

EARLY CHILDHOOD COURSE CATALOG

23-24 School Year



Divine Savior Academy
— SANTA RITA RANCH —

course catalog

EARLY CHILDHOOD EDUCATION COURSE CATALOG

The purpose of this course catalog is to provide parents and students with information regarding school course offerings and the overall progression of classes within the Divine Savior Academy early childhood education curriculum.

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PreK-3 AND PreK-4

The early childhood program at Divine Savior Academy is founded on research-based, developmentally appropriate practices. This means that all aspects of the program are:

- Age Appropriate
- Culturally Appropriate
- Individually Appropriate

Each child is unique and is individually guided on their educational path. Instruction is tailored to what each child needs to support them as they climb further up the ladder of development.

Due to this child-centered and developmental approach to early childhood education, the curriculum framework is appropriate for both PreK-3 and PreK-4 levels.

Educating the Whole Child

Divine Savior Academy's early childhood program is committed to fostering each student's development in every domain: spiritual, social, emotional, cognitive, and physical. This balanced approach to children's growth ensures a strong foundation for future success in life, rooted in the building blocks of development.

HighScope Approach to Early Childhood Education

Divine Savior Academy's early childhood program follows the HighScope approach, which is centered around active learning. Children are guided by supportive teachers as they actively participate in intentional learning experiences. Children's play is highly valued and is viewed as the vehicle through which they implement, practice, and extend their learning.

KEY DEVELOPMENTAL INDICATORS:

Spiritual Foundation

The children will...

- Participate in a weekly chapel service.
- Learn and perform songs for Divine Savior Church services.
- Listen to Bible stories.
- Participate in retelling familiar Bible stories.
- Apply Bible stories to their everyday life.
- Share Bible stories with others.
- Sing songs connected with Bible stories.

- Become familiar with short Bible Memory Treasures.

Sample Application: Children learn one Bible story each week. Using story pictures and props, students retell the story. They also sing songs and learn Bible passages based on the Bible story. Finally, the children learn how they can apply the lessons from the story in their own prayers.

Approaches to Learning

The children will...

- Demonstrate initiative as they explore their world.
- Make plans on follow through on their intentions.
- Focus and become engaged in activities that interest them.
- Solve problems.
- Gather information and formulate ideas about their world.
- Reflect on their experiences.

Sample Application: Each day, children participate in the Plan-Do-Review process. They have an opportunity to make and verbalize their plans for where they will play and what they will choose to do during their work time in the classroom. They then carry out their plans and demonstrate focus and engagement while they play. At the conclusion of their play, children reflect on their play plans and verbally recall what they accomplished.

Social and Emotional Development

The children will...

- Develop a positive self-identity.
- Develop a sense of competence in their abilities.
- Recognize and regulate their emotions.
- Demonstrate empathy toward others.
- Participate in the classroom community.
- Build relationships with other children and adults.
- Engage in cooperative play.
- Develop an internal sense of right and wrong.
- Resolve social conflicts.

Sample Application: Children continually interact with their peers and teachers during their play and active learning experiences. To help children develop social-emotional skills, teachers include children in the problem solving process. When a social issue (like a conflict with sharing a toy) arises, teachers support children as they share their perspectives, listen to one another, brainstorm possible solutions, and decide on a course of action together.

Physical Development and Health

The children will...

- Demonstrate gross motor skills in strength, flexibility, balance, and timing.
- Demonstrate dexterity and hand-eye coordination in their fine motor skills.
- Learn about their bodies and how to navigate them in a space.
- Carry out personal care routines on their own.
- Engage in healthy practices.

Sample Application: Children are engaged in active learning experiences that support their physical development in both gross and fine motor categories. Movement lessons and activities such as building an obstacle course allow children to develop body coordination and strength (gross motor) as they jump, run, climb, and play with a variety of equipment. Fine motor skills practice such as moving objects with tongs, tweezers, sponges, and other objects help prepare children for the skill of handwriting.

Language, Literacy, and Communication

The children will...

- Comprehend language.
- Express themselves verbally using language.
- Understand and use a variety of vocabulary words and phrases.
- Identify distinct sounds in spoken language. (phonological awareness)
- Identify letter names and their sounds. (alphabetical knowledge)
- Look at books and tell stories for pleasure and information.
- Demonstrate knowledge about print in their environment.
- Demonstrate knowledge about books and how they are used.
- Explore writing using a variety of tools.

Sample Application: The children are exposed to pieces of high-quality children's literature throughout each week and use props and pictures to retell the stories. They learn the fundamentals of language through these stories. This lays the foundation for children developing letter/sound relationships and other pre-reading essentials.

Mathematics

The children will...

- Recognize and use number words and symbols.
- Count objects with one-to-one correspondence.
- Combine and separate quantities of objects to make larger or smaller groups.
- Identify, name, and describe shapes.

- Recognize spatial relationships among people and objects.
- Measure to describe, compare, and order objects.
- Understand and use the concept of a unit (a standard or unvarying quantity).
- Identify, describe, complete, and create patterns.
- Use data about quantity to draw conclusions, make decisions, and solve problems.

Sample Application: The children are given a collection of objects, and they sort them based on a characteristic, such as color. They then visually represent the number of objects in their group on a graph. The children engage in a discussion comparing the amounts on the graph. In doing this, students engage in mathematical skills and learn how to apply foundational vocabulary words such as "more," "less," "equal," etc.

Creative Arts

The children will...

- Express and represent what they observe, think, imagine, and feel through 2D and 3D art.
- Express and represent what they observe, think, imagine, and feel through music.
- Express and represent what they observe, think, imagine, and feel through movement.
- Express and represent what they observe, think, imagine, and feel through pretend play.
- Appreciate the creative arts.

Sample Application: The children create open-ended and unique artwork. They are also regularly engaged in making music with their voices and other tools/instruments. Children express themselves through dance and other body movements.

Science and Technology

The children will...

- Understand and appreciate all aspects of God's design and creation.
- Observe the materials and processes in their environment.
- Classify materials, actions, people, and events.
- Experiment to test their ideas.
- Predict what they expect will happen.
- Draw conclusions based on their experiences and observations.
- Communicate their ideas about the characteristics of things and how they work.
- Gather knowledge about the natural and physical world.
- Explore and use tools and technology.

Sample Application: Children are curious about what happens when objects are placed in water. They are encouraged to answer their own question by observing, exploring, and interacting with their environment. They

predict whether objects will sink or float when they place them in water. The children then test their predictions and discuss their findings.

Social Studies

The children will...

- Understand that people have diverse characteristics, interests, and abilities.
- Recognize that people have different roles and functions in the community.
- Participate in making classroom decisions.
- Recognize and interpret features and locations in their environment.
- Understand past, present, and future.
- Understand the importance of taking care of their environment.

Sample Application: Children engage in dramatic play and role-play various roles in their family or community. They also actively participate in their classroom and see themselves as a valuable part of this team or group.

Chapel and Worship

On Wednesday mornings, students attend a chapel service that is led by a Divine Savior pastor or teacher. Each service features an applicable lesson based on a Bible story, a worship song, and prayer.

Throughout the school year, students learn, prepare, and perform songs at worship services at Divine Savior Church. Various church holiday services include Thanksgiving, Christmas, Ash Wednesday, and Good Friday.

We invite all parents to attend the weekly chapel and Divine Savior Church services.

Word of God: ChristLight

ChristLight is the curriculum used in Word of God classes from kindergarten through fifth grade. Each week focuses on a specific theme and a Bible lesson. Students use these themes and stories to see how Biblical truths apply to their own lives.

In kindergarten, students study and learn various foundational Bible stories. Throughout the week, students engage in hands-on exploring (using puppets, story retelling, acting, crafting, and singing songs) to gain a basic understanding of the content of Bible stories. They also discuss important Bible passages that serve as Memory Treasures for the lesson.

Mathematics: Reveal Math

The Reveal Mathematics program is a balanced math program which seeks to develop the problem solvers of tomorrow by incorporating both inquiry-focused and teacher-guided instructional strategies within each lesson.

In order to uncover the greatest potential in every student, Reveal Math fosters a positive classroom environment which children explore mathematics through a flexible lesson design. The classroom activities are tailored to meet each student's needs, allowing each to take ownership of their mathematical journey. The units cover topics and content, such as:

- Math is...Exploring and Thinking about My World
- Numbers to 5
- Numbers to 10
- Sort, Count, and Compare Objects
- 2-Dimensional Shapes
- Understand Addition
- Understand Subtraction
- Addition and Subtraction Strategies
- Numbers 11-15
- Numbers 16-20
- 3-Dimensional Shapes
- Count to 100
- Analyze, Compare, and Compose Shapes
- Compare Measurable Attributes

English Literacy: Collaborative Literacy

The Collaborative Literacy program is a comprehensive English Language Arts curriculum that fosters students' reading, writing, handwriting, speaking, and listening skills through developmentally appropriate methods. This literacy program balances a variety of instructional methods which aim to reach children at their individual developmental levels. Teachers have an opportunity to work with children in small groups, tailoring instruction to their specific needs and supporting their growth at a pace that fits them best. The curriculum consists of 3 components: Being a Reader, Making Meaning, and Being a Writer.

The Being a Reader program supports children's reading development through a strategic mix of both whole-class and small group instruction. Children learn to approach reading with motivation and confidence as they grow as readers and critical thinkers. Literacy skills fostered through this program include oral fluency, language development, concepts of print, phonological awareness, phonics, and letter and high-frequency word recognition.

The Making Meaning program fosters children's reading comprehension and the self-monitoring strategies that readers use to make sense of text. Children are engaged in interactive processes that involve thinking, questioning, discussing, rereading, and responding to texts. A variety of children's literature is incorporated to provide children with both fiction and nonfiction texts, which build their vocabulary and background knowledge.

The Being a Writer program uses a workshop approach to provide writing instruction as well as develop children's motivation to write with passion and purpose. Specific English grammar instruction is incorporated throughout the lessons. Children are exposed to texts from a variety of genres and learn to develop their voice as writers. This program encourages children to write often independently. Teachers confer with each student and provide individual support to help them develop into confident writers.

Science: TCI - Bring Science Alive! Exploring Science Practices

This science curriculum is tied to the Next Generation Science Standards (NGSS) and includes some exciting resources. The course guides young learners to observe ways that plants and animals—including humans—impact their environments. Students investigate how forces affect the way objects move, and how weather changes over time in recognizable patterns.

Unit 1 - Plants, Animals, and People

- What do plants need?
- What do animals need?
- What do people need?
- Where are plants and animals found?
- How do plants and animals change Earth?
- How do people change Earth?
- How can people take care of Earth?

Unit 2 -Movement

- How do things move?
- What do pushes and pulls do?
- How do pushes and pulls move things?
- What happens when objects bump?

- How do people design things that move?

Unit 3 - Weather

- What is weather?
- When does weather change?
- What keeps Earth warm?
- How can people stay cool in hot weather?
- What makes storms on Earth?
- How can people prepare for storms?

Social Studies: TCI - Social Studies Alive! Me and My World

In kindergarten, students explore relationships in their lives with families, friends, teachers, and neighbors. They gain a better understanding of how people live differently in different places and that they can help care for the world. Using various reading materials and exploration activities, students explore answers to the following questions:

- Who am I?
- What is a family?
- How do I get along with others?
- How do I make friends?
- How do I solve problems with others?
- How can I be a good helper at school?
- What is in my neighborhood?
- Where am I in the world?
- How do people around the world live?
- What do people need and want?
- How can I help take care of the world?
- How do families care for each other?
- How do families change over time?
- Where do families live?
- What are family traditions?
- What do good neighbors do?

SPECIALS COURSES

Kindergarten students participate in specials courses that are designed to enhance their well-rounded education in three key areas: physically, analytically, and creatively. Some of these courses vary their curricula, based on a multi-year cycle.

Physical Education

DSA's Physical Education program mission is to enrich a child's life with a holistic approach: spiritually, physically, cognitively, and socially in their early years. It empowers children by exposing them to fun and exciting games through fitness, and it focuses on teaching our early childhood students basic skills to enjoy and play a variety of organized sports for years to come. Through these games and activities, we seek to boost a child's brain, power, and physical development. The program covers all the physical fitness components necessary to help develop a fit and healthy young individual including balance, agility, strength, and other fitness components.

Music

Kindergarten Music Skills:

- Explore simple songs, finger-plays and rhymes to experience connections among music, language and numbers
- Imitate simple rhythm patterns played by a peer or teacher
- Sing or play songs by memory
- Identify singing, speaking and whispering voices
- Identify, visually and aurally, pitched and un-pitched classroom instruments
- Respond to music of various sound sources to show awareness of steady beat
- Share opinions about selected pieces of music
- Improvise a response to a musical question sung or played by someone else

Kindergarten students are introduced to music through a variety of songs, finger-plays, and rhythmic activities. Students have opportunities to sing, explore movement and expression while listening to music, and develop an awareness of beat as they engage in creating simple rhythmic patterns.

Art

Early childhood education students are taken to the art lab to learn about and practice artistic skills and concepts. The main objectives of the art program are listed below:

- to continually remind students about how art and their individual artistic abilities are a gift and blessing from God
- to learn step-by-step drawing skills using basic shapes as a template
- to understand various types of media in art and how each creates a different artistic effect

- to discover different artists and time periods in art and examine their impact in the art world
- to teach students how to manage time wisely to complete their own projects in class

Spanish

The DSA Spanish program focuses on a variety of curricular areas: reading, writing, oral communication, and listening. Basically, the learning of Spanish means to understand and follow the Spanish instructions, read and speak fluently, acquire the skills to write correctly (in both grammar and orthography), and develop communication and presentation skills. The main objective is that each student enjoys learning the Spanish language and can be proficient in the different areas related to language acquisition.

EDUCATIONAL SUPPORT PROGRAMS

Academic Support Program (ASP)

Our Academic Support Program consists of qualified classroom teachers and special education professionals that are available to assist students who need additional academic support in the classroom. Standardized testing scores, academic performance, and teacher observation and feedback determine which students need support and what type of support to provide. Academic support takes place both inside and outside of the classroom, in small groups or an individual setting, or through co-teaching.

School Counselor Initiatives

The school counseling program is an integral component of the school's mission by following the American School Counseling Association national model (ASCA). The ASCA Mindsets & Behaviors are organized in the following way:

Category 1: Mindset Standards

Includes standards related to the psycho-social attitudes or beliefs students have about themselves in relation to academic work. These make up the students' belief system as exhibited in behaviors. The main focus is the belief in the development of whole self, including a healthy balance of mental, spiritual, social/emotional and physical well-being.

Category 2: Behavior Standards

These standards include behaviors commonly associated with being a successful student. These behaviors are visible, outward signs that a student is engaged and putting forth effort to learn. The behaviors are grouped into three subcategories.

- **Learning Strategies:** Processes and tactics students employ to aid in the cognitive work of thinking, remembering or learning.
- **Self-management Skills:** Continued focus on a goal despite obstacles (grit or persistence) and avoidance of distractions or temptations to prioritize higher pursuits over lower pleasures (delayed gratification, self-discipline, self-control).
- **Social Skills:** Acceptable behaviors that improve social interactions, such as those between peers or between students and adults.

The school counseling curriculum also incorporates the five SEL competencies (self-awareness, self-management, social awareness, responsible decision making, and relationship skills).

- K-8 School Counselor Lesson Themes:
- Growth Mindset/Attitude/Effort/Grit
- Respect/Differences/ Self-Esteem
- Responsibility/Behavior/Listening
- Feelings/ Emotion Regulation
- Friendship/Sense of belonging
- Bullying/Mean Behavior
- Kindness/Empathy
- Mental Health Education

These domains promote mindsets and behaviors that enhance the learning process and create a culture of college and career readiness for all students.

SIPPS Academic Intervention

SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) is a research-based foundational skills program proven to help both new and struggling readers in grades K–12 build skills and confidence for fluent, independent reading.

The SIPPS program provides a structured literacy approach to foundational skills instruction through explicit instructional routines focused on phonological awareness, spelling-sounds, and sight words, with immediate application to reading connected text and to spelling.

The SIPPS program allows students to:

- Respond orally during the foundational skills routines and receive immediate, strategic feedback.
- Demonstrate mastery of learning at regular intervals through criterion-referenced tests.
- Read controlled-vocabulary text to practice the words and concepts taught.
- Engage with books at appropriate levels to build fluency and increase confidence.

[\(https://www.collaborativeclassroom.org/programs/sipps/\)](https://www.collaborativeclassroom.org/programs/sipps/)

Our Philosophy of Education

We believe every child should know the love of Christ.
Sharing His love with children is the reason we exist.

Education gives our children a foundation for life.
They are future explorers and creators,
innovators and leaders, neighbors and parents.

We are a community of families, students, educators,
and friends who are dedicated to working together to
help our children thrive. That's why we call ourselves
"The Divine Savior Family."

We believe our mission has an eternal impact and
that education can change the world.
Because we believe this, we strive to give our children
excellence in all we do.



a family of four academies

DORAL CAMPUS | DELRAY BEACH CAMPUS
SANTA RITA RANCH CAMPUS | SIENNA CAMPUS

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