

TESSA

INTERNATIONAL • SCHOOL

# NURSERY & PRESCHOOL CURRICULUM



# 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:**

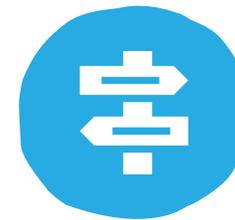
Differentiating the language and learning helps fit every student's specific developmental levels. Differentiation means adjusting or changing the lesson and its goals based on the specific needs of the learner. It is key for an equitable and positive learning experience for all our students.



Starting at 2 years old



80% immersion in the language



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	How We Express Ourselves	How the World works	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 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 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.
PreK-2	<b>Central Idea:</b> Every day I learn more about who I am and what I can do	<b>Central Idea:</b> Nursery Rhymes and Stories of different forms	<b>Central Idea:</b> Modes of transportation and how they serve us	<b>Central Idea:</b> Living things around us are amazing
	<b>Lines of Inquiry:</b> <ul style="list-style-type: none"><li>• Different aspects of myself</li><li>• What I can do and am learning to do</li></ul>	<b>Lines of Inquiry:</b> <ul style="list-style-type: none"><li>• Different Nursery Rhymes</li><li>• Various stories and ways to tell them</li></ul>	<b>Lines of Inquiry:</b> <ul style="list-style-type: none"><li>• Various types of Transportation</li><li>• Transportation and its uses</li></ul>	<b>Lines of Inquiry:</b> <ul style="list-style-type: none"><li>• Farm animals</li><li>• Zoo animals</li><li>• Pet animals</li><li>• Ocean animals</li></ul>
PreK-3	<b>Central Idea:</b> My body can do so many things	<b>Central Idea:</b> We have feelings and can express them in a variety of ways	<b>Central Idea:</b> All living things go through a process of change	<b>Central Idea:</b> The things that grow on ground and their uses
	<b>Lines of Inquiry:</b> <ul style="list-style-type: none"><li>• Parts of my body</li><li>• How am I changing</li><li>• Different ways I can care for my body</li></ul>	<b>Lines of Inquiry:</b> <ul style="list-style-type: none"><li>• Feelings and emotions</li><li>• People feel differently about things</li></ul>	<b>Lines of Inquiry:</b> <ul style="list-style-type: none"><li>• Living and Non-living things</li><li>• What are cycles</li><li>• The cycles I See</li></ul>	<b>Lines of Inquiry:</b> <ul style="list-style-type: none"><li>• The way plants grow</li><li>• The usefulness of plants</li><li>• Taking care of plants</li></ul>
	<b>Key Concepts:</b> Form, Change, Responsibility	<b>Key Concepts:</b> Form, Perspective	<b>Key Concepts:</b> Form, Function, Connection	<b>Key Concepts:</b> Change, Connection, Responsibility
	<b>Subject Focus:</b> Social Science	<b>Subject Focus:</b> Language Arts, Visual Performing Arts	<b>Subject Focus:</b> Science	<b>Subject Focus:</b> Science
PreK-4	<b>Central Idea:</b> Families and friends are part of who we are.	<b>Central Idea:</b> Wonder within us can make us communicate in different ways.	<b>Central Idea:</b> Materials behave and interact in certain ways, which determine how people use them.	<b>Central Idea:</b> Living things have certain requirements in order to grow and survive
	<b>Lines of Inquiry:</b> <ul style="list-style-type: none"><li>• Our families and friends</li><li>• Roles and responsibilities of family members</li><li>• Ways families and friends are similar and different</li></ul>	<b>Lines of Inquiry:</b> <ul style="list-style-type: none"><li>• Where wonder comes from</li><li>• Different ways to communicate</li><li>• The connection between wonder and feelings</li></ul>	<b>Lines of Inquiry:</b> <ul style="list-style-type: none"><li>• Ways to describe natural materials</li><li>• How natural materials can change</li><li>• The use of natural materials in our environment</li></ul>	<b>Lines of Inquiry:</b> <ul style="list-style-type: none"><li>• Characteristics of living things</li><li>• Survival needs of living things</li><li>• Reasons for extinction of some animals</li></ul>
	<b>Key Concepts:</b> Form, Connection, Responsibility	<b>Key Concepts:</b> Form, Perspective, Connection	<b>Key Concepts:</b> Form, Function, Change	<b>Key Concepts:</b> Form, Function, Causation
	<b>Subject Focus:</b> Social Studies	<b>Subject Focus:</b> Visual Arts, Performing Arts, language	<b>Subject Focus:</b> Science, Math, Arts	<b>Subject Focus:</b> Science

# SKILLS

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

Language / Literacy	Cognitive Development / Math	Social and Emotional Learning	Physical Development	Arts
<p><b>Oral Skills:</b></p> <ul style="list-style-type: none"> <li>• Is understood by most people; may mispronounce new, long, or unusual words.</li> <li>• Begins to use language to address needs, and express feelings and opinions during classroom activities.</li> <li>• Can ask about unfamiliar vocabulary.</li> <li>• Uses complete four- to six-word sentences and appropriate syntax.</li> <li>• Uses descriptive language.</li> <li>• Understands humor.</li> <li>• Follows classroom instructions.</li> </ul> <p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>• Can read written calendar.</li> <li>• Recognizes his or her first name written in cursive script</li> <li>• Recognizes and begins to write alphabet.</li> <li>• Copies their name.</li> <li>• Can clap syllables to their name.</li> <li>• Retells familiar stories.</li> <li>• Begins to understand sound/ symbol correspondence.</li> </ul>	<p><b>Introduction to Math:</b></p> <ul style="list-style-type: none"> <li>• Can tell if there are more or less objects in a group.</li> <li>• Can count up to 10-20 objects.</li> <li>• Can read numbers up to 9.</li> <li>• Can compare amounts of objects using counting or not.</li> <li>• Can create a collection of a given quantity.</li> <li>• Can solve simple problems involving quantity.</li> <li>• Can sort objects and sort 5 objects according to their size.</li> <li>• Recognizes basic shapes.</li> </ul> <p><b>Time, Space, Life, Objects and Matter:</b></p> <ul style="list-style-type: none"> <li>• Can sort 5 images in chronological order.</li> <li>• Can tell the days of the week in the correct order. Can tell which days are today, yesterday and tomorrow.</li> <li>• Knows the meaning of the words in front of/behind, up/down, on, under, near, inside/outside.</li> <li>• Can do a 24-piece puzzle.</li> </ul>	<p><b>Self-Awareness/ Self-Concept:</b></p> <ul style="list-style-type: none"> <li>• Expresses emotion easily.</li> <li>• Understands values and goals.</li> <li>• Demonstrates independence in routines and play.</li> <li>• Recognizes that feelings affect life.</li> <li>• Works on developing a positive self-image.</li> </ul> <p><b>Self-Management/ Self-Regulation/Adaptability:</b></p> <ul style="list-style-type: none"> <li>• Controls and manages emotions and associated behaviors.</li> <li>• Demonstrates impulse control.</li> <li>• Becomes appropriately assertive.</li> <li>• Regulates emotions.</li> <li>• Adapts to change.</li> </ul> <p><b>Social Awareness/ Accountability:</b></p> <ul style="list-style-type: none"> <li>• Communicates own feelings to others.</li> <li>• Notices the feelings of others.</li> <li>• Understands different points of view.</li> </ul>	<p><b>Gross Motor Skills:</b></p> <ul style="list-style-type: none"> <li>• Pushes and rolls an object.</li> <li>• Can cross an obstacle course.</li> <li>• Can throw, catch, and stop an object.</li> <li>• Crawls, rows, jumps, runs.</li> <li>• Participates in a team game.</li> <li>• Maintains balance.</li> <li>• Uses large muscles for balance.</li> <li>• Has sense of body in space.</li> <li>• Can follow choreography.</li> </ul> <p><b>Fine motor skills:</b></p> <ul style="list-style-type: none"> <li>• Zips and unzips clothes.</li> <li>• Unbuttons and buttons clothes.</li> <li>• Turns a doorknob.</li> <li>• Washes hands.</li> <li>• Uses a spoon and fork correctly.</li> <li>• Cuts on the line with scissors.</li> <li>• Traces objects, dot to dot.</li> <li>• Colors within lines.</li> </ul>	<p><b>Visual Arts:</b></p> <ul style="list-style-type: none"> <li>• Learns colors.</li> <li>• Discovers paint mixes.</li> <li>• Discovers the hand as a tool for plastic creations (rubbing, scratching, tapping).</li> <li>• Chooses different tools depending on a project.</li> <li>• Draws people and animals.</li> <li>• Produces artworks with elements of nature.</li> <li>• Draws simple objects/ copies simple shapes.</li> <li>• Can illustrate a story / a book.</li> <li>• Models objects / characters from clay.</li> <li>• Learns about some renowned artists.</li> </ul> <p><b>Music:</b></p> <ul style="list-style-type: none"> <li>• Memorizes songs and poems.</li> <li>• Discovers and identifies instruments of the world.</li> <li>• Discovers and reproduces rhythms.</li> <li>• Uses maracas and other small instruments.</li> <li>• Uses the body as an instrument.</li> </ul>

<ul style="list-style-type: none"> <li>• Creates stories/plays using drawing, dictation, writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Can do more complex puzzles, creating shapes and tangrams.</li> <li>• Can name most parts of his / her body.</li> <li>• Can cut out various shapes.</li> <li>• Can identify and name at least 10 colors.</li> </ul>	<ul style="list-style-type: none"> <li>• Empathizes with others.</li> <li>• Shows compassion.</li> <li>• Knows the difference between right and wrong and understands society norms.</li> <li>• Respects authority figures.</li> <li>• Has manners/is polite.</li> </ul> <p><b>Relationship Skills:</b></p> <ul style="list-style-type: none"> <li>• Communicates effectively.</li> <li>• Engages in active listening.</li> <li>• Demonstrates cooperation.</li> <li>• Can negotiate conflicts and resolve differences.</li> <li>• Takes turns.</li> </ul> <p><b>Responsible Decision-Making:</b></p> <ul style="list-style-type: none"> <li>• Desires to act in an ethical manner.</li> <li>• Is able to appropriately explore new things.</li> <li>• Takes safe risks.</li> </ul>	<p><b>Gross Motor Skills:</b></p> <ul style="list-style-type: none"> <li>• Push and roll an object.</li> <li>• Can cross an obstacle course.</li> <li>• Can throw, catch, stop an object.</li> <li>• Crawls, rowls, jumps, runs.</li> <li>• Participates in a team game.</li> <li>• Maintains balance.</li> <li>• Uses large muscles for balance.</li> <li>• Has sense of body in space.</li> <li>• Can follow a choreography.</li> <li>• Learns to dance in rhythm.</li> </ul> <p><b>Fine motor skills:</b></p> <ul style="list-style-type: none"> <li>• Zips and unzips clothes.</li> <li>• Unbuttons and buttons clothes.</li> <li>• Turns a doorknob.</li> <li>• Washes hands.</li> <li>• Uses a spoon and fork correctly.</li> <li>• Cuts on the line with scissors.</li> <li>• Traces objects, dot to dot.</li> <li>• Colors within lines.</li> </ul>	<ul style="list-style-type: none"> <li>• Learns about different musical styles.</li> </ul> <p><b>Performing Arts:</b></p> <ul style="list-style-type: none"> <li>• Begins to use body language in mime and role play.</li> <li>• Performs with a group.</li> </ul>
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