



PROGRAM OVERVIEW

Risen Savior provides children an opportunity to grow in a Christian environment where each child is recognized for his/her own uniqueness. Qualified teachers work in partnership with families to serve the needs of the total child. A strong Christian foundation is developed through participation in chapel, Bible stories, songs and prayers.

MOM'S DAY OUT meets for 4 hours on Monday, Wednesday and Fridays from 11AM to 3PM. Mom's can combine this with a morning preschool class for a 6 hour block of time allowing them to work part-time or just get things done! The class is an enrichment program that includes time for lunch and a nap. Afternoon activities include centers, playground, and circle time. Lunch can be brown-bagged or purchased for \$3 per day.

THE TWO YEAR OLD GROUP is a two-hour class in which a variety of developmentally appropriate learning activities occur. Structuring the environment and planning activities for self-directed play and learning is a fundamental part of the program. Curriculum activities include dramatic play, open-ended creative and sensory experiences (painting, sand and water play, modeling clay, collage activities, etc), construction activities with blocks and manipulative toys, gardening, cooking and outdoor activities.

THE OLDER TWO/YOUNG THREE GROUP is a classroom setting in which children develop the social and verbal skills so important for a happy, well-rounded child. Classes are two hours per session. Goals include encouraging the children to interact with others of the same age. They learn to use verbal skills as a replacement for more physical interaction (i.e. ask for a toy rather than grab; tell him it's your toy rather than hit). The group gives the children, in gradual steps as they are ready, experience with accepting limits, structure and routine. They gather with the teachers for morning meeting, which progresses as the year goes along from a couple of short songs or fingerplays to listening to a story as a group. Through the use of many sensory activities, such as finger painting, soap suds, play dough and earth clay, the children receive opportunities to explore different creative mediums. Children must be potty-trained by the first day of school.

THE THREE YEAR OLD GROUP meets for 2 1/2 hours a day. There is a choice of a two or a three day a week program. The class works toward helping the children verbalize their feelings and needs and developing positive social relations. "Tell him

how you feel” is heard often with three-year-olds. At three, there is more role-play and more cooperative play. By the end of the year, playgroups have often increased in size with four or five children interacting in the housekeeping corner or on the playground with fire hats and hoses. There are group times, which include songs, stories, finger plays, music and fun body movement activities.

THE OLDER THREE/YOUNG FOUR GROUP stresses the development of the whole child and the skills needed to participate in a social group. The day consists of a three-hour block of time. There is a choice of a two or a three day a week program. Older fours at the end of this program may be eligible and ready for Kindergarten. Many children in these age groups begin to see the art materials in a more complex way. Their drawings become representational, the picture looks like something recognizable, and some of the children enjoy telling the teacher about their picture and having it written down. During the year, the children are more eager for more cognitive materials. A variety of table games and activities, which may include number and letter Bingo, opposites and sequence games, are introduced. Morning meeting may include keeping a record of the weather or a calendar and sharing time.

PRE-KINDERGARTEN meets for a three-hour block of time and includes a wide variety of school experiences made possible by four back-to-back school days. All children in this group, by age, will be eligible for Kindergarten the following year. A typical day in this program will provide developmentally appropriate experiences in all domains: cognitive, social, emotional, physical and spiritual. The four-day program allows for more structured small and large group activities. This theme and center-based program allows children to utilize materials in more complex and extended ways. Near the end of the year, the staff discusses with the parents their perception of the children’s readiness for Kindergarten.

EARLY KINDERGARTEN is half day Pre-K program that includes children who will be five by year-end. This five day a week program focuses more intensely on Kindergarten readiness and provides developmentally appropriate experiences in all domains: cognitive, social, emotional, physical and spiritual.

ALL DAY KINDERGARTEN provides a five day a week program. The all day Kindergarten meets daily for six hours. The Kindergarten curriculum covers learning in all areas of development—social, emotional, physical, intellectual, language and spiritual. All areas of the Kindergarten curriculum will be integrated into the learning environment with a focus on Arizona Academic Standards. For example, writing, reading, math, science, social studies, physical education, art and music are integrated through themes, projects and self-selected activities. Hands-on experiences are the main vehicle of instruction with a focus on each child’s individuality.

ELEMENTARY GRADES also meet five days per week for 6 1/2 hours per day. The curriculum meets Arizona Academic Standards in a developmentally appropriate environment that focuses on the ability of individual children. Small class sizes and individualized attention spur the growth and development of children through cooperative learning. While most schools focus on linguistic and mathematical intelligence, Risen Savior focuses on the theory of multiple intelligences that accounts for a broader range of human potential than traditional models. By focusing on spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, and naturalist intelligences, in addition to linguistic and logical-mathematical intelligence, we continue to focus on the whole child.