

Soli Deo Gloria

"To the Glory of God, Alone"

United



Christian

Academy

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SCHOOL PROFILE

2011 - 2012

*"So whether you eat or drink or whatever you do,
do it all for the glory of God."*

1Cor 10:31 (NIV)

M i s s i o n S t a t e m e n t

Glorifying God through....

Academic Excellence

Biblical Values

Christian Unity

CHOOSING THE CURRICULUM

The selection of curriculum is guided by a four-part paradigm describing attributes to be developed in a United Christian Academy graduate. They are as follows:

1. The graduate will have the necessary knowledge and skills to move confidently into the next level of academic pursuit. A core curriculum of English, history, math, and science can be pursued for all four years of high school. The math sequence proceeds through Calculus; the science track, through Physics. Higher-order thinking skills (e.g., evaluating, comparing, contrasting, cause and effect) are emphasized. Note-taking, public speaking, essay writing, and research methodology are skills gained.
2. The graduate will have a developing cultural literacy in order to enhance connecting links with the world for the purposes of strategic socializing/evangelism. Someone has remarked that “the more you learn about less and less, the sooner you’ll know nothing about a whole lot.” We want our graduates to know something about a wide range of current public discussions and move easily among a broad spectrum of people, not fearing the marketplace; however, preoccupation with multiculturalism and differences among peoples is a lack of insight by our politically correct society. Traditional knowledge that has joined Americans for centuries is not to be discarded, but regained.
3. The graduate will have a Christian worldview by which to evaluate and critique the world’s personalities, movements, and events. The sovereignty of God, inevitability of divine judgment, exclusivity of salvation through Jesus Christ, the inherent sinfulness of man, and the benefits of righteous living are emphasized. God’s Word and its view of the Created Order, of manhood, womanhood, nationhood, citizenship, economics, history, and social thought are contemplated. Examples of how this worldview is modeled include:

We emphasize the unity of all who honor Jesus Christ as Savior and Lord.

We are not threatened by inter-denominationalism or our differences on fine points of doctrine.

We celebrate the sanctity of life and abhor abortion.

We encourage students to carefully examine and evaluate the programming of the secular entertainment industry.

We reject the modern ethic that the one who loves best is the one who tolerates more.

We believe homosexuality is sin, the practice thereof never approved by God.

We reject the denial of personal responsibility for wrongdoing through psychologies of victimization.

4. The graduate will evidence Christ-like character by:
 - Loving God through obeying His commandments;
 - Being responsible for the words of his mouth;
 - Finding strength and resolve through God-confidence, not self-esteem;
 - Being diligent in duties and persevering under stress;
 - Having courage to speak truth with patience and kindness towards those who disagree;
 - Having compassion for the hurting.

PRINCIPLES GUIDING OUR INSTRUCTION

“The philosophy of the classroom in one generation will be the philosophy of government in the next” (Abraham Lincoln). We must never forget that we are preparing future leaders, fathers, mothers, employees, employers, etc.

1. The Bible is held in the highest respect as the inspired, inerrant, and infallible Word of God.
2. It is the Bible that filters truth from mere data.
3. All values are not equal because truth is not relative.
4. All of the curricula reveals God, all truth being His.
5. The student is encouraged to profess Jesus Christ as Savior and Lord.
6. Each subject helps equip the student to marvel in the goodness of the redeemed, transformed life.
7. Each student will be equipped with the confidence and skills to communicate clearly, logically, and effectively through listening, speaking, reading, and writing.
8. It is the teacher who makes the course content reflect the mission of the school.
9. The proper classroom environment for learning:
 - The presence of the Holy Spirit alongside a teacher whose life is pure and prayer is intimate;
 - A teacher with pedagogical expertise who takes responsibility for student success, who is a zealous learner himself, whose attitude engenders enthusiasm, and whose character earns respect;
 - Authority is an important element of the Kingdom of God. The teacher is the authority in the classroom. Disciplining misbehavior should not exasperate the students. A “family feeling” should exist in the classroom, but correction of misbehavior cannot be withheld or neglected.
10. There are no shortcuts to a quality education. The educational mantra that “learning must be fun” is not recited here. Some learning is not fun, but rather hard work, which is often not appreciated until years later.
11. Time is important enough to be managed well.
12. Field trips and off-campus learning opportunities are valid experiences, especially as they supply “hands on” experiences and applications.
13. High expectations motivate students to develop consistent study habits.