



AT A GLANCE

Tessa believes that:

• Children learn through play:

Games help children become autonomous, understand reality, use their imaginations, improve motor skills, and test out different social roles.

• Children learn by resolving problems:

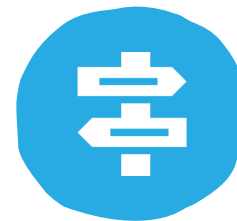
High level cognitive activities stimulate a child's curiosity, desire to learn, and intellectual independence.

• Children learn at different paces:

Differentiating the language and learning helps fit every student's specific developmental levels. Differentiation means adjusting or changing the lesson and its goals based on the specific needs of the learner. It is key for an equitable and positive learning experience for all our students.



50% immersion in the target language - 50% English



Spanish, French or Mandarin tracks

The International Baccalaureate:

The IB Primary Years Program (PYP) is a curriculum framework which centers around a series of transdisciplinary themes that address human commonalities. The students are exposed to units of learning that promote inquiry, exploration, and investigation. These units integrate all subject areas and provide meaningful learning experiences for students. The goal is to connect the students' learning to the real world, both locally and globally. We want our students to develop a deep understanding of the concepts and topics being studied.

French, Spanish & Mandarin Curricula:

Our program features the French National Curriculum and curricula from Spanish and Chinese-speaking countries. We also consider the NJ standards. This dynamic and goal-oriented learning environment provides students with the skills to challenge themselves in an environment that holds them to high academic standards.

PROGRAM OF INQUIRY

	Who We Are	Where We Are In Place and Time	How We Express Ourselves	How the World works	How We Organize Ourselves	Sharing the Planet
	An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
Grade 1/2/3	Central Idea: As responsible citizens we contribute to our community.	Central Idea: Knowing about our family histories enables us to discover our cultural origins.	Central Idea: We express ourselves through stories.	Central idea: Structures are created in relation to the natural world.	Central Idea: Keeping safe is a shared responsibility.	Central Idea: People share habitats responsibly with other living things.
	Lines of Inquiry: <ul style="list-style-type: none"> • What does citizen means • Rights and responsibilities of citizens • Community helpers and their role in the wellbeing of our community 	Lines of Inquiry: <ul style="list-style-type: none"> • How family histories evolved through time • Similarities and differences across the generations • We learn to appreciate various family histories 	Lines of Inquiry: <ul style="list-style-type: none"> • Various types of stories and their features • Different elements of stories • How stories lead to various reactions 	Lines of Inquiry: <ul style="list-style-type: none"> • Elements of built structures • How the environment influences the way we build structures • How humans use their knowledge of scientific principles to design structures 	Lines of Inquiry: <ul style="list-style-type: none"> • What safety means • Safety in different places and scenarios • Roles in safety keeping 	Lines of Inquiry: <ul style="list-style-type: none"> • How habitats work • How human activity affect habitats • Practices that protect and conserve habitats
	Key Concepts: Form, function, Perspective	Key Concepts: Change, Perspective	Key Concepts: Form, Causation	Key Concepts: Form, connection	Key Concepts: Form, Function, Responsibility	Key Concepts: Function, Responsibility
	Related Concepts: Communities, responsibility, relationships, roles, rights, neighborhoods	Related Concepts: Relationships, genealogy	Related Concepts: Genre	Related Concepts: Environment, Scientific principles, exploration	Related Concepts: Rules, Discipline	Related Concepts: Responsibility
	Subject Focus: Social Studies	Subject Focus: Social Studies, Language	Subject Focus: Language	Subject Focus: Science, Visual Arts	Subject Focus: Social Studies, Language	Subject Focus: Science, Language

SKILLS

Each child makes progress at her or his own pace, by the end of Grade 3 (Cycle 2), students will have acquired many new skills in several principal areas of focus. While all subjects are completely integrated, below is an overview of the concepts that will be covered throughout the 3 years as the children explore and discover:

Language	Math	Art	Sciences & Social Studies	PE
<p>Oral Language:</p> <ul style="list-style-type: none"> Participate in a variety of listening activities (duration, complexity, diversity of subject matter, group size, environment.) Proceed to an effective listening. Master the technique of the presentation. Master different types of speech. Memorize texts of increasing length and diversity. Exchange, present, reformulate their point of view, justify and argue their remarks - Know how to lead a debate. Evaluate and self-correct. <p>Grammar - conjugation</p> <ul style="list-style-type: none"> Discover and explain certain grammatical rules (adjectives, verbs - word families - silent letters - plurals - double consonants...) Enrich their lexical capital. Discover the different levels of language (co lloquial, fluent and sustained) Consolidate spelling knowledge of words. 	<p>Number:</p> <ul style="list-style-type: none"> Study, compare, represent, decompose, recompose and use whole numbers. Multiply by 10 and 100. Study decimal numbering by working with thousands. Know numbers up to 1,000. <p>Problem Solving:</p> <ul style="list-style-type: none"> Solve one- and two-step addition problems. Solve one- and two-step subtraction problems. Solve multiplication problems. Solve division problems. Solve problems by reading a table or graph. <p>Calculation:</p> <ul style="list-style-type: none"> Memorize complements to the nearest ten, to the nearest hundred, to 1,000. doubles and halves of commonly used numbers (numbers less than 10, whole tens less than 100, 25, 50, 100) Memorize and use multiplication tables. Use mathematical strategies. 	<ul style="list-style-type: none"> Experiment, produce, create. Implement an artistic project. Express oneself, analyze one's own practice, that of one's peers, to establish a relationship with that of artists, be open to otherness. Find one's bearings in the fields related to the visual arts, be sensitive to questions of art. Produce and display, individually or collectively, various types of visual arts productions. Propose inventive responses in an individual or collective project. Cooperate in an artistic project. Express oneself on one's production, that of one's peers, on art. Compare a few works of art. 	<ul style="list-style-type: none"> Identify the three states of matter and observe changes of state. Recognize health - promoting behaviors. To know the characteristics of the living world, its interactions, its diversity. Understanding the function of manufactured objects. Make some simple objects and electrical circuits, respecting elementary safety rules. Begin to master a digital environment. Locating in space and representing it (on a map, a globe, or a computer screen). Understand that a space is organized (landscape). 	<p>Movement Skills and Concepts:</p> <ul style="list-style-type: none"> The body moves with confidence in a variety of the age appropriate performances of gross, fine, locomotor, non-locomotor, and manipulative skills as it relates to movements, concepts, games, aerobics, dance, sports and recreational activities. Feedback impacts and improves the learning of movement skills and concepts. Teamwork consists of effective communication and respect among class and team members. Competent and confident age appropriate performances of gross, fine motor and manipulative skills, with execution of movement skills and concepts individually and in groups enhance (intensifies) physical activities, free movement, games, aerobics, dance, sports and recreational activities. Constructive feedback from others impacts improvement, effectiveness and participation in movement skills,

<ul style="list-style-type: none"> • Discover and explain certain spelling rules (invariable words, double consonants, silent letters, word families, etc.) • Identify, analyze and produce sentences with their main constituents (subjects, verbs, complements, adjectives, etc.) • Discover, identify and analyze grammatical classes (nouns, determiners, qualifying adjectives, verbs, subject personal pronouns, invariable words) • Make transformations on sentences: affirmative/negative; declarative/interrogative. • Use punctuation at the end of sentences (., !, ?) and signs of reported speech (“ ”). • Identify and use the different tenses of the conjugation. 	<p>Magnitudes and measures</p> <ul style="list-style-type: none"> - capacity - duration - price: • Measure/compare/operate/ calculate on quantities. • Know different units. <p>Space and geometry:</p> <ul style="list-style-type: none"> • Locate (oneself) and move (oneself) around using landmarks and representations. • Recognize, name, describe, reproduce and construct some geometric figures and solids. • Recognize and use the concepts of alignment, right angle, equality of lengths, middle, symmetry. 			<p>concepts, sportsmanship and safety.</p> <ul style="list-style-type: none"> • Teams apply offensive, defensive, and cooperative strategies in most games, sports and physical activities. <p>Physical Fitness</p> <ul style="list-style-type: none"> • Move and perform at different levels and different types and amounts of physical activity enhance personal health. • Enhanced personal health as well as motor skill performance (e.g., speed, agility, endurance, strength, balance). <p>Lifelong Fitness</p> <ul style="list-style-type: none"> • Exploring wellness components provide a foundational experience of physical movement activities. • Resources that support physical activity are all around you. • Wellness is maintained, and gains occur over time when participating and setting goals in a variety of moderate to vigorous age- appropriate physical activities. • Personal and community resources can support physical activity.
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