

# Cincinnati Hills Christian Academy

Otto Armleder Memorial Campus

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## Armleder K-3 Course of Study

140 West 9th Street Cincinnati, OH 45202  
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Cincinnati Hills Christian Academy  
Armleder K-6 Course of Study 2025 ~ 2026

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## Cincinnati Hills Christian Academy Armleder School - Christian Studies *Grades K – 6 Scope and Sequence*

**Vision:**

At the heart of our Christian faith is the belief that the triune God is a personal God who reveals Himself to humanity through Scripture, His nature, His redemptive purpose in history, and His love for all creation. Central to this faith is the crucified and risen Jesus Christ and our knowledge and belief that the son of God became human so that we could be forgiven and restored to God. It is our conviction that in understanding the incarnate God we come to know our own nature and purpose, for we are created in God’s image. Given these core convictions, the Christian Studies curriculum studies Scripture to hear God’s truth, encourages a love of learning and the exercise of reason, gains wisdom from the historic voices and traditions of the Church, and seeks to understand our own human experience within this world. The Socratic nature of our classes make them a practical laboratory for discussing and developing their faith in a safe environment. The goals of this curriculum are therefore to (i) allow students to articulate a distinctly Christian worldview, (ii) develop the student holistically, and (iii) encourage students to pursue excellence in order to engage God’s world.

<u><i>Content Standards</i></u>	<u><i>Core Competencies</i></u>
<p><i>Students explore the following broad content themes and topics:</i></p> <ul style="list-style-type: none"> <li>❖ <b>God’s purpose</b> in restoring humanity and creation into right relationship and humanity’s participation in building the Kingdom of God.</li> <li>❖ The role and value of Scripture, reason, tradition, and experience in theologically forming a <b>Christian worldview</b>.</li> <li>❖ <b>The triune God:</b> God the Father, God the Son, God the Holy Spirit.</li> <li>❖ The unique <b>Nature of Christ</b> as fully divine and fully human</li> <li>❖ The <b>nature of humanity</b> as made in the image of God yet fallen.</li> <li>❖ <b>God’s redemptive work</b> through Christ for salvation.</li> <li>❖ The importance of <b>spiritual formation</b> through classic spiritual disciplines including prayer, meditation, fasting, study, simplicity, solitude, submission, service, confession, worship, guidance and celebration.</li> <li>❖ The relevance of <b>Church history and historical theology</b> in the formation of faith and appreciation for the diversity of God’s Kingdom.</li> </ul>	<p><i>Students work to master the following overarching skills:</i></p> <ul style="list-style-type: none"> <li>❖ <b>Think theologically and critically</b></li> <li>❖ <b>Interpretation of Scripture</b></li> <li>❖ <b>Application of Scripture</b></li> <li>❖ <b>Develop Christian worldview</b></li> <li>❖ <b>Reflection on Self &amp; God’s World</b></li> <li>❖ <b>Spiritual Formation</b></li> </ul>



## **Cincinnati Hills Christian Academy Armleder School - Christian Studies Grades K – 6 Scope and Sequence**

**Kindergarten Topics:** 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 by studying the fruits of the Spirit. 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.

**Grade 1 Topics:** Attributes of God; Scripture memory verses; Prayer: group and individual; Plan of salvation including consequences of sin and need for forgiveness; Bible: Old and New Testament as major divisions; Bible stories focus on God’s gifts to us; Biblical truths integrated into all subject areas, Miracles of Jesus; Christian attributes: trust, patience, obedience, honesty, diligence, kindness; service projects; Christian holidays: Christmas and Easter.

**Grade 2 Topics:** Attributes of God: loving, caring father; Christian attributes: Heroes of the Bible seen in character traits of key biblical figures; Bible: structure of and use of table of contents; sin: concept of and need for forgiveness; prayer and worship: group and individual; life skills: apply biblical knowledge to life problems; Christian holidays - Christmas Around the World: Purpose of Christ’s birth, death and resurrection; Scripture memorization; service projects.

**Grade 3 Topics:** Grade 3 Topics: Study of the OT books of the Bible (Genesis-II Samuel) focusing on creation, the fall, Abraham, Jacob, Joseph, Moses and the Israelites exit out of Egypt, Joshua and the conquering of Canaan, the Judges (cycle of sin) Ruth, and Samuel, Saul, and David; Christian Holidays: events leading up to Christmas and Easter; Scripture Memorization; Service Projects

**Grade 4 Topics:** Attributes of God: All Knowing; Bible: divisions and structure of, resource and reference tools, timeline of major Bible figures; plan of salvation; biblical principles and personal applications; Prayer: daily opportunity to communicate with God; Christian holidays: essential facts of Christmas and Easter; Scripture memorization; service projects.

**Grade 5 Topics:** Students better understand the trinity by focusing on the life and ministry of Jesus Christ as presented in the gospels. Students also study the four gospel writers, the origins and significance of baptism, and the events leading up to the birth of our Savior, Jesus Christ. Additionally, students engage in the study of the character of Jesus as well as His life, teachings, resurrection, and significance in our lives today.

**Grade 6 Topics:** Students study the birth, establishment, and purpose of the Early Christian Church as chronicled in the book of Acts. In addition, students explore topics such as the religious and cultural effects of cities/regions represented in the Epistles, the inclusion of non-Jews in the Church, geography and background for Paul’s missionary journeys, and how the Early Church represented a fulfillment of the Great Commission given by Christ before his ascension. Through this course, students better understand the role of believers in the spread of the Kingdom of God with emphasis on evangelism as a vocation in the kingdom.



# Cincinnati Hills Christian Academy

## Armleder School – Information Literacy

### Grades K – 6 Scope and Sequence

#### **Vision:**

As a result of a CHCA education, students will demonstrate familiarity with and competence in accessing information resources whether print, electronic, or media, within or beyond their immediate learning community. Facilities that provide students access to an enriched environment of print and non-print resources enable CHCA students to become competent as learners, researchers, and communicators. Students who are information literate exhibit skills to access information efficiently and effectively and can evaluate informational texts, depictions, and content based on accuracy, objectivity, currency, coverage, and biblical worldview. Information literate students become independent, lifelong readers, learners, and digital consumers who value literature, read noteworthy titles, access digitized content from a variety of genres and literary styles, and who contribute positively to the learning community and to our democratic society. CHCA students will value the freedom of access to information in a democratic society and its public institutions that archive and circulate these materials. Students who are information literate construct meaning from information, create quality products, learn independently, participate as learners both independently and collaboratively, and use information technologies responsibly and ethically. CHCA is committed to providing students with those skills which enable them to reach their potential to serve God, their families, and communities in Christian leadership now and in the future.

### *Content Standards and Core Competencies*

***Students work to master the following overarching skills:***

- ❖ Information Literacy
- ❖ Communication and Collaboration Fluency
- ❖ Social Responsibility
- ❖ Self-Assessment
- ❖ Theological Integration

CHCA derives its information literacy curriculum in part from the American Association of School Librarians Learning Standards for the 21<sup>st</sup> Century Learner.

[http://www.ala.org/ala/mgrps/divs/aasl/guidelinesandstandards/learningstandards/AASL\\_Learning\\_Standards\\_2007.pdf](http://www.ala.org/ala/mgrps/divs/aasl/guidelinesandstandards/learningstandards/AASL_Learning_Standards_2007.pdf) and the Partnership for 21st Century Skills <http://p21.org/> A Framework for 21st Century Learning.



# Cincinnati Hills Christian Academy

## Armleder School – Language Arts

### Grades K –6 Scope and Sequence

#### **Vision:**

Throughout a CHCA Language Arts education, students will develop a lifelong pursuit of learning while exploring their God-given gifts in reading, thinking, writing, and speaking to engage in the diversity of human experience, culture, and values. Inherent in this pursuit is the necessity of integrating theological concepts when evaluating works through diverse lenses. Throughout the Language Arts program, students will develop analytical skills equipping them to use articulate language as scholars and citizens. Consequently, students will engage competently in a variety of experiences to demonstrate clarity, logic, persuasiveness, and creativity, including the development of research-based skills using relevant technology. In all, CHCA strives to develop Christian leaders who read, write, think, and speak with confidence and precision in a variety of situations.

### *Content Standards & Core Competencies*

#### Reading

- Reading Processes
- Literature and Theology Connections
- Application of Strategies

#### Writing

- **Application of Grammar, Usage, and Mechanics**
- **Use, Style, and Rhetoric**
- **Information Fluency**

#### Speaking and Listening

- **Presentation**
- **Active Listening and Discussion Skill**
- **Collaboration Fluency**

**Kindergarten Topics:** *Reading:* continue phonemic awareness training; connections between oral and written language; poetry and chart reading, picture labeling, big books, individual books, concepts of print, group experiences; letter-sound correspondence, sight word recognition. *Writing:* whole and small group activities; mechanics of writing simple sentences; individual story writing; implemented using Writer’s Workshop and Lucy Calkin’s reading and writing strategies. *Handwriting:* introduce D’Nealian manuscript; activities that develop hand-eye coordination. *Oral Language:* language appropriately used to solve problems and express feelings; students memorize songs, poetry and Bible verses. Technology use includes books on CD and other digital sources.

**Grade 1 Topics:** *Reading:* phonemic awareness training continued through Orton Gillingham small groups; interactive approach to reading using Lucy Calkins reading strategies, phonetic stories, informational texts; emphasis on phonics skills, base word and endings; thematic reading integrates science/social studies with language arts in themes that explore: life cycles, habitats, animal classification and God’s world. *Writing:* Lucy Calkins writing strategies; narrative, persuasive, how-to, and informational writing; spelling approximations, phonetic spelling patterns and grade appropriate words. *Handwriting:* D’Nealian manuscript developed. *Oral Language:* memorize Bible verses, poems, songs; begin word processing; use print and digital resources for research purposes.



# Cincinnati Hills Christian Academy

## Armleder School – Language Arts

### Grades K –6 Scope and Sequence

**Grade 2 Topics:** *Reading:* review and apply phonics skills; emphasis on fluency, comprehension strategies and vocabulary development; students read tall tales, fairy tales, multicultural folk tales, realistic fiction, poetry and nonfiction; use of Daily 5 to build independence in literacy. *Writing:* writers workshop focuses on developing the writing process and the writer using six traits of effective writing to include: personal narrative, letter writing, poetry, persuasive writing, realistic fiction, content area writing to include All About and How To books (paragraphs) and research reports, as well as using authors as mentors to develop our writing; daily integration of writing across the curriculum; keyboarding and word processing begins for written projects; spelling focus words, phonetic words. *Handwriting:* review manuscript and begin D’Nealian cursive. *Oral Language:* students present Bible memory verses, book reports, readers theater, and research projects.

**Grade 3 Topics:** *Reading:* review and apply phonics skills; emphasis on fluency, comprehension strategies, vocabulary development; integrates thematic literature: Colonial America, historical biographies, nonfiction texts; story elements in fictional stories. *Writing:* focuses on the writing process using six traits of effective writing, writing forms, mechanics, conventional spelling; daily integrated writing; technology used for word processing, Internet research; Opinion, Narrative, and Informative writing samples. *Handwriting:* develop D’Nealian cursive. *Oral Language:* Students present projects, book reports, and research topics.

**Grade 4 Topics:** *Reading:* Guided reading of both fiction and non-fiction texts. Instruction guides students to make connections, comprehension strategies, critical thinking skills, and vocabulary development. Literature units include global studies, historical fiction, realistic fiction, fantasy, and non-fiction texts. Theological integration occurs in all readings. Weekly Reading Logs will be given to enhance self-guided reading. *Writing:* Emphasis is on the writing process using the Ohio Learning Standards in grammar to guide the writing process. Writing Units incorporate opinion essays, informative and descriptive reports, narration stories, and creative pieces. *Listening and Speaking:* Students develop skills in discussions, collaborative work, journaling, presentations, biblical connections, written presentations, and research topics. Students use technology to research and present information.

**Grade 5 Topics:** *Reading:* Guided reading of both fiction and non-fiction texts. Instruction guides students to make connections, identify viewpoint, recognize main ideas and supporting details, identify theme, and analyze characters. Literature units include thematic studies, historical fiction, realistic fiction, fantasy, non-fiction texts, poetry, and dramas. Theological integration occurs in all readings. Weekly Reading Logs given to enhance self-guided reading. *Writing:* Emphasis on the writing process using the Ohio Learning Standards to guide the writing standards. Writing incorporate opinion essays, informative and descriptive reports, persuasion papers, narration stories, and creative pieces. Instruction emphasis on revision for organization, sentence structure, word choice, main idea and relevant supporting details. *Listening and Speaking:* Students develop skills in discussions, collaborative work, presentations, book projects, biblical connections, written presentations, research topics, Socratic seminars, and role playing. Students use technology to research and present information.



# Cincinnati Hills Christian Academy

## Armleder School – Language Arts

### *Grades K –6 Scope and Sequence*

**Grade 6 Topics:** *Reading:* Guided reading of both fiction and non-fiction texts. Emphasis is placed on discerning fact from opinion and cause and effect. Students are guided to understand meaning from context, plot, characterization, theme, and setting. Literature units include thematic studies, biographies, historical fiction, realistic fiction, fantasy, non-fiction texts, poetry, dramas, and formal letters. Theological integration occurs in all readings. Weekly Reading Logs given to enhance self-guided reading. *Writing:* Emphasis on the writing process using the Ohio Academic Standards to guide the writing process. Writings units incorporate argument and persuasive writings, informative and descriptive reports, narration stories, autobiography writing, and creative pieces. Instruction emphasis on revision for organization, sentence structure, word choice, main idea, creative revision, and relevant supporting details. *Listening and Speaking:* Students develop skills in discussions, collaborative work, presentations, novel presentations, Socratic Seminars, role playing and speeches. Students use technology to research and present information.



# Cincinnati Hills Christian Academy

## Armleder School – Mathematics

### Grades K – 6 Scope and Sequence

#### *Vision*

Mathematics is one discipline by which we better understand God's precise, orderly, and sometimes mysterious creation. As a result of a CHCA mathematics education, students will appreciate and develop proficiency in the use of mathematics. Proficiency in mathematics learning refers to conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and productive disposition. [*Adding it Up*, NRC, 2001] Students engage in and experience instruction based on The Standards for Mathematical Practice. [<http://www.corestandards.org/the-standards/mathematics>] Students demonstrate competency in mathematics using a variety of methods and media. Developmentally appropriate instruction challenges and supports students.

#### *Competencies: Standards of Mathematical Practice*

##### ***In the Standards for Mathematical Practice, CHCA students:***

- ❖ Make sense of problems and persevere in solving them.
- ❖ Reason abstractly and quantitatively.
- ❖ Construct viable arguments and critique the reasoning of others.
- ❖ Model with mathematics.
- ❖ Use appropriate tools strategically.
- ❖ Attend to precision.
- ❖ Look for and make use of structure.
- ❖ Look for and express regularity in repeated reasoning.
- ❖ See God's orderliness and mystery reflected in mathematics.

***Kindergarten Topics:*** Clarifying and sorting; patterning; counting numbers; writing numerals; adding and subtracting single digit numbers; building number sense; geometry; non-standard measurement; telling time; graphing data; appropriately using mathematical language; problem solving; place value; size and position.

***Grade 1 Topics:*** Place value; composing and decomposing numbers to 20 using ten frames; Fact fluency to 20; Adding and subtracting single and double digit numbers; numbers to 100; calendar and telling time; geometry (sorting and classifying shapes); measuring in standard and non-standard units; telling time; counting coins; graph and interpret data; problem solving.

***Grade 2 Topics:*** Place value; properties of addition and subtraction; fluently adding and subtracting through 20; understanding, modeling, and solving multi-digit addition and subtraction problems; addition with regrouping; multiplication foundations; measuring and estimating using standard units; telling time; money; graphing and interpreting data; geometry



# Cincinnati Hills Christian Academy

## Armleder School – Mathematics

### Grades K – 6 Scope and Sequence

(recognizing shapes and their attributes); fractions foundations.

**Grade 3 Topics:** Adding, subtracting, and multiplying using algorithms and strategies based on place value; rounding/estimating; measuring to the quarter inch; building and comparing equivalent fractions; properties of multiplication and division; multiplication and division facts; solving multi-step word problems and using modeling where appropriate; geometry (area, perimeter); representing and interpreting data; telling time, elapsed time; measuring volume and mass; **adding and subtracting with money.**

**Grade 4 Topics:** Place value for multi-digit whole numbers, rounding and estimation, comparing; properties of operations to perform multi-digit arithmetic, factors/multiples; **creating and analyzing patterns**; building, finding, and comparing equivalent fractions; adding and subtracting fractions; converting between mixed numbers and improper fractions; comparing decimal fractions, adding and subtracting decimals; organizing, graphing, and analyzing data; solving problems involving measurement and conversions within the same system of measurement; geometry (area, perimeter, angles); multi-step problem solving using modeling where appropriate.

**Grade 5 Topics:** Write and interpret numerical expressions; Analyze patterns and relationships; Understand the place value system; Perform operations with multi-digit whole numbers and with decimals to hundredths; Use equivalent fractions as a strategy to add and subtract fractions; Apply and extend previous understanding of multiplication and division to multiply and divide fractions; Convert like measurement units w/in given measurement system; Represent and interpret data; Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition; Graph points on the coordinate plane to solve real-world and mathematical problems; Classify two-dimensional figures into categories based on their properties.

**Grade 6 Topics:** Understand, apply ratio concepts; fractions by fractions division; Fluently divide multi-digit numbers; Fluently add, subtract, multiply and divide multi-digit decimals; Find common factors/multiples; Understand rational numbers concepts related to number line; Understand integers as factors/multiples; Understand rational numbers concepts related to number line; Understand integers as ordered pairs with coordinate system; Compare, order rational numbers; Write, read and evaluate algebraic expressions; Understand, apply one step equations and inequalities, Represent, analyze dependent, independent variable relationships; Solve, apply area, surface area and volume problems; develop understanding of statistical problem solving by formulating statistical questions, collecting and analyzing data, and interpreting results; Display, summarize, and describe data distributions.

Student performance in mathematics is evaluated ongoing to allow for challenge and support.



# Cincinnati Hills Christian Academy

## Armleder School – Music Fine Arts

### Grades K – 6 Scope and Sequence

## *Vision*

As a result of a CHCA music fine arts education, students recognize that music is a gift from God and as such should be used to glorify and serve Him. Students are encouraged to develop a lifelong love of music through participation in performance and study. Growing from these studies is an appreciation of the diversity of musical experience, culture, Christian heritage, and an ability to evaluate both aural and written music for quality and to evaluate music and performances congruent with scriptural principles. Students pursue musical opportunities with confidence and knowledge. They engage competently in a variety of musical experiences both for academic and personal purposes demonstrating creativity, appreciation, and expression in a variety of situations. Audiences within and beyond the school provide opportunities for musical outreach. Students work cooperatively and responsively in groups demonstrating appropriate leadership and giving value to others' work. Students receive challenge and support in pursuit of success in music.

## *Content Standards & Core Competencies*

**CHCA students work to master the following overarching skills in Music:**

- ❖ **Ensemble**
- ❖ **Relationships—Building Music Connections across Disciplines; Making Theological and Faith Connections**
- ❖ **Personal Expression**
- ❖ **Creativity and Musical Interpretation**
- ❖ **Etiquette in Performance**

**Kindergarten Topics:** Students sing and 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. Students learn basics of listening to, critiquing, reading, and performing music from various genres, eras and cultures. Students learn percussion instruments such as the triangle, tambourine, and hand drum, and Orff instruments such as the xylophone, and instruments from around the world, such as congas and shekere, gourd shekere.

**Grade 1 Topics: Singing:** Incorporation of rhythmic movements, songs relating to Bible stories and reinforcing Scripture, seasonal songs; dance; basic use of rhythm instruments. Students learn basics of listening to, critiquing, reading, and performing music from various genres, eras and cultures. Students learn percussion instruments such as the triangle, tambourine, and hand drum, and Orff instruments such as the xylophone, and instruments from around the world, such as maracas, congas, and shekere.

**Grade 2 Topics: Singing:** songs of the world, Scripture songs integrate the school's memory verses; Students learn basics of listening to, critiquing, reading, and performing music from various genres, eras and cultures. Students learn percussion instruments such as the triangle, tambourine, and hand drum, and Orff instruments such as the xylophone, and instruments from around the world, such as maracas, congas, and shekere.

**Grade 3 Topics:** Students learn basics of listening to, critiquing, reading, and performing music from various genres, eras and cultures. Students learn percussion instruments such as the triangle, tambourine, and hand drum, and Orff instruments such as the xylophone, and instruments from around the world, such as maracas, congas, and shekere.



# Cincinnati Hills Christian Academy

## Armleder School – Music Fine Arts

### *Grades K – 6 Scope and Sequence*

**Grade 4 Topics:** Students learn basics of listening to, critiquing, reading, and performing music from various genres, eras and cultures. Students learn percussion instruments such as the triangle, tambourine, and hand drum, and Orff instruments such as the xylophone, and instruments from around the world, such as maracas, congas, and shekere. Students will learn the instruments of the orchestra.

**Grades 5 & 6 Topics:** Students sing along and with others a variety of songs as well as ostinati, rounds and partner songs. Students read, write and play rhythmic and melodic notation. Students learn about strong beat, meter and time signature. Students develop and use a music vocabulary. Students sing, play, perform and create songs and pieces that use various musical forms. Students play percussion from around the world. Students learn basics of listening to, critiquing, reading and performing music from various genres, eras and cultures.

**Grades 5/6 Topics: Steel Pan Band:** Students learn proper playing technique for the steel pans as well as the engine room instruments. The students read, write and play rhythmic and melodic notation. Students learn to perform with sensitivity to aesthetics. Students play a variety of musical styles on the pans and will practice ensemble and performance skills. Students develop vocabulary to critique live and recorded music.



# Cincinnati Hills Christian Academy

## Armleder School – Physical Education

### Grades K – 6 Scope and Sequence

#### *Vision*

Above all, physical education at CHCA reflects the high value God places on human life and the respect we have for each person in God's community. Our program offers opportunities for spiritual growth where students are encouraged to explore what God honoring choices and behaviors look like. The program focuses on the cognitive, psychomotor, affective, and spiritual domains. Each student is encouraged to develop their God given gifts and talents to their fullest potential in the areas of sportsmanship, leadership, cooperation, teamwork, grace and respect. The goal of C.H.C.A. physical education is to develop physically literate individuals who have the motivation, knowledge, confidence and competence to enjoy a lifetime of healthful physical activity. The department strives to facilitate a learning environment that is safe, welcoming, fun, celebrates diversity, noncompetitive and encourages students to develop at their own pace and full potential. This positive classroom setting fosters creativity and celebrates student's successes while supporting them in their challenges.

#### *Standards and Core Competencies*

##### ***Students work to master the following overarching skills:***

- ❖ ***Behaving responsibly and making Christ-centered choices***
- ❖ ***Achieving mature and versatile motor skills***
- ❖ ***Applying knowledge of concepts, principles, strategies, and tactics related to movement and performance***
- ❖ ***Engaging in life-long physical activity and building physical fitness***
- ❖ ***Building Manipulative Skill: Object Control***

***Kindergarten Topics:*** Introduction to Gross Motor Skills: locomotor (walking, running, hopping, leaping, galloping, skipping, sliding); stability skills (static, dynamic balancing, landing, dodging, swinging, twisting, stretching, bending); tumbling skills (log and egg roll); dance (individual, circle, line). Introduction to movement concepts: relationships to objects and people (near, far, under, over, around, extension), effort (time, force, and flow), and space (general, self, pathways). Introduction to manipulative skills: throwing (opposition), catching, kicking, trapping, striking, bouncing. 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 small games and activities is introduced. 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.

***Grades 1 & 2 Topics:*** Refinement of Gross Motor Skills: locomotor (walking, running, hopping, leaping, galloping, skipping, sliding); stability skills (static, dynamic balancing, landing, dodging, swinging, twisting, stretching, bending); tumbling skills (log and egg roll, forward and backward roll, transfer of weight) and dance (individual, circle, line, creative). Introduction to movement concepts: relationships to objects and people (near, far, under, over, around, extension), effort (time, force, and flow), and space (general, self, pathways). Refinement of manipulative and fine motor skills: throwing balls and discs (opposition), catching, kicking, trapping, striking, bouncing, juggling, jump rope. Cooperate activities/games. Students apply movement concepts and principles to learn and develop motor skills; cooperative behavior and the ability to use combined movement skills and strategies/problem solving in small games and activities is the focus.



## Cincinnati Hills Christian Academy Armleder School – Physical Education *Grades K – 6 Scope and Sequence*

**Grade 3 Topics:** Proficiency in Gross Motor Skills: locomotor (walking, running, hopping, leaping, galloping, skipping, sliding); stability skills (static, dynamic balancing, landing, dodging, swinging, twisting, stretching, bending); tumbling skills (log and egg roll, forward and backward roll, transfer of wieght, mule kick, cartwheel) and dance (individual, circle, line, student-created sequences). Proficiency in movement concepts: relationships to objects and people (near, far, under, over, around, extension), effort (time, force, and flow), and space (general, self, pathways). Proficiency in manipulative skills: throwing balls and discs (opposition), catching, kicking, trapping, striking, bouncing, juggling, jump rope. Cooperation and Teambuilding; strategy in game play and games that promote whole class participation. Introduction to lifetime activities (basketball, soccer) and a focus on small sided games and activities.

**Grade 4, 5 and 6 Topics:** Activities based mostly in games. Emphasis placed on sportsmanship and cooperation. Fitness activities: cardiovascular, circuit training: strength, and flexibility exercises, pedometers, heart and body health, target heart rates, F.I.T.T principle; Tumbling: sequential combinations with flow; Dance: circle, line and student created; Cooperative Games: cooperation, team building, trust, and Christ-like behavior; Games: field, tag, target, net and wall, invasion, creating fair teams, strategy in game play and games that promote whole class participation, student created games; Team Sports/Lifetime Activities: Football skills: passing, catching, running routes; Soccer skills: dribbling, trapping, kicking, shooting, positions, rules and regulations; Basketball skills: dribbling, passing, shooting, pivot, positions, rules and regulations; Handball: position play, passing, strategy, shooting, goalkeeping. Orienteering: maps and map reading, 4 directions/compasses, rules.



# Cincinnati Hills Christian Academy

## Armleder School – Science - Health

### Grades K -6 Scope and Sequence

#### **Vision: Science**

Science is a method of inquiry founded upon the order of the natural world and the design of its Creator, and in addition, science is an ongoing process that is limited as an investigative tool. Students become responsible, independent, questioning, creative, and organized learners moving from curiosity to familiarity, then mastery of scientific skills, processes, concepts, and theories. Students explore the various disciplines of science through an organized progression of class presentations, hands-on activities, and laboratory investigations that emphasize scientific processes and develop critical thinking skills. Students recognize that science integrates with mathematics, technology, written language, consumer and career interests. Resulting from scientific knowledge, students come to acknowledge personal responsibility as stewards to care for humanity and conserve resources for the glory of God.

#### **Vision: Health**

As a result of a CHCA health education, students will make informed decisions within a Christian perspective about personal, community, and global health issues. Students receive instruction in mental, physical, social, and spiritual health. Students are encouraged and guided to develop positive self-esteem, to accept themselves and others, to handle stress, to solve problems, and to exercise leadership. By learning about body systems, nutrition, exercise and by practicing physical activities students embrace health allied to physical fitness as a lifelong goal. Social health includes working within diverse relationships to share feelings with friends, family, and peers. Spiritual health places Christ at the center of a Christian's life. Students are encouraged to seek physical, mental, and social challenges in life utilizing faith-informed, responsible choices.

### *Science Standards and Core Competencies*

*Students work to master the following overarching skills:*

- Asking questions and defining problems
- Developing and using models
- Planning and carrying out investigations
- Analyzing and interpreting data
- Using mathematics and computational thinking
- Constructing explanations and designing solutions
- Obtaining, evaluating, and communicating information
- Theological Integration

### *Health Standards and Core Competencies*

*Students work to master the following overarching skills:*

- Mental and Emotional Wellness
- Physical Wellness
- Social Wellness
- Spiritual Health



# Cincinnati Hills Christian Academy

## Armleder School – Science - Health

### Grades K -6 Scope and Sequence

**Kindergarten Topics:** Scientific Method; Daily and Seasonal Changes;; Properties of Everyday Objects and Materials; Physical and Behavioral Traits of Living Things. Units of study supporting these topics include: Weather, States of Matter (solid, liquid, gas); 5 Senses; Polar Regions (animal adaptations & habitats); Healthy Habits; Body Systems; Butterfly Life Cycle; and Plants.

**Grade 1 Topics:** Living and Non-living things; Basic Needs of Living Things; Living on Land and in Water Environments; Growing Plants; Earth and Sky; Water Cycle; Weather; Matter (solid, liquid, gas); Force and Motion/Movement; Gravity; Scientific Method, Science Tools, Science Safety, Recording and Graphing Data.

**Grade 2 Topics:** The Nature of Science; Technology and Tools. Units of study supporting these topics and reinforcing the scientific process include: Plants and Animals; Weather; Matter; Energy, Motion, and Force; Scientific Method, Science Tools, Science Safety, Recording and Graphing Data.

**Grade 3 Topics:** Classifying Plants; Plant Parts; Plant Reproduction; Classifying Animals; Life Cycles of Some Animals; Ecosystems; How Living Things Get Energy; Property of Minerals, Rocks and Soil; Features of the Earth's Surface; Weathering and Erosion; States of Matter; Measuring Matter; Forms of Energy; Interaction of Light and Matter; Sound, Light and Electrical Energy; Motion; Gravity; Scientific Method; Science Tools; Science Safety; Recording and Graphing Data.

**Grade 4 Topics:** Nature of Science; Science Tools; Drawing Conclusions; Technology; Design Process; Plants and Animals; Classifying Animals; Adaptations, Inherited and Learned Characteristics; Ecosystems, Food Chains, Food Webs; Minerals, Rock Classification, Weathering and Erosion, Earth's Surface; Water Cycle, Properties of Matter, Phases of Matter; Mixtures; Forms of Energy, Heat, Circuits, Energy Transfer, Magnetism. Scientific Method, Science Safety, Recording and Graphing Data.

**Grade 5 Topics:** Classifying Living Things; Cells Theory; Cell Division; Genetics; Interactions within Ecosystems. Students grades 5-6 will use the following scientific processes to construct their knowledge and understanding in all science content areas: a) Identify questions that can be answered through scientific investigations; b) Design and conduct a scientific investigation; c) Analyze and interpret data; d) Develop descriptions, models, explanations, and predictions; e) Think critically and logically to connect evidence and explanations; f) Recognize and analyze alternative explanations and predictions; g) Communicate scientific procedures and explanations.

**Grade 6 Topics:** Weather and Climate; Astronomy; Classifying Matter; Chemistry; Exploring Forces; Exploring Energy. Students grades 5-6 will use the following scientific processes to construct their knowledge and understanding in all science content areas: a) Identify questions that can be answered through scientific investigations; b) Design and conduct a scientific investigation; c) Analyze and interpret data; d) Develop descriptions, models, explanations, and predictions; e) Think critically and logically to connect evidence and explanations; f) Recognize and analyze alternative explanations and predictions; g) Communicate scientific procedures and explanations.

**Health Kindergarten Topics:** Hand Hygiene, how to reduce germs. Flu Prevention. Eating nutritional foods and the benefits of exercise; Healthy hearts. Dental health.

**Health Grade 1 Topics:** Hand Hygiene, how to reduce germs. Flu Prevention.



# Cincinnati Hills Christian Academy Armleder School – Science - Health *Grades K -6 Scope and Sequence*

**Health Grade 2 Topics:** Hand Hygiene, how to reduce germs. Flu Prevention.

**Health Grade 3 Topics:** Hand Hygiene, how to reduce germs. Flu Prevention. Body hygiene.

**Health Grade 4 Topics:** Hand Hygiene, how to reduce germs. Flu Prevention. Body hygiene.

**Health Grades 5 Topics:** Hand Hygiene, how to reduce germs. Flu Prevention. Puberty/menstruation (girls only instruction). General Health and Body Hygiene.

**Health Grade 6 Topics:** Hand Hygiene, how to reduce germs. Flu Prevention. Sex education- puberty and reproductive anatomy (gender separated instruction). The importance of sleep, nutrition and exercise. Body hygiene.



# Cincinnati Hills Christian Academy Armleder School – Social Studies Grades K – 6 Scope and Sequence

## Vision

*Students acquire an awareness and understanding of the world, its people, and its history, while investigating ways the past has influenced the present and how it can impact the future. Within the diverse range of Christian perspective, students explore patterns of human and environmental interaction through history, geography, government, and economics. We seek to help students successfully and ethically evaluate and navigate a digital world. Students grow in their ability as Christian citizens to bring reasoned decision making to a democratic society, and a culturally diverse and fallen world.*

## Content Standards and Core Competencies

<i>Content Standards</i>	<i>Core Competencies</i>
<i>Students explore the following broad content themes and topics:</i>	<i>Students work to master the following overarching skills:</i>
<ul style="list-style-type: none"> <li>❖ History</li> <li>❖ Government</li> <li>❖ Economics</li> <li>❖ Geography</li> </ul>	<ul style="list-style-type: none"> <li>❖ Historical Thinking</li> <li>❖ Awareness of Time, Continuity, and Change</li> <li>❖ Geographical Awareness</li> <li>❖ Citizenship</li> <li>❖ Economic Awareness and Financial Literacy</li> <li>❖ Media Fluency</li> <li>❖ Information Fluency</li> <li>❖ Problem-Solving</li> <li>❖ Communication and Collaboration</li> <li>❖ Theological Integration</li> </ul>

**Kindergarten Topics:** Students begin to appreciate their personal heritage and cultural differences as they evaluate their role and responsibility as citizens in God’s creation. Topics in Culture and History include U.S. president; patriots in the U.S. before 1880; patriotic symbols, building, monuments, and holidays (Thanksgiving – Native Americans and Pilgrims, Christmas around the world). Topics in Geography include relative location; cardinal directions; basic landforms and bodies of water in the U.S.; and seasons/weather. Topics in Communities/Citizenship include community workers/jobs; rules and responsibilities; individual rights; and resolving conflict. Topics in Economics include needs versus wants; spending versus saving; consumers and producers; goods and services. Famous Americans includes Martin Luther King, Jr; Abraham Lincoln, George Washington; and African Americans in history. Social Studies skills include chronology; timelines; using maps/globes; and analyzing primary sources.



# Cincinnati Hills Christian Academy

## Armleder School – Social Studies

### Grades K – 6 Scope and Sequence

**Grade 1 Topics:** Topics in Culture and History include colonial life and immigration; past and present customs and traditions of the United States; Christian heritage of the U.S.; African-American history, and family heritage and traditions. Topics in Geography include map and globe skills (cardinal directions, equator, continents, and oceans); identifying physical features on a map/globe; parts and purposes of maps; landforms and bodies of water in the world; and country studies with emphasis on location, customs, holidays, flag, food/crop interdependence, clothing, and current events. Topics in Economic include economic principles of buyers and sellers; forms of exchange (bartering and use of money); opportunity costs; and human resources (types of work). Topics in Communities/Citizenship include civic values (honesty, fairness, and sportsmanship); rules and responsibilities; conflict resolution; and voting. Social studies skills include telling time (past, present, and future), sequencing; distinguishing facts and opinions; and analyzing primary sources.

**Grade 2 Topics:** Topics in Culture and History include Biblical and historical leaders; symbols/landmarks to include Washington D.C.; world and U.S. explorers and their impact on North America; first inhabitants of North America and Native American culture; and African-American history. Topics in Geography include the purpose and use of different types of maps and map skills (continents, oceans, equator, prime meridian, and North and South Poles. Topics in Economics: need for income; interdependence of consumer and producer; types of productive resources; and purpose of markets and functions of banks. Social studies skills include use of technology and measuring and describing distance.

**Grade 3 Topics:** Topics in Culture and History include study of various cultural groups and their influence on the collective culture of the United States (Native Americans, Amish, Hispanic Americans, and African-Americans); types of government with a focus on the distinction between direct and representative democracy; and African-American history. Topics in Geography include purpose and characteristics of various types of maps; using map features to study U.S. geographic regions. landforms, geographic terms, culture, customs, and natural resources. Topics in Economics include goods and services; Antarctica;

**Grade 4 Topics:** World Geography and Ohio history: five themes of geography: continents, countries, independent study of one country/region from each continent; Map skills: political/physical maps, map keys, hemispheres, poles, oceans, longitude / latitude; Timelines: Bible, historical, and personal timelines; Government: Ohio history; Economics: needs/wants, goods/services, productive resources, scarcity, opportunity costs, movement of goods between countries, ways to earn and save money; Non-fiction books that tie to topics, Internet sites, maps and technology resources for various projects; African-American history; International Week or Market Place AD (every 3 years).

**Grade 5 Topics: U.S. History 1607-1865:** Exploration and discovery unit studies how to read physical, political and road maps, includes US geography, Native Americans and early European



# Cincinnati Hills Christian Academy

## Armleder School – Social Studies

### *Grades K – 6 Scope and Sequence*

explorers; Freedom and Responsibility unit studies Colonial America, Revolutionary War, the new government and the U.S. Constitution; changing ways of life unit studies “Manifest Destiny,” Westward Expansion, Pioneers, Immigration, and Reforms; events leading to and events of the Civil War; Current events. Technology aids learning.

**Grade 6 Topics: World History 6:** Early civilizations and cultures beginning with the hunter-gatherers (Paleolithic period) through the fall of the Roman Empire. Units of study will include Early Humans and the Rise of Civilization, Ancient Egypt and the Middle East, Ancient India, Ancient China, Ancient Greece, and Ancient Rome. Focus on history measured in years, decades, centuries, historical events in each culture, changes in these communities over time. Geography focuses on political/physical maps, graphs, key terms of each country; Economics studies opportunities, goods/services, production, and resources; government studies functions/structures, important citizen rights/responsibilities; Religion compares/contrasts religions in these countries and their regions. Technology and current events aid learning.



# Cincinnati Hills Christian Academy

## Armleder School – Technology

### Grades K – 6 Scope and Sequence

**Vision:** As a result of technology instruction at CHCA, students will become proficient in using a variety of devices across a broad range of applications. Students will use technology to engage and enhance their learning experience in the classroom and among their physical and digital communities. Students will come to see technology as a tool to: communicate and broadcast; research; create both individually and collaboratively; and to collect, process, and organize data. They will become intelligent consumers and thoughtful producers of digital content for redemptive purposes.

### *Standards and Core Competencies*

*Students work to master the following overarching skills:*

- Digital Citizenship
- Creativity and Innovation: creating written, visual, and logical artifacts
- Communication and Collaboration with Peers
- Research & Information Fluency: Discovering and Producing Information, locating and evaluating sources using digital learning tools
- Problem-solving and Decision Making
- Digital Productivity Skills

**Kindergarten Topics:** Logon/off using generic username/password; Graphic design using Paint; Use right hand/left hand on keyboard; Identify input and output devices; Design thinking; Digital citizenship

**Grade 1 Topics:** Create and contribute slides to a collaborative PowerPoint presentation; identify input and output devices; Logon/off using generic username/password; create/save pictures for use in PowerPoint and Word documents; create original word processing documents with text/graphics; access websites using hyperlinks and use safely; use technology for problem solving, communication, and illustrating ideas and stories; Digital citizenship; Design thinking

**Grade 2 Topics:** Keyboarding skills include using correct fingering and shift key for capital; name/save/retrieve files to/from specified location; create PowerPoint presentation; Format text, add graphics to MS Word and PowerPoint documents; Research assigned topic using approved Internet resources and databases; using keywords for searches; Digital citizenship; basic coding skills.

**Grade 3 Topics:** Logon/off using personal username/password, Practice proper fingering for letters, use of shift, space bar, enter key; use drop/pickup boxes; save/retrieve files to network folder; cooperative work to complete project; demonstrate/practice safe/ethical use of Internet; format text/paragraphs/lists in MS Word, create multi-slide presentations with text/graphics; create presentation using PowerPoint; conduct electronic research using multiple sources; Organize information in Excel; organize information using graphing software, graphic organizer, spreadsheet, or simple database; private and personal information online; Digital citizenship.



# Cincinnati Hills Christian Academy

## Armleder School – Technology

### Grades K – 6 Scope and Sequence

**Grade 4 Topics:** Use Canvas to retrieve and hand in digital assignments; create presentation using PowerPoint; organize information and use formulas in Excel, locate/save graphics for use in print/multimedia products; Photography skills; Continue to increase speed and accuracy in keyboarding. *Digital Citizenship:* Email using Microsoft Outlook – email and calendar features; rights and responsibilities of using the school network and Internet; Digital security (cybersafety, password use); Cyberbullying; describe/demonstrate safe/ethical use of Internet

**Grade 5 Topics:** *Digital Literacy* Using technology to organize for learning using One Drive; Internet research using Google advanced search and databases; citing sources using online tools and bibliographic information provided in databases; Presentation tools including PowerPoint and online tools (Canva); Digital storytelling using PowerPoint, Use of hyperlinks in documents and emails; Videography and editing skills; Develop keyboarding speed and accuracy. *Digital Citizenship* Email using Microsoft Outlook – email and calendar features; rights and responsibilities of using the school network and Internet; Digital security (cybersafety, password use); Cyberbullying; Plagiarism.

**Grade 6 Topics:** *Digital Literacy* Using technology to organize for learning using One Drive; Internet research using Google advanced search and databases; citing sources using online tools and bibliographic information provided in databases; Creation of the yearbook; Use of Excel, formatting, formulas, and graphs; Digital storytelling using PowerPoint, Windows Movie Maker, iMovie; Stop Motion videography; Developing keyboarding speed and accuracy. *Digital Citizenship* Email and Netiquette using Microsoft Outlook – email and calendar features; rights and responsibilities of using the school network and Internet; digital security (cybersafety, password use); Responsible use of social media; Recognizing your digital footprint and keeping it secure, cyberbullying; Copyright, fair use, rights of creator.



# Cincinnati Hills Christian Academy Lower School

## Armleder School – Visual Fine Arts

### *Scope and Sequence*

### *Vision*

CHCA Visual Fine Arts is designed to nurture and develop the student's God-given desire to create and appreciate the aesthetic beauty in God's universe. Students use value judgments to make decisions about art that honors God and shows appreciation for God's handiwork and its effect on their lives. Through various processes, students will become aware how art relates to other areas of study. Students examine the human experience through their own creativity, through art history as an expression of culture and through creating art using various media, technology, literature, and God's Word. Students experience and gain skill with the various art processes to gain confidence in their ability and grow in their aesthetic sense. Students value cultural diversity through the knowledge of the visual arts. Visual Fine Arts prepares students to acknowledge their God-given talents and to pursue with confidence opportunities and challenges set before them.

### *Standards and Core Competencies*

**CHCA students work to master the following overarching skills in Music:**

- ❖ **Building Arts Connections and Contexts**
- ❖ **Communication**
- ❖ **Experimentation and Problem-Solving**
- ❖ **Creativity and Artistic Expression**
- ❖ **Craftsmanship**

**Kindergarten Topics:** 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. Each student is encouraged to value the characteristics, worth and merits of one's own artwork and the artwork of others.

**Grade 1 Topics:** Continued use and care of materials and tools; projects: 2D/3D work using various materials including paper, markers, pencils, crayons, clay, different types of clays, tempera/watercolor paints, mixed media materials and oil pastels. Projects involve integration of Bible studies and other content areas such as science, social studies, and children's literature. Introduction of color wheel, basic art vocabulary, several famous artists.

**Grade 2 Topics:** Expanded use and care of art materials and tools; 2D/3D work using various materials including paper, cardboard, markers, chalk, tissue paper, oil crayons, wax crayons, types of clays, mixed media, tempera and watercolor paint, and yarn; projects involve integration of Bible studies, science, language arts, technology, and children's literature; Further study of color wheel, art vocabulary, and famous artists from around the world.

**Grade 3 Topics:** Projects use a wide variety of tools and materials including paper, tempera/watercolor paints, oil pastels, tissue paper, chalks, yarn, clay, and mixed media; projects integrate biblical themes and stories, science and social studies; focus on elements/principles of art/design with a project based on each: line, shape, form, color, pattern, space and texture. Vocabulary and famous artists studied.



# Cincinnati Hills Christian Academy Lower School

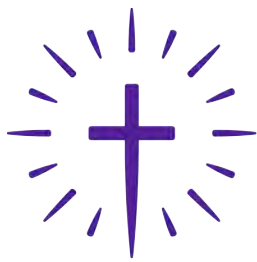
## Armleder School – Visual Fine Arts

### *Scope and Sequence*

**Grade 4 Topics:** Projects use a wide variety of tools and materials including paper, tempera/watercolor paints, oil pastels, clay, plaster carving, foil, mixed media; projects integrate biblical themes and stories, science and social studies; focus on art timeline with a project based on Cave art, Egypt, and some Greek and Roman Art.

**Grade 5 Topics:** Projects use a wide variety of tools and materials including paper, markers, tempera/watercolor/acrylic paints, oil pastels, colored pencils, clay, fabric, and found objects. Art history timeline is continued with the further study of Greek and Roman Art, Medieval art, and Renaissance art.

**Grade 6 Topics:** Projects use various tools/materials including paper, marker, tempera, acrylic, and watercolor paints, oil pastels, chalk pastels, colored pencil and a variety of sculpture media; Art history timeline is continued with the further study of Renaissance art, Impressionism, and Contemporary art.



# Cincinnati Hills Christian Academy

Otto Armleder Memorial Campus

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## Cincinnati Hills Christian Academy

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