



UNITY
CHRISTIAN
ACADEMY

2022-2023

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.

This document is to be read *in conjunction with* the Academics section of the Community Handbook, which articulates the reasoning behind Standards-Based Grading, as well as UCA's academic policies. The Community Handbook is available to read on our website under the "Current Families" tab.

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 exploring different electives, 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 multi-faceted. All UCA courses are designed to provide students with the opportunity to produce excellent work by creating purposeful, complex, and authentic work through which students must demonstrate craftsmanship. We 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.

Who We Are Becoming: **The Profile of a UCA Graduate**

At Unity Christian Academy, our curriculum is designed around our Graduate Profile. The following descriptions 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 descriptions reflect our desire to see students grow into godly men and women who can serve with confidence, humility, and empathy. Practically speaking, UCA's Graduate Profile serves as a compass to guide the creation of new curriculum and development of the learning process.

1. Formation of a Christ-Centered Identity
 - a. Understands the transformative power of new life in Jesus Christ
 - b. Has a firm grasp of their own interests, gifts, and skills
 - c. Is capable of making decisions that flow from their Christian identity
2. Complex and varied communication
 - a. Demonstrates active listening by contributing nuanced insights and feedback
 - b. Articulates messages with clarity and conviction across varied media
 - c. Understands the power of the gospel message and can communicate it effectively
3. Problem solving and collaboration
 - a. Demonstrates empathy and design thinking when approaching difficult or complex problems
 - b. Confidently distinguishes between helpful and unhelpful information when problem solving
 - c. Demonstrates the ability to work independently toward a common goal
4. Quantitative and critical reasoning
 - a. Can gather quality evidence, analyze it effectively, and make appropriate claims
 - b. Can make data-driven decisions that produce beneficial outcomes
5. Community participation and advocacy
 - a. Capable of initiating action to advocate for others and seeking the prosperity of the places in which they live
 - b. Can recognize, name, and boldly confront injustices in their communities
 - c. Can leverage understanding of self and others to effectively engage in diverse settings

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 credits)
Bible & Theology	2	What is the Bible? (.25) Who is God? (.25) Why Do I Exist? (.25) Who is Jesus Christ? (.25) What is the Gospel? (.25) What is the Church? (.25) What is Evil? (.25) What is My Identity & Calling? (.25)
Digital, Performing, & Visual Arts	1	Electives
English	4	English 9: Stories That Move Us (.25) English 9: The Profile Project (.25) English 9: Student Editorial Contest (.25) English 10: <i>Lord of the Flies</i> (.25) English 10: UCA News Podcast (.25) English 10: A Voice for the Voiceless (.25) English 11: What is the Canon? (.25) English 11: What Should I Believe? (.25) English 11: Where is the Good Life? (.25) English 12: Maps of Transcendence (.75) Electives
History & Social Studies	3.5	Historical Inquiry (.75) The American Experiment (.75) 20th Century Systems (.75) Becoming Citizens (.25) Electives
Internship Program	1.25	9th-11th grade Internship Workshops (.75) 12th grade Internship (.5)
Mathematics & Engineering	3	Algebra I (1) Geometry (1) Algebra II (1) Pre-Calculus (1) Electives
PE & Wellness	1.5	PE (.25) Wellness I (.25) Wellness II (.25)

		Electives
Science	3	Physical Science (1) Earth & Space Science (1) Life Science (1) Electives
World Languages & Culture	2	Spanish I and Spanish II (2) ¹
A-Term	1	While a student at UCA, students are required to take 1 A-Term course per year. Each course is worth .25 credits. ²
Total	21.75 ³ credits	

¹ UCA students may currently graduate under a waiver, excusing them from this requirement.

² Students who transfer into UCA after 9th grade can still graduate without 4 A-Term credits

³ By way of comparison, the Illinois State Board of Education only requires 16.75 credits to graduate from high school.

Course Descriptions

Bible & Theology Department

2 Credits Required

The Bible & Theology department exists to *aid students in their understanding of Scripture so that they grow in love for God, love for neighbors, and mature as whole disciples of 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 this Learning Target:

- **Biblical Interpretation 1:** I can demonstrate an understanding of the Bible by methodologically interpreting a biblical text to discover its meaning.

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 this Learning Target:

- **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.

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 this Learning Target:

- **Theological Articulation 3:** I can articulate a theological reason for human existence that is evidenced in Scripture and connected to 21st century life.

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 this Learning Target:

- **Theological Articulation 4:** I can articulate the uniqueness of Jesus’ fully divine and fully human person. In doing so, I can explain the Gospel of the Kingdom that Jesus proclaimed and make plain the ways in which it connects to human life today.

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 *The Very Good Gospel* by Lisa Sharon Harper. They are assessed on this Learning Target:

- **Making a Claim 5:** I can assert an arguable, specific, and nuanced claim that evaluates relationships and patterns, requires more than one type of evidence, and requires substantive analysis.

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 this Learning Target:

- **Ecclesiological Understanding 6:** I can demonstrate an understanding of the origin, purpose, nature, and function of the church. My understanding of the church is based in Scripture, informed by church history, and considerate of the global and local expressions in the 21st century.

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 this Learning Target:

- **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.

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 this Learning Target:

- **Theological Articulation 8:** I can articulate a theological vision for my ontological identity and vocational calling.

Digital, Performing, & Visual Arts Department

1 Credit Required

Elective offerings vary from year-to-year; below are the offerings for the 2022-2023 school year.

Drawing I (.25 credits)

This Intro to Drawing course is designed to grow students’ understanding of the significant roles that art plays in society, and help them see the parallels in their own lives. Students will learn foundational art concepts such as value, line, composition, and perspective. Students will use their sketchbook as a tool for concept development and experimentation. Together we will explore a variety of artistic techniques, styles, and theories. By the end of this course students will have gained not only a new appreciation for the arts, but a new perspective on art and the role it plays in their lives. Students will create a quality portfolio marked by a strong collection of portrait drawings, figure drawings, still life, and landscape drawings.

Drawing II (.25 credits)

This Drawing course aids in the development of the students' artistic skill set. We will review foundational art concepts, such as value, line, composition, and perspective, but our primary focus is expanding and applying the skills we've already learned. This is a more in-depth course compared to Drawing I. Drawings are a bit more detailed and complex. Students will use their sketchbook as a tool for concept development and experimentation. By the end of this course students will create a strong portfolio of portrait drawings, figure drawings, still life, and landscape drawings.

Intro to Graphic Design (.25 credits)

In this class, students learn the principles of great design and typography while using professional-grade Adobe design software to create digital drawings, logos, advertisements, magazine layouts, and more. Students complete the elective by creating a digital portfolio to showcase their work. No prior art or design experience is necessary for this program.

Intro to Photography (.25 credits)

This course is the perfect introduction to digital photography. You'll learn how to use exposure, F/stops, shutter speeds, lighting techniques, white balance, use Lightroom & Photoshop to touch up and edit photos, and learn depth of field to create powerful and compelling images in and out of the studio. Students will complete a portfolio to showcase work at the end of the elective. This class is designed for students who have never used an SLR camera, but the coursework is also a great refresher for those who want to perfect their technical skills. We have our own cameras, but if you happen to own your own you are encouraged to bring it! Assignments will require using mobile cameras too.

Intro to Vocal Performance Fundamentals (.25 credits)

This intro to VPF will include all aspects of both physical and foundational studies for vocal performance to include posture intonation and listening skills as well as fundamental anatomy associated with proper singing technique. By the end of this course students will have gained knowledge as to what their level of vocal performance is, their vocal range, as well as understanding the mechanisms that produce both accurate and efficient vocal performance.

Music Theory I (.25 credits)

This class will lay the groundwork for a stable knowledge of all aspects of music education. The foundational building blocks theory apply to both vocal and instrumental performance and will include note recognition, clefs and key signatures, relative time syncopation, and sight reading. By the end of this class all students will have academic knowledge of music theory that will be applicable in all areas of music through their educational journey.

Painting I (.25 credits)

This Intro to Painting course is designed to grow students' understanding of the significant roles that art plays in society and help them to see the parallels in their own lives. Together we will explore color, learn about the elements of painting, as well as the history of painting. Students will learn painting techniques such as underpainting, layering, blocking and the dry brush method. Students will use their sketchbook as a tool for concept development and experimentation. By the end of this course students would have gained not only a new appreciation for the arts, but a new

perspective on art and the role it plays in their lives. Students will complete this course after having created a strong collection of cityscapes, and landscape paintings.

Painting II (.25 credits)

This Painting course is designed to aid in the development of the student’s artistic skill set. We will review color theory, techniques, and the elements of painting, but our primary focus is expanding and applying the skills we’ve already learned. This is a more in-depth course; paintings will be more complex. Students will use their sketchbook as a tool for concept development and experimentation. By the end of this course students would have created a strong portfolio of portrait and landscape paintings.

Videography & Mobile Filmmaking (.25 credits)

In this hands-on production class, students use camera and/or tablet apps and editing tools available on mobile devices to produce ready-to-post short videos and animations. Learn how professional filmmakers use mobile resources combined with short filmmaking techniques to create commercials, film festival entries, and social media content. This course is perfect for students who want to learn more about filmmaking while using accessible tools and having lots of fun!

English Department

4 Credits Required

9th	10th	11th	12th	Electives
English 9: Stories That Move Us	English 10: <i>Lord of the Flies</i>	English 11: What is the Canon?	English 12: Maps of Transcendence	<ul style="list-style-type: none"> ● Book to Movie ● Music as Literature ● Poetry ● Safely Home
English 9: The Profile Project	English 10: UCA News Podcast	English 11: What Should I Believe?		
English 9: Student Editorial Contest	English 10: A Voice for the Voiceless	English 11: Where is the Good Life?		
				Other UCA English electives will return in the '23-'24 school year.

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.

Stories That Move Us

For our first Module, we will dive into narrative and creative writing while exploring our identities and the different things that make us who we are. We’ll read short stories, memoirs, autobiographies, and more to learn about people who are different from us.

The Profile Project

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, we will dive into informational writing by interviewing people in our community and telling their stories.

Student Editorial Contest

We are surrounded by a host of different arguments with different claims, telling us that we must believe or do something. This Module, we will learn about the basics of argument and common logical fallacies in order to evaluate the arguments that surround us. We will also enter into the New York Times' national Student Editorial Contest, select issues we care deeply about, and craft our own arguments.

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.

Lord of the Flies

Where does evil come from? Are humans born evil, or does the environment around us produce evil within us? How do humans engage in civilized societies? As we confront these big questions, the study of the art and craft of literature gives us a lens through which we can consider our answers. In this unit, we will develop our ideas and answers to these questions and more as we read and study Lord of the Flies.

UCA News Podcast

In an information-rich society, it becomes difficult to sort through the voices speaking to us. In this unit, we will dive into informational writing by evaluating the voices we often hear and adding our own voices to the mix. We will experiment with a growing informational medium: podcasts. Our podcasts will answer the question, "What information does the UCA community need to know?"

A Voice for the Voiceless

Argument and rhetoric are the bedrock of advocacy. In this module, we will consider the power of argument to help, to heal, and to restore. As we deepen our study of argument and rhetoric, we will advocate the people and groups we care about.

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?

Great argument has and continues to occur about what books all high school students should read. Some are concerned by mature content; others desire students to be exposed to the "real world." Some frown at novels promoting political ideals; others argue that students need to grapple with their society's problems. What types of books should high school students at UCA read? In this module, we will delve into the art and craft of

literature by reading historically and contemporarily challenged books, examining their merits and faults, and creating proposals for the UCA canon.

What Should I Believe?

In this module, we will explore how different types of writing interact and engage with one another. We will study the popular genre of documentaries as we consider how informational writing and argumentative writing overlap. Throughout this module, we will consider the different arguments circling around us and seek answers to the question, “What should I believe about myself and the world around me?”

Where is the Good Life?

After ending a module studying documentaries and seeking answers to the question, “What should I believe?” students will be tasked to create their own documentary in pursuit of the question, “Where is the good life?” This module will require students to combine their skills in all three of our strands of study – narrative, informational, and argumentative writing – while also implementing research skills.

English 12: Maps of Transcendence (.75 credits)

English 12 is a seminar-style capstone in which students work toward independently and collaboratively applying all of the skills and knowledge they have gained over the past three years in order to create a final product. This year, our course centers around mapping. As texts that combine narrative, informative, and argumentative forms, maps serve as a creative space where we can analyze the progression of ideas, discover connections, and tell meaningful stories. In this course we will read and create maps alongside rich texts of poetry, prose, and art that point toward God’s revelation in Christ, in Scripture, in Text, and in Creation.

Book to Movie (.25 credits)

Is the book *always* better than the movie? When do movies do it better than the book? In this elective course, students will dive deep into literary analysis of popular books and their film adaptations. Students will read a variety of novels and compare them to the film adaptations of these stories. Together, they will decide once and for all which is better.

Music as Literature (.25 credits)

Music is incredibly important to people, regardless of culture, background, or time. Chances are, music is incredibly important to *you*. In this English elective course, we will analyze the artistic value, social impact, and literary significance of songs within different genres of music. You will bring in songs that are important to you, listen and consider with your classmates, and evaluate the value of this art form in community with one another.

Poetry (.25 credits)

Poet Lucille Clifton writes “Poetry is a matter of life, not just a matter of language.” In this course, we will explore the life-sustaining practice of reading and writing poetry together. Students will encounter a variety of poetic forms within the direction of student-selected themes and topics and engage the creative process to craft their own poetic expression.

Safely Home (.25 credits)

Students will get the chance to read and dive into the story and lives of Ben Fielding and Quan from the book, *Safely Home* by Randy Alcorn. While reading, students will begin to recognize how one’s culture, background, and faith can influence one’s own identity and perspective.

History & Social Studies Department

3 Credits Required

9th	10th	11th	12th	Electives
Historical Inquiry	The American Experiment	20th Century Systems	Economics, Equity, & Biblical Justice Becoming Citizens	<ul style="list-style-type: none"> • Social Movements of the 1960s and ‘70s • The Holocaust and Memory • History of Christianity • Historical Heresies

Historical Inquiry (.75 credits)

What is history? What does it mean to think historically? Why does any of that even matter? In Historical Inquiry, we will dive into these questions and more, with the goal of learning how to interact with the past and finding our place within history. With a focus on both religious and national identity, we will learn about both ourselves as well as the people, places, and events that came before us in order to better understand the world around us, our place in it, and how God has guided creation from the beginning of time.

The American Experiment (.75 credits)

Throughout the last several hundred years, the United States has had a rich history. As a country with founding ideals unlike any other, the United States grew, industrialized, reckoned with itself, and faced problems and conflicts new to world history. In this class, we will look at the history of the United States from the Revolutionary War to the Civil Rights Movement, covering how our system of government works, how our nation entered the world stage as a superpower, and how the pursuit of liberty and justice for all Americans has been an ongoing process of obstruction and progress from our nation’s start to the present day.

20th Century Systems (.75 credits)

The 20th Century was a time of change and turmoil across the globe. Two world wars, the great depression, sweeping decolonizing movements, and the cold war all happened during this 100 year period, making it one of the most significant periods of change in world history. In this class we will look at these changes and how they continue on into the 21st century, studying civil rights movements, the cold war, and how systems like the United Nations function.

Economics, Equity, and Biblical Justice (.25 credits)

The Economy is considered to be the single largest geo-political and culture-shaping force in our world, today. So much of our individual, corporate and political decision-making comes down to money and power. In this six-week course, we are going to look at periods of United States history through the lens of those on the economic margins of society. Along the way, we will be asking ourselves: What does God have to say about this? Where was the Church? How does looking at history help us better understand the ways in which God may be calling us to participate in the economy in redemptive ways?

Becoming Citizens (.25 credits)

As seniors prepare to leave high school and head off into the world, there are many things that they should know. History 12 (Becoming Citizens) is meant to send off seniors with knowledge about voting, participating in a democratic society, economic literacy, and justice within economics. Young adults should be prepared for the world they inhabit, and this class is meant to give them an excellent final launchpad from the social studies department.

Social Movements of the 1960's and '70s (.25 credits)

The 1960's and 70's were explosive decades and the aftershocks still resonate today. In the United States and around the world, big ideas and radical movements took shape and changed the way we think about our world and about ourselves. We'll look at the Sexual Revolution, Feminism, and Anti-War movements, most of which were energized and pushed forward by young people. We'll also take a deep dive into the American Civil Rights movement and its global ramifications. Through the people, stories, songs, films, and teachings of these movements, we'll look at big ideas that have echoes and applications today. Looking at these movements from half-a-century ago will help us face injustice and figure out intergenerational conflict today. Perhaps by looking back, we can figure out how we can boldly develop and engage big ideas that change *our* reality.

The Holocaust & Memory (.25 credits)

The Holocaust was one of the worst atrocities in human history, and left the world reeling when news of it broke during and after the second world war. How could something like this happen? Who was responsible? Could something like this happen again? These questions are as fresh in our minds today as they were to people nearly eighty years ago, and in this class we will take time to address the answers, discussing what the Holocaust was, how it came to be, and how it impacted the world.

History of Christianity (.25 credits)

Who decided what books were included in the Bible? What happened after all the New Testament letters were written? How did the Church become what it is now? Why are there so many different denominations and branches of Christianity? These are all questions that we will be considering when learning about how our faith got to where it is now. Students will study the life of the Western Church during the early, medieval, Reformation, and modern periods along with the key figures and contributors within each time period.

Historical Heresies (.25 credits)

Beliefs and ideas that arise outside the bounds of Christian orthodoxy can lead to quite a bit of confusion and harmful living. Within this class, we will be studying different heresies that have risen throughout church history and why they are harmful to our faith.

Mathematics & Engineering Department

3 Credits Required

9th	10th	11th	12th	Electives
Algebra I	Geometry	Algebra II	Pre-Calculus	<ul style="list-style-type: none">● Robots and 3D Printing● Introduction to Engineering Design● Principles of Engineering● Specialties in Engineering

Algebra I (1 credit)

Algebra I is the first of the math courses 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 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 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)

Pre-Calculus is an optional 4th math class for UCA students to take. This class will be run as a self-paced, group-run Independent Study and will meet with a Pre-Calc tutor on a weekly basis. This class deepens the concepts and understandings of Algebra II, while adding in a handful of new skills. This class is designed to increase student's comprehension of each of the function families, as these families feature prominently in calculus.

Introduction to Engineering Design (.25 credits)

This course introduces students to the basics of the engineering field. They will learn about different types of engineers, will go through the design process by completing hands-on projects in teams, and will learn how to 3D model and 3D print.

Principles of Engineering (.25 credits)

This course goes more in depth into the engineering field. Students will explore the principles that make up engineering and put these principles into practice.

Specialties in Engineering (.25 credits)

Students will explore the different specialties within the engineering field and connect course work to real world applications.

Robots and 3D Printing (.25 credits)

Robots and 3D Printing is an introductory course to several basic components of engineering. Using the engineering design process, students will learn the building blocks of modeling, 3D printing, and coding robots.

PE & Wellness Department

1.5 Credits Required

9th	10th	11th	12th	PE
Wellness I			Wellness II	It is recommended that students take at least one PE course each year to ensure meeting graduation requirements.

Wellness I (.25 credit)

This course provides a basic look at the effects and importance of nutrition, fitness, sleep, and spiritual wellness as it pertains to high school students. Students will participate in extensive critical thinking and gain understanding and tools necessary for them to make the best wellness choices for themselves. They will also be able to apply their knowledge to the different stages of their future lives.

Wellness II (.25 credit)

In Wellness II, students will be deepening their understanding of UCA's Holistic Flourishing principles for their social-emotional flourishing. Specifically, students will be focusing on self-management and awareness, social skills and awareness, and responsible decision making. Students will also be participating in the evidence-based suicide prevention curriculum, "Erika's Lighthouse," in order to further their awareness of warning signs and support resources.

PE: Sports Education (.25 credit)

The world of sports has distinguished itself as one of the most influential and prominent topics of today’s day and age. Within this class students will analyze the rules and regulations of different sporting activities, put those rules into practice in a variety of activities, and learn how to become a successful member of a team.

PE: Health & the Human Body (.25 credit)

A consistent exercise program is emphasized throughout the curriculum by providing daily exercises. In each class, students are exposed to the cardiovascular, flexibility, agility and strength components of exercise. Cardiovascular exercise is the key to improving your physical and mental health. The class objectives will provide learning and growth opportunities aimed at the heart, mind, body, and soul.

PE: Why Exercise? (.25 credit)

The purpose of this course is to develop skills in activities that will help students maintain fitness throughout their life. Students will be assessed in the areas of cardiovascular endurance, flexibility, muscular strength, and endurance. From these assessments we will develop a baseline in which we will use to set personal fitness goals. Students will improve their scores on their baseline fitness tests through regular training and activities. Students will be introduced to life-long activities designed to increase their likelihood of exercising in the future. Students will understand the benefits that regular exercise can provide for physical, mental, and social health.

PE: Let’s Be Healthy (.25 credit)

This PE course will focus on learning competencies distinguishing aerobic and bone-strengthening activities. We will relate healthy behaviors, eating habits, sleep, and stress management to health risk factors and physical activity performance.

Science Department

3 Credits Required

9th	10th	11th	12th	Electives
Physical Science	Physical Science* *In our new scope and sequence of science classes, 10th grade students will take Life Science. Because the class of 2026 has already taken Biology, Life Science will begin the 2023-2024 school year.	Earth & Space Science	Electives	<ul style="list-style-type: none">● Food Science● Survey of Plants & Animals

Physical Science (1 credit)

What is the universe made of? Why do things move? Why are diamonds so hard but pencil lead is soft even though they are made of the same stuff? In physical science, we will discover the fundamentals of matter and the workings of energy. We will answer the same questions that confounded philosophers and scientists of old. We shall uncover the wonders of how God is at work in His Creation.

Earth & Space Science (1 credit)

“Oh Lord, my God, when I in awesome wonder consider all the worlds Thy Hands hath made, I see the stars, I hear the rolling thunder, Thy power throughout the universe displayed! Then sings my soul, my Savior God to Thee! How great Thou art! How great Thou art!” In Earth & Space Science, we will observe the workings of the world down here and the wonders out there. We will find Earth’s place in the vast cosmos. We will discuss how this all was made. We will observe our home planet and learn to steward it well. In all of this, we– like David– will come to find just how marvelously the heavens declare the glory of God and how the sky above proclaims His handiwork!

Food Science (.25 credits)

“Aw, man! My cake sank!” “Why do grandma’s cookies taste so much better even though I follow the same recipe?” Every cook that you know is actually a skilled scientist. They manipulate both organic and inorganic materials to produce wonderful works of art – and they taste good! In this class, we will learn about common food items – when they are used and how they work. “I ran out of baking soda. Can I use baking powder?” “What is an emulsifier?” In the end, students will not just be recipe followers; they will understand why recipes work, how to swap ingredients, and what techniques must be used to achieve a specific outcome.

Survey of Plants and Animals (.25 credits)

“Oh, my area is boring. We don’t really have much life around here.” By no means is this true! That small patch of grass on the side of the road is home to thousands of creatures! In this class, we will formally observe, classify, and document UCA’s natural environment. We will observe exactly how life changes throughout the season, preserve some specimens, and uncover a whole world that we have never seen before. We will discover how simple things actually display wondrous complexity and diversity, just as Emily Dickinson wrote regarding how seemingly meaningless things are “fulfilling Absolute Decree in casual simplicity.”

World Languages & Culture Department

2 Credits Required

9th	10th	11th	12th
Spanish I	Spanish II	Spanish III	Spanish IV

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 & Online Courses at UCA

Qualifying junior and senior students at UCA have the option to engage in deeper studies of vocational interest to them. In order to take an Independent Study or an Online Course at UCA, students must:

- demonstrate consistent good academic standing over the course of their freshman and sophomore years, and
- complete an application prior to the start of the module in which they want to take the course. Applications can be found with Mrs. Bootsma, Head of Academics.

Unity Christian Academy

Empowerment. Diversity. Unity. Excellence. Flourishing

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Head of Academics: Mrs. Charis Bootsma

Catalogue Published: August 10, 2022