in world governmental systems today. Finally, we develop understanding of fundamental economic concepts. Students use economic concepts to explore resources used in the personal lives and in community, national and global settings.

Choices in Little Rock (.25 credits)

This elective course focuses on the history of efforts to desegregate Central High School in Little Rock, Arkansas, in 1957. These efforts resulted in a crisis that one historian described as "the most severe test of the Constitution since the Civil War." We explore the civic choices a variety of individuals made before, during, and after that 1957 school year. Students see that democracy is not a product but a work in progress—a work that is shaped by the choices that we make about ourselves and others. These choices continually build on the work of earlier generations and leave legacies for those to come.

Cricket and Imperial Power (.25 credits)

In this elective course, students explore the development of global relationships in the international community using sport as a lens. Specifically, we look at the English game of cricket as a social institution that has held the potential to both reproduce and challenge social inequalities, especially those regarding race, ethnicity, social class, and citizenship. Students compete in games of cricket and explore the particulars of the game as it developed in places as unique as England, Zimbabwe, Australia, and India.

Making Medieval Europe (.25 credits)

In this elective course, students explore the 1,000 years of history known as the European Middle Ages. Beginning with the collapse of the Roman Empire in Western Europe, we explore the foundations of modern Europe that were laid. As we explore the rebuilding of Europe after that fall, we consider whether the “dark age” of Europe was really very dark. Before considering the legacy of the middle ages in modern Europe, students discover the “High Middle Ages”—a time of chivalric virtue, religious piety, and strong loyalties. This was the age of kings, lords, and knights living luxurious lives, but also the age of serfs and peasants living as subsistence farmers. We explore the truth of all these times and also think about how they compare to our own.

Mathematics & Engineering Department

3 Credits Required

9th	10th	11th	12th	Electives
Algebra I	Geometry	Algebra II	Pre-Calculus	<ul style="list-style-type: none"> • Introduction to Engineering Design • Principles of Engineering • Coding

Algebra I (1 credit)

Algebra I is the first of the math courses that students take at UCA. The purpose of the course is to build familiarity with all of the building blocks of future math classes. There are 7 units in the course: Statistics, Linear Equations, Inequalities, Systems, Functions, Exponentials, and Quadratics.

Geometry (1 credit)

Geometry is traditionally the second of the math classes that students take at UCA. The purpose of the course is to build skills with shapes, transformations, probability, and reasoning. There are 8 units in the course: Constructions and Rigid Transformations, Congruence, Similarity, Right Triangles, Solids, Coordinates, Circles, and Probability.

Algebra II (1 credit)

Algebra II is the third math class that students take at UCA. This class expands on the concepts of Algebra I, helping students deepen and enrich their current mathematical abilities. There are 7 units in the course: Sequences and Functions, Polynomials and Rational Functions, Complex Numbers, Exponential Equations, Transformations, Trigonometry, and Statistics.

Pre-Calculus (1 credit)

The description of this course will be available to read in the 2021-22 Academic Catalogue.

Introduction to Engineering Design (IED) (.50 credits)

IED is the first engineering elective at UCA. In this course, students learn about the Engineering Design Process as they go through their builds and projects. They also learn how to 3D model and 3D print parts of their own design.

Principles of Engineering (POE) (.50 credits)

POE is the second engineering elective that students can take at UCA. The purpose of this course is to build familiarity with physics and materials in the world around us. We work with real wiring through breadboards, as well as working through robots and physics problems. There are 4 units in the course: Energy, Material Physics, Robotic Problem Solving, and Projectile physics.

Coding (.25 credits)

Coding is an elective at UCA in which students learn the basics of coding. We learn about coding languages, structures, and logical loops which give students a foundation to go further in the area of coding. At the end of this course, students program a robot and make it complete given tasks.

Science Department

3 Credits Required

9th	10th	11th	12th	Electives
Biology	Chemistry	Ecology		<ul style="list-style-type: none">• Greenhouse• Science of Immunity

Biology (1 credit)

This course provides an in-depth approach to biology and is designed to give students an appreciation for biology. Topics covered include cell and molecular biology, genetics and heredity, diversity, and evolution. Emphasis is placed on the major themes of evolution as it relates to scientific history, structure and function, information flow, energy transformation, and cell division and inheritance.

Chemistry (1 credit)

Currently, this course is being redesigned ahead of our anticipated move into a facility with a chemistry laboratory for the 2021-22 school year.

Ecology (1 credit)

This course provides an approach to ecology that allows the student to gain an understanding and appreciation of their ecosystem and other ecosystems that exist around the world. Topics covered include biomes and ecosystems, population and community dynamics, behavioral ecology, and biodiversity and conservation. Plant, animal, and human aspects of each topic are explored.

Greenhouse (.25 credits)

This science elective provides students with an opportunity for research and development. The course is based upon a greenhouse building initiative. Students: conduct research on all aspects of greenhouse building and sustainability, create a business plan, and pitch it to actual investors. This course is designed as a science elective and has a foundation on scientific principles including sustainability, use of resources, and choosing and growing foods. Creating a working business plan is the second component of this course - providing the students an opportunity to collaborate with professional business community members.

Science of Immunity (.25 credits)

This course provides an in-depth approach to the human immune system and is designed to give students an appreciation for how the body functions. Topics covered include structures of the lymphatic and immune systems, the immune defense mechanisms, and the immune response. Emphasis is placed on the functionality of the immune system and how bacteria and viruses can critically impair the system. Research into illnesses, including diseases, conditions, and autoimmune disorders are conducted.

World Languages & Culture Department

2 Credits Required*

9th	10th	11th	12th
Spanish I or Online Substitute	Spanish II or Online Substitute	Spanish III or Online Substitute	Spanish IV or Online Substitute

* See UCA's Personalized Approach section below for an explanation of the **online** World Languages & Cultures course offerings students have the option to take instead of or in addition to Spanish.

Spanish I (1 credit)

Spanish I is a beginning course to introduce students to the world of language. Students learn a variety of vocabulary as well as various grammatical structures in the present tense. Students engage in reading, speaking, writing, and listening activities to help enhance their learning. Students are also introduced to the culture of those in Spanish speaking countries to help them learn and appreciate people different from their own and to also see the similarities between their cultures.

Spanish II (1 credit)

Spanish II is a continuation of Spanish I with more emphasis on speaking, writing, reading, and listening in the target language. Students engage in a variety of activities to teach them Spanish and have many opportunities to speak the language and to use the language within writing assignments and presentations. Students receive more in depth and challenging readings to also push them to achieve more in the language. Students continue to learn about the Spanish speaking culture and are encouraged to start looking for things related to the culture both inside and outside of the classroom.

Spanish III (1 credit)

Spanish III is taught almost exclusively in Spanish with the exception of difficult grammar. Students actively participate in their learning of the language by using multiple opportunities daily to speak, read, write, and listen in the target language. Students learn more complex grammar and vocabulary as well as read mini novels in the target language. Students continue to study the culture of Spanish speaking countries through music and art.

Spanish IV (1 credit)

Spanish IV is an upper-level course that dives deeper into complex grammatical structures and in depth literature reading in the target language. Students have a variety of opportunities to use their Spanish skills both inside and outside of the classroom. Each student walks in the shoes of a person from a Spanish speaking country and dives deeply into this person's culture by producing a final project that gives us a look into this person's cultural background including their food choices, schooling, faith, country landscape, clothing styles, and more.

UCA's Personalized Approach

The UCA Schedule

The UCA Daily Schedule was specifically designed so that students can create a personalized high school experience. You will notice below that our academic year is broken up into 6 modules each lasting approximately 6 weeks. During each module, students take 4 classes at a time so they can focus on deeper learning and produce higher quality work.

	Mod 1 Sept 2 - Oct 12	Mod 2 Oct 13 - Nov 24	Mod 3 Nov 25 - Jan 15	Mod 4 Jan 19 - Feb 26	Mod 5 Mar 1 - Apr 15	Mod 6 Apr 28 - June 4
Block A	Principles of Engineering Room 301	English 11 Room 306	Spanish III Room 306	Am. History and the Global System Room 306	Applied Coding Room 301	College Calc I (Dual Enrollment) Room 301
Block B	Ecology UCA Gym	Spanish III Room 308	College Calc I (Dual Enrollment) Room 301	Ecology Room 201	Spanish III Room 308	Spanish III Room 308
Block C	Am. History and the Global System Room 306	Ecology UCA Gym	Principles of Engineering Room 301	English 11 Room 308	English 11 Room 306	What is the Church? Room 306
Block D	What is the Gospel? Room 306	College Calc I (Dual Enrollment) Room 301	Am. History and the Global System Room 306	Introduction to Coding Room 301	College Calc I (Dual Enrollment) Room 301	Ecology Room 201

Arts	English	Faith Formation	History	Math	Science	Wellness	World Languages

Independent Studies at UCA

The UCA Community Handbook lays out the basic expectations for students who intend to complete an independent study. Below is a specific guide for students who want to dive deeply into their area of interest.

What does the Community Handbook say?

- Students at Unity Christian Academy will always have the option to engage in deeper studies in areas of interest to them. There are two criteria that students need to meet prior to starting an independent study:
 - Receive two written faculty recommendations
 - Put together a proposal for learning and meet with the Principal.

The Independent Study Proposal:

- Create a **narrative description** of the study, including reasons for choosing this particular course of study. The description should also include what mastery areas this study addresses.
- Create a **project plan**. This must include curriculum resources, in-school activities, out of school activities, units of study, goals for each unit, calendar, and anything else the student's learning team deems necessary.

- Decide what will be the ***final product*** for this study. Consider what assessment or creative product would be helpful as you wrap up your study. Pay careful attention to rigor and quality here. Since this study is for credit, a certain level of rigor and quality is required. See the characteristics of “Beautiful Work”⁷ below.
- Decide how your final product will be ***evaluated***. All independent study final products must, at a minimum, be evaluated by 1 UCA faculty member. If a particular expertise or desire for authentic evaluation is needed, outside evaluators can be selected. This selection is subject to the Principal’s approval.

Characteristics of Beautiful Work:

Purpose	Complexity	Craftsmanship	Authenticity
<p>Purposeful work matters to students and contributes to a larger community. Students “get smart” to “serve God.”</p> <p>Purposeful work invites students to recognize themselves as important actors in God’s story of restoration.</p> <p>Purposeful work is designed to serve real needs of real people.</p> <p>Purposeful work provides a meaningful context for students to practice and master content and skills, preparing them for whatever God might call them to do.</p>	<p>Complex work is rigorous: it aligns with or exceeds grade-level expectations. It invites students to higher-order thinking, challenging them to apply, analyze, evaluate, and create.</p> <p>Complex work often shows connections to deep concepts that unite the disciplines.</p> <p>Complex work prioritizes consideration of multiple perspectives. It often invites students to take stand and defend it with evidence or persuasion.</p>	<p>Well-crafted work is done with care and precision. It demonstrates attention to accuracy, detail, and beauty.</p> <p>Well-crafted work should be beautiful in conception and execution. It can be present in thoughtful ideas, imagination, and design, not just in polished presentation.</p> <p>Well-crafted work shows evidence of perseverance, often through multiple drafts and critique from others.</p>	<p>Authentic work demonstrates the original, creative thinking of students—authentic personal voice and ideas—rather than simply showing that students can follow directions, fill in the blanks, or paraphrase research.</p> <p>Authentic work often uses formats and standards from the professional world, rather than artificial school formats (e.g., students create a book review for a local newspaper instead of a book report for the teacher).</p> <p>Authentic work often connects academic standards with real-world issues, and local people and places.</p> <p>Authentic work reflects principles of God’s kingdom (creation, justice, beauty, stewardship, etc.).</p>

⁷ Adapted for use from a variety of protocols, most noticeably EL Education’s Quality Work Protocol

Online Courses at UCA

By the time students graduate from UCA, we desire that they take at least one high-quality online course. This flows out of our aspiration to graduate students who are (1) independent learners, (2) engaged in studies that excite them, and (3) are prepared to maximize their learning opportunities after high school.

Unity Christian Academy is a partner school in the **One Schoolhouse Consortium**. This partnership opens up a whole new world of course options for UCA students to take. UCA is also a partner of **Sevenstar**, an organization which “partners with Christian schools worldwide to provide a high-quality, Christ-centered online education.”

For a select number of UCA students each academic year, UCA commits to cover the cost of **One Schoolhouse** and **Sevenstar** courses. Each Spring, students may submit an application to take an online course for the following school year. Once all of the UCA-sponsored spots have been taken, families *still* have the option to enroll their student in an online course, but at their own expense. In order to receive UCA credit for the course(s), families must be given written approval from UCA administration prior to enrolling in the course(s).

We encourage you to visit One Schoolhouse (oneschoolhouse.org) and Sevenstar’s (sevenstar.org) websites to review their course offerings. For more information, please contact Mr. Okuley.

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High School | Redefined, Redesigned

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