University Academy

Upper School

*Revised March 23, 2016

Personal Plan of Study

with

Course Descriptions

Clem O. Ukaoma, Principal
Mr. Tony Kline, Superintendent
Table of Contents

O. Introduction........................................................................................................................................... 1-2
    Letter from the Principal......................................................................................................................... 3
    A Comprehensive Glossary of Terms....................................................................................................... 4-6
    Provisos & Exceptions.............................................................................................................................. 7
    Attendance Requirements.......................................................................................................................... 8
    Personal Plan of Study.............................................................................................................................. 9
    Comparison of Graduation Requirements..................................................................................................11
    National Collegiate Athletic Association (NCAA) Eligibility Recommendations.................................12
    NAIA Eligibility Entrance Recommendations..........................................................................................13
    College Advisories....................................................................................................................................14-15
    Earning College Credit While Enrolled in High School Curriculum.........................................................16

I. Scheduling Process .....................................................................................................................................16

II. Important Miscellaneous Information ...................................................................................................17-19

III. University Academy Graduation Requirements ....................................................................................20
    Our Guidance Program.............................................................................................................................21
    How Students are classified at the Upper School...................................................................................22

IV. Departmental Course Offerings ............................................................................................................23-40
    Art ............................................................................................................................................................ 23-24
    Computer Technology .............................................................................................................................. 25
    Communication Arts ............................................................................................................................... 26-27
    Foreign Language ..................................................................................................................................... 28-29
    Mathematics ............................................................................................................................................ 30-32
    Performing Arts ....................................................................................................................................... 33-35
    Physical Education and Health ................................................................................................................ 36-37
    Science ...................................................................................................................................................... 38-39
    Social Studies .......................................................................................................................................... 40-41
    BLANK PAGE ...........................................................................................................................................42

Appendices ....................................................................................................................................................43-61
    Appendix A: Sample Freshman Schedules...............................................................................................43
    Progress Toward Graduation .....................................................................................................................44
    Four Year Planning Worksheet..................................................................................................................45
    Appendix B: College Timelines................................................................................................................ 45-54
    Appendix C: Community Service.............................................................................................................. 55
    Appendix D: Experiential Learning............................................................................................................ 56-57

More Points of Pride .......................................................................................................................................58
Dear Parents Guardians, and Students:

The manual you hold in your hands represents many hours of careful work directed at making the Upper School’s Program of Studies more user-friendly.

We believe that you, as parents, are better prepared to make the correct decisions about your child’s future, or, if you are the student, that you will make the right decisions about your future when you are given the correct set of facts.

High School is serious business. Everything you do here counts—from your grades, your behavior and the activities you choose to participate in during your four years of high school. Everything is geared toward shaping you into a leader. So, come prepared to work. Your teachers will challenge you to do your best work here, but they will also support your efforts to succeed. You should have no problems doing well here. However, if you do not take advantage of the many resources available to help you succeed, starting with your teachers, you will fail to earn credits. The consequence for not earning enough credits is that you will fall behind; in extreme cases, you may even be in jeopardy of not graduating with your class!

From day one, you should understand that the grades you earn while in the Upper School will remain on your transcript and that these grades will, largely, shape your opportunities beyond High School. Students and their parents should also know that doing well here is as simple as 1-2-3:

1) Put good effort into your school work
2) Stick with your assignments until they are done
3) Ask for, and be willing to receive help from teachers and peers before you fail (Did I mention we offer daily tutoring?)

While we believe that University Academy has been built on a solid foundation, it will be up to succeeding generations of students like you to make that foundation even sounder and ever more solid. It is with these expectations that we welcome you to the hard work of creating future leaders.

Come learn to soar with us!

Sincerely,

Clem O. Ukaoma, Ed. D.
Principal
Entering high school is a major step in your student’s education. The following terms and definitions should be helpful to you as the student progresses through the high school experience.

**ACT/SAT**

The ACT is the most widely accepted college entrance exam administered five times a year in the Kansas City area. Additional information can be found at [www.act.org](http://www.act.org). The SAT is more common with colleges in the east and west coast and is given five times a year in the Kansas City area. For more information visit: [www.collegeboard.com](http://www.collegeboard.com).

**Class Rank**

A student’s academic standing in relation to his/her class is referred to as class rank. The final class rank is determined by comparing each student’s cumulative GPA. Class rank is expressed as a fraction of the total class. Example: \( \frac{1}{50} \) equals first in a class of 50.

**Core Courses**

Core courses are classes in Communication Arts, Mathematics, Science and Social Studies. There are classes in each subject area needed to complete each grade level and to receive a high school diploma.

**Course Selection**

Your child should select courses to meet graduation requirements to prepare for post-secondary education. The high school graduation requirement of 26 credits does not ensure that a student has completed all courses necessary for college. (Refer to the Requirements & Guidelines for College Preparatory Studies Certificate section.) **Parents should always encourage students to take challenging courses. This is even more critical in a college preparatory school such as UA.**

**Credit**

One (1) credit is awarded for a course that meets every day for two semesters. A course that meets every day for one semester yields (1/2) or a 0.5 credit. Students must earn a grade of D or above to receive credit.

**Elective Courses**

While elective courses are not among the core classes required for graduation, they, nevertheless, give students an opportunity to apply core knowledge and to extend their own general understanding. For this reason and the fact that students need up to 6 credits of elective credits to fulfill their graduation requirements, elective courses are important. In order to continue our college mission, we highly recommended that juniors and seniors earn some of their elective credits as dual-credits.
Four-Year Plan

Each academic year—usually around the conclusion of the third quarter—the Upper School counselor mails out information about every student’s progress towards graduation. The Four-Year Plan is a comprehensive review of credits earned and generally ends by recommending a course of action for those who have failed a class. The goal is always to get the student back on track to graduation. Any standardized or aptitude test scores on file for the student are also reviewed at this time with an eye toward college entrance. The Upper School is dedicated to implementing the University Academy mission, which stipulates that every student goes on to college.

Grade Scale

Each grading period students will receive a percentage grade. Each percentage grade will generate a letter grade based on the scale below.

A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = Below 60
I = Incomplete
P = Pass (Issued for courses like Algebra I Lab and Community Service; does not figure into calculating student’s GPA).

Grade Point Average (GPA): Current and Cumulative

The grade a student receives in each class determines the student’s GPA. A student’s current GPA is based on the grades for the semester just completed. It is calculated by adding the grade points values earned in all courses for that semester and dividing by the number of courses taken. Grade values are as follows: (A=4, B=3, C=2, D=1, F=0). The cumulative GPA is based on all courses completed by the student for credit.

Missouri End Of Course (EOC) Exams

In the 2008-2009 school year, the state of Missouri began assessing students using course-specific, End Of Course (EOC) examinations. Students were assessed in Algebra I, Biology, and American Literature (English II) The plan to the 2009-2010 school year Geometry, Algebra II, World Literature (English I), Govt., and American History will also be tested.

Mastery Learning

The Upper School subscribes to a “Mastery Learning” philosophy. This means that from time to time during the semester, teachers will use certain tests—designated as Mastery Tests—to sum up important concepts. These “mastery” tests may make up anywhere from 40% to 50% of the course. The idea behind “mastery” is two-fold: (1) To give students clues about concepts that teachers consider especially important; (2) To get students into the habit of “studying up” for important examinations.
To further underscore this “training” aspect, students will have up to three (3) opportunities to
Master.  If it takes three tries to master a test, the student’s score will be the sum of the three scores,
divided by three.  If after the third try the student still has not mastered, a score of zero “0” for non-
mastery or “NM” for “Not Mastered,” will be entered for the student.  In all cases, mastery is set at
80%.

Students and parents should know that if a student fails to master a substantial number of the
“mastery” tests given for a course, the cumulative effect could mean that the student will have
to take the course over at a subsequent time.

Prerequisite

A prerequisite is any the requirement that must be met before a student can enroll in a course.

Semester

A semester consists of 18-20 weeks divided into two quarterly grading periods. Two quarters make
a semester and only the semester grade is recorded on the student’s transcript.  By the same token,
two semesters equal one academic year.

Schedule Changes

Prior to the beginning of a new semester, students may request a schedule change by completing the
appropriate form and submitting it to the Counselor. No schedule changes will be allowed after
the first two (2) weeks of each semester. In the rare occasion where circumstances necessitate a
change beyond the two-week window, the Principal may make an exception.

Transcript

A student’s high school transcript is a permanent record of his or her grades (or performance) in all
courses taken at the Upper School. Colleges and universities give a lot of great weight to the
student’s transcript in making their admission decisions. It is highly recommended that each parent
and/or guardian review a student’s transcript after each semester is completed.

One good reason to do this is that any mistakes caught early can be fixed while the facts are still
fresh in key players’ minds.

Another reason is that students tend to work harder when they know that parents will be providing
them with regular and consistent oversight.
Provisos & Exceptions

Following are exceptions to the UA graduation requirements.

1. **On-line/Correspondence Credit**
   Only a maximum of three (3) Carnegie units or a total of 1.5 credits of correspondence/on-line courses from accredited colleges or universities may be counted toward the high school graduation requirements. Students desiring to use correspondence credits to meet graduation requirements must first work with the Counselor, obtain the approval of the building principal and the superintendent prior to enrolling in such correspondence course(s).

2. **Transfer Credit**
   Transfer students are expected to meet all the graduation requirements of University Academy Charter School.

3. **Summer School**
   Only credits earned in University Academy summer school and which meet DESE standards and regulations will be counted toward the Upper School graduation requirements. In order to safeguard two key tenets of University Academy—(1) no social promotion and (2) a rigorous college preparatory coursework—University Academy runs its own Summer School to support students who need additional time as well as for enrichment.

4. **Off-Campus Instruction**
   It is the desire of the Board to give students—preferably juniors and seniors—as many opportunities as possible to take college classes off-campus. This serves a double purpose: (1) placing these students directly on college campuses; (2) furthering the college mission of University Academy. The Counselor oversees this program--coordinating all enrollment and registration arrangements.

5. **Enrollment in Dual-Credit Courses**
   The minimum requirement for juniors and seniors to enroll in off-campus and on-campus dual-credit classes are as follows: a cumulative GPA of 3.0, composite ACT of 21 or higher, and teacher recommendation. Students approved for the dual enrollment program and who are fulfilling dual-credit commitments are also deemed to meet University Academy’s full-time attendance requirements. It is assumed that successful completion of the dual-credit course work will, at the very least, also satisfy the minimum units of credit required for graduation from University Academy. A junior or senior with the cumulative GPA of 2.5 or higher may petition to take an on-campus dual-credit course. If approved, the student then becomes eligible to receive the applicable extra weighting for the course (See DC pamphlet).
ATTENDANCE REQUIREMENTS

- All students are expected to be in attendance each day.

- A parent or guardian must notify the Upper School office (412.5948) no later than 7:30 a.m. each day a student is absent. Once the student presents a doctor’s note to the Upper School’s Administrative Assistant upon his/her return, the absence will change from “unexcused” to “excused.”

- Students will receive credit for make-up work completed for excused absences. However, while students may request and receive work missed as a result of “unexcused” or “excessive” absences, teachers reserve the right to award anywhere from partial to NO POINTS for these assignments.

- A suspension will be considered an “excused” absence. This entitles the student to full credit for any work missed as a result of a suspension. On the other hand, work missed as a result of “unexcused” absences, will only receive partial credit or NO CREDIT as determined by the teacher.

- For absences or suspensions of five (5) or more days, the student must request and arrange for make-up work to be picked up in the front office. Note: All assignments are due upon the student’s return from the suspension.

- For absences of up to four (4) days, the student must personally arrange to pick up assignments. These assignments are also due upon the student’s return from suspension.

- A student must attend school all day in order to participate, practice or contest in any sports, extra-curricular activity, or any event sponsored by the University Academy.

- Graduating seniors must maintain average daily attendance (ADA) rate of 96%. Those missing this mark must work with the principal to raise their attendance to an acceptable rate or they may be barred from participating in commencement events.
University Academy Upper School is accredited by the Missouri Department of Elementary and Secondary Education and by the North Central Association of Schools.

This Personal Plan of Study with Course Descriptions has been developed for the students and parents of University Academy to present information about programs and courses offered in the Upper School. By combining the information contained in this Personal Plan of Study with advice received from teachers, counselors, and administrators, students and their parents/guardians should be able to make good decisions regarding the student’s future plans.

The document is produced by the University Academy Upper School and its staff.

University Academy
Upper School
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Kansas City, MO 641
(816) 412-5900

Non-Discrimination Statement

The University Academy Upper School, Kansas City, MO, does not discriminate on the basis of race, color, national origin, sex, age or handicap in admission or access to or treatment, or employment in its programs and activities. If you have questions regarding the above, please contact: Mr. Tony Kline (816) 412-5901.

In addition to this publication being available in hard copy an electronic, a PDF copy will also be made available for download on our website: (www.universityacademy.org).
### University Academy’s Graduation Requirements

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td>4.5</td>
</tr>
<tr>
<td>World Literature</td>
<td>1</td>
</tr>
<tr>
<td>Speech and/or Debate</td>
<td>0.5</td>
</tr>
<tr>
<td>American Literature</td>
<td>1</td>
</tr>
<tr>
<td>Comparative Literature</td>
<td>1</td>
</tr>
<tr>
<td>College Reading or DC English 210/204</td>
<td>1</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>4</td>
</tr>
<tr>
<td>World History</td>
<td>1</td>
</tr>
<tr>
<td>U.S. History</td>
<td>1</td>
</tr>
<tr>
<td>Government, Personal Finance/Economics,</td>
<td>1</td>
</tr>
<tr>
<td>Psychology, African American History, or DC United States History, DC Western Civ.</td>
<td>1</td>
</tr>
<tr>
<td><strong>Laboratory Science</strong></td>
<td>4</td>
</tr>
<tr>
<td>Physical and Earth Sciences</td>
<td>1</td>
</tr>
<tr>
<td>Biology</td>
<td>1</td>
</tr>
<tr>
<td>Chemistry</td>
<td>1</td>
</tr>
<tr>
<td>Anatomy &amp; Physiology, Physics, or a DC Physics or any DC Science course with Laboratory</td>
<td>1</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>4</td>
</tr>
<tr>
<td>Algebra I</td>
<td>1</td>
</tr>
<tr>
<td>Geometry</td>
<td>1</td>
</tr>
<tr>
<td>Algebra II</td>
<td>1</td>
</tr>
<tr>
<td>College Algebra or Pre-Calculus</td>
<td>1</td>
</tr>
<tr>
<td>Calculus or DC Calculus</td>
<td>1</td>
</tr>
<tr>
<td><strong>Physical Education</strong></td>
<td>1</td>
</tr>
<tr>
<td>Health</td>
<td>0.5</td>
</tr>
<tr>
<td><strong>Practical Arts</strong></td>
<td>1</td>
</tr>
<tr>
<td><strong>Fine Arts</strong></td>
<td>1</td>
</tr>
<tr>
<td><strong>Foreign Language</strong></td>
<td>2</td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>26</td>
</tr>
<tr>
<td>Subject</td>
<td>University Academy Graduation Requirements</td>
</tr>
<tr>
<td>---------</td>
<td>-------------------------------------------</td>
</tr>
<tr>
<td><strong>Communication Arts</strong></td>
<td>Comm. Arts (4.5 Credits)</td>
</tr>
<tr>
<td></td>
<td>Speech = 1/2 credit</td>
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<tr>
<td></td>
<td>World Literature = 1 credit</td>
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<tr>
<td></td>
<td>American Literature = 1 credit</td>
</tr>
<tr>
<td></td>
<td>Comparative Literature = 1 credit</td>
</tr>
<tr>
<td></td>
<td>College Reading or DC Eng 101/204 = 1 credit</td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td>Math (4 credits)</td>
</tr>
<tr>
<td></td>
<td>Algebra I = 1 credit</td>
</tr>
<tr>
<td></td>
<td>Geometry = 1 credit</td>
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<tr>
<td></td>
<td>Algebra II = 1 credit</td>
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<tr>
<td></td>
<td>AP Statistics</td>
</tr>
<tr>
<td></td>
<td>DC Col Algebra or Calculus = 1 credit</td>
</tr>
<tr>
<td><strong>Biological AND Physical Science</strong></td>
<td>Science (4 credits)</td>
</tr>
<tr>
<td></td>
<td>Physical Science = 1 credit</td>
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<tr>
<td></td>
<td>Biology = 1 credit</td>
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<tr>
<td></td>
<td>Chemistry = 1 credit</td>
</tr>
<tr>
<td></td>
<td>Anatomy &amp; Physiology = 1 credit</td>
</tr>
<tr>
<td></td>
<td>Physics = 1 credit</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>Social Studies (4 credits)</td>
</tr>
<tr>
<td></td>
<td>World History = 1 credit</td>
</tr>
<tr>
<td></td>
<td>U.S. History = 1 credit</td>
</tr>
<tr>
<td></td>
<td>American Government = ½ credit</td>
</tr>
<tr>
<td></td>
<td>Personal Finance/Economics = ½ credit</td>
</tr>
<tr>
<td></td>
<td>African-American History = 1 credit</td>
</tr>
<tr>
<td></td>
<td>Psychology = 1 credit</td>
</tr>
<tr>
<td><strong>Physical Education</strong></td>
<td>Physical Education (1 credit)</td>
</tr>
<tr>
<td></td>
<td>Physical Ed = 1 credit</td>
</tr>
<tr>
<td><strong>Health</strong></td>
<td>Health (½ credit)</td>
</tr>
<tr>
<td><strong>Fine Arts</strong></td>
<td>Fine Arts (1 Credit) (See Appendix B)</td>
</tr>
<tr>
<td><strong>General Electives</strong></td>
<td>Additional Academic Courses (7 ½ Credits)</td>
</tr>
</tbody>
</table>

*See Information for University Academy Students Regarding NCAA & NAIA Eligibility on starting on p. 14*
NCAA Eligibility

Any student intending to participate in college sports or activities must apply and meet the National Collegiate Athletic Association (NCAA) Eligibility Criteria if the college is a Division I or II designated college. Visit www.ncaa.org for more detailed information.

Division I

1. Graduate from high school;
2. Complete a minimum of 16 core courses;
3. Present the required grade-point average (GPA) (refer to sliding scale in the Guide for the College-Bound Student-Athlete for Division I);
4. Present a qualifying test score on either the ACT or SAT (see the sliding scale in the Guide for the College-Bound Student-Athlete); and
5. Complete the amateurism questionnaire and request final amateurism certification.

Division I Core-Course Breakdown

(Courses Must Appear on UA’s List of Approved Core Courses)

- 4 years of English
- 3 years of math (Algebra 1 or higher)
- 2 years of natural or physical science (including one year of lab science)
- 1 extra year of English, math, or natural or physical science
- 2 years of social science
- 4 years of extra core courses from any category above, or foreign language, non-doctrinal and/or comparative religion/philosophy

Division II

1. Graduate from high school;
2. Complete a minimum of 14 core courses
   (Note: increase to 16 core courses for class of 2013 and beyond);
3. Present a minimum 2.000 core-course grade-point average (GPA); 2.26 after 2018
4. Present a minimum 820 SAT score (critical reading and math only) or 68 sum ACT qualifying test score on either the ACT or SAT; and
5. Complete the amateurism questionnaire and request final amateurism certification.

Division II Core-Course Breakdown

(Courses Must Appear on UA’s List of Approved Core Courses)

- 3 years of English
- 2 years of math (Algebra 1 or higher)
- 2 years of natural or physical science (including one year of lab science if offered by your high school);
- 2 additional years of English, math, or natural or physical science (3 years required in 2013 and beyond)
- 2 years of social science
- 3 years of extra core courses from any category above, or foreign language, non-doctrinal/comparative religion/philosophy (4 years required in 2013 and beyond).
NAIA Eligibility

The NAIA Eligibility Center will determine your eligibility based on your academic record and additional information you provide. Here’s how it works:

High School Students

If you will graduate from high school this spring and enroll in college this coming fall, the requirements are simple. High school graduation, plus two out of three of these requirements.

1. Achieve a minimum of 18 on the ACT or 860 on the SAT.
2. Achieve a minimum overall high school GPA of 2.0 on a 4.0 scale.
3. Graduate in the top half of your high school class.

Any Seniors with questions about NCAA and/or NAIA Eligibility should:

Contact the Upper School Counselor at 816.412.5946 or the Director of Athletics at 816.412.5997.
COLLEGE ADVISORIES

College Entrance Recommendations
University Academy students are expected to gain admission into four-year colleges. The College Advisor and/or Upper School Counselor are available to help students and parents understand the college admission requirements and processes at institutions that are of interest to the student. Students should be sure they are using the most recent information available in their college decisions.

Most colleges require a minimum of a “C” average and a minimum ACT composite score for admission. Highly competitive colleges require a “B” average or better for admission. A record of good behavior and cooperation with school staff and classmates is generally expected of all students. These form the basis for any satisfactory recommendations for college. Good academic and good attendance records are generally expected by colleges. A 96% ADA (Average Daily Attendance) is the basic graduation expectation for UA seniors. Additionally, involvement in school and/or community activities are among the best qualifications an applicant can offer colleges.

Traditional College Entrance Recommendations
College-bound students should consider a high school program which will prepare them for university work.

A minimum program should include:

<table>
<thead>
<tr>
<th>Credits</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Communication Arts</td>
</tr>
<tr>
<td>3</td>
<td>Mathematics</td>
</tr>
<tr>
<td>3</td>
<td>Science</td>
</tr>
<tr>
<td>3</td>
<td>Social Studies</td>
</tr>
<tr>
<td>2</td>
<td>Foreign Language</td>
</tr>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Selective College & University Entrance Recommendations
Many selective colleges, both public and private, recommend these high school courses. Dual-college courses are highly recommended in all subject areas:

4 credits Communication Arts (World Literature, American Literature, Comparative Literature, and College Reading)
4 credits Mathematics (Algebra I, II, Geometry & Pre-Calculus)
4 credits Foreign Language (preferably all in the same language)
4 credits Science (Biology, Chemistry & Physics, Anatomy and Physiology)
3 credits Social Sciences
1 credit Visual and/or Performing Arts

Completing these courses not only help in securing admission but also enhance success on the ACT and in college work.
Requirements for Admission to Kansas Regents Universities

Students who plan to attend one of the Kansas Regents Universities (University of Kansas, Kansas State University, Wichita State University, Fort Hays State University, Emporia State University and Pittsburg State University), must meet one of the following requirements to qualify for admission:

1. Achieve an ACT composite score of 22.25 or above or an SAT score of 980 (critical reading & math) or above

   or

2. Rank in the top one-third of one’s high school’s graduating class.

   or

3. Complete the Qualified Admissions Curriculum with at least a 2.0 grade point average (GPA) on a 4.0 scale. This includes: 4 credits of Communication Arts (English) 3 credits of Natural Science (one unit must be Chemistry or Physics 3 credits of Math at high school – including Algebra II or higher 3 credits of Social Studies; and 2 credits of Foreign Language (must have two years of one language).
Concurrent Enrollment - University of Missouri, Kansas City and Rockhurst University

The Upper School has an articulated agreement with University of Missouri, Kansas City (UMKC) and Rockhurst University to offer concurrent enrollment courses through the two institutions’ Advanced College Credit Program referred to as ACCP.

II. The Scheduling Process

The scheduling process is the shared responsibility of students, parents, teachers and counselors. All of these people contribute ideas and information which result in effective educational programs for students. Since students' educational programs have implications for post-high school education and eventual career choice, careful planning is required. Parents assist students in the selection process by discussing alternatives with them and by helping them analyze their individual interests, needs and goals. The involvement of parents provides students with the support, encouragement and knowledge, all of which is necessary for this important step in educational career planning. Upper School Teachers and advisors are available to discuss the curriculum with students in an effort to provide parents and their students with good understanding of the many their options to make informed decisions. Students are encouraged to seek their teachers' recommendations before enrolling in some courses so that they are appropriately placed. Some classes require prerequisites.

Counselors are available to assist students, parents and teachers in developing a sound educational program. The counselors have skills, experience and accessibility to information needed to help students in the selection process.

Students are provided with information about all the subjects available to them. They must choose those subjects which give them knowledge and skills that are necessary for their future educational and career plans.

The Importance of Course Selection

Students should give careful thought to their futures, realizing that course selection is but a means to an end, not an end in itself. With this in mind, students are encouraged to seek as much information as possible from parents, teachers, counselors and other students prior to completing their schedules in order to avoid mistakes.

Advanced College Credit Program (ACCP) or Dual-Credit College Classes

Any University Academy junior or senior who meets the criteria may apply to participate in ACCP. There are only three requirements:

1. GPA of 3.0 or higher,
2. An ACT score of 21 or above, and
3. Teacher recommendation.
III. Important Miscellaneous Information

Grade Reports
Parents and guardians can always access their students’ academic and discipline reports by logging into PowerSchool. Grade reports will be mailed out at the mid-point of end quarter; semester grades will be mailed to the student’s home address at the end of each semester.

Schedule Changes
A schedule change may be requested during the first 5 days of the semester. However, the student must follow established building procedures with new selections being added on a space available basis.

Repeating Courses
Students usually repeat high school courses only when they have failed the course the first time. However, the Upper School acknowledges there are times when it is in the student's best interest to repeat a course for which he/she may have already earned credit. Students will receive a letter grade for the course taken the second time. Both grades will figure into the student’s cumGPA. In most cases, courses taken the second time will count as elective credit only. Administrative approval is required prior to any student enrolling in a course for which he/she has already received credit.

Grading Scale
University Academy officially recognizes the traditional grading system. On the grade reports and transcripts, each student will receive a grade point average (GPA) which is based on the four point system for all courses (A=4 points; B=3 points; C=2 points; D=1 point; F=0 points). Each student, who takes a college-bearing course through Rockhurst University or University of Missouri-Kansas City will receive a weighted grade which gives pre-approved courses a weighted grade, an additional .5 point. Courses earning pass/fail are not counted in the GPA.

University Academy School District utilizes a traditional grading scale when subject grades are being determined. The grading scale can be seen below. Students transferring into the University Academy Upper School from schools with a different grading scale will have the letter grade from the sending school directly recorded on the University Academy transcript.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>I</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>90%-100%</td>
<td>80%-89%</td>
<td>70%-79%</td>
<td>60%-69%</td>
<td>Requires teacher Consent</td>
<td>59%-Below</td>
</tr>
</tbody>
</table>

Pass/Fail Classes
Some credit options may be graded with a “P” for Pass or “F” for Fail recorded on the transcript with administrator approval. Both the NCAA and NAIA only accept letter grades for credit on student transcript for their course requirements.

Fee Statement
Some courses require fees and these are subject to change at the approval of the Superintendent or her designee.

Please Note:
The Upper School will determine a master schedule of classes based on student course selections and college-preparatory requirements. Courses with low enrollment numbers may not be offered. Students with conflicts may have to choose between two available courses.
Weighted Grades

Approved AP classes and college courses will receive special weighting:

<table>
<thead>
<tr>
<th>Communication Arts:</th>
<th>Mathematics:</th>
<th>Social Studies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>DC English 110/204</td>
<td>DC College Algebra, DC Calculus</td>
<td>DC American History, DC Western Civilization</td>
</tr>
</tbody>
</table>

Students will receive an extra .5 weighting for course grades of A, B, or C as follows:

(No extra weighting will be awarded for grades of “D” or “F.

<table>
<thead>
<tr>
<th>A=4.0 + 0.5</th>
<th>B=3.0 + 0.5</th>
<th>C=2.0 + 0.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.5</td>
<td>3.5</td>
<td>2.5</td>
</tr>
</tbody>
</table>

Transcripts

Students requesting University Academy transcripts for colleges or other official agencies must give the registrar 24 hours of processing time. The Registrar will then mail an official transcript to the designated institution(s). However, students must contact Rockhurst and UMKC for transcripts of DC courses taken through those institutions.

Incomplete Grades

With administrative approval, students who are excusably absent and require additional time to complete missed work may be given a grade of “I” for incomplete. It then becomes the student’s responsibility to contact the teacher for all necessary make-up assignment and complete such work within the required time period. Incomplete grades are to be made up no later than two (2) weeks after a grading period ends. Students who have been unable to complete make-up work in the two-week time allotted due to a family or medical emergency must meet with the principal who may authorize additional time if the circumstances so warrant, otherwise the grade will become an “F”.

Final Examinations

As a college-preparatory school, University Academy School believes that final examinations are important to the high school experience. Students are shown the value of the course work they complete in a semester, and they learn to study for major tests, a skill they will need in their post-secondary academic endeavors. Final examination schedules are determined ahead of the final examinations being administered to the students. Allowing students to take exams early is problematic, and our experience has been that students do not perform as well on examinations when they take them early or late. For these reasons, permission to take final examinations on any date other than the assigned date should only be sought after careful thought and only the principal can grant such requests.

Honor Roll

University Academy Upper School has an academic recognition program. Honor Rolls are computed following distribution of report cards at the end of each quarter. The two honor rolls and their criteria are as follows:

1. Principal’s Honor Roll, which requires a GPA of 3.7 and above; AND
2. Regular Honor Roll, which requires a GPA of 3.0 – 3.6.
**Homebound/Hospital Instruction**

Another available service which is coordinated by the social worker and the Upper School counselor is home-bound or hospital instruction. The Homebound program is overseen by the Director of Student Services. Parents whose student’s illness will result in an absence longer than two weeks should first contact the Upper School counselor. A medical form will be provided to the student's doctor who must recommend the student for this program. It is important that the required forms be completed in time so that instructional services to the student can begin as soon as possible. All arrangements for teachers and instructional services are provided through the Upper School’s principal’s office. The Upper School’s counselor will directly coordinate homebound services for any students needing such services.
STUDENTS

Graduation requirements for University Academy Charter School are a minimum of 26 units of credit completed during grades nine through twelve. Student completing the required credits will follow the program as specified. One-half (.5) credit in personal finance and one-half (.5) credit in Health will be required for all graduating classes beginning with the class of 2010.

**University Academy Charter School’s Academic Program**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Arts (includes .5 unit of Oral Communication)</td>
<td>4.5 units</td>
</tr>
<tr>
<td>Math</td>
<td>4.0 units</td>
</tr>
<tr>
<td>Science</td>
<td>4.0 units</td>
</tr>
<tr>
<td>(At least two of the three units must be taken in biology, chemistry or physics)</td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td>4.0 units</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>1.0 unit</td>
</tr>
<tr>
<td>Practical Arts</td>
<td>1.0 unit</td>
</tr>
<tr>
<td>Personal Finance/Economics</td>
<td>0.5 unit</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1.0 unit</td>
</tr>
<tr>
<td>Health</td>
<td>0.5 unit</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>2.0 units</td>
</tr>
<tr>
<td>Advanced Electives</td>
<td>2.0 units</td>
</tr>
<tr>
<td>General Electives</td>
<td>1.5 units</td>
</tr>
</tbody>
</table>

(Electives may be satisfied with a combination of classes in English, Mathematics, Science, Social Studies, Foreign Language, Fine Arts and/or any dual credit courses).

| Total | 26.0 units |

---

**College Preparatory Certificate (CPC)* [See: p. 13]** University Academy continues to recognize this DESE program, and uses its core CPC criteria for academic decisions: (1) Complete the rigorous academic requirements defined by DESE, (2) Attain a grade point average of at least 3.0 in the core subjects, and (3) Score above the national norm on the ACT or SAT. ****The higher (4X4X4X4) requirements for cores commenced with the Class of 2015.****
OUR GUIDANCE PROGRAM

The University Academy Guidance Department’s role in student development is to provide a comprehensive guidance program that will ensure that all students acquire the educational and personal skills necessary to be competitive and successful in a diverse society. The Guidance counselor will assist each student in the development of a four-year plan and each year will schedule course work that will challenge the student fulfilling the goals of the four year plan. A sample of related general guidance activities at each grade level include (see also College-bound timelines):

9th grade

The Guidance counselor will assist students in making a successful academic and social transition from middle school to the Upper School. The Counselor will also assist in the formulation of the student’s 4-year plan, culminating in an outline of a post-secondary plan of studies and career goal-setting.

10th grade

The Guidance counselor will assist students with career exploration and planning, including taking the PLAN test. Focus all efforts on anticipating junior year needs.

11th grade

The College Counselor, working with the Guidance Counselor, will assist students as they begin to explore post-secondary options, prepare for the ACT/SAT and other requirements for reaching their post-secondary goals. Anticipate all senior year needs such as prom and “senior dues” and plan accordingly.

12th grade

The sole responsibility of the College/Guidance counselor will be assisting you in a variety of ways—from staying focused until graduation, finalizing post-secondary plans, assisting with the search for scholarship resources, to helping the students meet their post-secondary goals, including preparing college applications and FASFA packets—all culminating in admission into a college/university.

GUIDANCE COUNSELOR

The Upper School counselor will be available to students every day—by appointment. Appointments must be made by signing up with the counselor in his/her office. Students can only sign up before- and after-school for following day sessions. Students will not be allowed to sign up during class time or at passing times, as this would result in tardiness to class. The counselor will call students to the Counseling office on a first-come-first-served basis. Of course, emergencies will take precedence over all other appointments.
Students are classified not just by the number of semesters they have attended but by the number of credits they have earned.

Parents and students should know this above all else: when it comes to high school—what we call the Upper School—the student’s progress is based on the student working hard and passing his or her classes. The good news is that no one is held back or retained. However, every student will be classified according to the number of credits he or she has earned while enrolled. You will not become a sophomore because you have been here for two years. Instead, your classification will be based solely on the number of credits you have earned—in this case 6.5.

Following is the most important information to keep in mind:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th Grade: First two semesters of high school</td>
<td>0.0 - 6.5</td>
</tr>
<tr>
<td>10th Grade: Three or four semesters of high school</td>
<td>6.5 - 13.0</td>
</tr>
<tr>
<td>11th Grade: Five or six semesters of high school</td>
<td>13.0 - 19.5</td>
</tr>
<tr>
<td>12th Grade: Seven or more semesters of high school</td>
<td>19.5 - 26.0</td>
</tr>
</tbody>
</table>

The Upper School and its staff are under no obligation to award or grant any students credits they have not earned. Plain and simple: you will only get the grades that your effort and hard academic work have earned you. Expect no easy passes; none will be given.

A Note About ADA & Students With Special Needs

University Academy programs are accessible to students with disabilities identified under the Individuals with Disabilities Act (IDEA), section 504 of the Rehabilitation Act, and the Americans with Disabilities Act (ADA). The mission of the Special Education Department is to identify, educate, and assist students with disabilities to achieve their full potential to become functional members of the community. A range of special education services are offered to assist students to reach their potential within the least restrictive environment. Our charter requires that all students participate in a rigorous and challenging college preparatory curriculum. Students having the determination to meet the challenge of the college preparatory curriculum and who have a goal of seeking a college degree in order to prepare for a career may be well suited to the course of study at University Academy.

UNIVERSITY ACADEMY PROGRAMS AND COURSES ARE ACCESSIBLE TO PERSONS WITH DISABILITIES. PLEASE CONTACT THE DIRECTOR OF STUDENT SERVICES WITH ALL REQUESTS OR NEEDS IN THIS AREA.
IV. DEPARTMENT COURSE OFFERINGS

ART

ART COURSE OFFERINGS BY GRADE LEVEL

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credit</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art I</td>
<td>1/2</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>None</td>
</tr>
<tr>
<td>Art II</td>
<td>1/2</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Art I</td>
</tr>
<tr>
<td>Drawing &amp; Painting I</td>
<td>1/2</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Art I</td>
</tr>
<tr>
<td>Drawing &amp; Painting II</td>
<td>1/2</td>
<td></td>
<td>X</td>
<td>X</td>
<td>Drawing &amp; Painting I</td>
</tr>
<tr>
<td>Ceramics I</td>
<td>1/2</td>
<td></td>
<td>X</td>
<td>X</td>
<td>Art I or D &amp; P I</td>
</tr>
<tr>
<td>Ceramics II</td>
<td>1/2</td>
<td></td>
<td>X</td>
<td></td>
<td>Ceramics I</td>
</tr>
<tr>
<td>Sculpture I</td>
<td>1/2</td>
<td></td>
<td>X</td>
<td>X</td>
<td>Art I or Ceramics I</td>
</tr>
<tr>
<td>Sculpture II</td>
<td>1/2</td>
<td></td>
<td>X</td>
<td>X</td>
<td>Sculpture I</td>
</tr>
</tbody>
</table>

Summary of Upper School Visual Arts

Art I ½ credit Grades 9-12
Art II ½ credit Grades 9-12
Drawing & Painting I ½ credit Grades 10-12
Drawing & Painting II ½ credit Grades 10-12
Ceramics I ½ credit Grades 10-12
Ceramics II ½ credit Grades
Sculpture I ½ credit Grades 10-12
Sculpture II ½ credit Grades 10-12

Drawing & Painting I

Prerequisite: Art I  Credit: 1/2

Grade: 9, 10, 11, 12 Fee: TBD. Drawing is a course that emphasizes drawing techniques, drawing media and application of the elements of line, shape, values, texture and color to good design and composition. Experimentation with pencil, charcoal, ink, conte crayon, pen and brush will be encouraged. Subject matter will include still-life, figure, abstracts and landscape (when weather permits). Students will be exposed to professional masters’ work and learn fundamentals of art criticism and evaluation. The course will introduce painting application, color theory, first-hand observation and originality. Students will study the work of the masters and learn fundamentals of art criticism and evaluation. Fees cover basic supplies.
Drawing & Painting II
Prerequisite: Drawing I  Credit: 1/2  This course may be repeated for credit.
Grade 10,11,12 Fee: TBD. This course is designed for those students who have successfully completed Drawing I and who have a desire to do advanced work in drawing. Experimentation and originality will be stressed. A variety of subject matter will be used, but the emphasis will be on drawing from life. Art history and criticism will be studied. Portfolio preparation for college and entry into competitive shows will be encouraged. Students supply palette and sketchbook. Fees cover basic supplies.

Ceramics I
Prerequisite: Design Fundamentals Credit: 1/2
Grade: 9, 10, 11, 12 Fee: TBD.
This course provides an introduction to hand building and wheel-thrown ceramic methods. Hand building techniques include pinch, slab, coil, drape and extruded forms. The elements of art and principles of design are stressed as they apply to form and surface decoration. Historical and current cultural references will be explored as they pertain to functional and non-functional wares. Fees cover basic supplies.

Ceramics II
Prerequisite: Ceramics I Credit: 1/2 (This course may be repeated for credit.)
Grade: 10, 11, 12 Fee: TBD.
This course is a continuation of clay methods learned in Ceramics I. Greater emphasis will be placed on problem solving and experimentation in clay and glazes. As a result, assignments will provide opportunity for making unlimited personal and creative artistic decisions. Historical and cultural references to the media will continue as part of the process of describing how factors of time and place influence characteristics that give meaning and value to a work of art. Fees cover basic supplies.

Sculpture I
Prerequisite: Art I  Credit: 1/2
Grade: 10, 11, 12 Fee: TBD.
This course provides a 3-dimensional approach to problem solving through a variety of media and materials, including paper, ply board, clay, plaster, wood, wire, metal and stone. Techniques will include modeling, carving, assemblage, casting and paper folding. The scale of problems presented will range from small pieces such as jewelry to larger freestanding forms. Fees cover most class assignments.

AP Studio Art- Drawing or 2D Design
Prerequisite: Art I/Art II or Drawing and Painting I/Drawing and Painting II  Credit: 1/2
Grade: 10, 11, 12 Fee: TBD.
This year-long, Advanced Placement art class is portfolio-based. Through studio practice, application of design concepts and informed decision-making, students will assemble a body of artwork that demonstrates a high level of quality as well as growth in their understanding of contents, techniques, and processes. Students will investigate and address three components in their portfolios: Quality, Breadth, and Concentration. They will be expected to solve creative problems using their knowledge of elements of art and principles of design; applying a range of conceptual approaches and technical skills in a variety of media; and demonstrate conversance of both traditional and contemporary approaches to art in their production of original and innovative works of art.
PRACTICAL ARTS

Personal Finance/Economics

Prerequisite: None  Credit: 1/2
This course is designed to cover the important skills in personal finance that every person should have before leaving high school. Course content includes basic business decisions such as getting and keeping a job, employee pay and benefits, checking accounts, banking services, income tax, investing, insurance, credit, consumer protection, consumer decision making and an introduction to economics.

Computer Applications I

Prerequisite: None  Credit: 1/2
This course reinforces the touch method of keyboarding and offers students a thorough knowledge of word processing, spreadsheet, database and a presentation program (Microsoft Word, Excel, Access, & PowerPoint) and is recommended for the student with proficient keyboarding skills using the touch method. Students use the above programs to produce personal and business-related documents. See the online section for more information regarding Virtual Computer Applications.

Desktop Publishing

Prerequisite: None  Credit: 1/2
This course incorporates desktop publishing software (Microsoft Word, Microsoft Publisher), digital editing software (Photoshop), presentation software (PowerPoint) digital cameras, and scanners to create flyers, newsletters, brochures, reports and many more functional assignments. Students learn design principals to create unique and appealing projects.

Computer Applications II

Prerequisite: Computer Applications  Credit: 1/2
This course incorporates advanced skills by using word processing, spreadsheet, database and presentation software (Word, Excel, Access and PowerPoint). The student creates integrated projects using advanced features including spreadsheets with charts and a relational database to design tables, queries, reports and forms.

Journalism/Student Publications

Prerequisite: None  Credit: 1/2
Students become better communicators in this class which emphasizes writing, critical thinking and technology skills. The types of writing include news, sports, feature and editorial. The students gain practical experience using the computer in various forms of journalistic writing and design. They improve their interviewing, listening and note-taking abilities. Students will read newspapers, magazines and selected novels. This course is a prerequisite for a position on the newspaper or yearbook staff.
## COMMUNICATION ARTS COURSES BY GRADE

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credit</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>World Literature</td>
<td>1</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>American Literature</td>
<td>1</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>English I</td>
</tr>
<tr>
<td>Comparative Literature</td>
<td>1</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>English II</td>
</tr>
<tr>
<td>College Reading</td>
<td>1</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>English III</td>
</tr>
<tr>
<td>DC English 110/DC English 203</td>
<td>1</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>English III, DC eligibility, and teacher recommendations</td>
</tr>
</tbody>
</table>

**World Literature**  
**Prerequisite:** None  
**Grade:** 9  
**Credit:** 1  
World Literature, a skill-based course, focuses on themes of identity and the individual’s journey as a hero. The curriculum contains a balance of reading, writing, listening, speaking and thinking skills. For comprehension and pleasure, students read novels, plays, short stories, poetry and non-fiction. Students write narratives, poetry and exposition. The class includes the study of literary terms, vocabulary and conventions, as well as the application of research skills to writing and formal and informal presentation of ide

**American Literature**  
**Prerequisite:** World Literature  
**Grade:** 10  
**Credit:** 1  
American Literature, a skilled-based course, focuses on the traditional elements of story and the connection of self with others. To enhance comprehension and pleasure in the sophomore year, students read challenging novels, plays, short stories, poetry and non-fiction. Students analyze literature and poetry through expository, persuasive, and narrative writing techniques. Learning to apply the conventions of writing with accuracy as well as using appropriate vocabulary to express ideas will also be a part of the class. Finally, students will be exposed to the application of various literary terms while refining their research skills to formal and informal in-class presentations.

**Comparative Literature**  
**Prerequisite:** American Literature  
**Grades:** 11  
**Credit:** 1  
Comparative Literature explores the on-going struggle between the needs of the individual and of an ever-changing society in America. Students interpret and analyze works by various American authors. Through reader response, essays, technical writing and a research project, students begin to further develop personal styles of writing. Vocabulary, literary terms, conventions and research skills continue to be a significant part of the curriculum. Students will also continue to focus on critical thinking within the contexts of reading, writing, listening, speaking and viewing.

**College Reading**  
**Prerequisite:** Comparative Literature: 12  
**Credit:** 1  
College Reading is a year-long class that seeks to offer the best of contemporary, British, and world literature. Students get to explore a variety of genres such as non-fiction, satire, mystery, science fiction, poetry and drama. Since this course celebrates the diversity of genres in our culture, students will analyze and interpret the roles of these genres in their lives. Through reader response, literary analysis, and persuasive writing, students will continue to improve and develop their personal writing skills. Emphasis will also be placed on reading strategies to prepare students for successful post-secondary and lifelong reading.
Dual Credit English 110/204

**Grades: 12**  **Credit: 1 (3 College Credits)**

This course qualifies for a weighted-grade as well as college credit and requires more in-depth study of the curriculum. Students should carefully consider the extra time needed for this challenging course.

**Prerequisite:** Three years of Communication Arts (Students earn high school and college credit concurrently)

Literary Magazine

**Prerequisites:**  World Literature or demonstrated literary abilities.

**Grades: 10, 11, 12**  **Credit: up to 1 credit**

Reading, evaluating and selecting student writings for publication in the school literary magazine is the primary focus of this class. Students produce the magazine, engaging in such activities as layout and design, selection of art and photography, proofreading and editing, desktop publishing and publicity. On a limited basis, students engage in their own writing activities for submission to the magazine. This class is for those with good organizational and editing skills, the ability to judge work on its literary merit and the ability to work independently and collaboratively.

College Credit through Metropolitan Community College (MCC)

**Grades: 11-12**  **Credit: up to 1 credit (3 College Credits)**

Each year many Upper School students are invited to take college classes in a program sponsored by MCC. As a college preparatory school, we find that this coheres with our mission. Students and parents should know that these courses **DO NOT** qualify for dual credit/weighted-grading. The reason for this exception is that students enrolled in the MCC program are typically not required to meet the higher ACCP requirements. However, MCC will award college credit for participating in and completing these courses. Parents and students are responsible for transportation to and from MCC as well as for any incidental expenses.

Students should also expect that a more in-depth study of the curriculum will be required of them and carefully consider the extra time needed for this challenging learning experience.
FOREIGN LANGUAGE

OFFERINGS BY GRADE LEVEL

FRENCH

French I
Prerequisite: None
Credit: 1

This full year class is designed to meet the needs of students who have had little or no experience in learning French as a foreign language. Students can expect to understand, speak, read and write French in the context of ordinary, daily situations. Students study grammar and basic vocabulary, identify relationships between languages and cultures, and demonstrate an increasing awareness of the civilization and customs of the people of French-speaking countries. Regular attendance and active in-class participation are essential. Frequent out of class preparation and reviews are expected. In order to promote language proficiency, much of this class is taught in French.

French II
Prerequisite: French I
Credit: 1

This full year class is designed for students who have successfully completed French I. Students have the opportunity to expand their skills in speaking, listening, reading, writing and cultural awareness in order to tend to survival needs and interact in a culturally appropriate manner. Students continue to study the grammar and vocabulary in expanded topics. Regular attendance and active in-class participation are essential. Frequent out of class preparation and review are essential. In order to promote language proficiency, this class is taught in French.

French III
Prerequisite: French II
Credit: 1

This course is designed for students who have successfully completed French II. Students expand their skills in speaking, reading, listening, writing and cultural awareness. Students increase their knowledge of grammar concepts and vocabulary with a continued emphasis on using French proficiently in oral and written communication. The ability to read and comprehend extended text passages is also a learning objective in this course. In order to promote language proficiency this class is taught in French.

Dual Credit Foreign Language:

Advanced French
Grades: 11, 12 Credit: 1 (3 College Credits)

This course earns the completers a weighted-grade as well as 3 college credits and requires more in-depth study than French III, delving more into the literature. Students should carefully consider the extra time needed for this challenging course. These classes are taught on the Rockhurst University campus.

Prerequisite: Completion three courses in French/Spanish, teacher recommendation, and professor interview.
SPANISH

Spanish I

Prerequisite: None

Credit: 1
This full-year class is designed to meet the needs of students who have had little or no experience in learning Spanish as a foreign language. Students can expect to understand, speak, read and write Spanish in the context of ordinary, daily situations. Students study grammar and basic vocabulary, identify relationships between languages and cultures, and demonstrate an increasing awareness of the civilization and customs of the people of Spanish-speaking countries. Regular attendance and active in-class participation are essential. Frequent out of class preparation and reviews are expected. In order to promote language proficiency, much of this class is taught in Spanish.

Spanish II

Prerequisite: Spanish I

Credit: 1
This full-year class is designed for students who have successfully completed Spanish I. Students have the opportunity to expand their skills in speaking, listening, reading, writing and cultural awareness in order to tend to survival needs and interact in a culturally appropriate manner. Students continue to study the grammar and vocabulary in expanded topics. Regular attendance and active in-class participation are essential. Frequent out of class preparation and reviews are expected. In order to promote language proficiency, this class is taught in Spanish.

Spanish III

Prerequisite: Spanish II

Grade: 10 Credit: 1
This course is designed for 10th grade students who have successfully completed Spanish III. Through thematic units students expand their skills in speaking, listening, reading, writing and cultural awareness. Students increase their knowledge of grammar concepts and vocabulary with an emphasis on using Spanish proficiently in oral and written communication. The ability to read and comprehend extended text passages is also a learning objective in this course. In order to promote language proficiency, this class is taught in Spanish.

Advanced Spanish

Grades: 11, 12 Credit: 1 (3 College Credits)
This course earns the completer a weighted-grade as well as 3 college credits and requires more in-depth study than Spanish III, delving more into the literature. Students should carefully consider the extra time needed for this challenging course. These classes are taught on the Rockhurst University campus.

Prerequisite: Completion three courses in French/Spanish, teacher recommendation, and professor interview.
## MATHEMATICS COURSE OFFERINGS BY GRADE LEVEL

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credit</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra I</td>
<td>1</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Geometry</td>
<td>1</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>Algebra I or Course Equivalent</td>
</tr>
<tr>
<td>Algebra II</td>
<td>1</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td>Geometry</td>
</tr>
<tr>
<td>College Algebra</td>
<td>1</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Geometry, a grade of B in Geometry and teacher recommendation</td>
</tr>
<tr>
<td>Pre-Calculus UMKC Dual-credit College Algebra</td>
<td>1</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td>Algebra II with Trigonometry,</td>
</tr>
<tr>
<td>Calculus</td>
<td>1</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>Pre-Calculus</td>
</tr>
<tr>
<td>Rockhurst Dual-credit Calculus</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>Calculus</td>
</tr>
</tbody>
</table>

### Algebra I

**Prerequisite:** None  
**Credit:** 1  
**Grade:** 9, 10  
Students will master algebraic skills essential for the study of higher mathematics. This course is designed to bring together past experiences in algebraic concepts and extend these experiences through the real number system. The course stresses understanding of the structure of different number systems and learning to appreciate the need for precision of language. Topics include the real number system; first degree equations and inequalities; polynomials; applications of factoring, statistics, probability and geometry; functions; relations; graphs, quadratic equations and inequalities.

### Geometry

**Prerequisite:** Continuing Algebra, Algebra I or Course Equivalent  
**Grade:** 9, 10, 11  
**Credit:** 1  
Students are provided the opportunity to extend knowledge in algebraic concepts through the study of geometric relationships. Students communicate mathematical ideas and geometric arguments by a variety of means including 2-column proofs, flowcharts, paragraphs and indirect arguments. The information about geometric relationships and the variety of communication strategies and logic skills should prove extremely valuable in future courses in mathematics as well as other fields of knowledge. Topics include transformations; congruence; linear and quadratic equations; right triangular trigonometry; the basic ideas of coordinate geometry; direct and indirect proofs; and applications of formulas, ratio and proportion, statistics and probability.

### Algebra II

**Prerequisite:** Successful completion of Algebra I, Geometry  
**Grade:** 11, 12  
**Credit:** 1  
This course is designed for students who struggle with proficiency in requisite skills needed for successfully completing Algebra II. Students not performing at the identified level on nor-referenced tests, the state mathematics assessments
from 10th grade, and their previous high school math coursework will be invited to take this course. This course will focus on teaching strategies that enhance the student’s ability to find success within a high school and college mathematics class in addition to the following math concepts: properties of the real number system and an introduction to the complex number system, first degree and quadratic equations and inequalities and an introduction to polynomial and exponential functions; in-depth analysis of the graphs of various functions; applications of geometry, probability and statistics; and an introduction to conic sections and sequences/series.

College Algebra

This course earns a weighted grade and requires more in-depth study of the curriculum. Students should carefully consider the extra time needed for this more challenging course.

Prerequisite: Algebra II Credit: 1 Grade: 11, 12

Students extend the study of the real number system with an introduction to the complex number system. This course allows the student to develop a mastery of algebraic techniques and a thorough knowledge of elementary functions and the graphs of these functions. Topics studied include properties of the real number system; polynomial and exponential functions, applications of geometry, probability and statistics and conic sections.

Pre-Calculus

This course extends concepts covered and anticipated in Algebra II/Trigonometry. Students should carefully consider the extra time needed for this more challenging course as the course is prerequisite for Calculus. For students who earn a “B” or better in this course also is

Prerequisite: Algebra II/Trigonometry Credit: 1

Grade: 11, 12

This is a standard yearlong course focused on exposing students to the concepts that will prepare them for Calculus. The course closely follows the recommendations of the Committee on Mathematics of the Advanced Placement Program and meets the consensus of mathematics teachers as preconditions for Calculus. Topics for the course include elementary functions (polynomial, algebraic, trigonometric, exponential and logarithmic) and the applications these and the techniques of integration and plane analytic geometry to solving mathematics problems. Students who earn at least a “B” for the course will automatically be enrolled in the UMKC dual-credit College Algebra.

Calculus

This course earns a weighted grade and requires more in-depth study of the curriculum. Students should carefully consider the extra time needed for this more challenging course.

Prerequisite: Algebra II/Trigonometry Credit: 1 (Eligible for college credit)

Grade: 12

Students take a standard one year course in Calculus. The course closely follows the recommendations of the Committee on Mathematics of the Advanced Placement Program and meets the requirements set forth by the College Board for the AP exam. Topics for the course include elementary functions (polynomial, algebraic, trigonometric, exponential and logarithmic), limits (including epsilon-delta definition), differential calculus with applications, integral calculus with applications, techniques of integration and plane analytic geometry.
PERFORMING & FINE ARTS—MUSIC COURSE OFFERINGS BY GRADE LEVEL

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credit</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choir I</td>
<td>1/2</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Choir II</td>
<td>1/2</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Audition</td>
</tr>
<tr>
<td>Marching Band</td>
<td>1</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Previous participation in middle school Band or Orchestra</td>
</tr>
<tr>
<td>Jazz Band</td>
<td>1/2</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Audition</td>
</tr>
<tr>
<td>Orchestra I</td>
<td>1/2</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Previous participation in middle school orchestra</td>
</tr>
<tr>
<td>Orchestra II</td>
<td>1/2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Participation in Concert Orchestra</td>
</tr>
<tr>
<td>Debate</td>
<td>1/2</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>None</td>
</tr>
</tbody>
</table>

Performing Arts -- Communication Course Descriptions

**Speech I**

**Prerequisite:** None  
**Credit:** 1/2  
**Grade:** 9, 10, 11, 12

This course introduces the student to public speaking, group communication dynamics and discussion. The student develops self-confidence and professional life skills in communication.

**Debate**  
**Prerequisite:** Students must meet state eligibility requirements for interscholastic competition.  
**Grade:** 9, 10, 11, 12  
**Credit:** 1/2

Debate develops communication skills, critical thinking and the ability to serve as an advocate in a democratic society. Students research a topic and prepare arguments for and against a resolution. The class requires time for research, preparation and competition outside of class.

**Journalism**  
**Prerequisite:** None  
**Credit:** 1/2

Grade: 9, 10, 11, 12

Students become better communicators in this class which emphasizes writing, critical thinking and technology skills. The types of writing include news, sports, feature and editorial. The students gain practical experience using the computer in various forms of journalistic writing and design. They improve their interviewing, listening and note-taking abilities. Students will read newspapers, magazines and selected novels. This course is a prerequisite for a position on the newspaper or yearbook staff.

**Journalism II**  
**Prerequisite:** Journalism and application process

**Grade:** 10, 11, 12  
**Credit:** 1 (This course may be repeated for credit)

*This course may be used to fulfill Practical Arts graduation requirement.*

This course includes both practical and theoretical approaches to newspaper journalism. Students enrolled in this course are responsible for publishing the school newspaper. Activities involved include reporting, writing, advertising,
Performing Arts—Music Course Descriptions

Choir I
Prerequisite: None  Credit: 1/2 (This course may be repeated for credit)
Grade: 9  Concert choir provides an opportunity for ninth graders to participate in singing for pleasure or to develop skills for succeeding choral participation. Concert attendance is required. Although this course is one semester, a ninth grader may enroll in both semesters.

Choir II
Prerequisite: Audition  Credit: 1 (This course may be repeated for credit)
Grade: 9, 10, 11, 12  This class provides students a balanced choral ensemble experience. All styles of choral literature are studied and prepared for performances. Students in this choir are eligible to participate in regional and state solo and ensemble festivals. Concert attendance is required.

Band I
Prerequisite: Previous participation in the middle school band program
Grade: 9  Credit: 1  Band I is comprised of freshman students who have had prior band experience. As part of the curriculum, they participate in some band experience in the fall and perform concert band literature the remainder of the school year. Members of the freshman band are eligible for participation in solo and ensembles including jazz band, brass, woodwind, or percussion choir and pep band. Some freshmen, by audition, may be included in one of the upperclassman bands. Attendance at performances is required.

Marching Band
Prerequisite: Audition  Credit: 1  (This course may be repeated for credit)
Grade: 10, 11, 12

Jazz Band
Prerequisite: Enrollment in Band or Orchestra
Grade: 9, 10, 11, 12  Credit: 1/2 (This course may be repeated for credit)
The Jazz Band is open to students only through audition or Band teacher recommendation. Jazz Band studies the history and theory of jazz music both academically and in a performance setting. Students are expected to become versatile in the performance of all major and minor scales, rhythmic patterns and articulations. Instrumentation includes trumpets, saxophones, trombones, percussion, piano, bass and guitar. Performances include evaluative festivals, social functions and formal concerts.

Orchestra I
Prerequisite: Previous participation in middle school orchestra
Grade: 9, 10, 11, 12  Credit: 1 (This course may be repeated for credit)
This course allows experienced string players to perform outstanding orchestral literatures at a level of difficulty appropriate for this group of students. Daily rehearsals allow students to increase their technical proficiency, learn how to contribute to a successful ensemble and develop a greater appreciation for music. Rehearsals and performances are held during and outside of the academic day and attendance is required. Each high school teacher determines the qualifications for enrollment in this ensemble.

Orchestra II  Prerequisite: Previous participation in high school orchestra
Grade: 9, 10, 11, 12  Credit: 1 (This course may be repeated for credit)
This course allows qualified string players to perform challenging orchestral literature. Daily rehearsals allow students to increase their technical proficiency, learn how to contribute to a successful ensemble and develop a greater appreciation for music.
for music. Rehearsals and performances are held during and outside of the academic day and attendance is required. Each high school teacher determines the qualifications for enrollment in this ensemble.

Performing Arts -- Music Interpretation Course Descriptions

Flags

Prerequisite: Audition (This course is taught concurrent with Marching Band)

Grade: 9, 10, 11. Credit: 1 (1/2 unit of graded credit is awarded 1st semester. Student may enroll for Orchestra for 2nd semester for another ½ credit).

Flag team is designed to teach marching fundamentals, students will also learn several related techniques, music interpretation and choreography skills. During the first part of the year the flag team performs as part of the University Academy’s Marching Gryphons’ Band. Performances during marching season include pep assemblies, football games, home football games etc.
PHYSICAL EDUCATION PHYSICAL EDUCATION  
COURSE OFFERINGS BY GRADE LEVEL

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credit</th>
<th>Grade Level</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education</td>
<td>1</td>
<td>9 10 11 12</td>
<td>None</td>
</tr>
<tr>
<td>Health</td>
<td>1/2</td>
<td>X X X X</td>
<td>General Physical Education</td>
</tr>
<tr>
<td>Weight Training &amp; Conditioning I</td>
<td>1/2</td>
<td>X X X X</td>
<td>Weight Training and Conditioning I or equivalent experience</td>
</tr>
<tr>
<td>Weight Training &amp; Conditioning II</td>
<td>1/2</td>
<td>X X X X</td>
<td></td>
</tr>
<tr>
<td>Nutrition and Fitness</td>
<td>1/2</td>
<td>X X X X</td>
<td>Physical Education and/or Health</td>
</tr>
<tr>
<td>Aerobics I</td>
<td>1/2</td>
<td>X X X X</td>
<td>Physical Education</td>
</tr>
</tbody>
</table>

**Students are expected to “dress out” in the University Academy issued tops and shorts for PE classes. Information about how students and their parents may purchase a set is available from the Physical Education teacher(s).**

Physical Education
Prerequisite: None  Credit: 1 (Meets graduation requirement)
Grade: 9, 10, 11, 12  Fee: P.E. Uniform
This course is directed toward developing and improving physical fitness knowledge and ability, knowledge of rules and interest in physical activities with individual and small group sports. Basic activities offered may include basketball, flag football, softball, wrestling, golf, volleyball, swimming, tennis, track and field, soccer, team handball, bowling, social dance, tumbling, fitness including aerobic capacity, flexibility and muscular strength and endurance. This course is a graduation requirement. See the online section for more information regarding online General Physical Education.

Health
Prerequisite: None  Credit: 1/2 (Meets graduation requirement)
Grade: 9, 10, 11, 12
This course is designed to meet the general informational and educational needs of students in the areas of health issues and wellness. Students will gain practical information to support healthy, life-long decision making. Subject matter includes Nutrition, Prevention and Control of Disease, Injury Prevention and Safety, Personal Health and Wellness, Mental and Emotional Health, Substance Use, Abuse and Misuse, Family Life and Sexuality, Consumer and Community Health

Weight Training and Conditioning I
Prerequisite: General Physical Education
Grade: 10, 11, 12 Credit: 1/2
This course is designed to enhance the student’s academic and practical application of physical conditioning (strength, endurance, quickness, flexibility) and develop a knowledge base toward the design of a Physical Fitness Program. The class content includes conditioning drills, flexibility exercises, a variety of aerobic activities and weight training.
Nutrition & Fitness
Prerequisite: Physical Education and Health
Grade: 9, 10, 11, 12 Credit: 1/2 (This course may be repeated for credit.) This course is designed to teach students the obvious link between eating and exercise habits (strength, endurance, quickness and flexibility) and our well-being. Students will develop personal awareness to the end of enhancing a proper balance between their eating habits and their exercise habits in order to maintain healthful living lifestyles.

Aerobics I
Prerequisite: General Physical Education
Grade: 10, 11, 12 Credit: 1/2
This course is designed to meet the general informational and educational needs with regard to ascertaining their present condition (strength, endurance, quickness, and flexibility) through weight training, exercises, aerobic conditioning drills, and stretching exercises. This course may be repeated for credit.
SCIENCE LIFE SCIENCE

COURSE OFFERINGS BY GRADE LEVEL

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credit</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>1</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Anatomy and Physiology</td>
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<td>X</td>
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<td>X</td>
<td>Biology, Chemistry</td>
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PHYSICAL SCIENCE COURSE OFFERINGS BY GRADE LEVEL

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<tr>
<th>Course Title</th>
<th>Credit</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical-Earth Science</td>
<td>1</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Chemistry</td>
<td>1</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Biology and concurrent enrollment in or completion of Algebra II</td>
</tr>
<tr>
<td>Physics</td>
<td>1</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>Algebra II/Trigonometry</td>
</tr>
</tbody>
</table>

Physical-Earth Science

**Prerequisite:** None

**Grade: 9  Credit: 1** In Earth-Space Science students gain an understanding of the processes and interdependence of the earth’s systems and its relationship to other objects in space. Topics encompassing geology, astronomy, oceanography and meteorology are explored. This course satisfies the graduation requirement for one unit of Physical Science. See the online section for more information regarding online Earth Space Science.

Course topics include world climate systems, climatic changes, human influence on climate, the causes of local weather systems, historical and technological contributions to meteorology, weather forecasting, observational and data collecting techniques and the processes that cause severe weather.

Biology

**Prerequisite:** Physical Science

**Credit: 1  Grade: 9, 10**

Biology is the study of all living things and how they interact with their environment. This introductory course is designed for students who desire a general overview of biology including the survey of plants, animals, human beings, ecology and genetics. Laboratory experiences include microscopic work, technology applications, dissection and basic laboratory skills. The course satisfies the graduation requirement of one unit of Biological Science.
Anatomy and Physiology

Prerequisite: Biology

Grade: 10, 11, 12 Credit: 1

In Anatomy and Physiology, students gain a thorough understanding of the structure of the human body and how it functions. Students perform comparative dissection labs and use the microscope for more detailed study of minute structures. Physiological principles studied include cellular activity, muscle physiology, cardiovascular function, gastrointestinal function and reproduction.

Chemistry

Prerequisite: Biology and concurrent enrollment in or prior completion of Algebra II

Grade: 11, 12 Credit: 1

This course presents the fundamental theories and concepts of chemistry in a manner that is meaningful to high school students. Student laboratory experiments serve as a basis for deriving many basic chemical principles. This course satisfies the graduation requirement of one unit of Physical Science.

Physics

Prerequisite: Algebra II/Trig

Grade: 11, 12 Credit: 1

Physics is designed for any student who desires knowledge of the basic principles of physics. The content of this course deals with the various forces and forms of energy in our environment. The fundamental principles underlying natural phenomena such as heat, light, magnetism, motion, sound, electricity and the application of these principles to everyday life are presented. This course satisfies the graduation requirement of one unit of Physical Science.

Coding

Prerequisite: College Algebra or Teacher recommendation

Grade: 11, 12 Credit: 1.0

This Coding course serves two roles. One is to develop an appreciation and understanding of computers, technology, and its importance to modern society. The second is to provide exposure and practice with a variety of programming languages that are foundations to some of the technologies we interact with on a daily basis. Some of these technologies include (but are not limited to): computers, smart-phones, tablets, the Internet, web pages, video games, robotics, and much more.
SOCIAL STUDIES

Social Studies Course Offerings by Grade Level

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credit</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>World History</td>
<td>1</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>U.S History</td>
<td>1</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>World History</td>
</tr>
<tr>
<td>Government</td>
<td>1/2</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>U.S History</td>
</tr>
<tr>
<td>Personal Finance/Economics</td>
<td>1/2</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>African-American History</td>
<td>1/2 or 1</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Psychology</td>
<td>1/2</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td>None</td>
</tr>
<tr>
<td><strong>Dual-Credit United States History</strong></td>
<td>1</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td>Successful completion of U.S. History</td>
</tr>
<tr>
<td><strong>Dual-Credit Western Civilization</strong></td>
<td>1</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td>Successful completion of U.S. History</td>
</tr>
</tbody>
</table>

**World History**

**Prerequisite:** None

**Grade:** 10 **Credit:** 1

Students also use a wide range of historical sources in their study of the various cultures and civilizations that helped form our common heritage as citizens of the World. The cultures and peoples of the Ancient world: Africa—including Egypt, Old Zimbabwe, the empires of West Africa; Europe—including Greece and Rome and others; Asian—China, India, among others; as well as Mesoamerica—including the Incas, among others.

**U.S. History**

**Prerequisite:** World History

**Grade:** 11 **Credit:** 1

Students will begin this year-long course studying the foundational themes in our nation's creation, i.e. creation of government, federalism, rule of law, etc. The emphasis of this beginning unit will be how these foundational themes defined the nation in 1865. This prerequisite knowledge is a necessity to understanding the contemporary United States and will be used as a building block from which to study all future events. Quarters 2-4 will focus on events extending from 1900 to present. All themes will be examined through a philosophical and ideological lens, analyzing the core of our representative democracy. This philosophical approach will require students to use historical events as predictors of future policy and activity. Students will focus on international affairs and the future of the United States in an international/global community. This course fulfills the United States History requirement for graduation.

**Government**

**Prerequisite:** U. S. History

**Grade:** 12 **Credit:** 1/2

Students study citizenship and the working of our system of government. Emphasis is placed on rights, responsibilities and privileges of citizenship, the development of the United States Constitution, the operating of the government, contemporary politics and current affairs. Students demonstrate the knowledge and skills to participate effectively in a democratic society. Students conduct research on current issues. Teachers may choose to implement the We the People program (in part or whole)
as part of the curriculum in a noncompetitive environment. This course fulfills the graduation requirement for American Government. See the virtual section for more information regarding virtual American Government.

**Economics (Embedded within Personal Finance)**

**Prerequisite:** Government

**Grade:** 11, 12  
**Credit:** 1/2

Economics is an elective course addressing four major topics: economic foundations, macro-economics, micro-economics and international economics. Students apply economic theories and principles to current economic issues and use their theoretical knowledge in hands-on programs such as Junior Achievement or the Stock Market Game. Students may choose to enroll in Johnson County Community College for college credit.

**Psychology**

**Prerequisite:** U.S. History

**Grade:** 11, 12  
**Credit:** 1.0

Emphasis is placed on the history and empirical basis of psychology, the brain and behavior, consciousness, sensation and perception, learning and memory, personality development, psychological testing, abnormal behavior and therapy, group dynamics and applied psychology.

**African-American History**

**Prerequisite:** U.S. History

**Grade:** 11, 12  
**Credit:** 1/2 or 1.0

Taught using the seminal text, *A History of African-Americans*, written by Dr. John Hope Franklin, this course explores the experiences of African-Americans “from the time they left Africa to their continued struggle for equality throughout at the end of the twentieth century” to the election of the first African-American as president of the United States.

**Accounting**

**Prerequisite:** Accounting

**Grade:** 10, 1, 12  
**Credit:** 1.0

Accounting provides students with an understanding of the accounting process and how it facilitates decision making by providing data and information to internal and external stakeholders. This course serves as an introduction to the basic principles and concepts of business operations for single proprietorships, partnerships and corporations and how to account for those operations.

**Entrepreneurship I and II, powered and supported by Youth Entrepreneurs (YE)**

**Prerequisite:** Accounting

**Grade:** 11, 12  
**Credit:** 1/2 or 1.0

In Entrepreneurship, students will gain a basic foundation of what it is to be an entrepreneur in examining the conception, start-up, organization, development and transition of new independent businesses. Students will develop a mind set of entrepreneurial thinking.

This class will be conducted in partnership with YE (Youth Entrepreneurs). YE teaches free enterprise fundamentals through hands-on experiences and encourages students to start their own business, enhance their business skills for future career opportunities and continue into higher education. During the class, each student writes a business plan, participates in classroom competitions, and receives school credit for successfully meeting class completion requirements. In addition to business plan competition YE also sponsors several field trips and other engaging activities centered on the entrepreneurial process.
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APPENDIX A

Following are samples of schedules that freshmen might have in their first year of high school. These samples are provided only as a guide. Students are highly encouraged to consult with teachers, their parents and the counselor for additional advice and recommendation in order to structure a schedule that is consistent with personal goals, interests, and abilities.

Sample Freshman Schedules

This student would be prepared to meet the entrance requirements for a competitive college or university.

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>World Literature,</td>
<td></td>
</tr>
<tr>
<td>Algebra I,</td>
<td></td>
</tr>
<tr>
<td>Physical Science,</td>
<td></td>
</tr>
<tr>
<td>World History</td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td></td>
</tr>
<tr>
<td>French I/Spanish I</td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td></td>
</tr>
<tr>
<td>World Literature,</td>
<td></td>
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<tr>
<td>Algebra I</td>
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<tr>
<td>Physical Science</td>
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<tr>
<td>World History</td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td></td>
</tr>
<tr>
<td>French I/Spanish I</td>
<td></td>
</tr>
<tr>
<td>Speech/Computer Apps</td>
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</table>

This student would be prepared to meet the entrance requirements for a highly competitive college or university.

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>World Literature,</td>
<td></td>
</tr>
<tr>
<td>Geometry,</td>
<td></td>
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<tr>
<td>Biology,</td>
<td></td>
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<tr>
<td>World History</td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td></td>
</tr>
<tr>
<td>French I/Spanish I</td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td></td>
</tr>
<tr>
<td>World Literature,</td>
<td></td>
</tr>
<tr>
<td>Geometry</td>
<td></td>
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<tr>
<td>Biology</td>
<td></td>
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<tr>
<td>World History</td>
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<tr>
<td>Physical Education</td>
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<tr>
<td>French I/Spanish I</td>
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</tr>
<tr>
<td>Speech/Computer Apps</td>
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</table>
### Progress Toward Graduation

**Name_________________________**

Date __________________

---

<table>
<thead>
<tr>
<th>Subject</th>
<th>Required Credits</th>
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</thead>
<tbody>
<tr>
<td>English (4 credits):</td>
<td>World Literature (English I)</td>
</tr>
<tr>
<td>Plus (.5 credit) Speech/Debate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>American Literature (English II)</td>
</tr>
<tr>
<td></td>
<td>Comparative Literature (English III)</td>
</tr>
<tr>
<td></td>
<td>College Reading OR DC English 110/204.</td>
</tr>
<tr>
<td>Math 4 credits):</td>
<td>Algebra I, Geometry, Algebra II,</td>
</tr>
<tr>
<td></td>
<td>Chosen from any course in the mathematics section</td>
</tr>
<tr>
<td></td>
<td>Chosen from any course in the mathematics section</td>
</tr>
<tr>
<td>Science (4 credits):</td>
<td>Biological Science: Biology, Biology, Anatomy. &amp; Physiology,</td>
</tr>
<tr>
<td></td>
<td>Advanced Placement Biology, OR any DC Science course</td>
</tr>
<tr>
<td></td>
<td>Physical Science: Physical Science, Chemistry, Advanced Placement Physics, OR any</td>
</tr>
<tr>
<td></td>
<td>DC science course</td>
</tr>
<tr>
<td></td>
<td>*Need at least one Biological or Physical Science</td>
</tr>
<tr>
<td></td>
<td>DC Western Civilization, DC U. S. History, DC Western Civilization, or Personal</td>
</tr>
<tr>
<td></td>
<td>Law</td>
</tr>
<tr>
<td>Physical Education (1 credit):</td>
<td>General Physical Education</td>
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<tr>
<td>Health (1/2 credit):</td>
<td>Health &amp; Fitness</td>
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<tr>
<td>Fine Arts (1 credit):</td>
<td>See Fine Arts Offerings</td>
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<tr>
<td>Practical Arts (1 credit)</td>
<td>See Computer Applications, Coding, Personal Finance, Entrepreneurship</td>
</tr>
<tr>
<td>Foreign Language (2 credits)</td>
<td>Two years of Spanish or French</td>
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<tr>
<td>Electives (5 credits):</td>
<td>Elective offerings—Advanced and General</td>
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<tr>
<td>TOTAL CREDITS:</td>
<td></td>
</tr>
<tr>
<td>Notes:</td>
<td></td>
</tr>
</tbody>
</table>

26

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*Before making your final course selection, please, check off what you have already completed. If you failed any part of a class, be sure you to get re-enrolled in the failed class at the next possible opportunity.*
Upper School
Personal Plan of Study (4 Year Plan)

Student Name: ___________________  Current Grade: ________
Cumulative GPA: _______  Class Rank: ___
Credits Earned: ________

**Credits Needed to Graduate: 26**

*This planning document should help parents and students collaborate with the school for the student’s successful graduation from University Academy. Please contact the Upper School Counselor with any questions: 816.412.5946.*

<table>
<thead>
<tr>
<th>Grade 9</th>
<th>Grade 10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CHECK WHEN COMPLETED</strong></td>
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</tr>
<tr>
<td>World Literature</td>
<td>American Literature</td>
</tr>
<tr>
<td>Algebra I or Geometry</td>
<td>Geometry or Algebra II/Advanced Algebra</td>
</tr>
<tr>
<td>Physical Science or Biology</td>
<td>Biology or Chemistry</td>
</tr>
<tr>
<td>World History</td>
<td>U.S. History</td>
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<tr>
<td>French 1 or Spanish 1</td>
<td>French 2 or Spanish 2</td>
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<tr>
<td>Physical Education</td>
<td>Practical Art or Fine Art</td>
</tr>
<tr>
<td>Health/Practical Art or Speech/Debate</td>
<td>Health/Practical Art or Speech/Debate</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CHECK WHEN COMPLETED</strong></td>
<td>0.5</td>
</tr>
<tr>
<td>Comparative Literature</td>
<td>College Reading or English 110/214</td>
</tr>
<tr>
<td>Algebra 2/Advanced Algebra/ Pre-Calculus</td>
<td>Pre-Calculus/College Algebra/AP Statistics</td>
</tr>
<tr>
<td>Chemistry or Anatomy &amp; Physiology</td>
<td>Anatomy &amp; Physiology or AP Physics</td>
</tr>
<tr>
<td>Government (1st Semester)</td>
<td>Personal Finance/Econ (2nd Semester)</td>
</tr>
<tr>
<td>Social Studies Elective or Dual Credit</td>
<td>Senior Seminar</td>
</tr>
<tr>
<td>Junior Seminar</td>
<td>Coding</td>
</tr>
<tr>
<td>Coding, Entrepreneurship, Other Electives</td>
<td>Electives—Advanced and General</td>
</tr>
</tbody>
</table>

**Comments:**

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________
Appendix B:

COLLEGE BOUND TIMELINE

THE FRESHMAN YEAR STEP-BY-STEP

**August:** “Freshman Orientation”—usually a “Freshman-only” half-day in early fall.

**September**

1. Get involved in extracurricular activities (sports, clubs, and organizations).
   Get a new club organized if you don’t like any of the existing clubs.

2. Work diligently in all classes. **Ask for help if and when you need it.**

3. **Memo to Parents:**
   
   College is only four years away! It is time to start a savings plan that will give you the greatest growth and thus, lessen of the ever-increasing cost of attending college.

   Consider enrolling in MOST 529, a Missouri legislation plan which “helps make saving for college easy and affordable. This state-sponsored plan features significant federal and state tax benefits, including a state income tax deduction of up to $8,000 per year ($16,000 if married filing jointly) for Missouri taxpayers. The plan also features low costs and 24/7 account access. Get started with just $25, contribute regularly, and add to your savings with the free Upromise® rewards service—you may be surprised at how much you can accumulate. And the sooner you start, the more time your money has to grow. Join Missouri in doing the MOST for your children” (Taken from most529advisor):

   [https://most529advisor.s.upromise.com/individual/index.html](https://most529advisor.s.upromise.com/individual/index.html)

**October**

Your class will be taking the PSAT/NMSQT, also known as the Preliminary SAT. PSAT is an important test, because the National Merit Scholarship Corporation uses it as its Qualifying Test for selecting National Merit Scholars—a big deal in academics!

**February**

1. Meet with your counselor for the proper series of high school courses (Start with the 4-year plan).
2. Choose your sophomore classes not just based on what’s easy, what your friends are taking, or what seems like fun—select your classes with an eye toward college. **Remember, you will be required to pay for all your classes in college—even the remedial ones that don’t directly count toward graduation!**

3. Look into summer courses or programs on college campuses through the counseling office. **Keeping your grades up (a 3.0 qualifies you for dual-credit.)**

**March-April**

1. Participate in the University Academy annual “College Day.” The goal of this initiative is to give freshman students their first serious exposure to college. The idea is to simulate college experience with an emphasis on academics.

**FOCUS QUESTION:** Will you have 6.5 credits when the school year ends?
SOPHOMORE YEAR STEP-BY-STEP

September

1. Visit with your counselor to begin exploring colleges.

2. Start saving for college if you haven’t already begun to do so.

   Here a site to help you:

   https://most529advisor.s.upromise.com/individual/index.html

October

   You will be taking the PSAT if you did not take it as a Freshman.

November

   Your class will be taking the PLAN. Administered by the folks at ACT, the PLAN is a good
gauge of a student’s readiness for college at the mid-point of high school.

February

   Choose your junior year courses; explore the dual-credit, college courses offered at the junior level.

   Sign up for summer enrichment courses or other college programs.

April – June

   Begin working through your counselor on your 4-Year Plan in preparation for that all-important Junior year

Focus Question: Will you have 13 credits when this school year ends?
A YEAR-BY-YEAR GUIDE FOR PARENTS

“THE ALL-IMPORTANT”

JUNIOR YEAR

The junior year is the most important year of high school for college bound students. You will be sending out applications to colleges during the first semester of your senior year. Therefore, the junior year grades are the last ones on the official transcript you will be using during the College Application Process. The college will also ask for updated transcripts after the first and 2nd semesters of your senior year. However, it is your first 6 semesters’ grades—meaning the grades from your freshman year through your junior year—that most colleges will use to decide whether to accept or reject you. For this reason, what your transcript looks like through your junior year is very important. Remember this as you begin your college search. If you have not already done so, you will need to take the ACT and/or SAT tests. Your ACT score is one of the things colleges look at in making their selection decision. All UA juniors are required to enroll in the ACT-prep class. Each class is timed to end with you registering for and taking the ACT test in fall. The PSAT will be administered to all sophomores

1. Continue to monitor academic progress and attend conferences.
2. Continue to encourage extra-curricular activities.
3. Monitor four-year plan and encourage the most rigorous courses your student can handle.
4. Your son/daughter has a third opportunity to take the PSAT in October.
   This is the Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT). This test measures verbal and mathematical reasoning and writing abilities important for a successful college career. The test consists of multiple-choice questions as well as some mathematical questions that require a student to produce his/her own responses. The use of a calculator is permitted. Taking the PSAT provides juniors with a unique opportunity to practice for one of the college admissions tests, while simultaneously competing for the National Merit Scholarship. In order to compete, you must take this test. Your student can compare his/her ability to do college work with other college bound students. The results include a score report, correct answers and the test booklet so that student may review his/her performance.

   National Merit Scholarships, National Achievement Scholarships for Outstanding African-American Students and National Hispanic Scholar Awards are scholarships of varying amounts granted to academically talented students from across the country. Colleges, universities and industrial corporations sponsor these awards.

   Semi-finalists for these scholarships are determined solely on the basis of the scores on the PSAT taken during the junior year of high school. National Merit Scholars are highly sought after
by many colleges and universities and may lead to additional awards. Our students take the PSAT in the sophomore year as a practice test. However, only the student’s score in the junior year will count towards competition for scholarships.

5. Your student will take the ACT and/or SAT tests in the fall and/or spring. Standardized tests are used by colleges, along with high school transcripts, GPA, class rank, and recommendations to predict college success. Some colleges will accept either the ACT or SAT. Check the college’s website or college catalog for specifics. Schools on the east and west coast and Texas require the SAT. Most other colleges and universities will accept the ACT. Highly selective colleges may prefer the SAT and will require a score by the summer of the junior year. Most students take the tests a second time in order to increase their score for admission or scholarship purposes.

6. Attend UA’s college-planning meeting for junior parents. The Upper school Counselor and College/Community Liaison organize these very important meetings twice during the school year—in fall and in spring.

7. Discuss college options with your student. Your student will be trying to narrow down to two choices from over 3,600 colleges and universities across the nation. Students will need your support in making this very important decision. To help them choose a college or university that fits his/her goals and personality, your student will need to consider the following:

   a. Curriculum: Does the college offer a degree/major you are considering?

   b. Selectivity: Is the college open, somewhat selective, moderately selective, or highly selective; have you prepared yourself with rigorous high school courses?

   c. Location: What geographical area, distance from home, and city size do you prefer?

   d. Type of School: Private vs. public; size-small, medium, large; religious affiliation, or coed?

   e. Cost: Are you capable of meeting the estimated total cost?

   f. Other: Extracurricular activities, ROTC, sports, etc.

Recommendation: Have a one-on-one meeting about the college you plan to attend with your college counselor no later than the spring of your junior year.
Most college information can be researched in a variety of ways: by checking out college and university websites, reading college catalogs and guides, attending college fairs, meeting college representatives, and visiting college campuses.

8. **Take your student on college visits no later than the junior year.** Students are allowed official visits to colleges during their junior and senior years. To arrange a campus visit, call the admissions office to make an appointment a few weeks in advance. You may want to request some or all of the following:
   a. Financial aid office visit.
   b. Appointment with a professor in your major.
   c. Meet with the coach/activity sponsor
   d. Meet with current students
   e. Sit in on a couple of classes
   f. Eat in a dormitory dining hall

   Familiarize yourself with the college catalog before your visit. The best time to visit is a week during a regular school year. This way the campus life will be representative of a typical school day. Summer sessions are very different than the regular semesters. However, stopping by a campus during the summer is better than not having a visit at all! **NEVER CHOOSE A COLLEGE/UNIVERSITY THAT YOU HAVE NOT HAD THE OPPORTUNITY TO VISIT!** You can apply, but do not agree to attend until you have set foot on campus. There are multiple matches for everyone, but you must get a feel for the **personality** of the campus and make sure it is right for you. If it is not, you will become a **statistic.** By this I mean that you will be back in Kansas City by semester break, unhappy about your choice, and back to living with your parents. This, to be sure, is not the goal.

Take notes during your visit. Include the names of the people who have met with you. Send them “thank you” cards immediately after the college visit. The notes will also help you compare schools for your final decision.

9. **Help your student choose meaningful summer activities.** There are GREAT summer programs for juniors at almost every college or university. This is a perfect way for your student to get a feel for a college campus and to get a taste of various career activities. In addition, your student will get the inside scoop as to all of the scholarships available at each college/university.
10. **Update your college resume**—volunteer and community service are a great help. Colleges and universities are always looking for leaders and those who have served their community in a variety of ways.

11. **Request an unofficial transcript from the registrar after you receive your second semester grades at the end of your junior year.** This is a good time to begin narrowing your college choices.

12. **Encourage your student to do scholarship searches over the summer or in April/May of the Junior Year.** Students can write to colleges for applications over the summer when they have a little extra free time. Searches can also be done over the internet.

13. **Encourage your student to begin talking to their older friends and/or relatives who are attending colleges: ask them what they like and dislike about the college they are attending.**

14. **Begin Thinking About College Fairs**—The University Academy takes its students to one or more fairs throughout the year. Many of our students have taken advantage of college tours organized by churches and other civic groups to tour (HBC) Historically Black Colleges on their own. Other independent efforts such as the HBC tours can be a great supplement to the efforts of our own counselors.
JUNIOR YEAR: A STEP-BY-STEP GUIDE

October

1. Take the PSAT if you have not already taken it.
2. Make a list of between 5 and 10 colleges/universities you would like to research.
3. This fall, you may want to take the ACT and, if you are interested in a west coast or east coast college/university, the SAT test.

March

1. Write to your top five college choices to request any additional information that will help you with your college choice. It is good to get on as many college mailing lists as possible—especially on those you are interested in eventually attending.
2. Begin your scholarship search now—your parent(s) place of work, church, civic organizations are a few places to begin
3. Visit college campuses during spring break if you can.

December

1. UA offers both SAT-prep and ACT Prep classes to ALL juniors. Valued at over $600.00, the courses have offered great help to our students. It is free to all juniors—unless you fail to attend regularly, in which case you and your parents must refund the cost to UA. The class is mandatory for all juniors and includes up to four (4) practice SAT and ACT tests. **Juniors who score above the national average receive a $25.00 gift card!**

April

1. Take the April ACT

June

1. Write for college applications and financial aid information.
2. Visit college campuses.
3. Write for scholarship applications from your scholarship searches. Check to see if your employer or your parent’s employers sponsor any scholarships. Check with your church to see if there are any scholarships available.
4. Take the ACT/SAT if you have not already done so or if you wish to raise your composite score.

**FOCUS QUESTION:**

Will you have **19.5 credits by this end of the school year?**
THE “GLORIOUS” SENIOR YEAR!

**YOU HAVE TWO GOALS AS A SENIOR: (1) GRADUATE, AND (2) SECURE ADMISSION INTO TWO UNIVERSITIES OR COLLEGES OF YOUR CHOICE BY MAY 1ST. ADMISSIONS MUST BE VERIFIED WITH LETTERS ON THE OFFICIAL LETTER HEAD OF THE COLLEGES/UNIVERSITIES.**

**August**

1. Review your college goals. How close or how far away are you from your junior year goals? Check with the colleges for applications, scholarships, and financial aid form deadlines.
2. Choose three people (teachers, counselors, principal) to write you recommendation letters. Notify them early—not just the day before the application deadline!
3. Talk over your college plans with your College Counselors, teachers, friends, and parents.

**September**

1. Begin filling out your college applications (3-5 would be ideal). Remember you need two acceptance letters to graduate!
2. Register for the October ACT if you still need to retake the ACT.
3. Make plans to visit colleges.

**October**

1. Visit colleges
2. Continue scholarship search
3. Retake ACT/SAT

**November**

1. Gather your letters of recommendation two weeks prior to due dates for your college applications
2. Finish writing your scholarship applications

**December**

1. Retake the ACT if score still needs raising
2. Check local civic clubs, churches, and your parents’ employers for scholarships.
3. Pick up FAFSA (financial aid forms) from the College Counselor.

**January**

1. Mail in your FAFSA applications
2. Continue scholarship search

**February**

1. Retake ACT test—if necessary to get your goal composite score
April

1. Be sure to discuss financial aid packages with offering colleges and with their financial aid offices. Call them if you have not heard back by April 1.
2. Take the ACT test one last time if your score is still not high enough.

May

1. Write “Thank You” letters to everyone who helped you get into college!
2. Notify schools you won’t be attending; and (obviously) the one you’ll be attending.
3. CELEBRATE! BEGIN WRITING THE NEXT CHAPTER OF YOUR LIFE!

Focusing Questions for Senior Year:

1. 26 CREDITS OR BUST!
2. Have you competed your Community Service Hours (100)?
3. Is your Average Daily Attendance (ADA) at 96%?
4. Have you paid off any and all outstanding obligations?
5. Have you met the goal of 4 college acceptance letter:
   Two (2) by December?
   Two (2) by April of graduating year?
Appendix C: Community Service

Guidelines for Junior and Senior Students

Statement of Purpose:

University Academy requires 11th grade students to perform thirty-five (35) hours of community service during the school year and 12th grade students to perform sixty-five (65) hours of community service during the school year.

| The minimum community service /leadership hours required for graduation is one hundred (100) hours. |

At University Academy leadership is a core value. We believe this requirement offers students a chance to understand the responsibility that citizens have in a democratic society. This requirement is also meant to give students an opportunity to serve the local community in a positive way. We believe that community service fosters responsibility, pride, and leadership in our students.

Overview:

University Academy students are required to complete 35 hours of community service during the “junior” year and 65 hours of community service during their “senior” year. Students are encouraged to volunteer at local non-profit organizations in and around the Kansas City area--(including their own churches). Students cannot use hours earned from a paid position to fulfill their community service requirements. Many students already perform community service through scouting or other youth groups. The United Way of Greater Kansas City has a long list of organizations that are in need of volunteer help. Participating in fundraising events for non-profit organizations may also earn students credit. The Community Service Program is administered by the College Counselor/Community Liaison. Students are asked to turn in their completed Community Service Forms to the College Counselor weekly. All Community service hours should be completed one (1) month before the end of the school year.

Consequences for Non-Completion of Hours of Service per School Year:

Juniors who do not complete the required hours of community service within the school year run the risk of receiving a failing grade for Junior Seminar. Seniors who fail to complete the required community service hours, run the risk of NOT participating in commencement exercises especially, if the deficiency is carried into the LAST DAY for seniors.
Appendix D: Experiential Learning Opportunities

Many students from University Academy have participated in the NOLS experience in the past. NOLS is often a challenging experience for students, those who prepare for it and who are able to tough it out, find it every bit as transformational as military boot camp—a great opportunity to lead by challenging themselves.

National Outdoors Leadership School

When NOLS students step into the world's wild places, bring not only their backpacks, but also more than 40 years of experience in (taking groups on wildlife) expedition[s].

NOLS founder Paul Petzoldt's idea was simple: take people into the wilderness for an extended period of time, teach them the right things, feed them well and when they walk out of the mountains, they will be skilled leaders. The core of his idea was the extended expedition, one of sufficient length that a person could learn and practice the skills over and over again.

This is the backbone of every NOLS course and today the school is widely recognized as the world's leader in the extended expedition, from two weeks to twelve.

Over the past 40 years NOLS has become the leader in wilderness education. As NOLS enters the 21st century, it remains committed to the quality of courses and programs that it offers, as well as to the wilderness environment that serves as our classroom [From the NOLS webpage].”
Experiment in International Living

The Experiment in International Living (EIL) program was founded by Donald B. Watt, who saw a need to promote sympathetic understanding across international boundaries. EIL provides students with the opportunity to study abroad and experience other cultures. Mr. Watt believed that going through such an experience cannot help but "make the world a better place."

Thanks to the generosity of a current Board member, many University Academy students have been able to seize this wonderful opportunity to see the world and to live with families in countries as far away as China, Australia, Spain, Italy, Japan and UK—to name a few! These students then return to UA with enriched lives and a worldview immeasurably broadened by their travels. NOLS and EIL are coordinated by our College Counselor/Community Liaison.

Student Diplomacy Corps (SDC)

SDC was founded by Tony Allen, a former leader who spent many years working for EIL. SDC provides dynamic cross-cultural summer education programs around the world that promote civic engagement, deepen understanding of local and global issues to unleash the potential and creativity of youth. SDC’s programs are designed to inspire the next generation of young activists to invest in creating a more sustainable, peaceful, successful and interconnected global community.

If you’d like your son or daughter to take part in either of these programs, please e-mail Ms. Kristin Moates who supervises these programs for Friends of UA at: kristin@friendsofua.org or, you may contact individual program operatives directly by call the following numbers:

NOLS: Liz Hall at 1.307.349.4794

EIL: Ryan Buck at 1.800.451.5270

SDC: Tony Allen at 1.973.220.9752
MORE POINTS OF PRIDE

SCHOLARSHIP AWARDS

The commitment and investment of UA founders and donors are on display throughout the year: in our shining, gleaming facility and physical plant, in the many educational trips available to our students, in all sorts of programs that support our students in their quest for success. But nowhere and at no other time are the founders’/donors’ commitments more visible as they are during our commencement exercises.

Each year’s graduating class has received scholarship monies from University Academy which go to support the graduates’ quest for excellence. The graduating class of 2016 is on pace to receive scholarship monies well in excess of $3,300,000.00!

The Helzberg Scholarship ($2,000 per year for 4 years) is awarded to students who meet a predetermined GPA requirement. The Ellis Foundation administers these scholarships.

Thanks to
Friends of University Academy,
the continuing generosity of
great founders and supportive donors
The UA mission is alive and well!