



Cincinnati Hills Christian Academy

Otto Armleder Memorial Campus

Early Learning Program Statement



- † **Three and Four-Year-Old Program**
- † **Four and Five-Year-Old Program**
- † **Full Day Kindergarten**

CINCINNATI HILLS CHRISTIAN ACADEMY

VISION

Cincinnati Hills Christian Academy will unleash each student's God-given gifts through Christ-centered academic excellence. We are devoted to developing the whole person, and instilling a lifelong passion for learning, leading and serving.

Cincinnati Hills Christian Academy... Unleashing a passion - To learn, To lead, To serve.

MISSION

Cincinnati Hills Christian Academy is a Christ-Centered, Non-Denominational, College Preparatory Academy that exists to:

Prepare students intellectually and spiritually for success in higher education and to impact and influence the world according to their unique gifts and talents. This will be accomplished by:

1. Creating an environment that encourages students, faculty, staff and families to develop and live out their relationship in Jesus Christ.
2. Developing a passion for lifelong learning that leads to thoughtful, effective service through excellent, intentional curriculum and extra-curricular offerings.
3. Empowering outstanding Christian faculty and staff to fully use their passions and expertise to create engaged critical thinkers.
4. Fostering an exceptional environment that develops students' gifts and talents in the arts, athletics, leadership, and additional extra-curricular opportunities for God's purposes.
5. Building an engaged school community – encompassing faculty, staff, students, families, alumni, and donors – that reinforces the school's vision, mission, and core values.

CORE VALUES

1. We believe in Christ-Centeredness: ~ Following how Christ himself led, served, taught, loved, and lived; we strive to base all we do on His word.
2. We believe in Academic Excellence: ~ Reflecting we are an academy of learning, it is our primary, but not exclusive, goal to prepare our students academically for college and beyond.
3. We believe in the Whole Person: ~ Recognizing all are gifted by God in unique ways, we believe in developing all forms of those spiritual, intellectual, artistic and athletic gifts in each student to their fullest potential.
4. We believe in Servant Leadership: ~ Believing in the power of servanthood, servant leadership will be taught, modeled and encouraged to all students, staff and parents so that all are equipped for the situations in life that God calls them to lead.
5. We believe in Outreach/Service: ~ Modeling Christ in all we do, we will provide opportunity daily and through special events for students, staff, and parents to share Christ's love through service and witness to others.
6. We believe in Stewardship: ~ Acknowledging we are blessed in many ways, we as a school will model ~~stifical~~ stewardship and will encourage, train and expect students, staff and parents to be wise and generous stewards ~~their~~ time, talents, and money.
7. We believe in the Value of Each Person: ~ Demonstrating biblical equality, we will embrace each individual as a distinct creation of God, ensure an emotionally, socially and physically safe and nurturing environment and intentionally enroll a student body, faculty and staff that reflect the socioeconomic and racial make-up of the community in which we live.
8. We believe in A Vibrant Sense of Community: ~ Acting intentionally, we will foster a vibrant, connected culture of caring, fellowship and respect among students, staff and parents.
9. We believe in Accountability: ~ Holding ourselves and each other to the highest standards of integrity, excellence and to constant measurable improvement.
10. We believe in A Joyful Spirit: ~ Having an attitude of gratitude for God's blessings that are lived out in every day smiles, laughter, and by celebrating demonstrated character and unique achievements. This results in a contagious joy that connects at the heart-level.

CHCA Board of Trustees Approved 5/31/2011

CINNATI HILLS CHRISTIAN ACADEMY
Otto Armleder Memorial Education Center
Early Learning Program

Purpose of the Early Learning Programs

Cincinnati Hills Christian Academy realizes its vision to serve urban students with the opening of the Otto Armleder Memorial Education Center. The Armleder campus provides an environment for children to realize their potential through excellent academics within a Christ-centered environment characterized by love, support, encouragement, high expectation, and an enriched educational setting. Preschool through sixth grade classes are offered.

The programs are predicated on the belief that children learn best when they grow both in academic and social-emotional skills. CHCA creates learning experiences that invite students to construct knowledge and make meaning of their world. Students construct their knowledge through movement, exploration, use of a variety of materials, collaboration with others, and opportunities to make connections to something they already know. The vibrant CHCA educational environment acknowledges that foundational to learning are the experiences and knowledge that children bring to school in combination with their natural sense of curiosity, a sense of wonder and joyful exuberance

The curriculum provides age-appropriate, high quality academics based on standards derived from national standards documents, the National Association for the Education of Young Children, current research on brainbased learning, and State of Ohio Early Learning Content Standards in all content areas. CHCA teachers have enumerated and refined these benchmarks and have integrated all areas with a Christian worldview. The CHCA curriculum provides meaningful, engaged, effective learning. It is well planned and organized with instructional strategies to support, to challenge, to link current learning to experience and previous learning, and to extend children's abilities and skills. The curriculum is rich in opportunities to solve problems, use language, develop new vocabulary and engage in intellectual activities.

Early Learning Program Philosophy

The philosophy of the Early Learning Program is based on the fact that "Children are a gift from the Lord; they are a real blessing" [Psalm 127:3]. CHCA values the whole child and acknowledges each child as having unique experiences, interests and cultural values that must be recognized and respected. We believe that all children have preparedness, curiosity and interest in engaging in social interactions, establishing relationships, constructing meaning, and negotiating their environment. In the Early Learning Program children choose from a wide range of developmentally age-appropriate opportunities and activities including interactions with other children, interactions with loving, Christ-centered teachers, explorations with manipulatives, as well as experience problems to solve, creative dramatics, music, art, and large and fine motor development. The Program provides a balance of self-directed and teacher-directed activities to help children develop a positive self image and offers opportunities for individual and group work and play. CHCA's objective is to help children realize their potential while meeting their developmental needs.

*"The job of a teacher is to excite in the young a boundless sense of curiosity about life, so that the growing child shall come to apprehend it with an excitement tempered by awe and wonder."
John Garrett, 1977*

CINCINNATI HILLS CHRISTIAN ACADEMY
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Early Learning Program

Early Learning Ages 3/4 Program

The full day Early Learning 3/4 program offers a wonderful beginning to a child's education. Children are provided opportunities to expand their learning and experiences through interactions with other children, interactions with a loving Christian teacher, explorations with manipulatives, creative dramatics and large and small motor development. The objective of this program is to help children realize their potential while meeting their developmental needs which assures a smooth transition on to the next academic year. Children must be three years old by July 31 in order to be considered for placement into this program.

The preschool classroom contains a rich variety of materials and resources for students to experience:

- Finest children's literature
- Creative, natural, and manipulative materials
- Language through day-to-day conversations, books, poetry, creative dramatics and writing
- Variety of music and art activities
- Quiet and active playtime
- Learning centers
- Large group, small group, and individual instruction
- Indoor and outdoor play areas

Christian Studies

We are made in God's image and children are valued as children of God and receive instruction in the Bible at age-appropriate levels through stories and activities. God is the creator of the world we live in and wonder and appreciation for His creation are responses to the world around us. Our relationships with others follow biblical principles of the Golden Rule and of community. Bible stories provide examples of biblical heroes, and students learn the importance of developing godly character. Students practice prayer as a simple conversation with God.

Language Arts

Teachers model and invite students into the love of language and its many expressions: oral, written, dramatic and musical play. During the preschool years children acquire concepts such as conventions of print, develop phonological awareness by hearing stories, rhymes, playing games and in interaction with adults who model and value language and value children. Children learn to listen to and talk about books that are read to them, construct understanding about books, develop concepts of print and the idea of story. Vocabularies grow and children acquire new words through experiences, including experiences with books. The pre-school environment is literacy rich.

Math

Young children's knowledge of mathematics is constructed over time where mathematics experiences are woven throughout the curriculum, follow logical sequences, allow for depth and focus and connect to the child's development of knowledge and skills. Carefully planned experiences focus attention on particular mathematical concepts. Instruction includes: developing in students number sense and counting; ideas of groupings and comparisons; patterning and ordering; sequences; and less-than, more-than concepts. Instruction is grounded in manipulatives, problem-solving, collaborative work and ties to language.

Social Studies

Students begin to acquire an awareness and understanding of the world, starting with God who created them. Children explore how people live, work, get along with others, solve problems, and shape their surroundings. For young children, the family, school, neighborhood and community are ways to see social studies in action. Everyday experiences as a child interacts with others and in his/her community serve as a foundation for learning social studies.

Science

Science is founded upon the design of its Creator and students are introduced to God's creation at the earliest level. Students are natural scientists: curious, observing and questioning. The science curriculum provides a balance among life, physical, and earth/space topics where students explore ideas, manipulate materials, and engage in conversations to construct understanding. Students share with others their experiences and expand their understanding of the natural world through language, drawing, and constructions.

CINCINNATI HILLS CHRISTIAN ACADEMY
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Early Learning Program

Early Learning Ages 3/4 Classroom Practices

provide children with safe, challenging and joyful places that free them to learn.

<p><u>Morning Meeting:</u> gathering as a whole class to greet one another, share news, pray and give prayer requests, and set expectations for the morning's activities.</p>	<p><u>Rule Creation:</u> helping students create and understand classroom rules that allow all class members to meet their learning goals.</p>
<p><u>Interactive Modeling:</u> teaching children to notice and internalize expected behaviors through modeling.</p>	<p><u>Positive Teacher Language:</u> using words and tone to promote children's active learning and self-discipline.</p>
<p><u>Logical Consequences:</u> responding to behavior that allows children to fix and learn from mistakes while preserving their dignity.</p>	<p><u>Guided Discovery:</u> introducing materials in a way that encourages creativity and responsibility.</p>
<p><u>Academic Choice:</u> increasing student motivation by differentiating instruction and allowing students teacher-structured choices in their work.</p>	<p><u>Classroom Organization:</u> setting up the physical room in ways that encourage independence, cooperation, and productivity.</p>
<p><u>Working with Families:</u> hearing families' insights and help to understand the school's teaching approaches.</p>	<p><u>Collaborative Problem Solving:</u> using conferencing, role playing and other strategies to resolve any student conflicts within the classroom.</p>

Early Learning Ages 3/4 Daily Schedule

Students experience the following sequence of instructional activities during the Early Learning 3/4 day. Each activity is welcoming and affirming to children and is intended to engage the student's interest on cognitive, emotional and social, spiritual and physical levels.

- Children arrive and get settled**
- Engage in Free choice**
- Morning Meeting**
- Learning center; small group instruction**
- Snack and recess**
- Learning centers; project work; special activities**
- Recess**
- Lunch**
- Nap time**
- Free choice**
- Specials throughout the week include: art, library, music, physical education, tech lab, science lab, and Chapel**
- Closing meeting, prepare to go home**
- Dismissal**



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Early Learning Program

Early Learning Ages 4/5 Program

The Early Learning 4/5 Program is an all-day program serving both four and five-year-olds, giving students the gift of extra time to expand their experiential background and further develop the skills necessary to be successful in Kindergarten. Developmental readiness includes such behaviors as student awareness of the world around them, awareness of their own body, the ability to follow multi-step directions, take turns, and transition smoothly from one activity to another. The Early Learning 4/5 Program offers more overt cues for these behaviors as it acknowledges a still developing ability of students to work independently.

Our Early Learning 4/5 Program is a great choice for older, more mature four-year-olds and young five-year-olds as it helps students approach and master Kindergarten skills in a way that fits their ability to learn. Most Early Learning 4/5 students transition to full-day Kindergarten the following year, after which they are ready to succeed in first grade.

Christian Studies	We are made in God's image and children are valued as children of God and receive instruction in the Bible at age-appropriate levels through stories and activities. God is the creator of the world we live in and wonder and appreciation for His creation are responses to the world around us. Our relationships with others follow biblical principles of the Golden Rule and of community. Bible stories provide examples of biblical heroes, and students learn the importance of developing godly character. Students practice prayer as a simple conversation with God.
Language Arts	Teachers model and invite students into the love of language and its many expressions: oral, written, dramatic and musical play. During the preschool years children acquire concepts such as direction of print, develop phonological awareness by hearing stories, rhymes, playing games and in interaction with adults who model and value language and value children. Children learn to listen to and talk about books that are read to them, construct understanding about books, develop concepts of print and the idea of story. Vocabularies grow and children acquire new words through experiences, including experiences with books. The pre-school environment is literacy rich.
Math	Young children's knowledge of mathematics is constructed over time where mathematics experiences are woven throughout the curriculum, follow logical sequences, allow for depth and focus and connect to the child's development of knowledge and skills. Carefully planned experiences focus attention on particular mathematical concepts. Instruction includes: developing in students number sense and counting; ideas of groupings and comparisons; patterning and ordering; sequences; and less-than, more-than concepts. Instruction is grounded in manipulatives, problem-solving, collaborative work and ties to language.
Social Studies	Students begin to acquire an awareness and understanding of the world, starting with God who created them. Children explore how people live, work, get along with others, solve problems, and shape their surroundings. For young children, the family, school, neighborhood and community are ways to see social studies in action. Everyday experiences as a child interacts with others and in his/her community serve as a foundation for learning social studies.
Science	Science is founded upon the design of its Creator and students are introduced to God's creation at the earliest level. Students are natural scientists: curious, observing and questioning. The science curriculum provides a balance among life, physical, and earth/space topics where students explore ideas, manipulate materials, and engage in conversations to construct understanding. Students share with others their experiences and expand their understanding of the natural world through language, drawing, and constructions.

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Early Learning Program

Early Learning Ages 4/5 Classroom Practices

provide children with safe, challenging and joyful places that free them to learn.

<p><u>Morning Meeting:</u> gathering as a whole class to greet one another, share news, pray and give prayer requests, and set expectations for the morning's activities.</p>	<p><u>Rule Creation:</u> helping students create and understand classroom rules that allow all class members to meet their learning goals.</p>
<p><u>Interactive Modeling:</u> teaching children to notice and internalize expected behaviors through modeling.</p>	<p><u>Positive Teacher Language:</u> using words and tone to promote children's active learning and self-discipline.</p>
<p><u>Logical Consequences:</u> responding to behavior that allows children to fix and learn from mistakes while preserving their dignity.</p>	<p><u>Guided Discovery:</u> introducing materials in a way that encourages creativity and responsibility.</p>
<p><u>Academic Choice:</u> increasing student motivation by differentiating instruction and allowing students teacher-structured choices in their work.</p>	<p><u>Classroom Organization:</u> setting up the physical room in ways that encourage independence, cooperation, and productivity.</p>
<p><u>Working with Families:</u> hearing families' insights and help to understand the school's teaching approaches.</p>	<p><u>Collaborative Problem Solving:</u> using conferencing, role playing and other strategies to resolve any student conflicts within the classroom.</p>

Early Learning Ages 4/5 Daily Schedule

Students experience the following sequence of instructional activities during the Early Learning 4/5 day. Each activity is welcoming and affirming to children and is intended to engage the student's interest on cognitive, emotional and social, spiritual and physical levels.

- Children arrive; Free Choice; Morning Meeting**
- Writing journals; learning centers; project work; special activities**
- Calendar work**
- Snack and recess**
- Story time**
- Learning centers; project work; special activities; small group instruction**
- Sharing time**
- Recess**
- Lunch**
- Transition and quiet rest time**
- Specials throughout the week include: art, library, music, physical education, tech lab, science lab, and Chapel Free choice learning centers**
- Closing meeting and prepare to go home**
- Dismissal**



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Kindergarten

The full day Kindergarten is for those students who are ready for an academically challenging program. CHCA's Kindergarten program is well suited to the child who is able to transition from one activity to another, take turns, work independently, and attend to a task for an appropriate length of time. It is designed for students who have turned five-years old well before the September 30 cut-off and who have an academic foundation as a result of one or more years of pre-school.

Christian Studies	Christian Studies at this level focuses on student understanding that God uniquely created all of us, and He loves us. Character development is emphasized as students learn the impact of their daily choices on their relationship with God as well as with one another. Students practice prayer and look for God's answers. The steps to salvation are explained and Bible stories are taught and discussed, always with the purpose of applying the lessons to their lives. Scripture is also integrated into all subject areas. Students participate in service projects to grow their faith. Students regularly memorize Scripture and attend weekly chapels.
Reading	Students learn that language is a gift from God and should be used to glorify and serve Him. Students continue phonemic awareness training as they make connections between oral and written language. Reading materials include charts, poems, Bible verses, big books, and individual books. Students develop eye-hand coordination and practice handwriting while they begin using D'Nealian letters. Students solve problems and express feelings using appropriate language.
Math	Math is a tool that helps students understand God's precise, orderly, and sometimes mysterious creation. Students explore patterns through various activities. Number sense develops through skip counting. Students investigate geometry concepts by making maps, using shapes, and geoboards. Students measure in both standard and nonstandard units. Students practice estimation, telling time, and graphing. Instruction is grounded in manipulatives, problem-solving, collaborative work, and ties to language.
Social Studies	Students begin to appreciate their personal heritage and cultural differences as they evaluate their role and responsibility as citizens in God's creation. Beginning with the family and expanding to the classroom and the school community, students learn to make choices and take responsibility for their own choices. As a member of multiple communities, students learn the importance of their uniqueness as a child of God, respect for others who may be different, and the interconnectedness of all of us.
Science	Science is a method of inquiry founded upon the order of the natural world and the design of its Creator. Students become responsible and independent learners through an organized progression of class presentations, hands-on activities, and laboratory investigations that emphasize scientific process and develop critical thinking skills. Students practice safe and appropriate use of scientific instruments, materials, equipment and procedures. Units of study include weather, habitats, our bodies, and the five senses.

*“...play is the principal business
of childhood.”*
Jerome S. Bruner, 1990

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Kindergarten Daily Schedule

The Kindergarten program builds on the preschool experience and welcomes and affirms children. Students begin the transition to increased independence and the ability to persist at tasks, take turns, engage positively with others, and grow in cognition, grow socially and developmentally, and exercise increased levels of independence and self control. A loving learning environment supports individual student growth. The following sequence of activities makes up the kindergarten daily schedule.

Arrival; Welcome and announcements

Morning Meeting

Calendar Work and theme time

Math

Recess and Snack

Writing Workshop

Recess and Lunch

Reading Workshop

Work Time Centers

Whole Group Learning Activity

Free Choice Centers

Bible Story and discussion

Dismissal

Note: Specials throughout the week include: art, library, music, physical education, tech lab, science lab, and Chapel



“We need to cultivate an atmosphere of reciprocal help and socialization. Implicit in this is a decisive response to a child’s need to feel whole. Feeling whole is a biological and cultural necessity for the child. It is a vital state of well-being.”
Loris Malaguzzi quoted in The Hundred Languages of Children, 1993

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Early Learning Program

Specials Classes

	Music	Physical Education	Art	Library	Science Lab	Tech Lab
Early Learning 3/4	2x / week @ 20 min	2x / week @ 20 min	1x / 2 week @ 30 min	1x / week @ 20 min	1x / week @ 30 min in classroom	1x / week @ 20 min 2-4 quarters
Early Learning 4/5	2x / week @ 20 min	2x / week @ 20 min	1x / week @ 25 min	1x / week @ 30 min	1x / week @ 30 min in classroom	1x / week @ 25 min
Kindergarten	2x / week @ 30 min	2x / week @ 30 min	1x / week @ 60 min	1x / week @ 30 min	1x / week @ 45 min in science lab	1x / week @ 30 min

Music	Students sing/perform on instruments, alone and with others, a varied repertoire of music including selections of Christian story and praise. Rhythmic movements are incorporated with songs, many of which relate to Bible stories and reinforce Scripture.
Physical Education	Students apply movement concepts and principles to learn and develop motor skills. Cooperative behavior and the ability to use combined movement skills and strategies in recreation and leisure sports is encouraged. Responsible personal, social, and Christian behavior in physical activity is expected. Students are taught the importance of achieving and maintaining a health-enhancing level of physical fitness.
Art	Students develop visual awareness of God’s creation in order to produce an individual artistic awareness. Students learn the use and care of materials and tools and practice various media, techniques, and processes related to the visual arts. The visual arts are related to history and cultures studied in the classrooms. Students are encouraged to value the characteristics, worth and merits of one’s own artwork and the artwork of others.
Library	Students enjoy literacy rich opportunities with the school librarian. Students will hear and participate in stories.
Science Lab	Students learn and apply skills, concepts, processes related to scientific inquiry. Students practice safe and appropriate uses of scientific instruments, materials, equipment, and procedures.
Tech Lab	Students learn and demonstrate basic computer skills. Social and ethical responsibility in regard to technology related to biblical principles is introduced.

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Learning Centers

Learning Centers allow students to work independently in designated areas and offer students access to instructional materials in a hands-on environment. Materials in each center change regularly.

Art Children express creativity, observe cause and effect with a variety of mediums, increase small muscle development, learn colors, shapes, and textures, develop aesthetic appreciation and independent work skills.



Games Children improve conceptual development and turn taking skills while playing a variety of board and folder games.

Manipulatives Children match, sort, and sequence materials. Manipulative use improves small muscle development, and eye-hand coordination.

Books Children develop reading readiness skills as they look at books and listen to stories.

Computer Center Children use the Smart Table, ipads and a variety of computer programs.



Science Children explore, experiment, hypothesize, question, and develop concepts using real objects.

Math Children develop number skills through games and activities.

Sensory Table Children develop sensory awareness with materials such as sand, water or rice. They compare characteristics by sifting, pouring, comparing, and experimenting with the materials.

Dramatic Play Children develop creative expression, imagination, social interaction skills, and work through problems by reenacting real life experiences.

Blocks Children design and create structures while developing muscles and experimenting with size, shape, and weight.



Music Children experiment with a variety of instruments to discover how they make sounds.



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