

2024-2025

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 for 9th Grade Students

Graduation requirements have changed slightly. Below are the credits 9th grade students are required to earn per discipline in order to receive a UCA diploma.

| Department | Credits | Courses Required (# of credits) |
|------------------------------------|-------------------|--|
| Bible & Theology | 2 | BITH 9: Old Testament (0.5) BITH 10: New Testament (0.5) BITH 11: Systematic Theology (0.5) BITH 12: Historical Theology (0.5) |
| Digital, Performing, & Visual Arts | 1 | Various classes |
| English | 4 | English 9 (1) English 10 (1) English 11 (1) English 12 (1) |
| History & Social Studies | 3.5 | HIST 9: Historical Inquiry (1) HIST 10: The American Experiment (1) HIST 11: 20th Century Systems (1) HIST 12: Fairness & Justice (0.5) |
| Internship Program | 1 | Freshman Seminar (0.25) Junior Seminar (0.25) Senior Seminar (0.25) Senior Internship (0.25) |
| Mathematics & Engineering | 3 | 3 of the following courses: Foundations of Math (1), Algebra I (1), Geometry (1), Algebra II (1), or Pre-Calculus (1) |
| PE & Wellness | 1.5 | PE 9 (0.5) PE 10 (0.5) Wellness I (0.25) (can be taken 9th or 10th grade) Wellness II (0.25) (can be taken 11th or 12th grade) |
| Science | 3 | Physical Science (1) Life Science (1) Earth & Space Science (1) |
| World Languages & Culture | 2 | Spanish I (1) Spanish II (1) |
| A-Term | 1 | Students are required to take 1 A-Term course per year. Each course is worth 0.25 credits. |
| Electives | 3 total | Various classes |
| Total | 25 credits | |

Graduation Requirements for 10th Grade Students

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. Below are the credits a student is required to earn per discipline in order to receive a UCA diploma.

| Department | Credits | Courses Required (# of credits) |
|------------------------------------|----------------------|--|
| Bible & Theology | 2 | BITH 9 (0.5) BITH 10 (0.5) BITH 11 (0.5) BITH 12 (0.5) |
| Digital, Performing, & Visual Arts | 1 | Various classes |
| English | 4 | English 9 (1) English 10 (1) English 11 (1) English 12 (1) |
| History & Social Studies | 3.5 | HIST 9: Historical Inquiry (1) HIST 10: (1) History 11 (1) History 12 (0.5) |
| Internship Program | 0.75 | College Seminar 11 (0.25) College Seminar 12 (0.25) Senior Internship (0.25) |
| Mathematics & Engineering | 3 | STEM 9: Algebra I (1) STEM 10: Geometry (1) STEM 11: Algebra II (1) |
| PE & Wellness | 1.5 | PE 9 (0.5) PE 10 (0.5) Wellness I (0.25) Wellness II (0.25) |
| Science | 3 | SCI 9: Physical Science (1) SCI 10: Life Science (1) SCI 11: Earth & Space Science (1) |
| World Languages & Culture | 1 | Spanish I (1) |
| A-Term | 1 | Students are required to take 1 A-Term course per year. Each course is worth 0.25 credits. |
| Electives | 3 total | Various disciplines |
| Total | 23.75 credits | |

Graduation Requirements for 11th-12th Grade Students

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. Below are the credits a student is required to earn per discipline in order to receive a UCA diploma.

| Department | Credits | Courses Required (# of credits) |
|------------------------------------|----------------------------------|--|
| Bible & Theology | 2 | BITH 9 (0.5) BITH 10 (0.5) BITH 11 (0.5) BITH 12 (0.5) |
| Digital, Performing, & Visual Arts | 1 | Electives |
| English | 4 | English 9 (1) English 10 (1) English 11 (1) English 12 (1) |
| History & Social Studies | 3.5 | HIST 9: Historical Inquiry (1) HIST 10: (1) History 11 (1) History 12 (0.5) |
| 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) |
| 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) |
| World Languages & Culture | 2 | Spanish I ¹ |
| A-Term | 1 | Students are required to take 1 A-Term course per year. Each course is worth .25 credits. ² |
| Total | 21.75³ 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 1 full A-Term credit.

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 |
|---------------|---------------|---------------------|---------------------|
| Old Testament | New Testament | Systematic Theology | Historical Theology |

Old Testament (0.5 credits)

From Genesis to Malachi the Old Testament is a collection of 39 books that students will get a chance to study the contents of. While studying the Old Testament, students will embark on a wide learning of the Law, the Writings, and the Prophets. Examining numerous stories and outlining the characteristics of God.

New Testament (0.5 credits)

The New Testament is a collection of 27 books that students will get a chance to study the contents of. Students will examine the good news of the Gospels, the historical account of the Church in Acts, the teachings of the epistles, and the revelation of the end times.

Systematic Theology (0.5 credits)

Christian Doctrine can be hard to understand. Systematic theology attempts to put fundamental Christian doctrines in logical order for one to understand and study. Starting with the doctrine of scripture to the doctrine of the end times, students will be learning about a wide range of Christian teachings.

Historical Theology (0.5 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 development of Christian theology over time and the key figures and contributors to each time period.

Digital, Performing, & Visual Arts Department

1 Credit Required

Elective offerings vary from year-to-year; below are the offerings for the 2024-2025 school year.

Band (1 credit)

Participate in the school band program. Learn how to play and perform an instrument of your choice, and collaborate with your class to put on different performances throughout the year.

Choir (1 credit)

Participate in the school choir program. Learn how to sing and collaborate with your class to put on different performances throughout the year.

Painting (0.5 credits)

Painting 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.

Drawing (0.5 credits)

Drawing 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.

Sculpture (0.5 credits)

Sculpture is designed to grow students' understanding of the significant roles of sculpture and art in community transformation, and the responsibility they have to engage justly with their creativity. Students acquire foundational skills such for sculpture art.

English Department

4 Credits Required

| 9th | 10th | 11th | 12th | Electives |
|-----------|------------|------------|------------|---|
| English 9 | English 10 | English 11 | English 12 | <ul style="list-style-type: none">● Poetry● Creative Writing● Music as Literature● Shakespeare, Then and Now● Book to Movie |

English 9 (1 credit)

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

Stories That Move Us

For our first unit, 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 unit, 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 unit, 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 (1 credit)

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 (1 credit)

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 (1 credit)

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 (0.25 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.

Poetry (0.25 credits)

Our capacity for poetry is a reflection of God's image in us. Through poetry we can encounter truth, beauty, and goodness. Through poetry we can touch the mysteries of our being. Through poetry we can reflect the creativity of God's character. Poetry is a wholly unique form. It's as powerful as it is rare. It's not for everyone, but if it is for you, it will make your life richer and more beautiful. In this course we will focus on experiencing, creating, and sharing poetry with one another, broadening our capacity to experience the mystery and beauty of this life, and welcoming others into this mystery through the act of writing and performing.

Creative Writing (0.25 credits)

Story is the fundamental gift of humanness. Through story, we encounter ourselves, our neighbor, and our God. In this course, we will explore story through various modes of creative writing, exploring the macro-level wonders of fiction writing through character, conflict, and setting, and the micro-level delights of syntax and diction through creative memoir writing. This course will also include a choice independent reading component and an exploration of visual arts in multimodal writing.

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.

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.

History & Social Studies Department

3.5 Credits Required

| 9th | 10th | 11th | 12th | Electives |
|--------------------|-------------------------|----------------------|----------------------|---|
| Historical Inquiry | The American Experiment | 20th Century Systems | Fairness and Justice | <ul style="list-style-type: none">• African American History• History of Christianity• History of Music |

Historical Inquiry (1 credit)

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 (1 credit)

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 (1 credit)

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.

Fairness & Justice (0.5 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 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? History 12 is also 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.

African American History (0.25 credits)

This class examines the African American experience in the United States from the colonial era to the present. Some notable themes include the Civil War, Reconstruction, urbanization, and the Civil Rights Movement. Through a multidisciplinary perspective, the class explores how we come to know and experience race in the United States. Students engage classic texts in the field. All of which are framed by a concern with epistemologies of resistance, ignorance, and awareness of what it means to be African American.

History of Christianity (0.25 credits)

What happened after all the New Testament letters were written? How did the Church become what it is now? Why are there so many denominations and branches of Christianity? These are all questions that we will consider when learning about how our faith has 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.

History of Music (0.25 credits)

Students will study the history of music as it relates to different eras and regions of the world.

Mathematics & Engineering Department

3 Credits Required

| 3 credits are required of the following options. Students will be placed in a course based on ability and past experience. | Electives |
|---|---|
| <ul style="list-style-type: none">● Foundations of Mathematics● Algebra I● Geometry● Algebra II● Pre-Calculus <p>*Higher level math courses may be available for students who have earned credit in all courses including Pre-Calculus.</p> | <ul style="list-style-type: none">● 3D Modeling and Printing● Engineering Design Lab |

Foundations of Mathematics (1 credit)

Students enrolled in Foundations of Mathematics learn foundational skills in computation that will serve as the starting point for all other math courses.

Algebra I (1 credit)

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 math class 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)

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.

3D Modeling and Printing (0.25 credits)

This introductory course serves as a launching point for students to explore and prepare for engineering courses in college. Students will learn to model objects on paper with engineering

graphics, and then will transition that work to rendering 3D models on a computer. Final projects may be 3D Printed as well!

Engineering Design Lab (0.25 credits)

This course is for students who wish to explore engineering further and who have already built up skills. Students will develop their understanding and application of physics and math as they pertain to engineering, and will compete with their classmates in challenges that give them practice with the engineering design process.

PE & Wellness Department

1.5 Credits Required

| 9th | 10th | 11th | 12th | PE |
|--|-------|---|------|-----------------------------------|
| <ul style="list-style-type: none">Wellness I (can be taken 9th or 10th grade)PE 9 | PE 10 | Wellness II (can be taken 11th or 12th grade) | | Electives are offered every year. |

Wellness I (0.25 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 (0.25 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 9 (0.5 credit)

All freshmen will be enrolled in PE to learn the fundamentals of physical education, fitness, and health.

PE 10 (0.5 credit)

All sophomores will be enrolled in PE to learn the fundamentals of physical education, fitness, and health.

PE Elective (0.25 credit)

Students will be able to take additional PE electives during the school year. PE electives explore the relationship between physical fitness and holistic wellness.

Science Department

3 Credits Required

| 9th | 10th | 11th | 12th | Electives |
|------------------|--------------|-----------------------|-----------|--|
| Physical Science | Life Science | Earth & Space Science | Electives | <ul style="list-style-type: none">• Food Science• Survey of Plants & Animals• Research Independent/ Group Study (only for 12th graders)• Sports Science |

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.

Life Science (1 credit)

Life Science is a biology class– a class in which we explore what life is made of and how it operates. This includes everything from molecules to cells to organisms to ecosystems. This is the second science course UCA students take before they graduate.

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 (0.25 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 (0.25 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."

Research Independent/Group Study (only for 12th graders) (0.25 credits)

This guided independent and/or group study is meant for any seniors interested in conducting a formal research project in a study of science. Guided by a teacher, they will design a research project and complete it by the end of the school year.

Sports Science (0.25 credits)

Students will study the science behind sports and sports medicine. Please note: class is subject to change.

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.

College & Career

| 9th | 10th | 11th | 12th |
|------------------|------|----------------|--|
| Freshman Seminar | | Junior Seminar | <ul style="list-style-type: none"> • Senior Seminar • Senior Internship Experience |

Junior and Senior Seminar (0.25 credits each)

The UCA College Counseling Program offers Juniors and Seniors the opportunity to learn about the college admissions process. During these courses, students apply to colleges, complete scholarship applications, file for financial aid, and make college selections. It is also meant to encourage students to pursue higher education at an institution that is the best fit for them. UCA uses several tools such as the College Board College Search tool, the Common App, and Net Price Calculators to aid students during this process. These tools help UCA students identify and create a list of safety, match, and reach schools. The difference between the Junior and Senior Seminar classes is that the Junior class focuses on college and career exploration, while the Senior class focuses on completing the actual steps necessary in order to gain access to the desired post-secondary pathway.

Freshman Seminar (0.25 credits)

This Freshman Seminar course is designed to assist first-year students by teaching skills needed in order to be a successful high school student. The curriculum focuses on organizational skills, note-taking skills, study skills, test-taking skills, using reference sources, outlining and using graphic organizers, reading graphs and tables as well as building vocabulary. All study skills learned in this class will be reinforced in all core courses, so freshmen will have the opportunity to transfer the skills learned in the Freshman Seminar course to all of their other courses. Life planning, goal setting and career exploration will also be incorporated in this class.

Senior Internship Experience (0.25 credits)

In Quarter 2, seniors will participate in a required Senior Internship Experience. This is a unique learning opportunity that is not typically a high school graduation requirement nor experience. In alignment with UCA's desire to graduate students who are prepared for college, career, and calling, we have set aside an entire quarter of the senior year dedicated to these three priorities. Seniors will attend an internship in a field of their choice and complete reflections and work tasks to maximize their internship experience.

UCA's Personalized Approach

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 quarter in which they want to take the course.

To inquire about online courses, please email Mrs. Bootsma at cbootsma@weareuca.org by August 9, 2024.

The application format for an Independent Study is below. For any Quarter 1 Independent Studies, please email Mrs. Bootsma at cbootsma@weareuca.org by August 9, 2024.

Independent Study Application

Each applicant must submit a formal application that includes all of the following details:

- Timing details
 - Are you hoping to complete this Independent Study
 - During school hours*
 - Outside of school hours

*If you want to complete this Independent Study during school hours, what Period? Why are you choosing this Period? Provide rationale, especially if you would be withdrawing from a course during this Period.
- The proposal
 - Your written proposal must include:
 - **Narrative plan:** A clear, detailed description of the study, its Essential Question(s), and its end goals. In what department will you be attempting to earn credit? On what Standards will you be assessed? In order to ensure a quality Independent Study, it is the applicant's responsibility to obtain appropriate Standards from UCA teachers.
 - Create a **project plan.** This must include an overview of your Quarter or Semester calendar, appropriate due dates, curriculum resources, in-school activities, and out of school activities (if appropriate).
 - 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. Since this study is for credit, a high level of rigor and quality is required. See the characteristics of "Excellent Work" on Page 2.
 - How will your final product 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 Head of Academic’s approval. If a UCA faculty member has agreed to evaluate your product, they must add their signature to your proposal.

Characteristics of Excellent 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> |

Unity Christian Academy
Empowerment. Diversity. Unity. Excellence. Flourishing

700 E. 170th Street, South Holland, IL 60473

Main Office: (708) 980-1040

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