

# Riverstone United Christian Academy

**430 Hannum Avenue  
West Chester, PA 19380**

**riverstoneunited.com  
info@riverstoneunited.com**

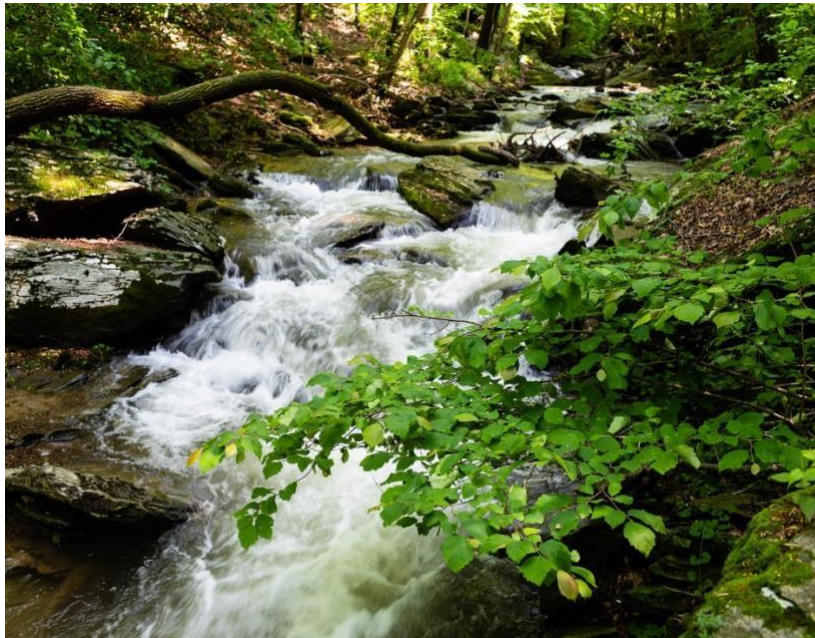
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### **Riverstone United: What is in a Name?**

**Ancient Connections:** In ancient times, God called His people to demonstrate their faith, when crossing the Jordan, by taking twelve stones from the river as a testimony to His faithfulness. Likewise, our journey has been and will continue to be marked by faith in God's ability to secure our endeavors.

**Rivers Transform:** Just as rivers transform the landscape and objects within, our school is designed to transform the hearts and minds of young people through the love of Christ, the power of His word, and an authentic Christian community.

**Unity is Integral:** As a Christian school, we uphold the ongoing need for unity of believers coupled with cultural unity. Both are critical to fostering a positive school community.



## **Mission, Vision & Values**

### **Mission**

We seek to cultivate young men and women with the transforming truth of Jesus Christ and an academically rich foundation to empower them to excel in their God-given gifts and passions.

### **Vision**

To inspire students with a passion for academic excellence, love for Christ and the pursuit of His purpose for their lives.

### **Values**

We challenge students to explore and develop their faith, wisdom, and passions through a biblical worldview and the pursuit of innovative academic excellence.

We guide students to develop strong, Christ-like character and integrity by cultivating relationships through modeling, listening, and leading.

We support each other and our community through authentic relationships that are based on compassion and collaboration, striving to reflect the love of Jesus Christ in the world.

## **Statement of Faith**

We believe in one God, Creator of all things, infinitely perfect, and eternally existing in three persons: Father, Son and Holy Spirit. **Matthew 28:19; II Corinthians 13:14**

We believe that Jesus Christ is true God and true man, having been conceived of the Holy Spirit and born of the Virgin Mary. Because of his great love for us, He died on the cross as a sacrifice for our sins according to the Scriptures. Further, He arose bodily from the dead, ascended into heaven, where at the right hand of the Father, He now is our High Priest and Advocate. **John 1:1; Luke 1:35; I Corinthians 15:3,4**

We believe that all people are lost and sinful without Christ. We believe that God pursues all who are lost, and that the gift of salvation, while offered to all by grace, must be received by personal faith in the Lord Jesus Christ. **Romans 3:23-26; Titus 3:5**

We believe that the ministry of the Holy Spirit is to glorify the Lord Jesus Christ and to convict and regenerate the sinner and indwell, guide, instruct, and empower the believer for godly living and service. **John 15:26; 16:8**

We believe that the scriptures, both the Old and New Testaments, are the inspired word of God, the complete revelation of His will for humanity, and the divine final authority for all Christian faith and life. **II Timothy 2:16; II Peter 1:21**

We believe in the bodily resurrection of both the saved and the lost; they that are saved unto the resurrection of eternal life, and they that are lost unto the resurrection of eternal death. **John 5:24-25, 28-29**

We believe in the spiritual unity of all believers in the Lord Jesus Christ through the power of the Holy Spirit as established in the Bible. **John 17:20-23; I Corinthians 12:12-13**

We believe that Jesus' death, burial, and resurrection broke the power of the evil one over those who put their faith in Jesus and restores their ability to rightly reflect the image of God in this world. This redemption calls us to live life in service, sacrifice, and love for one another and the world. The death, burial, and resurrection of Jesus marks the beginning of the restoration of this world to its original design and waits in hope for Jesus to bring it to completion at His personal and visible return. **Rev. 21:5; Mathew 20: 26-28; Hebrews 2:14-15**

## **Statement of Inclusion**

Our school is open to students of all faiths and denominations without regard to race, ethnicity, gender, national origin. We will operate according to our Christian creed in accordance with our Statement of Faith and Educational Philosophy.

## **Philosophy of Education and Guiding Principles**

### **Christian Core Beliefs and the Purpose of Education**

Our philosophy of education is built upon truths that are essential to our Christian faith, found in both the Old and New Testaments. First, we believe in one God, creator of all things, and eternally existing in three persons: Father, Son and Holy Spirit. We believe Jesus Christ is true God and true man, and that out of his great love for us, he died on the cross as a sacrifice for our sins. Having risen in bodily form from the dead, Jesus Christ now sits in heaven at the right hand of God the Father and serves as our advocate. We believe that without Christ all people are lost and sinful and that the gift of salvation must be received by personal faith in the Lord Jesus Christ. Belief in Jesus as Lord and Savior breaks the power of the evil one and restores our ability to rightly reflect the image of God through the Holy Spirit. We believe in the ministry of the Holy Spirit to guide and empower believers for Godly living, service, and love for one another and the world.

### **Nature of the Learner**

The image of God is present in every learner and as such they have the capacity to know, understand, organize, and create. The nature of the learner is influenced by age, individuality, and culture. Common to all learners is the need for self-worth and belonging which fosters security. Learners want to know and understand the world through purposeful, engaging experiences that require such skills as analysis, problem solving, creativity and reflection.

### **Nature and Role of the Teacher**

Teachers are friendly, kind, and engaging men and women who recognize the importance of a supportive school community which appreciates the individual uniqueness of every student. They are well rounded individuals who possess strong knowledge of their subject matter and can lay a firm foundation of knowledge for their students that leads to engaging, relevant and purposeful learning. Teachers model the love of Christ by listening to students, celebrating student achievements, recognizing effort, and encouraging citizenship.

### **Nature of the Learning Process**

The learning process begins in a secure environment where there are clearly established expectations for respect, responsibility, honesty, and civility. Next, essential skills and knowledge which students need to master are presented in an organized manner that piques a student's curiosity and engagement. Depth of mastery is achieved as students commit to relevant and rigorous assignments that utilize higher order thinking skills such as analysis, problem solving, evaluation, creativity, and reflection.

### **Christian View of Subject Matter and Curriculum**

We believe that curriculum should reflect an organized progression of topics with clearly defined outcomes for student learning. All subject matter should be based upon timeless truths and not subject to the whims of society or the individual. Biblical truths and a Christian worldview will be presented and considered alongside the curriculum to enhance students' understanding and prepare them for thoughtful dialogue in a secular society. We recognize that the ability to thoughtfully engage with society also depends upon a culturally sensitive curriculum that values the history, experiences, and perspectives of all its people.

### **The Goal of Christian Education and Resulting Practice**

The goal of Christian education is to honor God with excellence in thought, word, and services.

**A Day in the Life of a Riverstone Student:**

	6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade	9 <sup>th</sup> Grade
Homeroom				
Block 1	<b>Bible:</b> Does God Exist?	<b>Bible:</b> Heroes of the Faith	<b>Bible:</b> Understanding the Doctrine of Salvation	<b>Bible:</b> Purpose of Truth and How it can be Known
Block 2	<b>Math:</b> Math 6 or Pre-Algebra	<b>History:</b> What are the Biblical Foundations of the United States Government?	<b>ELA:</b> Writing the Persuasive Essay	<b>Science:</b> Earth Science Module 3: Weathering and Water
Block 3	<b>History:</b> Civil War Leaders and their Legacy	<b>Math:</b> Pre-Algebra or Algebra	<b>Science:</b> Force and Motion	<b>ELA:</b> World Literature
Block 4	Special	Special	Special	Special
Block 5	Lunch	Lunch	Lunch	Lunch
Block 6	<b>Science:</b> Creation vs. Evolution	<b>ELA:</b> Writing a Short Story	<b>Math:</b> Algebra or Geometry	<b>History:</b> World History I: Creation to the Renaissance
Block 7	<b>ELA:</b> Novel Unit: <i>Shades of Gray</i>	<b>Science:</b> Cell Theory and Specialized Cells	<b>History:</b> Principles of American Constitutional Government	<b>Math:</b> Geometry or Algebra 2
Block 8	Advisory	Advisory	Advisory	Advisory
Dismissal				

## Curriculum Overview:

	6th Grade	7th Grade	8th Grade	9th Grade
<b>Bible</b>	Students will explore characters of the Old Test and the life of Jesus Christ.	A focus on heroes of the faith from the OT to present day.	Students will survey major themes, characters and life principles found in the Bible.	In this apologetics course, students will be challenged to consider many of the most difficult questions regarding Christianity.
<b>ELA</b>	Students will learn to embrace the components of good writing, interact with literature and begin to learn about writing a research paper.	Students will develop analytical skills by learning to evaluate literature from a variety of periods and authors. A research paper using appropriate style format and research methods will be written.	Students will learn how to approach different types of writing and read literature from a variety of genres. Students learn to approach the written word through the lens of a Christian worldview and analyze the secular worldview messages they encounter daily.	Students will develop communication skills in writing and evaluate world literature. A research paper using appropriate style, format and documentation will examine the conflict between the secular moral struggle and the Christian worldview.
<b>Math</b>	Math 6 or Pre-Algebra	Pre-Algebra or Algebra	Algebra or Geometry	Geometry or Algebra II
<b>History</b>	Students will study a wide range of topics from the Civil War, Reconstruction and The New Frontier, the rise of industry and the Turn of the Century, Decades of the 20th Century and the United States Today.	In this <b>Civics</b> course students will study the biblical foundations of the United States, Federal, State, and Local government systems, as well as other systems of government.	In this <b>World History</b> course students will study ancient civilizations, and European cultures from the Renaissance to modern times.  <i>Note: High School Credit will be earned for this course.</i>	An <b>overview of U.S. History</b> from early exploration to the present. It will examine the development of the American nation with special attention paid to political, intellectual, economic, religious, and cultural influences.
<b>Science</b>	Students will explore topics such as Creation, the Tools of Science, Chemistry, the Water Cycle, The Earth's Atmosphere, Biomes and Oceans, Resources, and the Universe and Solar System.	In this <b>Life Science</b> course students will study both micro and macro aspects of life. Topics such as cells, cell processes, and classification will be covered.	This <b>Physical Science</b> course is an introduction to chemistry and physics with an emphasis on utilizing the scientific method.	In this <b>Earth Science</b> class an emphasis will be placed on understanding the Earth's systems, their interrelationships with each other, and man's effect on the earth.

**Note:** Not shown are specials such as art, music, foreign language, computer science, family and consumer sciences, creative writing etc.



**Courses At-A-Glance:**

<b>6th Grade Curriculum Overview</b>	
<b>Bible</b>	<b>The 6th grade Bible course</b> teaches students that the Bible tells a consistent story of how God is seen in the lives of humans in the Old and New Testament and the story of the Messiah. The course begins by providing opportunities for students to learn about God and his majesty through His creation. Students will also explore characters of the Old Testament. The students will investigate the question, does God exist? Furthermore, students will examine the life of our Lord and Savior, Jesus Christ. Students will memorize, but most importantly apply scripture to their lives.
<b>ELA</b>	<b>The 6th grade ELA course</b> allows students to interact with exciting literature, practice grammar skills, embrace the components of great writing and spell grade level appropriate words. In addition, students will begin to learn about research and write a research paper.
<b>History</b>	<b>The 6th grade History course</b> will explore a wide range of topics such as the Civil War, Reconstruction and the New Frontier, the rise of industry and The Turn of the Century, Decades of the 20 <sup>th</sup> Century and the United States today.
<b>Math</b>	<b>Math 6 or Pre-Algebra</b>
<b>Science</b>	<b>The 6th grade Science course</b> will explore a wide range of topics which include: Creation, the tools of science, matter, chemistry, water and the water cycle, the earth and its atmosphere, biomes and oceans, earth's resources, and the universe and solar system. The truths of Creation and God's design will be interwoven continuously throughout the course allowing students to gain solid scientific knowledge with a biblical worldview.

**Courses At-A-Glance:**

	<b>7th Grade Curriculum Overview</b>
<b>Bible</b>	<b>The 7th grade Bible course</b> focuses on heroes of the faith from the Old Testament through present day. Throughout the course there are missionary highlights and stories behind Christian hymns and contemporary worship music. This bible course also encourages and teaches students about the importance of daily Bible reading and scripture memory.
<b>ELA</b>	<b>The 7th grade ELA course</b> continues to build on the sequential review and development of grammar and communication skills in writing. An evaluation of literature develops analytical skills using examples of short stories, novels, poetry, and drama selected from a variety of periods and authors. A research paper using appropriate style format and research methods will be written.
<b>History</b>	<b>The 7th grade Civics course</b> offers students an examination of the Biblical foundations of the United States, different types of government, the three branches of the US government, the role of state governments, citizenship, and economics.
<b>Math</b>	<b>Pre-Algebra or Algebra</b>
<b>Science</b>	<b>The 7th grade Science course</b> teaches Life Science from both micro and macro aspects of life. The major topics covered are scientific inquiry, cells, organization of life, classification, cell processes, population dynamics, differences between and effects of biotic and abiotic factors, ecosystem dynamics, genetics, and its applications, and change over time (micro-evolution vs. macro-evolution).

**Courses At-A-Glance:**

<b>8th Grade Curriculum Overview</b>	
<b>Bible</b>	<b>The 8th grade Bible course</b> will equip each student with an introduction and understanding of major Bible doctrines and how they relate to his/her life. Students will survey major themes, characters and life principles found in the Bible. Topics such as the inerrancy and inspiration of scripture, salvation, How to Study the Word, creation, the trinity, and other topics will be covered to equip students in the fundamentals of the faith. The objective being to take the timeless truths of God's Word and make them relevant and applicable in each student's life.
<b>ELA</b>	<b>The 8th grade ELA course</b> allows students to review grammar and vocabulary skills that strengthen their writing ability. Students incorporate this knowledge as they craft creative writing pieces and nonfiction essays. Writing is an integral part of this curriculum as students learn not only the basics of the writing and research processes, but also how to approach different types of writing, including narration, exposition, persuasion, and informational writing. Literature, too, is a primary component of this English class. Students will read works from a variety of genres, including novels, short mystery stories, poetry, speeches, and historical fiction. Students learn to approach the written word through the lens of a Christian worldview and analyze the secular worldview messages they encounter daily.
<b>History</b>	<p><b>World History I &amp; II</b></p> <p><b>World History I</b> gives a Biblical worldview to survey early African, American, Asian, and European cultures from creation to the establishment of early societies in the Americas. A Biblical approach to World History will demonstrate that man, though made in the image of God, is innately sinful and has limitations and in need of redemption.</p> <p><b>World History II</b> provides the student with an understanding of the importance of development of world history and culture since the Renaissance. Knowledge of the development and interaction of world nations and empires will provide students with a deeper view of how past events have contributed to the world in which we live today. Special attention will be paid to the Christian religion since the Protestant Reformation.</p>
<b>Math</b>	<b>Algebra or Geometry</b>
<b>Science</b>	<b>The 8th grade Science course</b> will teach Physical Science with an introduction to Chemistry and Physics. God's love for balance in the world that He created will be evident. Students will learn the process of discovering and explaining the order of the physical world and how its parts connect to one another. In addition, students will be introduced to scientists who built their theories on the Bible and observations of the world around them.

**Courses At-A-Glance:**

<b>9th Grade Curriculum Overview</b>	
<b>Bible</b>	<p><b>Apologetics</b>                      In this course, students will be challenged to consider many of the most difficult questions regarding Christianity and to make a decision about Jesus Christ. Topics to be covered include, but are not limited to, an introduction to apologetics, the definition and importance of truth, existence of God, authenticity of Scripture, miracles, the historicity of Jesus and His bodily resurrection, and the problem of evil.</p>
<b>ELA</b>	<p><b>The 9<sup>th</sup> grade ELA</b> continues to build on the sequential review and development of grammar and communication skills in writing. An evaluation of world literature develops analytical skills using examples of short stories, the novella, the novel, poetry, allegory, and drama selected from a variety of periods and authors. A research paper using appropriate style, format, and documentation will examine the conflict between the secular moral struggle and the Christian worldview.</p>
<b>History</b>	<p><b>World History I</b> employs a Biblical worldview to survey early African, American, Asian, and European cultures from creation to the establishment of early societies in the Americas. A Biblical approach to World History will demonstrate that man, though made in the image of God, is innately sinful and has limitations and in need of redemption.</p> <p><b>World History II</b> provides the student with an understanding of the importance of development of world history and culture since the Renaissance. Knowledge of the development and interaction of world nations and empires will provide students with a deeper view of how past events have contributed to the world in which we live today. Special attention will be paid to the Christian religion since the Protestant Reformation.</p> <p><b>United States History</b> offers students a deeper examination of the development of the nation from its earliest foundations. Knowledge of the ways in which America changed politically, culturally, economically, and socially over the course of four centuries will provide students with a deeper understanding of why America looks and functions as it does today. The study of the nation in a global context will allow students to see America as a component of the global environment and develop the necessary understanding for good citizenship.</p> <p><i>Note: Course selection dependent upon 8th Grade course of study.</i></p>
<b>Math</b>	<p><b>Geometry or Algebra II</b></p>
<b>Science</b>	<p><b>Biology</b> is an examination of God’s living creations, from the smallest bacterium to the massive blue whale, the largest creature on the Earth. God is definitively presented as the Creator of life according to the description on the pages of Genesis. A wide variety of topics will be discussed including the scientific method, cells, genetics, taxonomic classifications of organisms, human anatomy, and topics in evolution from a creationist perspective. Students will be challenged to think critically about the intricacies of God’s creation.</p>

## TUITION & FEES

August 2021 – June 2022

(updated July 2021)

### ANNUAL TUITION, Grades 6-10

\$7,500, per student

### 2021-22 SPECIAL PRICING

First 20 families to register will receive a \$2000 scholarship

### REGISTRATION FEE

\$200, non-refundable, per student

### DISCOUNTS

Sibling	\$500 off each additional child
Referral*	\$1000 off net family tuition
Parent is a full-time pastor at local church	25% off total net family tuition

### TECHNOLOGY FEE & ACTIVITY FEE

Included in tuition

### PAYMENT OPTIONS

1. Pay in full by August 31	2% off net tuition
2. Pay in 2 installments (August 31 & January 31)	1% off net tuition
3. Monthly auto withdrawal (August through May)	net tuition

\*Referral discount will be applied once the referred family is registered and attending school for 90 days

**Application for Admissions (Page 1/3)**

**Parent/Guardian 1's Name:**

**Parent/Guardian 2's Name:**

\_\_\_\_\_  
(Last)                      (First)

\_\_\_\_\_  
(Last)                      (First)

\_\_\_\_\_  
(Street)

\_\_\_\_\_  
(Street)

\_\_\_\_\_  
(city)                      (Zip Code)

\_\_\_\_\_  
(city)                      (Zip Code)

\_\_\_\_\_  
(Phone)

\_\_\_\_\_  
(Phone)

\_\_\_\_\_  
(Cell Phone)

\_\_\_\_\_  
(Cell Phone)

\_\_\_\_\_  
(E-mail address)

\_\_\_\_\_  
(E-Mail address)

\_\_\_\_\_  
(School District)

\_\_\_\_\_  
(School District)

- o Check if we may include your contact information in the school directory.

\_\_\_\_\_  
(Parent/Guardian 1's Employer)

\_\_\_\_\_  
(Parent/Guardian 2's Employer)

\_\_\_\_\_  
(Phone)

\_\_\_\_\_  
(Phone)

\_\_\_\_\_  
(Church Affiliation)

\_\_\_\_\_  
(Church Affiliation)

**Application for Admissions (Page 2/3)**

**Names of Students Applying for Admission:**

(First & Middle)	(Date of Birth)	(Grade)
_____	___/___/___	_____
_____	___/___/___	_____
_____	___/___/___	_____

**Are There Other Children in Your Family?**

_____	___/___/___	_____
_____	___/___/___	_____
_____	___/___/___	_____

**Previous Schools:**

Child's Name	School Name & Address	Years Attended
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

**Application for Admissions (Page 3/3)**

**Academic and Social Information:**

**What are your child's strengths?**

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**What are your child's interests?**

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**Give details of any specialized testing with which your child has been involved (other than routine achievement testing or physical exams)**

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**Give details of any special education or tutoring with which your child has been involved**

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Application can be submitted to:  
info@riverstoneunited.com



**Permission to Obtain/Request Records**

\_\_\_\_\_  
Releasing School Name

\_\_\_\_\_  
School Address

\_\_\_\_\_  
City State Zip

\_\_\_\_\_  
Name of Student Date of Birth

\_\_\_\_\_  
Name of Student Date of Birth

\_\_\_\_\_  
Name of Student Date of Birth

I/we hereby grant permission for Riverstone United Christian Academy to request psychological reports and other testing information requiring my approval.

\_\_\_\_\_  
Signature of Parent/Guardian

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*Riverstone United Christian Academy:*

RUCA is authorized to request the academic, health, attendance, and psychological records for the abovenamed student(s).

\_\_\_\_\_  
Robbie  
Martin, Principal

## School Uniform Dress Code

*Why a school uniform?* Here at RUCA, we want to build confidence and promote a positive learning environment without distractions from learning or teaching. We want our uniform to promote unity and allow the students to build pride in their school.

**Dress code colors:** white, navy blue, light blue, khaki, dark gray, heather gray

**Footwear:** any casual or dress shoe, sneakers, loafers and boots

**Legwear:** (Girls) tights, knee socks, ankle socks, leggings

**Outerwear (that may be worn indoors):** fleece, zip-ups, crew/hooded sweatshirts in **solid** dress code colors (*no brand logos or graphics permitted*)

**RUCA Spirit Wear:** permitted daily (school order form will be provided for students and families)

**Pants/Skirts/Skortts:** any dress, casual, chino or athletic style in **solid** dress code colors (see Lands' End for plaid selection)

**Shorts:** Bermuda (or something similar) in **solid** dress code colors

**Tops:** Polo shirt or button-down shirt (short or long-sleeve) in **solid** dress code colors

**Sweaters:** In **solid** dress code colors

### CHAPEL UNIFORM

Girls: Polo or dress shirt with school LOGO, skirt or dress, any footwear above

Boys: Polo or oxford shirt with school LOGO, dress pant or dress short, any footwear above

(only approved outerwear may be worn to chapel)

## LANDS' END

For ease with shopping, RUCA has a selection of items you can purchase for school. An official RUCA logo can be added to many items on our Lands' End page (as an option). However, uniforms can be purchased at any brand store if it is in a dress code color (page 1).

### Miscellaneous:

- The RUCA dress code allows for some flexibility and individuality. Clothing choices must be a solid dress code color (except for the Lands' End plaid)
- NO open-toed shoes, flip flops, Crocs or sandals
- NO hats or hoods worn indoors
- Leggings cannot be worn as pants. Girls must wear a skirt or dress over leggings
- Shorts/Skirts: no denim permitted. Length must be modest (can be up to 3 inches from the top of the knee)
- Cartwheel short, bike short or legging must be worn underneath all skirts & dresses

### Dress-Down Fridays:

Students should dress appropriately. Clothing should not be a distraction to the learning environment and should be comfortable for all school activities. *The education of students is our highest priority and student clothing should not serve as a hindrance to that purpose.* The school reserves the right to address new fashions not mentioned in this document as they become available to student consumers. Fashions must be appropriate for a minor aged, educational setting.

- Clothing must cover all undergarments and the midriff
- Logos or garments that promote or advertise alcohol, drugs, tobacco, gang affiliation, nudity, profanity, violence, and/or contain inappropriate saying/pictures are not allowed and may be confiscated
- All shirts must have sleeves and must not reveal the upper body (no cleavage) • Pants for either gender must be worn at the waist (no sagging pants)
- Jeans (without holes) are permitted. No denim skirts/shorts.
- No yoga pants, pajamas or lounge pants
- Any clothing that causes a distraction to the learning environment will be referred to the administration

### Uniform shopping in stores:

Target, Walmart, Old Navy, JCPenney, Kohls, Gap, Athleta