



# Cincinnati Hills Christian Academy

Edyth B. Lindner Campus

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## Lower School Grades KPrep-3 Course of Study

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Cincinnati Hills Christian Academy  
Lower School Grades KPrep-3 Course of Study 2025 ~ 2026

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# Cincinnati Hills Christian Academy

## Lower School Lower Elementary - Christian Studies

### *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

## Lower School Lower Elementary - Christian Studies

### *Scope and Sequence*

***Kindergarten Topics:*** Attributes of God; the purpose and results of prayer, both individual and group; Creation; monthly Scripture memorization and devotions; concept and consequences of sin; steps to salvation; service projects; Bible stories: emphasis on real life application; biblical truths integrated into all subject areas; Christian music; Christian holidays: Christmas and Easter. (**K-Prep** at developmentally appropriate levels.)

***Grade 1 Topics:*** Attributes of God; Trinity; Creation; consequences of sin and need for forgiveness; plan of salvation; Old and New Testament character studies; Biblical truths integrated in all subjects; Christian attributes; Being a disciple; Christ's life and teachings; weekly Scripture memorization; Christian holidays: Christmas and Easter; group and individual prayer; group praise and worship; Service projects.

***Grade 2 Topics:*** Attributes of God; know and apply Christian character traits of key biblical figures; Bible structure and reference tools as aids; individual and corporate prayer; group praise and worship; apply biblical knowledge to life situations such as conflict resolution; Christian holidays: purpose of Christ's birth, death, and resurrection; plan of salvation; weekly Scripture memorization; service projects.

***Grade 3 Topics:*** Old Testament Books of the Bible and their key words; Old Testament timeline: Creation through King David; making biblical choices; developing a Christian world view; discipleship; servanthood; Advent; "Road to the Cross" and resurrection; names of Jesus; plan of salvation; weekly Scripture memorization; service projects; Individual and corporate prayer; group praise and worship.



# Cincinnati Hills Christian Academy

## Lower School Lower Elementary – Information Literacy

### *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

## Lower School Lower Elementary – Language Arts

### 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:* begin phonemic awareness training; connections between oral and written language; chart reading, picture labeling, group experiences, big books, concepts of print; phonics, letter-sound correspondence, sight word recognition. *Writing:* small group and journal writing emphasizing narrative, persuasive and informational writing, class experience charts. *Handwriting:* introduce D’Nealian manuscript, activities that develop eye-hand coordination, small and large muscles. *Oral Language:* language appropriately used to solve problems and express feelings; students memorize songs, poetry, and Bible verses. (K-Prep at developmentally appropriate levels.) Project Based Learning approach incorporates all areas of language arts as students communicate new understandings. Technology use includes books on CD, I-pads, computers, and interactive white boards.

**Grade 1 Topics:** *Reading:* phonemic awareness training continued; interactive approach to reading using themed literature, phonetic stories, informational texts; emphasis on phonics skills, base word and endings, compound words and contractions; thematic reading integrates science/social studies with language arts in themes that explore: life cycles, habitats, animal classification and God’s world. *Writing:* writers workshop introduced; six traits of effective writing; journals; daily integrated writing; narrative, persuasive and informational writing; spelling approximations, phonetic spelling patterns, high frequency words and thematic spelling words. *Handwriting:* D’Nealian manuscript developed. *Oral Language:* memorize Bible verses and share research projects. Project Based Learning approach incorporates all areas of language arts as students



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## Lower School Lower Elementary – Language Arts

### *Scope and Sequence*

communicate new understandings. Begin word processing; use print and digital resources for research purposes.

**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, biographies, and informational texts. *Writing:* writers workshop focuses on developing the writing process using six traits of effective writing; daily integrated writing; creative and journal writing, narrative, persuasive and informational writing, keyboarding and word processing begins for written projects; spelling focus words, and phonetic pattern words. *Handwriting:* review manuscript and begin D’Nealian cursive. *Oral Language:* students present Bible verses, book reports, puppet shows, and research projects using print and digital sources. Project Based Learning approach incorporates all areas of language arts as students communicate new understandings.

**Grade 3 Topics:** *Reading:* review and apply phonics skills; emphasis on fluency, comprehension strategies, vocabulary development; integrates thematic literature: Native America, New World Explorers, Colonial America, U.S. Government, Antarctica, flight, fresh water communities; historical biographies, informational texts; story elements. *Writing:* writing workshop focuses on writing process using six traits of effective writing, narrative, persuasive and informational writing, grammar, language mechanics, spelling; daily integrated writing; Shurley English, technology used for word processing and research using print and digital resources. *Handwriting:* develop D’Nealian cursive. *Oral Language:* students present projects, book reports, and research topics. Project Based Learning approach incorporates all areas of language arts as students communicate new understandings.



# Cincinnati Hills Christian Academy

## Lower School Lower Elementary – Mathematics

### 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:*** Sorting; patterning; counting and number sense; writing numerals; composing and decomposing numbers including adding and subtracting single digit numbers; strategies for counting and problem solving using ten frames and number bonds; geometry (attributes, modeling, and composing two and three dimensional shapes); measurement including time and money; graphing data; estimating. (K-Prep at developmentally appropriate levels.)

***Grade 1 Topics:*** Extending counting sequences to 120; develop number sense; properties of addition and subtraction facts to 20 using number bonds and ten frames to compose and decompose numbers; fact fluency of addition and subtraction facts to 10; introduce mental math; place value; strategies for addition and subtraction with double digit computation; geometry (attributes and composition of two and three dimensional shapes and fractions); tools for standard measurement; time, money, calendar; length, mass; graphing data; estimation; introduce bar modeling as a strategy for problem solving and algebraic thinking.

***Grade 2 Topics:*** Place value through 1000; properties of addition and subtraction; fluently add and subtract through 20; understand and solve multi-digit addition and subtraction problems through 1000; problem solving using bar modeling and algebraic thinking; mental math; multiplication and division with 2, 3, 4, 5, and 10; time; money (count and make combinations of bills and coins); graph and interpret data; fractions; geometry (recognize two and three dimensional shapes and their attributes); estimate and measure using standard units; mass and volume.



# Cincinnati Hills Christian Academy Lower School Lower Elementary – Mathematics *Grades K – 3 Scope and Sequence*

***Math 2 Accelerated Topics:*** Accelerated math classes will cover the second-grade topics. More emphasis will be placed on the extension and application of all concepts. Students will be expected to use critical thinking skills and problem-solving strategies to deepen their mathematical understanding and performance.

***Grade 3 Topics:*** Place value through 10,000; using a variety of strategies including mental math, rounding, and estimation to solve multi-digit addition and subtraction problems to 10,000; properties of multiplication and division; multiplication and division facts through 12 x 12; solve multi-step problem solving using bar modeling and algebraic thinking; fractions; geometry: angles, lines classification of polygons, congruency, and symmetry; area, perimeter; graphing and interpreting data using bar graphs and line plots; money; time; temperature; metric length, mass and volume; U.S. Standard Customary length, weight, and capacity.

***Math 3 Accelerated Topics:*** Accelerated math classes will cover the third-grade topics. More emphasis will be placed on the extension and application of all concepts. Students will be expected to use critical thinking skills and problem-solving strategies to deepen their mathematical understanding and performance.



# Cincinnati Hills Christian Academy

## Lower School Lower Elementary – Music Fine Arts

### *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:**

- ❖ **Using musical talents to glorify and worship God**
- ❖ **Rhythm**
- ❖ **Melody**
- ❖ **Harmony**
- ❖ **Form**
- ❖ **Timbre**

### ***Kindergarten Topics:***

1. Students will use their musical talents to praise God in their chapel songs and musical performances.
2. Rhythm- Students will establish a sense of pulse and demonstrate fast/slow and long/short through movement, speaking, singing, listening, playing, and notating.
3. Melody- Students will explore high/low, up/down, pitch matching, and begin to develop a repertoire through movement, speaking, singing, listening, playing, and notating.
4. Harmony- Students will experience pulse against rhythm and demonstrate proper mallet technique through movement, speaking, singing, listening, playing, and notating.
5. Form- Students will experience same/different, establish the length of a phrase, and explore time/space/shape/force through movement, speaking, singing, listening, playing, and notating.
6. Timbre- Students will identify and categorize the quality of sound by voice, body, or instrument; and explore dramatic play through movement, speaking, singing,



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## Lower School Lower Elementary – Music Fine Arts

### *Scope and Sequence*

listening, playing, and notating.

#### **Grade 1 Topics:**

1. Students will use their musical talents to praise God in their chapel songs and musical performances.
2. Rhythm- Students will establish a sense of pulse and an understanding of long/short and fast/slow through movement, speaking, singing, listening, playing, and notating.
3. Melody- Students will explore high/low, up/down, and pitch matching through movement, speaking, singing, listening, playing, and notating.
4. Harmony- Students will experience more than one sound at a time (instrumental/vocal) through movement, speaking, singing, listening, playing, and notating.
5. Form- Students will establish the length of the phrase leading to an understanding of same/different through movement, speaking, singing, listening, playing, and notating.
6. Timbre- Students will identify and categorize the quality of sound by voice, body, or instrument through movement, speaking, singing, listening, playing, and notating.

#### **Grade 2 Topics:**

1. Students will use their musical talents to praise God in their chapel songs and musical performances.
2. Rhythm- Students will demonstrate both quarter note and half note pulse, recognize simple note values, and begin to identify time signatures through movement, speaking, singing, listening, playing, and notating.
3. Melody- Students will demonstrate proper vocal techniques, explore incomplete pentatonic melodies that support moveable *Do*, and continue to build repertoire through movement, speaking, singing, listening, playing, and notating.
4. Harmony- Students will develop mallet technique and explore ostinato (vocal/instrumental) through movement, speaking, singing, listening, playing, and notating.
5. Form- Students will begin to identify and label simple forms through movement, speaking, singing, listening, playing, and notating.
6. Timbre- Students will continue to identify and categorize the quality of sound by voice, body, or instrument through movement, speaking, singing, listening, playing, and notating.

#### **Grade 3 Topics:**

1. Students will use their musical talents to praise God in their chapel songs and musical performances.
2. Rhythm- Students will demonstrate pulse (quarter, half, dotted half, and whole note), recognize simple note values, identify time signatures, and begin to develop Question-Answer improvisation through movement, speaking, singing, listening, playing, and notating.



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## **Lower School Lower Elementary – Music Fine Arts**

### ***Scope and Sequence***

3. Melody- Students will demonstrate proper vocal technique, explore Major and minor pentatonic melodies that support moveable *Do*, identify treble clef lines and spaces, and continue to build repertoire through movement, speaking, singing, listening, playing, and notating.
4. Harmony- Students will develop mallet technique, explore ostinato, distinguish between Major and minor, and experience canon/round through movement, speaking, singing, listening, playing, and notating.
5. Form- Students will identify and label simple forms and experience extended forms through movement, speaking, singing, listening, playing, and notating.
6. Timbre- Students will continue to identify musical symbols and label the orchestral string and orchestral percussion families through movement, speaking, singing, listening, playing, and notating.



# Cincinnati Hills Christian Academy

## Lower School Lower Elementary – Physical Education

### *Grades K-3 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. Activities offer opportunities for spiritual growth where students are encouraged to explore what God honoring choices, in both challenging and successful situations, look like. CHCA physical education supports student develop in cognitive, psychomotor, affective, and spiritual domains as we aspire to develop physically literate individuals who have the motivation, confidence and competence to enjoy a lifetime of healthful physical activity. Our program and teaching faculty provide a safe, positive and noncompetitive environment where students grow in an understanding of rules, safety, strategies of games and activities and develop skills multiple environments. Students use their God-given gifts to engage in teamwork, individual achievement, and physical fitness activities, equipping them with a sense of self-esteem to participate in a diverse society.

## *Standards and Core Competencies*

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

- ❖ ***Choosing responsible behavior and making God honoring choices***
- ❖ ***Achieving mature and versatile motor skills***
- ❖ ***Applying knowledge of concepts, principles, strategies, and tactics related to movement and performance***
- ❖ ***Engaging in physical activity and building physical fitness***
- ❖ ***Building Manipulative Skill: Object Control***

***Kindergarten Topics:*** Movement: self space versus general space; loco/non-locomotor skills, Movement concepts and skill themes, creative movement, balancing, fitness games jumping/landing; throwing and catching skills: balls in a variety of size and weight; Kicking skills; Rhythms: creative dance, folk dance; Ball handling skills: dribbling, passing, volleying Striking Skills: poll noodles, tennis racquets, baseball bat; Base running; Relays; Obstacle course; Jump rope; Scooter activities; Traversing Wall. (K-Prep at developmentally appropriate levels.)

***Grades 1 & 2 Topics:*** Movement: creative, loco/non-locomotor skills, spatial awareness, effort actions, creative movement; Jumping/landing; Fitness; Throwing/Catching skills: over/underhand, pop ups and grounders; Kicking: punt, instep kick, stationary/moving ball, trapping/receiving ball; Jump rope: long ropes, multiple jumpers, rhymes, short ropes; individual/partner skills, Speed Stacking; Rhythms: Ball handling: dribbling, shooting, chest/bounce pass, two square; Batting; Base running; Relays; Fitness games; Obstacle course; Low organization games; Climbing Wall; Folk, square and creative dance; Speed Stacking;

***Grade 3 Topics:*** Folk, square, line and creative dance; Fitness; fitness components: strength, flexibility, cardiovascular endurance, exercises/fitness games and Relays; Speed Stacking;



# **Cincinnati Hills Christian Academy**

## **Lower School Lower Elementary –**

### **Physical Education**

#### ***Grades K-3 Scope and Sequence***

Throwing skills: baseball, football; Catching: grounder, fly, off center; Kicking skills: place kick, punt; Jump rope: intermediate long rope/short ropes skills, individual skills, intermediate partner skills; Team sports: modified games and skill drills for volleyball, basketball, football; Scooter Polo; Climbing Wall.



# Cincinnati Hills Christian Academy

## Lower School Lower Elementary – Science/Health

### *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.

### *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

***Kindergarten Topics:*** Emphasizing God as the Creator of all, students study: Introduction of responsibility to care for *God's Beautiful World*; *All About Me* focuses on five senses, uniqueness/care of Human Body; *Animals and their Habitats* introduces characteristics/habitats/homes of various animals; *The Woodlands* and *Life on a Farm* introduces plant/tree habitats and life cycles; *Weather and Seasons* explores sky changes (night/day), season, weather, water cycle, states of matter, sink and float, and magnets. Topics are reinforced with field trips, hands-on experiences, visits to the Science Lab, and technology. Included in health: Building nurses do short instruction on hand washing to prevent spread of disease. (K-Prep at developmentally appropriate levels.)



# Cincinnati Hills Christian Academy

## Lower School Lower Elementary – Science/Health

### *Scope and Sequence*

**Grade 1 Topics:** Life Cycles includes the butterfly, frog, and bird with in-class observation of caterpillars and tadpoles. Animal Classification studies the characteristics of insects, reptiles, birds, fish, amphibians, and mammals; Habitats investigates ponds, oceans, rain forests and savannahs; God’s World explores matter, weather and stewardship of God’s creation; God Made Us Special looks at man, God’s unique creation, nutrition using the *My Plate* and a healthy lifestyle using the *Heart Power Kit*. Weekly Science Lab enhances science and health units of study, along with scientific tools of measurement. All topics taught as integrated thematic units, reinforced with Internet sites.

**Grade 2 Topics:** Plants/Soil Study includes in-class planting/harvesting experiences incorporating Veggie U, and hands-on investigations at Green Acres Foundation; Structures features engineering experiences with straws, pins, and other building materials; Forces/Simple Machines involves hands-on physical science experiments; Solar System studies the planets, sun and moon, light energy; Health focuses on dental health. Ecology focuses on caring for the environment: reduce, reuse, recycle as well as learning about endangered animals. Technology aids learning.

**Grade 3 Topics:** Air study experiments with properties and measurement of air; Flight culminates in a trip to Air Force Museum; Sound explores waves/ vibrations and ear anatomy; Weather experiments with instruments and forecasting; Communities features fresh water and polar habitats/fresh and saltwater food chains; Habitats conducts creek study and introduces microscopes; Electricity investigates magnets, circuitry, compares static and current electricity; LEGO® WeDo Robotics explores the latest in robotics, technology and engineering; Personal Health/Safety focuses on social skills and family relationships. Weekly science labs are an extension of the science curriculum. Research facilitated by technology.

All students KPrep-3 receive weekly hands-on science laboratory experience in concert with classroom science instruction.



# Cincinnati Hills Christian Academy

## Lower School Lower Elementary– Social Studies

### Grades K - 3 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:** Citizenship: working together, rules, responsibilities in society; Family and Friends: likenesses/differences of the world’s people, respect for cultural diversity; Holidays; Christian Heritage of the U.S.; Historical Leaders: famous American Presidents, contributions of Martin Luther King Jr; Economics: needs and wants; International Week or Marketplace A.D. (A simulation of life/culture when Jesus lived on earth); computer assisted instruction using appropriate geography resources. (K-Prep at developmentally appropriate levels.)

**Grade 1 Topics:** Family Life: self, families, communities and societies; Christian Heritage of the U.S.: Pilgrims and early settlers, Colonial America; Roles and Responsibilities of Present and Historical Leaders; Famous Americans and Black History; Map and Globe Skills: cardinal directions, map symbols, continents and oceans; Geography and Cultural Studies: country studies (U.S.A. and other countries around the world); Ecology: taking care of God’s earth; International Week or Marketplace A.D.; Computer assisted instruction using appropriate websites.



# Cincinnati Hills Christian Academy

## Lower School Lower Elementary– Social Studies

### *Grades K - 3 Scope and Sequence*

**Grade 2 Topics:** Relationships: families and friends; Communities: emphasis on geographical, social, economic and civic aspects; Government: the election process, leaders, Washington D.C.; Map skills: cardinal directions, landforms, use of political and physical maps; Multicultural groups: Native Americans, African Americans, immigrants; Christmas traditions around the world; Ecology: environmental protection, conservation, endangered animals; Economics: wants and needs, goods and services, income, interdependence of consumer and producer; International Week or Marketplace A.D.; computer assisted instruction using appropriate websites.

**Grade 3 Topics:** U.S. Geographic Regions: landforms, geographic terms, culture, customs, natural resources; Map Skills: use of different kinds of maps and map keys; Native Americans; Explorers; Ohio history; Colonial America: emphasis on history of the colonies and how geography affected the settlements; Introduction to American Revolution; U.S. Government: local, state, and national; Antarctica; International Week or Marketplace A.D.; use of library and technology resources for various projects.



# Cincinnati Hills Christian Academy

## Lower School Lower Elementary – Spanish

### *Scope and Sequence*

#### ***Vision:***

Students at CHCA, through the study of world languages, will appreciate the unlimited capabilities that God has given all people for glorifying and serving Him through language. They will recognize that “the body of Christ is made up of people of faith, of all nations, all languages, all races.” Consequently, the inherent desire to know and serve His people by putting into practice Christian values, like empathy, brotherhood and peace will ultimately reveal itself to students as a lifelong, self-motivated quest for knowledge of and service to God for communicating eternal Truth through the target language. By engaging in intercultural God-centered interaction and inquiry, students of Modern Languages will gain greater self-awareness, a critical perspective on their own culture in relation to other cultures, and the ability to discern universal truth. Students comprehend, analyze, and critique texts and media of excellence and demonstrate competence in listening, speaking, reading, and writing performances in Modern Languages, embracing many disciplines. Modern Language students will be encouraged to exercise initiative and leadership as well as to participate in cooperative learning and research. Students will be provided with educational opportunities beyond the school setting and will receive meaningful instruction, academic challenge and support.

#### *Standards and Core Competencies*

*Students work to master the following overarching skills:*

- Communication
- Cultural Awareness
- Making Connections, Comparisons, and Community Relationships

***Kindergarten Topics:*** Greetings; I am Chosen: Joseph; A Season for Everything: apple trees and pumpkins; A Season for Everything: Snow, Jesus in the manger; God’s love: family; I am Special: the body; A Season for Everything: Spring, farm animals

***Grade 1 Topics:*** Greetings; Life cycle: colors, numbers, days; Fall season: apples and pumpkin cycle, Praising God: maracas; A Season for Everything: intro to weather and seasons; Wonderfully Made: Five Senses; Noah: Savannah and Tropical Rain Forest; God’s Love: Shapes and Sizes.

***Grade 2 Topics:*** Greetings & prayer; God Will Guide Us: 7 Blind Mice; A Season for Everything: apples & pumpkin cycle; Navidad: Las Posadas; God Will Supply: school items; Work First: time; Honor God with Food and Drink; Table setting & My Plate; God’s Perfect Gift: Family.

***Grade 3 Topics:*** Greetings review; Calendar review; MySchedule: time, numbers; la Navidad; Adviento; Marvelously made: the body; God made the weather: water cycle.



# Cincinnati Hills Christian Academy

## Lower School Upper Elementary – Technology

### *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:** Basic skills using keyboard/mouse; Use drawing software, Pixie, to explore/create; access teacher-selected websites via CHCA Lower School webpage; reinforce Reading/Math/Problem-solving skills using software and online resources; Introduction to computer programming using online resources; Online Safety via Common Sense Media.

**Grade 1 Topics:** Basic computer skills; Demonstrate understanding of Life Cycles using Pixie drawing software; Research habitats studied in grade level curricular themes; Reinforce Math/Reading skills using online resources accessed via CHCA Lower School webpage and Ten Marks, math practice software; Introduction to computer programming; Online Safety via Common Sense Media.

**Grade 2 Topics:** Log on/off personal account; Name/Save/Retrieve files to/from network folders; Use web resources/databases to research grade level curricular themes accessed via CHCA Lower School webpage; Create documents to demonstrate understanding of topics using various software; Introduction to computer programming using online resources; Introduction to Keyboarding using type to Learn 4; Online Safety via Common Sense Media.

**Grade 3 Topics:** Log on/off personal account; Name/Save/Retrieve files to/from network folders; Research topics covered in grade level curriculum accessed via CHCA Lower School webpage; Use presentation/desktop publishing, such as Microsoft Office applications, to demonstrate knowledge; Computer programming via online resources; Keyboarding using Type to Learn 4; Online Safety via Common Sense Media.



# Cincinnati Hills Christian Academy Lower School

## Upper Elementary – 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 Visual Arts**

**Kindergarten Topics:** Basic use and care of art materials and tools; Projects: 2D/3D work in crayon, oil pastel, marker, watercolor, tempera paint, ink, earth clay, model magic air-dry clay, fiber, and found objects; Projects integrate with Bible stories, literature, and other curriculum areas. Introduction to drawing, painting, weaving, printmaking, and ceramics. Introduction to art history and art of famous artists from past and present. Introduction to vocabulary used in art.

**Grade 1 Topics:** Continued use and care of materials and tools; Projects: 2D/3D work using a variety of materials including paper, crayon, oil pastel, marker, watercolor, tempera paint, ink, earth clay, air dry clay, and found objects; Projects integrate with literature and other curriculum areas with emphasis on science integration. Continued study of drawing, painting, weaving, printmaking, and ceramics. Continued study of art history and the art of famous artists from past and present. Continued study of art vocabulary.

**Grade 2 Topics:** Expanded use and care of art materials and tools; Projects more complicated in 2D/3D format and using a variety of materials including paper, crayon, oil crayon, marker, watercolor, tempera paint, ink, earth clay, air dry clay, and found objects. Projects integrate Bible stories, literature, and other curriculum areas with an emphasis on language arts. Continued study of drawing, painting, weaving, printmaking, and ceramics. Emphasis on art history with focused study on famous artists of past and present. Continued study of art vocabulary.

**Grade 3 Topics:** Expanded use and care of art materials and tools: Skill level of projects more advanced in both 2D/3D format: Use of a variety of materials including paper, crayon, oil crayon, marker, watercolor, tempera paint, ink, earth clay air dry clay, and found objects. Projects integrate Bible stories, literature, and other curriculum areas; Deeper study of drawing, painting, weaving, printmaking, and ceramics. Emphasis on the study of the Elements of Art and art history. Further study of art vocabulary and famous artists of past and present.



# Cincinnati Hills Christian Academy

Edyth B. Lindner Campus

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## Cincinnati Hills Christian Academy

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