DETROIT COUNTRY DAY SCHOOL

Lower School Grade Levels

Pre-Kindergarten Age Three       PK3
Pre-Kindergarten Age Four        PK4
Junior Kindergarten              JK
Kindergarten
Grade One
Grade Two
Table of Contents

MISSION ......................................................................................................................... 4
GUIDING PRINCIPLES ................................................................................................. 4
A MEMBER OF .................................................................................................................. 4
LOWER SCHOOL PHILOSOPHY ..................................................................................... 5
LOWER SCHOOL GOALS ............................................................................................... 5
SCHOOL MOTTO, MASCOT, COLORS ......................................................................... 5
ALMA MATER .................................................................................................................. 5
INTRODUCTION .............................................................................................................. 6
CHARACTER EDUCATION INITIATIVES ......................................................................... 7
COMPUTER APPLICATION ............................................................................................ 7
FINE ARTS ...................................................................................................................... 7
WORLD LANGUAGES ...................................................................................................... 8
LANGUAGE ARTS ............................................................................................................ 9
LIBRARY SERVICES .................................................................................................... 11
MATHEMATICS ........................................................................................................... 11
MUSIC ........................................................................................................................... 14
MOVEMENT EDUCATION .............................................................................................. 16
SCIENCE ....................................................................................................................... 17
SOCIAL STUDIES ......................................................................................................... 18
DRESS CODE ................................................................................................................ 20

www.dcds.edu
Mission

Detroit Country Day School provides a superior college preparatory, liberal arts educational opportunity to young people of cultural and intellectual diversity. Within a dignified and supportive setting, the school facilitates a spirit of achievement and promotes the academic, artistic, ethical, character, physical and leadership development of all students so that they can pursue excellence in their lives and careers, and play effective roles in their families and communities.

Guiding Principles

Detroit Country Day School’s high standards are the foundation for educational excellence.

We promote the appreciation of lifelong learning within an environment of excellence.

We recognize and value the uniqueness of every student, challenging each to fulfill his or her potential.

We stimulate creativity and develop the problem-solving capabilities of each student.

We educate the whole child, helping him or her to develop practices oriented toward lifelong physical, mental and emotional health.

As a family-oriented school, we believe the partnership between family and school is the foundation for student fulfillment and success.

We appreciate and learn from our cultural diversity and gender differences.

We seek and support outstanding faculty who love young people, life and teaching.

Our curriculum and instructional methods keep pace with the changing demands of our society.

Every member of the administration, faculty and staff accepts personal responsibility for the school’s financial health, so that we can continue to provide a superior educational experience.

We are role models for our students.

A Member Of

The National Association of Independent Schools

Independent Schools Association of the Central States

Council for the Advancement and Support of Education

Association of Independent Michigan Schools

Parents League, Association of Independent Michigan Schools

National Association of Principals of Schools for Girls

Council on Religion in Independent Schools
Lower School Philosophy

The Detroit Country Day School motto, Mens Sana In Corpore Sano (A Sound Mind in a Sound Body), reflects the philosophy of the Lower School. We foster early academic development and value a broad based integrated, stimulating curriculum that includes basic instruction in academics, the arts and movement education, presented in a nurturing environment with structure and positive discipline. These are introduced through individual and group activities offered on a continuum for progression and according to ability in math and reading. The school offers a variety of instructional methods ranging from unstructured play to structured academic experiences. A multi-disciplinary approach involving visual, kinesthetic and auditory experiences is used to enhance learning opportunities and to allow for individual differences in processing information. We encourage children to be creative, responsible and independent thinkers. The school dress policy contributes to an environment that reflects our belief that children learn best within an atmosphere demonstrating appropriate decorum. We hold self-esteem in high regard and work to promote a supportive social and emotional environment, both in school and at home. Our faculty is dedicated to meeting the needs of the whole child and developing character through exposure to time-honored values.

Lower School Goals

The goals of the Lower School are to develop:

- self-esteem and mutual respect;
- a well-rounded child with basic instruction in mathematics, reading, communication skills, science, world languages, social studies, the fine and performing arts and character development;
- an enthusiasm for learning;
- social, physical and intellectual awareness and responsibility;
- mentally resourceful children who demonstrate the physical and mental confidence and skills to successfully carry forth our motto of “a sound mind in a sound body”;
- an awareness of health and safety principles;
- each child to the best of his or her ability;
- a feeling of pride in appearance and appropriate behavior.

School Motto, Mascot, Colors

The school motto is derived from the writings of the renowned Latin poet, Juvenal, who coined the phrase: Mens Sana In Corpore Sano (A Sound Mind in a Sound Body).

The school mascot is the Yellowjacket.

The school colors are blue and gold.

Alma Mater

Hail to thee, our Alma Mater,  
Gathered here we sing thy praise!  
Scholars, athletes, sons and daughters of glory,  
Pledge our honor and love always.  
On the field and in the classroom,  
We shall always bring thee fame.  
Through the years we will remember:  
Detroit Country Day School!  
Hail thy name!
Introduction

In the Lower School of Detroit Country Day, academics and enrichment activities are so closely intertwined that it is nearly impossible to separate them. Assemblies, monthly “Collections,” presentations for parents, field trips, along with free play, are all activities designed to provide a variety of experiences to help develop language skills, problem-solving skills and foster social skills for all levels. Because the Lower School works with a wide span of ages, from three to eight, during a major growth and development period, coordination of curriculum and program is challenging and critical.

The curriculum has a broad-based liberal arts emphasis. Homeroom teachers are responsible for instruction in language arts, mathematics, social studies and character development. Specialist teachers present science, French, art, library, physical education, computer integration, vocal music and Orff instrumental, piano keyboarding (PK4-Grade One) and strings (as an elective at Kindergarten through Grade 2).

Knowledgeable, loving teachers are at the heart of the Lower School life. Members of the faculty have earned bachelor’s, master’s or doctorate degrees and have had additional certification. An administration team monitors and evaluates classroom performance. By encouraging sound educational practices and a variety of instructional methods, teachers are encouraged to use their expertise to the fullest. In teaching reading, for example, we use an integrated language arts approach with a strong emphasis on phonics. The classroom teachers have been trained in the Orton Gillingham method and the F.A.S.T. Program for additional support for the students. Reading groups in Kindergarten, Grades One and Two are homogeneously grouped. The groups remain flexible and teachers may move children from one group to another to meet their individual needs. We administer a variety of diagnostic tests throughout the Lower School, beginning with our entrance testing that evaluates a child’s ability and ensures proper placement. Standardized achievement tests are given during PK4, JK, Kindergarten and Grade Two. Observations and curricular tests are used to evaluate student achievement in all grades.

Communication is on-going at the Lower School. Weekly newsletters, electronic informational portals, informal conferences, and occasional phone calls or e-mail, along with two scheduled parent-teachers conferences (three in PK4) keep the family well informed about the child and the classroom. Report cards are provided four times a year.

A core value of the Lower School is our commitment to interdisciplinary studies. We believe that children of this age can best be served by relating one academic discipline to another. Such programs as the PK4 Garden Gala that focus on the farm and planting, the JK patriotic production, the study of the rainforest in Kindergarten, the Grade One study of the continents, and the Native American unit in Grade Two blend art, music, movement education, language arts and social studies.

Each grade-level participates in several field trips annually to enrich classroom experiences. Liberal use is made of our community resources such as the Detroit Institute of Arts, the Marquis Theatre, and Kensington Metro Park. A special emphasis of the Lower School is the development of a healthy value system. Students are encouraged to develop strong moral values such as honesty, appropriate behavior and pride in appearance, self-esteem and respect for others. Character Education is an integral part of the daily school experience.

Before and after school programs include:

- Early risers – an early arrival care program for any student from 7:00-7:45 a.m. (no fee)
- P.M. – a group of high interest classes for Grades One and Two students from 3:00-4:00 p.m. [i.e., sports, chess, creative activities (no fee)]
- Ballet/Jazz – offered to students in PK3 through Grade Two (fee event)
- Sundowners – an after-school child care program for all Lower School children from 3:00-6:00 p.m. (an hourly fee)
- Seasonal athletic activities and scouts are also choices

We encourage children to be the best they can be. By providing them with lifelong academic and social tools, we develop self-confidence and an enthusiasm for learning. There is no expression from a Lower School child more precious than “I can do that!”
Character Education Initiatives

Woven into the fabric of the Detroit Country Day experiences are our Character Education Initiatives. Our objective is to teach children the core human values of trust, courage, responsibility and respect. In a nurturing environment, children are encouraged to become morally responsible and self-disciplined citizens. Problem solving, decision making and conflict resolution are important parts of developing moral character. Community service along with service learning is an integral part of our DCDS character initiative. Through role playing, peer group discussions, and in an environment of community building, students will grow in their understanding of how their decisions affect themselves, others and the greater communities in which they participate. Whether in the classroom, advisory groups, on the athletic field or engaged in the fine and performing arts, the core values of our character initiatives are reinforced throughout the PK3 through Grade 12 experience.

The Lower School Character Initiates Program strives to educate and disseminate information to students, teachers and parents regarding our core ethical values. Teachers choose an appropriate Character theme for each week/month based on our Moral Compass and the needs of the students. Faculty infuses the core values of DCDS in daily lesson plans and uses every teachable moment to encourage the development of each child. A summer reading book is assigned for each grade level that incorporates character development. The opening of school each fall begins with discussions of the values found in each book. Monthly assemblies are held with grade levels presenting a character based program.

Nationally acclaimed speakers in the area of Character Development have worked with our students as well as our faculty and parent body. Throughout the year, “Coffee with Character” provides a forum for parents to discuss issues related to their child’s ongoing growth and development.

Computer Application

All classrooms in the Lower School have several computers and color printers. Curricular software is available on each computer. All classrooms have a large inventory of educational software. Software subjects include reading, math, social studies, art, French, music and language arts. All classrooms have Internet access. Appropriate websites are used to supplement the curriculum. Children in Grades One and Two have access to Alpha Smarts, portable word processing devices that are used to enhance children’s writing and word processing skills.

Daily computer use is highly encouraged at the Lower School. Students at all grade levels create and illustrate stories using several kinds of creative writing software. Math skills are reinforced with a large variety of age-appropriate math software. Virtual manipulative are used to practice math concepts. Children receive weekly instruction from a computer specialist. Specific computer skills are taught and new software is introduced. The computer specialist also works with children on special curriculum-related computer projects. Children are encouraged to access bookmarked websites that supplement the curriculum.

Fine Arts

Creating a work of art is a personal experience no matter what your age. All people draw upon their own individual resources to generate ideas. Engaging the whole child in art class allows the child to feel invested in a way that is deeper than “knowing the answer.” Our children are the future. We must teach them to be perceptive, flexible, creative, and able to solve problems and to make decisions. Creative experiences such as these enable young children to grow and connect with one another in new ways.

The arts transform the learning environment

Making art fulfills a child’s real need for self-expression. The finished product will not be measured by the value of the art activity, but in the pure enjoyment and learning that takes place along the way. The joy of creating something as a product of their imagination is exhilarating. Once children gain confidence and knowledge, they begin to feel secure enough to be inventive, to express individual ideas, and take pride and gain satisfaction in creativity. By making creative choices in texture, color and shapes, they are sharing of themselves.
The arts provide new challenges for those students already considered successful

Children learn the vocabulary and concepts associated with different types of work in the visual arts. They learn how to use various tools, processes and media. As they move from pre-Kindergarten through the early grades, students develop skills of observation and grow in their ability to describe, interpret, evaluate and respond to art in the visual world around them.

Art is scheduled as follows: JK, Kindergarten, Grades One and Two meet twice weekly for 40 minute classes each for a total of 80 minutes a week. The art program provides opportunity for children to grow in self-esteem, their own creative endeavors, cultural consciousness, respect for their own work and the work of others.

Throughout the school year, we reach out to the neighboring communities and exhibit the students’ artwork at local libraries. Every spring, all students participate in the DCDS Celebrate the Arts, which is a school wide art show for all grade levels.

The objectives for JK-2: The children will explore two-dimensional as well as three-dimensional media which will include: printing, marker, crayon, watercolor, tempera paint, mixed media, cutting and gluing, clay, weaving and oil pastels. Drawing will be used to help enhance fine motor skills. Step-by-step drawing lessons will be given to build on a drawing vocabulary. The more the children draw the better they will become. There is an LCD projector/document camera that is used to enhance the lessons. The document camera allows the children to see the demonstrations and get the most out of their art experience. Second graders receive a sketchbook to use. This is kept in the art room until the end of the year. Not all drawing will be done from observation. Memory and imagination also need lots of practice. Children do hands-on-activities that focus on the elements and principles of art; establish an encounter with people of other lands; become aware of the relationship between art and other academic disciplines; and are exposed to artists appropriate to their level.

World Language

World languages study offers a wealth of advantages to language learners. From deeper understanding of one’s own native language to broader global awareness to future career opportunities, the skills and discipline obtained in the world languages classroom transfer to other subjects and increase the rate of success in those areas.

For years, world languages have been an important part of the academic curriculum at Detroit Country Day, from preschool through Grade 12. As language specialists have come to realize, learning a language in a non-immersion situation requires years of study and review before the learner can attain proficiency. Beginning instruction in the early elementary years provides adequate time to acquire a language. Current studies show young children accept language learning more readily than any other age group. Children happily mimic the teacher’s speech as in a game, learning correct pronunciation and intonation at a stage in life when experimenting with new sounds is viewed as challenging and exciting. Another benefit is improved listening skills in all subject areas. Teaching in the target language is crucial in these beginning years so that the children may acquire French in a natural manner.

In the Lower School, our language specialists sing, move and play with this age group while using props, visual aids, puppets, stories and music. Cultural studies foster an understanding of people of the world and develop positive attitudes toward linguistic and lifestyle differences. This helps students increase their sensitivity and understanding of customs and traditions of others, which in turn helps students develop a global perspective.

Our pre-Kindergarten and Kindergarten students have French enrichment classes twice per week. First and second graders meet two to three times per week. French becomes a required academic class in Grade One and continues through Grade Five. Beginning in Grade One, teacher-generated compact discs give the students the opportunity to practice their listening and speaking skills outside the classroom. Written language is introduced in Grade Two. Review is incorporated into each grade level to extend mastery of vocabulary and to facilitate the success of new students who enter the school each year. New students are given additional assistance in reaching the level of our returning students.
The Detroit Country Day Lower School French program is lively, interesting and exciting. We provide the foundation for life-long learning of world languages and cultures.

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**Language Arts**

**Pre-Kindergarten 3**

The language arts program in pre-Kindergarten is integrated into the child’s daily schedule. Since language is the foundation of the program, it is implemented in these ways: stories, poems, finger plays, songs, dictation, and creative and dramatic play. The children enjoy books and stories every day through circle time and free play. Children are also exposed to computer programs which enhance language arts concepts. All of these activities promote listening skills, oral expression and overall love for language and learning.

Various language arts activities include the introduction of all letters and corresponding sounds, recognition and creation of rhyming words, and visual/auditory discrimination. Independent and group activities are designed to enhance learning in a variety of ways including socially, emotionally and cognitively.

**Text:** *The Letter People*, 2000; Zaner-Bloser, 2000; various library books that accompany the themes studied in class.

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**Pre-Kindergarten 4**

Language is the foundation of the PK4 program. Language experiences develop a love for stories, poetry, music and finger plays. Listening skills, oral expressions and creative dramatics increase the use of language and promote insight into themselves and others.

Teacher created pre-reading activities include visual and auditory discrimination, recognition of upper and lower case alphabet, letter sounds and rhyming words. Independent and group language activities are designed to allow each child to grow socially, emotionally and cognitively.


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**Junior Kindergarten**

The language arts program is presented in developmentally appropriate thematic units. It provides activities built upon what children already know and what they need to know to become competent readers and writers. The language/print-rich environment includes story reading, book sharing, writing and oral language. Pre-reading activities also include visual and auditory discrimination, vocabulary, phonics and comprehension development taught within a supportive environment. Tracing, drawing, cutting, pasting and writing activities develop fine motor skills.


* Advanced readers

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**Kindergarten**

The Kindergarten language arts program is well integrated into the child’s day. A variety of activities and tasks incorporate phonics, comprehension, oral language and writing. Children experience many opportunities for growth in auditory and visual perception, listening, conceptual development, oral and written language. A pre-reading inventory, teacher observation and informal testing determine reading performance placement. Placement is flexible throughout the year. Those who enter
Kindergarten reading fluently with comprehension at the pre-primer level or above receive extra challenges throughout the year. The formal reading and writing program extends into classroom journal writing, group language experience stories and child created books.


Grade One

Grade One Language Arts concentrates on a comprehensive program encompassing the development of oral and written skills for communication. Children are grouped into performance groups according to their abilities through teacher recommendations and an informal reading inventory given in September.

The F.A.S.T. Learning Program is the main emphasis of the Grade One Language Arts Reading program. The program focuses on balanced literacy and is a synthesis of phonetic instructional techniques and whole language. This approach is designed to help students break the phonetic code while involving them in meaningful reading and writing tasks. The students are building basic reading skills while engaged in complex reading materials challenging them to further their comprehension skills. The F.A.S.T. Learning Program along with basal texts, supplementary materials and teacher-made enrichment tasks are taught to meet the abilities within the reading groups.

Children begin a formalized spelling program at this level. The F.A.S.T. Spelling Program focuses on sound awareness and phonological skills, symbol imagery, and vocabulary skills. Weekly spelling lists help the children with their daily written expression in the form of summaries, reflections, and inferential questions.

The handwriting program continues all through the year and includes correct position of the pencil and paper, mastery of correct letter formation, spacing, legibility, correct punctuation, and capitalization rules. A variety of teaching strategies, including journal writing, creative writing and simple poetry, form a basis for the creative writing program. Performance of dramas and appreciation of good literature round out the total Language Arts Program.


Grade Two

The Grade Two Language Arts program is designed to promote the highest achievement at the child’s instructional and independent reading level. A balanced approach to reading instruction through the use of children’s literature and systematic phonics instruction, incorporating the F.A.S.T. Program, provides the students with a strong foundation and rich reading experience to help foster a love of learning. Flexible grouping and instructional methods are designed to meet the needs and learning style of the students. Book reports and games challenge the children’s independent efforts.

The Language Arts program concentrates on the development of writing and speaking skills. Children are encouraged to write in complete sentences, focusing on proper capitalization, punctuation and grammar. Writing as a process is taught through the steps of prewriting, drafting, revising, editing and publishing. Poetry, letters, personal narratives, journal writing, expository and explanatory writing and story writing are undertaken at this level. Students are also required to prepare short presentations and reports for various subjects. Parents attend a special day set aside for poetry presentations.

Book reports are an important part of our Language Arts program. Several times per year, the children select and independently read a book from a wide variety of literary genres and complete a book report. Plot, setting, characterization, summarization skills and the mechanics of writing are emphasized.
The spelling program reinforces and reviews phonics concepts introduced and taught in first grade and develops phonetic concepts taught in second grade. Second grade spelling encompasses the full range of key letter-sound correspondence, decoding skills, and the structural analysis of words. Practice and application of letter-sound correspondence, decoding skills, and the structural analysis of words, along with vocabulary building, is coupled with reading and writing activities so that the children can apply their knowledge in meaningful activities. High-frequency words are included in weekly spelling lists.

Reading comprehension strategies are modeled and taught to foster students’ understanding of a variety of text. Using graphic organizers, identifying the main idea and supporting details, sequencing events, using inference, comparing and contrasting, identifying cause and effect and the problem and solution in a story enable students to become independent readers and thinkers. Listening comprehension skills are developed through the SRA Listening Comprehension program.

A variety of software programs are available to enhance the Language Arts curriculum. Kid Pix and Alpha Smarts (portable word processors) are used for creative writing assignments and reports. Legible manuscript writing taught during the first semester precedes the introductory cursive writing program in the second semester.

Text: Reading Grade 2 – Book 1 and 2 (*Reading Grade 3 book 1) Macmillan/McGraw Hill 2001 (Reading Comprehension, is part of the series); F.A.S.T. Boards; F.A.S.T. Tales of Mystery 2006 F.A.S.T. Spelling 2007; SRA Listening Comprehension 1990; Reading for Comprehension, Continental Press 2007; National Geographic Explorer 2011; Handwriting, Zaner-Bloser 2003; A variety of novels which may include: The Bears on Hemlock Mountain, Alice Dagliesh; *Charlotte’s Web, E.B. White; Garbage Juice for Breakfast, Patricia Reilly Giff; Frog and Toad Together, Arnold Lobel; Make Way for Ducklings, Robert McCloskey; The Mystery of the Dark Old House, Irene Schultz; The Littles, John Peterson; Shoeshine Girl, Clyde Robert Bulla. *Advanced Reading and Writing

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**Library Services**

The Lower School library is an integral and important part of our school supporting the needs of staff, parents and students. An extensive and diverse collection of age-appropriate materials have been carefully selected and placed in a welcoming environment. The library is centrally located within the Lower School to allow easy access to all our students.

All classes come to the library once a week during a scheduled visit. Pre-Kindergarten children come for a 20 to 30 minute session, while our JK through second graders attend a 30 to 45 minute session. During library time, our students enjoy stories and actively engage in lessons and activities that support the literature. All children check out books during their weekly visits and books are returned the following week. First and second grade students check out additional materials to support their classroom projects and book reports.

During their scheduled library time, students develop a respect for materials, become comfortable with library procedures, understand how books are organized and begin to locate materials to investigate ideas. Age-appropriate library skills are introduced at each grade level. Our resources allow children to explore new ideas, develop creative thinking, expand their knowledge base and find a wide variety of reading in both fiction and non-fiction areas. Children are encouraged to check out books that support their enjoyment and educational reading needs. They are guided to become lovers of reading, independent library users and life-long learners.

The library also houses a computer station where a computer specialist gives small group instruction during some of the library time.

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**Mathematics**

**PK3**

Through a variety of developmentally appropriate hands-on experiences, the children gain an understanding of mathematics. These experiences include number recognition (0-12); matching sets; distinguishing concepts more, less and equal; comparing positions first, middle, last; creating and recognizing a pattern; identifying shapes (circle-square-rectangle-star-oval-triangle); sorting; patterning and sequencing.
Math skills are incorporated into the curricular themes. The children participate in daily calendar and weather activities where math skills are reinforced. The students gain an understanding of the days of the week, months of the year as well as logical reasoning. Computer programs are also used to enhance math concepts.

The children are exposed to a variety of materials including pattern blocks, tactile counting manipulatives, peg boards, geo-boards, attribute blocks and puzzles.

**PK4**

In PK4, children explore the concepts of mathematics. Through a variety of concrete hands-on experiences, the children gain an understanding of the concepts of number, measurement, sorting, patterning, basic shapes, sequences, sets, cardinal numbers to 20 (recognition, counting and number formation, and ordinal numbers to ten). Through discovery and play, the children learn estimating, graphing and comparisons of size. As the children progress from concrete to abstract concepts, they participate in mental math exercises using manipulatives (to five and possibly 10), skip counting and simple written math sentences. In daily group activities, children learn and practice calendar concepts including naming the days and months of the year. Use of math literature extends and enriches various math concepts.


**Junior Kindergarten**

The goal of the JK mathematics program is to develop an understanding of, and insight into, the patterns of mathematics by using concrete mathematics. The activities are designed to help young children see relationships and interconnections in mathematics and to enable them to deal flexibly with mathematical ideas and concepts. The concepts are interrelated and support one another to increase the development of the child’s mathematical understanding. Because children “think” through their hands, multiple senses are involved to develop the program.

Emphasis is placed on using real objects that the children can handle and manipulate to illustrate concepts in a concrete way. Considerable emphasis is also placed on developing the children’s ability to verbalize different ideas. Abstract symbolization is used to label a concept only when the children understand the concept.


**Kindergarten**

The Kindergarten math program combines whole-group, small group and independent activities. Children are exposed to a variety of mathematical concepts that help develop their logical and deductive reasoning skills. The Sadlier and Bridges programs provide a hands-on approach to the exciting world of mathematics, along-side the development of rich mathematic vocabulary and understanding of pictorial presentations. This approach affords students the opportunity to explore using manipulatives and then utilize a workbook for direct application and practice. Through relevant problems and investigation, the children become engaged in meaningful discoveries.

Students will be exposed to several mathematical topics including: one-to-one correspondence, addition and subtraction facts, number formation, measurement, symmetry, geometry and fractions. Furthermore, children will recognize tens and ones, count money, tell time to the hour, gather information, and tabulate the results using tally marks and graphs. Understanding the use of numbers in our everyday lives, through games, and interactive lessons develops a concrete foundation.

An interactive calendar provides a year-long set of daily challenges that spirals throughout the curriculum, allowing students to revisit topics numerous times in a variety of contexts and solidify their skills through repeated exposure.

The kindergarten program is flexible in meeting the needs of all the students. It provides for remediation if needed as well as challenging material when warranted. Kindergarten children are provided with a program that utilizes materials for the visual, auditory, kinesthetic, and tactile learners. Math is also taught in integration with science, social studies, and literacy through thematic units.

Grade One

The Grade One mathematics curriculum builds on the concepts developed in Kindergarten. A variety of manipulatives and techniques are used to meet the various stages of development in first grade. Concepts are introduced with manipulatives. The children move from concrete to abstract concepts.

In the fall, children are given a diagnostic mathematics test. On the basis of scores, teacher recommendations and class performance, groups are formed. The groups range in performance from on-grade level to accelerated groups that require higher level materials.

A strong emphasis is placed upon problem solving and a variety of problem solving strategies are taught. Students are expected to be able to justify the process they used to solve a numerical problem. These problem solving activities require students to use higher-level thinking and reasoning skills. The students are exposed to multiple ways to solve a problem such as guess and check, using manipulatives, acting out the problem, creating charts or tables or organized data and drawing diagrams or pictures. The children learn how to estimate answers as a problem solving strategy and how to write number sentences to mathematically explain their answers to word problems.

Further exploration of graphing, telling time to half-hour intervals and counting money to $0.99 occurs in Grade One. Mastery of ones and 10s place value is also strongly emphasized in first grade. Students are exposed to place value up to the hundreds place.

Geometry instruction consists of hands-on activities involving solids, such as cubes, cones, cylinders and spheres. Terminology is introduced dealing with solids, planes, symmetry and congruent figures. Fractions are also introduced through the use of manipulatives. Students learn to recognize halves, thirds, fourths and equal parts or “fair shares.” Measurement is explored in both metric and standard units for length, weight, volume and temperature.

Quick recall of basic addition and subtraction facts to 18 is developed through the “Rocket Math” program. The vocabulary words of basic mathematics are introduced and used throughout the year. Children are encouraged to utilize math computer games and programs in the classroom for review or enrichment.

Texts: Progress in Mathematics, Sadlier Oxford 2009; Mathematics Program Grade 1, Part 1 and 11, How to successfully Teach Math Facts & Strategies to ALL students, 2001; Otter Creek Institute, Various Math literature and problem solving books.

Grade Two

Second grade math is taught using a multisource approach to the further development and understanding of concepts introduced in Kindergarten and first grade, in addition to many new areas of exploration. Children are tested and performance-grouped in the fall of the year, and spend one hour per day in math groupings. There is heavy emphasis on problem solving and critical thinking throughout the curriculum, as children are taught strategies and multiple approaches to the Continental Math League problem solving activities. All second graders participate in the CML meets, a problem solving “competition” among participating schools nationwide.

Topics covered in the curriculum include number sense, where children explore number relationships to 1,000 (and are introduced to numbers as high as millions for the more advanced group). All children learn about expanded form, estimation, patterning, rounding, ordinal numbers, place value, skip-counting, fractions, money and re-grouping.

Exploration of whole numbers and computations include basic addition and subtraction facts to 20, understanding of fact families, estimation of sums and differences, missing addends, associative and commutative properties, relating addition to multiplication, and subtraction; are introduced to arrays, basic multiplication facts and the meaning of multiplication including properties, repeated addition and skip counting. Division is introduced and children explore the concepts of equal parts, remainders and repeated subtraction.

Fractions are expanded to include comparing parts to the division of twelfths, comparing of fractional parts of a whole and of a set and the relationship to decimals through use of money.
Algebra and functions are taught through the use of graphing, patterns and sequences. Ongoing exposure of the concept of “equal” enhances the understanding of beginning algebra, as does the introduction of the properties of addition and multiplication and the relationships of numbers expressed through the symbols =, < and >.

Measurement includes such concepts as area, capacity, length, mass, temperature, perimeter, weight and volume. Both standard and metric units are explored.

Geometry includes plane figures and solid figures, area, perimeter, congruent figures, combining shapes, slides, flips, turns, symmetry and volume.

The concept of time is further explored and includes such things as time sense, telling time, digital and analog clocks, elapsed time, reading a schedule and ordering events.

Statistics, data analysis and probability are explored through the use of graphing, range and mode, tallies, surveys, predictions, comparing likelihoods and using data.

Mathematical reasoning is a heavy focus of the second grade curriculum in math, including critical thinking and an ongoing emphasis on problem solving. Children are taught skills for developing a sense of problem solving, including, but not limited to, cause and effect, multi-step problems, logical reasoning and strategies for solution of problems at varying levels of difficulty.

A variety of supplementary materials, including manipulatives and math games, is available for use during free time. Literature relating to the mathematical area is frequently used to enhance concepts. Children learn to write about mathematical concepts using words as well as numbers to express ideas.

This multiple-source approach implements the National Standards of Mathematics as established by the National Council of Teachers of Mathematics.

**Texts:** *Progress in Mathematics, Sadlier Oxford, 2009 The Best of CML Grade 2-3*

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**Music**

All students have vocal music twice weekly for 30 minutes, with the exception of PK3, where classes meet for 20 minutes. Overall objectives for all grade levels are to help students:

- Understand and appreciate the various forms of art and their relationship to each other;
- Approach music both as an art to be enjoyed and shared, as well as a discipline that demands developing skills and increasing knowledge;
- Develop the talent and interest in music that they possess;
- Become eager participants in music and develop a positive attitude toward music;
- Expressively perform music of many different cultures, both western and non-western;
- Be willing to contribute in a group or individually;
- Have confidence in their singing and playing abilities;
- Gain familiarity with various styles of music and begin to develop preferences;
- Develop other academic skills through music;
- Build a repertoire of songs including the following types: folk or composed, singing games, cumulative, patriotic, seasonal, call and response, songs of non-western cultures, ethnic songs, spirituals, canons and ballads;
- Acquire knowledge and listening experience regarding great master works and composers.

The principles of Orff-Schulwerk and Kodaly are generally used. In the Orff approach there is a development from play through exploration to musical understanding. The emphasis is on process and participation by all, each at his or her own level; on the
development of their own musical ideas rather than set forms; and on playing with materials of music education from the composer’s point of view. The principles of Kodaly emphasize music literacy through singing of American folk songs. Students work on solfeggio and rhythmic concepts in a sequenced and logical manner.

Process in class is the essence of the curriculum. There is one holiday presentation for Kindergarten, Grade One and Grade Two, in which product is emphasized. The rest of the year’s “performances” are interdisciplinary and/or multicultural and are an outgrowth of the curriculum. PK3, PK4 and JK students participate in “informances.” The teacher explains and the children demonstrate the objectives of music, using developmentally appropriate material. JK and Kindergarten students also perform musicals based upon a selection from children’s literature or holidays.

PK3

Playful songs and rhymes from the rich repertoire of traditional and folk literature are enjoyed. The curriculum is focused on the development of singing and movement skills. Finger plays, action songs and singing games are utilized.

PK4

A love of singing and expressive sensitivity to the art of music are extended at this level. The development of vocal and movement skills continues. Students move from teacher initiated beat to student initiated beat and explore creative and loco motor movement.

Junior Kindergarten

Beat competency and a proper singing voice through the use of folk song materials are the goals at this level. Simple songs are used to invite independent singing from each child. Vocal improvisation is encouraged in question-answer form.

Kindergarten

Highlights of the Kindergarten year are the Lower School Holiday Program and the Kindergarten Spring Sing which showcases the Kindergarten curriculum in song.

Grade One

In addition to Lower School holiday programs, students present the Passport to the World Adventure program. They share songs from around the world with their parents, which are often sung in the original language.

Grade Two

Grade Two participates in the holiday show along with the Kindergarten and Grade One students. At the end of the year, students perform in the Moving Up ceremony. The violin is offered to all second graders. Students receive group instructions twice a week.

Piano Keyboarding

- Designed for Pre K 4 – Grade One
- Classes meet for 20 minutes, two times per week
- Each child is assigned his/her own keyboard equipment with headphones
- Classes are designed to present the easiest possible approach to piano playing, keeping age appropriate lessons in mind
- Pre K utilizes the black keys (Twins and Triplets)
• Kindergarten and Grade One explore Middle C position
• Objective of instruction is ability to read staff notation for Middle C position by end of Grade One
• Advantages of Piano Keyboarding instruction:
  - Facilitate reading (left to right tracking)
  - Recognition of patterns
  - Decoding music notation
  - Fine motor exercise
  - Independent work at keyboard
  - Introduction to the language of music
  - Insight to the structure and order of music
  - Exposure to the true hands-on musical experience

Strings
The strings program at DCDS begins in the Kindergarten grade on a voluntary basis. Students in grades Kindergarten through five have the choice of violin, viola and cello. The Junior School also offers an advanced-level string orchestra. All classes meet twice a week for 30 minutes.

Movement Education
The school motto, Mens Sana in Corpore Sano (A Sound Mind in a Sound Body) is the cornerstone of the Lower School physical education program. In the Lower School, a “Movement Education” approach is used to develop Detroit Country Day’s youngest students. The hallmark of this approach is a nurturing, non-competitive learning environment that allows students to experience the joy of efficient movement in a non-threatening setting. Students are able to explore a wide range of activities that encourage the development of gross motor coordination, visual motor coordination, muscle strength, endurance and social skills. PK through Grade Two meet three times each week.

The Lower School physical education curriculum is taught using the most modern equipment and instructional methods available. Educational gymnastics instruction begins at age three and continues through second grade. This program employs specialized apparatus and provides different environments for individual and small group problem solving. In visual-motor units, each student works with his or her own piece of modified equipment designed to reduce fear and increase repetitions. Additionally, students are assigned tasks and equipment that allows for different levels of skill development and social maturation. At all levels, children are exposed to units focused on thinking skills that are taught through movement.

Students are evaluated on effort, behavior and maturity in fundamental movement patterns. These movement patterns are the foundation elements of the movements that must be performed in sports, dance and recreational activities. The program objective is to have all students approaching a mature (efficient) movement pattern in locomotor and manipulative skills. Low-organized games are used to enhance development of manipulative skills, problem solving and sportsmanship.

Instructional units include traveling, volleying, dribbling, kicking, throwing, striking with implements, jumping and landing, dance, educational gymnastics and project adventure.

Classes meet three times a week for a total of 75 minutes of class time per week.
Science

A basic awareness of the world around us is incorporated into the PK and JK programs. A sensory approach is used to introduce a variety of science topics from which the children can later construct new knowledge. Patterning, classification, careful observation, the use of manipulatives and hands-on exploration lead the children to an awareness of, and appreciation for, their world.

PK and JK students receive daily science instruction from their homeroom teachers. Working together, the Lower School science teacher and the PK teachers plan hands-on activities which parallel and supplement the curriculum. The children work directly in their classroom one day per week with the science teacher in PK and two days per week in the JK. Kindergarten students meet twice every week with the science teacher for instruction. First and second grade students meet in the science room twice every week for instruction.

Lower school science is an activity-based program in which units of work are spirally developed in the areas of life, earth and physical science, with additional emphasis on health, environmental studies and technology. Children’s literature, videos and speakers enhance the program, as do field trips to science museums, nature centers, metro parks and our own school yard. We capitalize on the young child’s curiosity to enhance an awareness of the world around us. Children learn by doing activities. The core element of the program is discovery, hands-on, learning-by-doing approach. Most of the activities are teacher facilitated. The children work in cooperative learning groups and as individuals to observe, describe, measure, predict, estimate, test and record. The foundation for a good scientific attitude is stressed.

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<tr>
<th>PK3</th>
<th>PK4</th>
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<tbody>
<tr>
<td><strong>Units of study include:</strong></td>
<td><strong>Units of study include:</strong></td>
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<tr>
<td>Seasons</td>
<td>Plant Life Cycle</td>
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<td>Five Senses</td>
<td>Body</td>
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<td>Plant Life</td>
<td>Animals</td>
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<td>Animal Life</td>
<td>Construction</td>
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<td>Dinosaurs</td>
<td>Space</td>
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<td>Rainforest</td>
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<td>Oceans</td>
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<td>Dinosaurs</td>
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<td>Five Senses</td>
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<td>Our Earth’s Surface</td>
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<tr>
<th>Junior Kindergarten</th>
<th>Kindergarten</th>
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<tr>
<td><strong>Units of study include:</strong></td>
<td><strong>Units of study include:</strong></td>
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<tr>
<td>Life Cycle</td>
<td>Living and Nonliving</td>
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<td>Health and Safety</td>
<td>Plant Life Cycle</td>
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<td>Signs of Fall</td>
<td>Animal Life Cycle</td>
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<td>Birds</td>
<td>Properties of Sound</td>
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<td>Properties of Water</td>
<td>Magnets</td>
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<td>Rainbows</td>
<td>The Earth’s Relationship to the Sun and Moon</td>
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<td>Simple Machines</td>
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<td>Five Senses</td>
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<td>Matter</td>
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<th>Grade One</th>
<th>Grade Two</th>
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<tr>
<td><strong>Units of study include:</strong></td>
<td><strong>Units of study include:</strong></td>
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<tr>
<td>Seeds and Plant Life Cycle</td>
<td>Plant Reproduction</td>
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<tr>
<td>Forces: Friction, Gravity, Magnets</td>
<td>Adapting to Seasonal Change: Habitats</td>
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<tr>
<td>States of Matter</td>
<td>Energy: Work, Simple Machines, Sound</td>
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<tr>
<td>Weather: Temperature, Wind, Precipitation</td>
<td>Land Forms, Rocks</td>
</tr>
<tr>
<td>Human Body</td>
<td>Insects and Lifecycles</td>
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Activities from: AIMS Education Foundation (1990); Hands on Science Activities: Tolman; Houghton Mifflin Science: Discovery Works

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Social Studies

PK3

The social studies program enhances an awareness of the world in which we live. These goals are accomplished through a variety of ways such as: development of self-esteem and awareness of values; an understanding of feelings; and development of awareness of others.

The children start each day by saying the Pledge of Allegiance and signing the Detroit Country Day School song. The children are introduced to the map of Michigan and the world globe.

Social studies themes include: “All About Me,” family, farm, community helpers and holidays. Field trips to an apple orchard, the Marquis Theatre, a dentist office and the year-end family picnic enhance these themes. In addition, the children perform for their parents in celebration of Thanksgiving and winter holidays.

PK4

The PK4 social studies program is an interdisciplinary approach, within its thematic curriculum. The goal of the program is for children to develop a positive self concept and an awareness of the world in which they live. Students are engaged in learning about family units, different holidays, homes and communities; they become comfortable and knowledgeable about themselves and the world around them. With a strong emphasis on values, manner, social skills, self-control and problem solving abilities, the children work at becoming responsible individuals who contribute to society.


Junior Kindergarten

The social studies curriculum in JK integrates all aspects of learning in developmentally appropriate thematic units. Children begin to learn about themselves in relation to their family, classmates, the community and the world. Through the units studied, the children learn to interact acceptably with each other in play/work situations.

They also develop socially acceptable behavior and strong moral character though the activities and field trips that culminate many of the themes. Social studies themes include: The First Thanksgiving, Winter Olympics (every four years), Parade of Presidents and Founding Mothers, Michigan Week, Hooray for the U.S.A., Black History Month, Martin Luther King, and multiculturalism.

Group productions, which develop cooperation, individual and group responsibility, dependence on others and group interaction toward a specific goal, are part of the curriculum. Children learn to make appropriate choices as they work in cohesive groups.


Kindergarten

The social studies curriculum for Kindergarten is designed to help children learn constructive social behavior, develop a positive self-image and form a better understanding of our world. A variety of topics are integrated into the children’s daily activities. The focus on social skills helps children develop greater independence and the ability to work and play cooperatively with others. The
Character Development Program helps children develop good character skills that will last a lifetime. The students will demonstrate these skills in their work and play.

Thematic units expose children to the customs, history and geography of different cultures. Maps and globes are used to learn about the world. The children learn about other cultures through literature. They engage in art, music and language arts activities, write journal stories, compose stories and listen to guest speakers. All these activities help them develop a better understanding of the customs and religious celebrations of different cultures. The broad scope of the curriculum allows teachers the flexibility to explore the interests and needs of their students.


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**Grade One**

The social studies curriculum follows the eight strands of social studies: history, economics, geography, citizenship, culture, technology and social studies skills.

The year begins with a study of families. Children learn about families of today and those in different lands and long ago. The children will be introduced to citizenship where they learn about rules and responsibilities.

Next the children will learn about Johnny Appleseed, Christopher Columbus and review what they know about Michigan. They will also learn about Thanksgiving and various holidays around the world.

An emphasis is placed on geography throughout the year. Children do projects on countries and perform in an interdisciplinary program, “Passport to World Adventures.” Map and globe skills are taught. The children learn about directions, continents, oceans and poles.

Next, children study history – the story of the past. The children will learn about great Americans such as George Washington, Sacajawea, Sam Houston, Abraham Lincoln, Susan B. Anthony and Martin Luther King, Jr.

A study of economics focusing on needs, wants, goods, services and trade completes the year. Attention is also paid to current events so that the children are aware of our dynamic, changing county.


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**Grade Two**

The social studies curriculum begins with the study of geography which links with and expands first grade topics. The children learn the names and locations of the continents and oceans. They study various land forms, learn map and directional skills and learn how to use an atlas.

The focus in the fall is the Native American Unit. Children study Native American Culture and learn about various tribes, the geographic regions for these tribes, their homes, food, differing customs and ways of survival. Children learn about Native American people’s respect for the environment. Children research various aspects of Native American culture and present projects created at home. The unit culminates with a Native American pow wow during which children—in Native American dress—present dances, songs, poetry, and information they have learned.

In December, second graders explore holidays and holiday customs from around the world. They learn to appreciate ethnic and cultural diversity through the study of Christmas, Diwali, Hanukkah, Kwanzaa and Ramadan.

In January, children listen to stories and read books on the life of Martin Luther King, Jr. and other famous African Americans.

Japan is the focus of in depth study during the winter. Japanese musicians and native Japanese people visit second graders and share with them the richness of the Japanese culture. Poetry Day features parent and child participation and display of projects.
In the spring, second graders study the 50 states of the United States. They learn about the states and their capitals. They study different regions of the United States, and their geographic features and natural wonders. Again, mapping and directional skills are emphasized. A focus is participation in a Flat Stanley Project. Children do research on one state. They then write a letter and exchange this with a contact in the state they have selected for study. Upon receipt of a reply, children share their information orally with their class.

The final unit is careers. Classroom visitors talk with children about their professions. Basic economics is discussed as children think about their future professions. Children read books about career choices. Each child conducts an interview with an adult about that person’s career. Questions are written by each child. Children share information about their future careers at the Moving Up Ceremony as they prepare to go to the Junior School in third grade.

The social studies curriculum in second grade is an interdisciplinary program in which the units of study are combined with activities in reading, art and music. The curriculum is supplemented by a variety of interdisciplinary materials including a primary grade atlas, videos, informational books and teacher-designed activity booklets.


**Dress Code**

**Boys:**

Official Uniform – Fall/Spring: JK through Grade Two
(Before November 1 and after return from Spring Break)

- Khaki or navy cotton trousers with DCDS monogram
- Khaki or navy cotton walking shorts with DCDS monogram
- White or light blue short sleeved polo shirt with DCDS monogram (for class pictures, the white short sleeved polo shirt is required)
- Belt
- Navy socks
- Shoes – oxfords, loafer, or dockside-style (black, brown, navy)
- Optional – long-sleeved white or light blue polo shirt

Official Uniform – Winter: JK and Kindergarten
(November 1 and prior to Spring Break)

Same as above with the addition of the following items:

- Navy blue sweater with DCDS crest
- Navy cotton pants with DCDS monogram

Official Uniform – Winter: Grades One and Two
(November 1 and prior to Spring Break)

- Navy cotton pants with DCDS monogram
- White or light blue, oxford, long-sleeved button-down collared shirt
- Belt
- Navy socks
- DCDS tie
- Navy blue sweater with DCDS crest
• Shoes – oxford, loafer, or dockside-style (black, brown, navy)

Please note:
• Uniform policy applies to students in JK - Grade Two
• No athletic shoes, sandals, white or brightly colored shoes are to be worn with the uniform
• Each student will need to bring a pair of gym or tennis shoes that are to be left at school
• Please label all uniform items.

Girls:

Official Uniform – Fall/Spring
(Before November 1 and after return from Spring Break)

• Official jumper
• Official short-sleeved blouse
• Navy blue sweater (DCDS crest)
• Navy blue knee socks
• Shoes – oxfords, loafers, or dockside-style (black, brown, navy)
• Optional – navy stretch shorts (to be worn under the jumper)

Official Uniform – Winter
(November 1 and prior to Spring Break)

• Official jumper
• Official long-sleeved blouse or
• Official yellow or white turtle-neck (DCDS monogram)
• Official navy blue sweater (DCDS crest)
• Navy blue socks or navy blue tights
• Shoes – oxfords, loafers, or dockside-style (black, brown, navy)
• Optional – navy stretch shorts (to be worn under the jumper)

Please note:
• Uniform policy applies to students in JK - Grade Two.
• No athletic shoes, sandals, white or brightly colored shoes are to be worn with the uniform.
• Each student will need to bring a pair of gym or tennis shoes that are to be left at school.
• Girls may wear matching hair bows and minimal jewelry.
• Please label all uniform items.

School Uniform Program Information: Campus Outfitters, 30860 Southfield Road, Southfield, MI (248) 723-9935; www.campusoutfitters.com
DCDS School Store, 22305 West Thirteen Mile Road, Beverly Hills, MI (248) 646-7717, Ext. 1300.

N.B. Texts listed in the course descriptions in this catalog are subject to change.