DETROIT COUNTRY DAY SCHOOL
Junior School

Table of Contents

MISSION ............................................................................................................................................................. 3
GUIDING PRINCIPLES ................................................................................................................................... 3
A MEMBER OF .................................................................................................................................................. 3
INTRODUCTION ............................................................................................................................................. 4
ART ...................................................................................................................................................................... 5
  FINE ARTS .......................................................................................................................................................... 5
  ART HISTORY .................................................................................................................................................. 5
  INTERDISCIPLINARY UNIT TEACHING ...................................................................................................................... 5
CHARACTER EDUCATION INITIATIVES............................................................................................................. 5
  THE HOUSE PROGRAM .................................................................................................................................... 6
COMPUTER APPLICATIONS ............................................................................................................................. 6
LANGUAGE ARTS & READING ............................................................................................................................ 7
  GRADE THREE LANGUAGE ARTS ..................................................................................................................... 7
  GRADE THREE READING ................................................................................................................................. 7
  GRADE FOUR LANGUAGE ARTS ........................................................................................................................... 7
  GRADE FOUR READING ...................................................................................................................................... 8
  GRADE FIVE LANGUAGE ARTS ........................................................................................................................... 8
  GRADE FIVE READING ...................................................................................................................................... 8
MATHEMATICS ................................................................................................................................................ 9
  GRADE THREE .................................................................................................................................................. 9
  GRADE FOUR .................................................................................................................................................... 9
  GRADE FIVE ...................................................................................................................................................... 10
MUSIC (VOCAL AND GENERAL) ..................................................................................................................... 10
  BAND – GRADES FOUR AND FIVE ................................................................................................................... 11
  CHOIR – GRADES FOUR AND FIVE ................................................................................................................... 11
  CHOIR CHIME ENSEMBLE – GRADES FOUR AND FIVE .................................................................................. 11
Mission

Detroit Country Day School strives to provide a superior college preparatory, liberal arts educational opportunity to young people of cultural and intellectual diversity. Within a dignified and supportive setting, the school promotes the academic, artistic, moral, character, leadership and physical 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’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
Introduction

The Junior School serves a unique intermediate age group and provides a meaningful, vital bridge between the elementary school years (pre-kindergarten – grade two) and the middle school years (grades six – eight). Through age-appropriate curriculum and activities, the developmental skills established in the Lower School are reinforced and enhanced so that the child can make the transition from the concrete to the abstract. In grades three through five, independence and personal responsibility are emphasized, but still within the comfort of a homeroom where language arts, reading, mathematics and social studies are taught.

Specialists and homeroom teachers cooperate to provide a coordinated curriculum that includes basic instruction at all levels in language arts, reading, mathematics, Science, French, social studies, art, vocal and instrumental music, computer applications and physical education. Integrated activities such as the grade three “Coming to America,” the grade four “Marvelous Michigan,” and the grade five “American Beginnings” programs stress interdisciplinary cooperative learning, spanning language arts, social studies, mathematics, art, music and physical education.

Caring and knowledgeable teachers are at the heart of the Junior School experience. Faculty members are selected for their academic achievement and credentials, as well as for their experience and aptitude for the grade levels served in the Junior School. Many faculty members either have their master’s degrees or are working on them. Professional development receives a high priority; teachers are encouraged to visit other schools, attend workshops and conferences. The director, grade-level leaders and department heads, in cooperation with the headmaster, regularly evaluate classroom performance and curriculum.

Grade-level faculty meet twice weekly for planning purposes. Assignments and homework are communicated to parents and students via Finalsite. To establish good study habits and promote individual responsibility, homework is basic to the Junior School program. Teachers tailor homework to the children’s maturity level: approximately 45 minutes per night in grade three and an hour in grades four and five. Student progress is formally reviewed at the end of each eight-week goal period; progress reports are sent home to parents or discussed at one of the two formally scheduled parent-teacher conferences. Diagnostic tests, such as the Educational Records Bureau (ERB) Comprehensive Testing Program and the Otis-Lennon School Ability Test, are used for placement and for monitoring the curriculum.

Societal and moral issues, character development and ethical concerns are regularly addressed through special collections and assemblies that go beyond regular classroom studies.

Because our school serves such a wide geographical area, special emphasis has been given to creating our own “neighborhood” by providing diversified activities that involve our young people, their teachers and their parents. Our Early Riser and Sundowner programs provide latchkey services, the PM program allows children to pursue a special interest and Cub Scout and Brownie groups bring yet another dimension to the program in our quest to develop the whole child, each to the best of his or her ability.

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

All three grades have art class for two 45-minute periods per week. The curriculum is designed to challenge and excite the child about the world of art. Children are born artists. It is our job to develop their skills and techniques, and to expose them to a variety of art media. The student should have the knowledge of the language of art — an art vocabulary used to analyze and express opinions on art. Junior School art has a three-part curriculum:

Fine Arts

Art is “doing” and hands-on activities. To be an artist, one must create. The program gives the student a variety of media to explore: drawing, painting, three-dimensional sculpture, ceramics and mixed media.

Every project has three levels. In third grade, one-point perspective drawing is introduced; in fourth grade we develop that drawing skill by doing two-point perspective of cubes; finally, in fifth grade, the student does a challenging two-point perspective drawing, a cityscape. The student learns how to draw a street scene with windows, doors, bricks, people — down to the last detail. This lesson is sequential and builds on experience. The same is true for all lessons in weaving, ceramics and painting. The faculty is very proud to display our children’s art work at local libraries and other public places.

Art History

Art history is incorporated into the curriculum in different ways. Art history slides and filmstrips are used as an introduction to many lessons. When the students learn to draw still life, a filmstrip showing examples of famous artists’ still-life drawings is shown. The art student sees examples of realistic and abstract art. They compare and analyze the different styles of art.

Interdisciplinary Unit Teaching

A successful interdisciplinary program results from working and planning, with the cooperation of the whole faculty. On every level, special units are taught, combining art and social studies, or art, science and French.

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 pre-kindergarten through grade 12 experience.
The Junior School uses classroom activities, lunchroom and recess demeanor to emphasize values of fairness, respect and honesty as well as developing cooperation and collaboration among students. These moral values and others are illustrated through literature and reinforced through numerous teachable moments. Character Week formally introduces character development to the students through skits or other artistic works, illuminating a particular moral value.

The House Program

The House Program at the Junior School reinforces character education by offering students the opportunity to show their concern and empathy for others through participating in a service project that benefits their school and community. In addition, fifth grade students have leadership possibilities as House Captains. During meetings and activities, students get to know other students from all grades.

Junior School students remain members of the same House, which provides continuity from year to year and aids transition between grades. Each house earns points for the “House Cup” which is awarded in June. These activities underscore the mottos of the four Houses: Loyalty, Integrity, Responsibility and Empathy.

Parents show their support by appointing a parent representative to the Junior School Parent Association Board. With ongoing encouragement from both faculty and parents, the House Program continues to expand as a platform for service, character development and school spirit.

Computer Applications

The goal of computer applications in the Junior School is to expose students to age-appropriate computer technology. In grade three, the focus is on the development of keyboarding skills with emphasis on proper technique. We use the interactive keyboarding program, Type to Learn 3, which provides a mixture of lessons and games to enhance technique, accuracy and speed. Students in grade three are also taught the basics of word processing using Microsoft™ Word and the basics of accessing the Internet using Microsoft™ Internet Explorer.

In grade four, the curriculum focuses on the development of advanced techniques in word processing – formatting paragraphs, importing graphics, cutting/copying/pasting, word art, page borders as well as learning to use the Internet for research activities tied to specific projects in language arts, social studies and mathematical problem solving.

In grade five, the students use their skills in keyboarding, word processing and Internet research to enhance writing activities in language arts. The students produce a variety of materials – poems, compositions – as a PowerPoint presentation. In social studies, the focus is on Internet research with a number of activities tied to historical events – Women’s History, Black History Month, the Constitution and a history of flight.
Language Arts & Reading

Grade Three Language Arts

In the third grade language arts program, the focus is teaching traditional grammar skills, standard usage and mechanics, basic study skills, listening/speaking techniques and composition. These target skills are taught and re-taught throughout the year. As children learn more about the skills, they begin to use them in their writing.

Through the writing process (which includes prewriting, rough draft, revising, proofreading and publishing) writing and language become integrated throughout our entire curriculum. Our goal is to teach the children to enjoy writing and see themselves as writers.


Grade Three Reading

Using a variety of literature the third grade curriculum provides students the opportunity for teacher directed reading and listening comprehension, silent reading, partner reading and the development of fluency in oral reading. Students respond to literature through whole group discussion, book talk groups, journal entries and written comprehension. Using critical thinking skills, the students explore fairy tales, historical/realtistic fiction, non-fiction and biography. Social studies’ concepts are integrated throughout the program.

Reading comprehension strategies are explicitly taught to insure that students are monitoring their understanding. We accomplish this by using Strategies to Achieve Reading Success, by Curriculum Associates, Inc., 2000. The students’ skills are constantly reinforced as they read authentic literature. Challenging words are selected for students to apply their newly acquired skills of finding word meaning in context, as well as developing dictionary skills to help them construct meaning as they read.

Further enrichment activities that enhance our reading program are daily read aloud sessions, Poetry Celebration, virtual reality tours in our computer lab, D.E.A.R. (Drop Everything and Read!), plays, Readers’ Theater, invention designing and weekly library sessions to foster a reading community.

The third grade shared readings include: Irish Cinderlad by Shirley Climo; Rough-Face Girl by Rafe Martin; Yeb-Shen by Ai-Ling-Louis; The Korean Cinderella by Shirley Climo; The Egyptian Cinderella by Shirley Climo; Mufaro’s Beautiful Daughters by John Steptoe; Cinder-Edna by Ellen Jackson; Caleb’s Story by Patricia MacLachlan; Sarah, Plain and Tall by Patricia MacLachlan; Dandelions by Even Bunting; Orphan of Ellis Island by Elvira Woodruff; Nora Ryan’s Song by Patricia Reilly Giff; If Your Name Was Changed at Ellis Island by Ellen Levine; Mistakes that Worked by Charlotte Foltz Jones; Who was Ben Franklin? by Dennis Brindel Fradin; The Kids’ Invention Book by Arlene Erlbach.

Grade Four Language Arts

In language arts and reading classes, we seek to assist our students to develop their skills in reading, writing, speaking and listening.
Every effort is made to provide our students with opportunities and purposes for writing. Our students write in a variety of genres and consider audience and style, often integrating ideas with other disciplines, such as reading, social studies and science. They are taken through a five-step writing process: prewriting, rough draft, revising, proofreading and publishing. The children have time to be creative, to share ideas and to make improvements, and they work very hard on organization of ideas, using various voices, conventional mechanics and a pleasing presentation. Students are given varied opportunities for publishing and presenting their work. Writing is taught in a nurturing atmosphere of acceptance and respect.

Basic grammar skills, punctuation skills and structure are taught both at this time and in separate lessons when they use the books, *Daily Oral Language* and *English Workbook Plus*. Spelling is taught both within the writing program and in separate lessons using the text, *Spelling*. Children do most spelling exercises at home, practicing both orally and with written exercises. They follow the same schedule for spelling each week, which makes homework an expected routine and responsibility. Fourth grade students continue improving their cursive writing that they started in third grade.

**Grade Four Reading**

Fourth grade uses a literature based reading program engaging the children in shared/guided reading and sustained silent reading. Readers experience a variety of high-interest, multi-level novels: *Yang the Youngest and his Terrible Ear; Tales of a Fourth Grade Nothing; Matilda; Birchbark House; James and the Giant Peach; From the Files of Mrs. Basil E. Frankweiler; The Lion, the Witch, and the Wardrobe; The Cay*. Students use the *Strategies to Achieve Reading Success* program to address specific skills: comparing and contrasting, sequencing, word meaning, main idea and detail, etc. Read aloud is an integral part of both the reading program and overall growth and development; supporting reading comprehension and strategies, vocabulary development, listening skills, character development, social studies concepts and, most importantly, the love of reading. Each of these components is important in developing a student’s fluency and comprehension.

**Grade Five Language Arts**

The primary focus is to further develop and explore the communication skills of writing, reading and speaking. Students explore a variety of writing genre using the five-step writing process: prewriting, rough draft, revising, proofreading and publishing. These steps are taught as separate lessons to make the task of writing more meaningful and successful. The emphasis is to help students learn to write fluently, coherently and correctly for a variety of purposes and audiences. Writing is taught in a noncompetitive, nurturing atmosphere of acceptance and respect. Mini lessons are taught at the beginning of class to help students improve their writing skills. Grammar skills are taught within the context of writing, along with punctuation skills and structure. Students are given frequent opportunities for publishing and presenting their written work.


**Grade Five Reading**

Students grow in literacy through rich, interactive and successful experiences with excellent literature. The two major, equally important outcomes of literature are the construction of meaning and the development of positive habits and attitudes. Students have many and sustained opportunities to appreciate and learn from a wide variety of fiction and...
nonfiction literature. A variety of approaches, including teacher read-aloud, shared reading, cooperative reading and teacher guided reading, are used. Extensive independent reading is also required. Skills and strategies are taught as functional activities that will help students construct meaning. The program integrates essential writing and oral language activities with reading.

**Novels:** *A Family Apart*, Joan Lowery Nixon, *Because of Winn-Dixie* by Kate DiCamillo; *Blood on the River* by Elisa Carbone; Literature Circles (a variety of books).


### Mathematics

The mathematics program emphasizes a balanced approach to building a foundation of basic math skills. We strive to develop each child's computational competence while at the same time providing numerous opportunities to apply these skills in the real world. We believe students should experience new concepts in a concrete manner in order to better understand the relevance of these topics in their own lives. We stress the importance of discovering the interrelationships among mathematical concepts and the value of applying what we know to new situations. We encourage students to express their ideas about math and to explore different problem-solving strategies. It is our goal to help each child grow in confidence and think mathematically. At each grade level we offer an accelerated program for those students who have demonstrated a high level of mathematical competence and understanding. We also offer small group instruction to those children who need reinforcement of basic concepts.

#### Grade Three

The third grade math program continues to develop the understanding of numeration and number sense begun in the early elementary years. Concepts of time and money are reviewed and mastered. Basic facts for addition and subtraction are reviewed, while multiplication and division facts are introduced. Addition, subtraction and multiplication algorithms are studied and the ability to apply these skills in real life situations is emphasized. Students are further encouraged to see the connection between mathematics and the world around them through such topics as geometry, customary and metric measurement, data collection, and graphs as a means of organizing information. Mental math techniques and strategies for solving math problems are studied throughout the year as the children are encouraged to develop confidence in their ability to think mathematically. The class meets five days per week for 55 minutes.


#### Grade Four

The Saxon program, which teaches incremental concepts spirally, constantly revisits previous concepts as the program develops more sophisticated ideas, one very manageable bite at a time. The curriculum encompasses addition, subtraction, multiplication and division of up to four-digit numbers. The topics of decimals and fractions are explored as
students begin to extend their computational skills. Teachers work closely with the students to help them see the importance of mental math, estimation, problems solving techniques and applications in all areas of mathematics. The children are placed in flexible groupings based on current developmental levels to provide both confidence and mastery. Constant assessment apprises parents and students of progress and any special needs. Classes meet five days per week for 55 minutes.


**Grade Five**

The fifth grade math program builds on the preceding third and fourth grade programs and emphasizes a balance between computation and problem solving. Students practice the four basic operations of addition, subtraction, multiplication and division with whole numbers, fractions and decimals. Children learn the importance of applying this knowledge to real-life situations. Students explore and use a variety of techniques and strategies for problem solving.

Students use supplementary materials, including manipulatives and math games, to enhance their learning. Classes meet five days per week for 45 minutes.


**Music (Vocal and General)**

Students in grades three, four and five have vocal music twice weekly for 45 minutes. Overall objectives for all grade levels are to help students:

- To understand and appreciate the various forms of artistic expression and their relationships;
- To approach music both as an art to be enjoyed and shared, and as a discipline that demands developing skills and increasing knowledge;
- To develop the talent and interest in music that they possess;
- To become eager participants in music and develop a positive attitude toward music;
- To expressively perform music of many different cultures, both western and non-western;
- To be willing to contribute in a group or individually;
- To have confidence in their singing and playing abilities;
- To gain familiarity with various styles of music and begin to develop preferences;
- To develop other academic skills through music;
- To build a repertoire of songs including the following types: singing games, cumulative, patriotic, seasonal, folk, call and response, songs of non-western cultures, ethnic songs, spirituals, canons and ballads;
- To acquire knowledge and listening experience regarding great master works and composers.
The following special musical groups are also available:

**Band – Grades Four and Five**

In Junior School band, students learn the basics of performing instrumental music in an ensemble setting. We develop fundamental performance skills such as tone production, articulation and note and rhythm reading, and develop more advanced skills, such as sight reading, concert preparation, playing by ear and improvisation. Students who return for a second year in fifth grade act as section leaders and prepare additional concert music. The band performs at the Junior School Autumn and Spring Instrumental Concerts.

**Choir – Grades Four and Five**

All fourth and fifth grade students have an opportunity to participate in choir. Students meet for choir twice a week for 45 minutes. The emphasis in choir is on performance for both school and community audiences. Children work on singing tone, breathing technique, solfeggio and rhythmic reading, balance and blending of voices, and singing in parts.

**Choir Chime Ensemble – Grades Four and Five**

Students in the fourth and fifth grades can audition to be a member of the choir chime ensemble. The choir chime is the preparatory instrument for hand bell ensemble playing, and students are frequently given the opportunity to play real hand bells. Students who audition must know how to read music notes on the staff and rhythm. Choir chimes meets once each week as an after-school p.m. They perform three concerts each year in conjunction with other performance groups.

**Strings**

The strings program at DCDS begins in the second grade where violin, viola or cello is offered on a voluntary basis. Students in grades three through five have the choice of violin, viola, cello or bass. The Junior School also offers an advanced-level string orchestra. All classes meet twice a week for 30 minutes. The students perform at the Junior School Autumn and Spring Concerts, Celebrate the Arts and have various other opportunities for solo or ensemble performance throughout the year.

**Drama**

Drama meets once each week for 90 minutes. The Junior School Drama performs two musicals each year, learning stage presence, and vocal performance in a group or as a soloist. They create some of their own costumes and help produce the sets.

**Physical Education**

The physical education program is an integral part of the educational process of all students. In our highly technological society in which automation, stress and inactivity are present, the need for physical activity is paramount in maintaining a healthy body. Our physical education program provides our students with the opportunity to enhance physical well-being and to acquire skills, knowledge and attitudes that can be utilized throughout life.
The physical education program at the Junior School is a spiraling program involving four major components: motor skills development, physical and aerobic fitness, cognitive skills development and affective skills.

Children are allowed to progress on individual goals and are also involved in long-term group goals on a bi-weekly schedule of 45 minute periods. Fitness and skills testing is minimal and subjective in nature until end-of-the-year standardized national testing, which has been a year-long targeted goal. Student evaluation is based on effort and behavior.

The Junior School physical education program goals are:

- To allow children to become active within a vigorous exercise program stressing cardiovascular fitness, flexibility and major muscle group strengthening through low-level exercise;
- To expose children to a variety of athletic skills and introduce games in which those skills may be demonstrated;
- To allow athletic self-expression and movement discovery through open-ended programs of educational gymnastics and creative dance;
- To develop positive attitudes towards others, stressing sportsmanship and “teamsmanship,” as well as instilling confidence and pride in one’s self.

Grade-level activities are as follows:

**Grade Three**
- Movement experiences
- Body management
- Manipulative basic skills
- Introduction of sports skills and activities
- Precise fitness program
- Fitness testing

**Grade Four**
- Specialized sport skills
- Lead-up sports games and activities
- Precise fitness program
- Fitness testing

**Grade Five**
- Specialized sport skills
- Introduction to competitive games
- Precise fitness program
- Fitness testing
Science

The Junior School science program is based on a spirally developed curriculum that incorporates topical or thematic units from life, physical and earth science. Process skills are emphasized along with knowledge as students are engaged in hands-on, minds-on activities. The scientific method is modeled in the designing of experiments, as well as analyzing and integrating science knowledge with what the student already knows. A strong scientific attitude is nurtured.

Special programs, visiting scientists videos, and models enhance the students' experiences, as do field trips to nature centers, science museums and mini-field trips in our own schoolyard. The fourth graders spend three days and two nights at Science Camp, immersed in environmental education. As fifth graders, they spend a week at Space Camp, in Huntsville, Alabama, learning about space and technology.

Science classes meet on a regular basis. Students in grades three and four meet with a science instructor twice a week, each for forty-five minutes; grade five students meet for four forty-five minute classes. 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. Units of study include:

Grade Three
- Plant and animal classification
- Energy: wind, water, solar, electric
- Earth, Sun and Moon

Grade Four
- Weather and climate
- Ecosystems
- Energy: light and sound

Grade Five
- Minerals, rocks and changes in the Earth’s structure
- Human body: cells to systems
- Flight and living in space

Text:
Grade 3 - *Discovery Works*, Houghton Mifflin, Science 2003
Grade 4 - *Discovery Works*, Houghton Mifflin, Science 2003; *Sound; Color and Light*, Delta Education, 2004

Social Studies

Grade Three

The third grade curriculum explores the building of communities, both past and present, how communities bring people together and how the geography, climate, resources, and government affect a community. Time spent on social studies
weekly is two to three 45 minute sessions. While working closely with the reading curriculum, children are introduced to landforms and discover who and what makes up America. Our heritage, or who we have been, is celebrated with “Coming to America” student recitations. At the end of the year, leadership skills are sharpened as students work creatively as a team, making and selling a product.

Text: Living in Our World, Harcourt Brace & Co., 1997; Map Essentials, National Geographic, 2001; supplemented with a variety of trade books

Grade Four

In fourth grade, students study geography, government, history, economics and culture in their home state of Michigan. The year begins with learning about Michigan’s geography going over basic map skills and landforms of our state. Fourth grade then looks at government, reviewing its levels -- national, state and local, and their organization. Trips to the District Court and the State Capital allow students to experience government in action. From there, our fourth graders are introduced and taken through an in-depth look at the history of Michigan. We include first inhabitants who crossed from Asia, the Native American tribes of our State, the French explorers and voyageurs, the pioneers and finally the entrepreneurs of the Progressive Era. Inter-disciplinary learning in art, French and science broaden the educational experience and understanding of Michigan’s history. The study of our state’s economics and its variety of industries and lifestyles round-out the year. With the month of May brings Michigan Week and celebrating what we’ve learned throughout the year in a variety of presentations, most significantly “Marvelous Michigan,” an entertaining, informative and multi-disciplinary musical which is presented on stage at the school’s Performing Art Center.

Text: Michigan, McGraw-Hill, 2007; supplemented with a variety of trade books

Grade Five

At the fifth grade level this course serves as a study in early American history, from the Native Americans through the American Revolution. History lessons attempt to link past and present in ways that make sense for all students. DVDs enrich the curriculum and through Scholastic News the children become familiar with current events. An effort is made to integrate history into other subjects. Each year, fifth grade students present “American Beginnings,” by researching and becoming a “character” of America’s past.


World Language Overview - Junior School French

Language learners gain a wealth of advantages through world language study. 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 language 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 School from pre-kindergarten through grade 12. In the elementary grades, children study French. They may continue with French throughout their secondary years, or may change to another language as early as grade six.

As language specialists know, learning a language in a non-immersion situation such as ours requires years of study and review as the learner gains greater fluency. Starting instruction in the early elementary years provides adequate time for a high level of mastery. Current research shows that young children accept language learning more readily than at any other age group. Learning correct pronunciation and intonation comes naturally at a stage in life when experimenting with new sounds is viewed as challenging and exciting. Listening skills also improve, both in French as well as in other subject areas.

In the Junior School, language mastery takes a giant step forward. The *Histoires en Action, Accelerated Integrated Method*, adds an active dimension to our students’ learning. Each word is gestured as students memorize “pared down vocabulary” which research shows to be the first and most common words used by French native speakers. Vocabulary is taught in the context of a play which is performed as a culminating activity. Students are provided with the DVD, *Histoires en Action*, as an at-home aid for practicing words and gestures. In addition to the use of props, visual aids, poetry, music and movement teach language in a variety of ways. Oral communication is the most prominent area of study as children learn language functions and exponents through mini-dialogues and Gouin series. Teacher-generated compact discs give the students the opportunity to practice their listening and speaking skills outside the classroom. Review is incorporated into each grade level to extend mastery of vocabulary and facilitate the success of new students who enter the school each year.

Third graders are introduced to reading French recognition of written words from their oral vocabulary. The formal teaching for pronunciation and comprehension begins in grade four. Students deduce grammar rules from mastered language which develop reading and writing skills.

Cultural studies foster an understanding of people of the world and develop positive attitudes toward linguistic and lifestyle differences. Culture and history lessons help students increase their sensitivity to and understanding of customs and traditions of others, and this in turn helps students develop a global perspective.

The French program provides a lively, interesting and exciting learning experience in a fun-filled environment with the students coming away with a fundamental knowledge of the French language.

**Junior School Library Media Services**

**Mission Statement**

The Detroit Country Day School Library Media Services department supports the curricular mission of the school by providing students, faculty and staff services and materials necessary to meet their intellectual and informational needs to foster a love of reading and life-long learning.
Vision Statement

- The primary roles of the Library Media Services department are to support the curriculum, promote the value and joy of reading and to teach information literacy skills.
- We support the American Library Association’s Bill of Rights and defend and uphold the freedom to read.
- We will follow accepted professional standards and practices as outlined by the American Library Association, American Association of School Librarians and other library professional organizations.
- We will guide library patrons to be ethical and responsible users of print and electronic resources.

The Junior School Library, located on the school’s second floor, has books, magazines and movies available for checkout. The school serves children in grades three through five and the library is open to students and faculty during school hours as well as before and after the official school day. The library is staffed by a certified teacher who meets each child in a class setting once a week for 45 minutes. The focus of each class is to develop and nurture through discussion the love of books, a desire to read for both pleasure and knowledge, an understanding of the purpose of fiction and non-fiction, an opportunity for students to recommend a book to classmates, time to solve a weekly grade level posted research question and an opportunity to check out any desired materials.

The library’s collection of nearly 10,000 materials includes fiction and non-fiction to accommodate readers of varying grade levels. Assigned library time is also used as needed to complete classroom assigned research projects that require materials from both print and electronic sources.

The children are taught and encouraged to use the library’s computerized self check-out system and card catalog. Visiting author presentations, and after school reading clubs, are additional library programs enjoyed by the students each year.

The Junior School Library also offers a professional collection of books and materials for faculty and parents to check out at any time during the school year.
P.M. Programs

The Junior School offers an after school enrichment program called the P.M. Program. This extended day activity has a variety of offerings that students can voluntarily sign-up for. All activities begin immediately after the regular school day ends and run for one hour. All P.M. classes are prepared and supervised by the Junior School faculty. The P.M. Program year is divided into three seasonal offerings of nine-week segments.

**Fall P.M.**
- Athletics
- Soccer
- Football
- Basketball

**Art**
- Beading
- Knitting
- Drawing
- Rubber Stamping
- Calligraphy

**Music**
- Choir
- Chimes

**Drama**
- Fall/Winter Play

**Games**
- Chess
- Monopoly
- Tournament Board Games

**Tutorials**
- Math
- French
- Keyboarding
- Regular

**Enrichment**
- Reading
- Math
- Science

**Spring P.M.**
- Athletics
- Baseball
- Softball
- Soccer

**Art**
- Knitting

**Music**
- Choir
- Chimes

**Drama**
- Spring Play

**Games**
- Chess

**Tutorials**
- Math
- Writing

**Enrichment**
- Reading
- Math
- Science

**Winter P.M.**
- Athletics
- Basketball
- Floor Hockey
- Volleyball

**Art**
- Scrapbooking
- Knitting
- Art Activities

**Music**
- Choir
- Chimes
- Drama

**Games**
- Chess
- Internet

**Tutorials**
- Math
- Writing
- French
- Regular

**Enrichment**
- Reading
Process of Admission

The process of admission gives families and candidates the opportunity to discover the reasons why Country Day can make a significant difference in the life of their child. The first step in the admission process is to contact the Junior School Office in order to schedule an interview with the Junior School Director of Admission. The interview appointment, which generally lasts from 45 minutes to an hour, includes the parent(s) and child. The purpose of the interview is to share with the family the Country Day experience and provide the family the opportunity to tour the school and discuss the school environment, Junior School curriculum and entrance examination.

The application process includes the candidate being interviewed, completion of an Application of Admission form and receipt of the application/testing fee, return of requested student information provided at the interview and admission testing.

Decision

The notification to admit, or place the candidate on a wait-pool status, is made as quickly as possible based on the complete applicant’s profile and a placement opportunity. Notification will be made in writing.

Candidate’s Profile Includes:

- Interview appointment with the Director of Admission
- Application of Admission
- Application / testing fee
- Request for Educational Records Form (signed by a parent at the time of the interview and forwarded to the applicant’s present school)
- Student Evaluation Form (a confidential form completed by the applicant’s present teacher)
- Director of Admission’s preliminary assessment
- Receipt of candidate’s transcript
- Admission testing

Admission Testing

The Director of Admission performs an informal assessment of all candidates in the areas of reading and math at the time of the interview. Formalized admission testing is provided at one of the pre-scheduled testing opportunities. The Stanford Achievement Test is administered to Junior School candidates, which further evaluates the areas of reading and math.
Dress Code

Junior School - Boys

Official Uniform
(Required for band, choir and string performances; Grade Five Moving-Up Ceremony)

- White long-sleeved, button-down oxford shirt with DCDS monogram
- Dark gray flannel slacks (if your child is not in these groups, then these are not required).
- DCDS Crest tie
- Navy crew socks
- Dark dress shoes
- Dark brown or black belt

Uniform Options - Fall/Spring
(Before November 1 and after return from Spring Break)

- Navy or white, short-sleeved (only) golf shirt with DCDS monogram
- Navy or khaki dress shorts or slacks with DCDS monogram
- Navy vest or long-sleeved, v-neck sweater with DCDS crest (optional)
- Navy crew socks
- Dark brown or black belt

Uniform Options - Winter
(November 1 and prior to Spring Break)

- White or blue long-sleeved, button-down oxford shirt with DCDS monogram
- Navy slacks, navy corduroy slacks, or gray flannel slacks with DCDS monogram
- DCDS tie
- Long-sleeved, v-neck sweater or vest with DCDS crest (optional)
- Navy crew socks
- Dark brown or black belt

Please Note:

- Shoe options include oxford, dark loafer, or dockside-style shoe
Junior School – Girls

Official Uniform
(Required for band, choir and string performances; picture day and Grade Five Moving-Up)

- Pleated skirt
- Long-sleeved, white cotton blouse with peter pan collar
- Navy vest with DCDS crest
- Navy knee socks
- Dark dress shoes – heel no higher than 1.5”

Uniform Options - Fall/Spring
(Before November 1 and after return from Spring Break)

- Pleated skirt
- Jumper
- Long-sleeved, white cotton blouse with peter pan collar
- Navy vest with DCDS crest
- Navy knee socks
- Dark dress shoes – heel no higher than 1.5”
- Short-sleeved white blouse with peter pan collar and rolled cuff (may be worn with either jumper or skirt)
- Short-sleeved white or blue oxford shirt with DCDS monogram
- Navy vest or navy cardigan with DCDS crest (optional during the Fall/Spring season)
- Navy biker shorts worn for gym under jumper or skirt

Uniform Options - Winter
(November 1 and prior to Spring Break)

- Pleated skirt
- Jumper
- Long-sleeved, white cotton blouse with peter pan collar
- Navy vest with DCDS crest
- Navy knee socks
- Dark dress shoes – heel no higher than 1.5”
- Long-sleeved white with peter pan collar
- Long-sleeved white or blue oxford shirt with DCDS crest
- Turtleneck with DCDS crest - color options: white, light blue or navy ONLY (may be worn with jumper or skirt)
- Navy vest or cardigan with DCDS crest (mandatory) when worn with skirt
- Navy biker shorts worn for gym under jumper or skirt
• Navy knee socks or navy opaque tights

Please Note:
• Shoe options include dark loafer shoes; open-backed shoes are not permitted.
• Jewelry is not to be worn in school; simple studs for pierced ears are acceptable.

The text of this publication is printed on recycled paper.