

TESSA

INTERNATIONAL • SCHOOL

ELEMENTARY YEARS 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:**

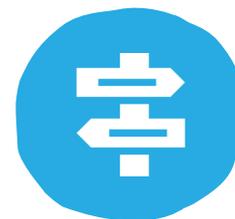
High level cognitive activities stimulate a child's curiosity, desire to learn, and intellectual independence.

- **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.



50% 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	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	<p>Central Idea:</p> <p>As responsible citizens we contribute to our community</p>	<p>Central Idea:</p> <p>Knowing about our family histories enables us to discover our cultural origins</p>	<p>Central Idea:</p> <p>We express ourselves through stories.</p>	<p>Central idea:</p> <p>Structures are created in relation to the natural world</p>	<p>Central Idea:</p> <p>Keeping safe is a shared responsibility</p>	<p>Central Idea:</p> <p>People share habitats responsibly with other living things</p>
	<p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • What does citizen mean • Rights and responsibilities of citizens • Community helpers and their role in the wellbeing of our community 	<p>Lines of Inquiry:</p> <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 	<p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Various types of stories and their features • Different elements of stories • How stories lead to various reactions 	<p>Lines of Inquiry:</p> <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 	<p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • What safety means • Safety in different places and scenarios • Roles in safety keeping 	<p>Lines of Inquiry:</p> <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 Related Concepts: Relationships, genealogy	Key Concepts: Form, Causation	Key Concepts: Form, Causation	Key Concepts: Form, Function, Responsibility Related Concepts: Rules, Discipline	Key Concepts: Function, Causation, Responsibility
	Subject Focus: Social Studies	Subject Focus: Social Studies, Language	Subject Focus: Genre, language	Subject Focus: Science, Visual Arts	Subject Focus: Social Studies, Language	Subject Focus: Science
Grade 2	Central idea The choices we make affect our health and well-being.	Central Idea: Physical and virtual public spaces serve the community in various ways.	Central Idea: Through the arts people use different forms of expression to convey their uniqueness as human beings.	Central Idea: Our Solar System is part of a larger universe which affects life on Earth.	Central Idea: The needs and wants of people are satisfied by resources.	Central Idea: Living things adapt in various ways to sustain species.
	Lines of inquiry: <ul style="list-style-type: none"> structure and function of body systems Food groups and a balanced diet Requirements to maintain a healthy mind and body 	Lines of inquiry: <ul style="list-style-type: none"> Characteristics of different public space Functions or purposes of public spaces How people maintain public spaces 	Lines of inquiry: <ul style="list-style-type: none"> The diverse ways in which people express themselves How everyone can express their uniqueness through the arts The role of art in culture and society 	Lines of Inquiry: <ul style="list-style-type: none"> the characteristics of a planet (a body in space) Lunar cycles Earth's Atmosphere 	Lines of inquiry: <ul style="list-style-type: none"> how people earn an income differences between needs and wants types of goods and services 	Lines of Inquiry: <ul style="list-style-type: none"> characteristics of living things behavioural and physical adaptations of various species How adaptation lead to continuation of species
	Key concepts: Function, responsibility	Key concepts: Responsibility, form, function	Key concepts: Perspective	Key concepts: Form	Key concepts: Function, causation	Key concepts: Form, function, change

	Subject Focus: Science and Social Studies	Subject Focus: Social Studies, Language	Subject Focus: Language, Performing Arts and Visual Arts	Subject Focus: Science	Subject Focus: Social Studies,	Subject Focus: Science
Grade 3	Central idea: People express their beliefs and values in a variety of ways.	Central Idea: People migrate for different reasons with wide-ranging effects	Central Idea: Around the world people use creativity to express themselves.	Central Idea: Light and sound help people experience their world.	Central Idea: Advertising uses a variety of techniques to persuade, inform, and/or entertain.	Central Idea: Access to equal opportunities depends on different factors
	Lines of inquiry: <ul style="list-style-type: none"> • Exploring what beliefs and values are • Common characteristics of belief systems • Different beliefs and values that people have around the world 	Lines of inquiry <ul style="list-style-type: none"> • Why people migrate from one place to another • The emotional impact of people migrating • The effects of emigration and immigration 	Lines of inquiry : <ul style="list-style-type: none"> • How people around the world express themselves • The creative process • People can respond to creative expression in various ways 	Lines of Inquiry: <ul style="list-style-type: none"> • Sources of light and sound. • Ways lights and sound are experienced. • How light and sound can be changed. 	Lines of inquiry <ul style="list-style-type: none"> • The purpose of advertising. • Techniques of advertising. • The effects of advertising on children. 	Lines of Inquiry: <ul style="list-style-type: none"> • What is considered fair • The opportunities that people do and do not have access to • The factors that help and hinder access to equal opportunities

SKILLS

Each child makes progress at her or his own pace, by the end of Grade 3, 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 / Literacy (English & Target Language)	Math	Science	Physical Education	Arts
<p>Oral Language:</p> <ul style="list-style-type: none"> • Can listen to understand oral messages or texts read aloud by an adult. • Participates in various verbal exchanges with and in front of a group. • Reading and Reading Comprehension • Can identify words more and more easily, creating a link with writing (associating decoding and encoding). • Can understand written text and verbally explain his / her understanding of the text. • Can read out loud. <p>.</p> <p>Writing:</p> <ul style="list-style-type: none"> • Can copy a text linked to reading with accuracy. • Can produce a text, following the correct writing process, and in relation to the related reading, oral language, and grammar. • Can revise and edit a written product, using correct grammar. 	<p>Number:</p> <ul style="list-style-type: none"> • Can understand and use whole numbers to count, order, find, and compare numbers up to 10,000. • Can name, read, write numbers to 10,000. • Can calculate addition and subtraction problems using whole numbers and solve problems using whole numbers. • Develops an understanding of multiplication and division and strategies for multiplication and division within 100. <p>Problem Solving:</p> <ul style="list-style-type: none"> • Can compare, estimate, measure, and solve problems involving distance, weight, volume, and time. • Develops an understanding of fractions. <p>Geometry:</p> <ul style="list-style-type: none"> • Can recognize, name, describe, and reproduce a selection of solids. 	<p>Water:</p> <ul style="list-style-type: none"> • Can identify and explain the 3 states for water. • Can observe and measure the 3 states of water. • Can explain the water cycle, evaporation, and condensation. <p>Living Environment:</p> <ul style="list-style-type: none"> • Can understand: <ul style="list-style-type: none"> -Health and hygiene (food groups, balanced nutrition). -Animals (birth, life cycle, food chains). -Garbage and recycling. • Compares environments. • Can identify landscapes. <p>Technical Objects:</p> <ul style="list-style-type: none"> • Can understand how electricity works (rules of safety/risks, circuits, switches, insulation, conduction...). <p>Space:</p> <ul style="list-style-type: none"> • Understands representations of our Earth (globe, maps...). • Can read a map. 	<ul style="list-style-type: none"> • Physical education 2x a week. • Participates in yoga, fitness, recreational and competitive activities. • Increases self-awareness. • Learns to resolve conflict. • Works collaboratively in small and bigger groups. • Learns to manage time. • Thinks critically, collaborates and reflects. 	<p>Visual Arts:</p> <ul style="list-style-type: none"> • Responds creatively to problems. • Develops new techniques and skills. • Engages with different materials. • Employs senses in various ways. <p>Music:</p> <ul style="list-style-type: none"> • Explores, studies, and performs music from diverse cultures. • Knows various musical styles and techniques. • Understands music notation. • Explores the tradition of music making and performance. • Demonstrates abilities to apply musical knowledge and skills in context. <p>Performing Arts:</p> <ul style="list-style-type: none"> • Devises and tells stories. • Evaluates performances. • Acts both alone and in groups.

<p>Grammar:</p> <ul style="list-style-type: none"> • Can memorize the spelling of high frequency words and sight words. • Can identify the main components of a simple sentence, in relation to semantic structure (what we are talking about, what we are saying about it). 	<ul style="list-style-type: none"> • Can recognize, name, describe, reproduce, and construct a selection of plane geometric figures. • Can recognize and use notions of alignment, right angles, length of lines, the mid-point, symmetry. • Can describe and analyze two-dimensional shapes. 	<ul style="list-style-type: none"> • Can find local points on a map (countries, oceans, continents, solar system...). <p>Time:</p> <ul style="list-style-type: none"> • Can understand: <ul style="list-style-type: none"> -Days of the week, months of the year, seasons. -History of the world on a timeline. -Key moments/periods in history (events, people, ways of life). • Discovers and compares time periods • Understands ways of life of some famous people, young and old, men and women, and some important facts of certain historical periods. 	<p>Gross Motor Skills:</p> <ul style="list-style-type: none"> • Push and roll an object. • Can cross an obstacle course. • Can throw, catch, stop an object. • Crawls, rowls, jumps, runs. • Participates in a team game. • Maintains balance. • Uses large muscles for balance. • Has sense of body in space. • Can follow a choreography. • Learns to dance in rhythm. <p>Fine motor skills:</p> <ul style="list-style-type: none"> • Zips and unzips clothes. • Unbuttons and buttons clothes. • Turns a doorknob. • Washes hands. • Uses a spoon and fork correctly. • Cuts on the line with scissors. • Traces objects, dot to dot. • Colors within lines. 	<ul style="list-style-type: none"> • Develops inter- and intraper-sonal communication skills. • Develops collaboration strategies, problem-solving, and empathy. • Learns about theatre history and explores modern performances.
---	--	--	---	--



T E S S A

INTERNATIONAL • SCHOOL

Tessa International School
720 Monroe Street,
Hoboken, NJ, 07030

admissions@tessais.org
(201) 755-5585
www.tessais.org