

TESSA

INTERNATIONAL • SCHOOL

# KINDERGARTEN 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:**

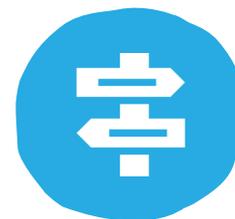
High level cognitive activities stimulate a child's curiosity, desire to learn, and intellectual independence.

- **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.



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.
Kindergarten	<b>Central Idea:</b> Celebrations and traditions are expressions of shared beliefs and values	<b>Central Idea:</b> We express ourselves through stories	<b>Central Idea:</b> We use our senses to perceive the world	<b>Central Idea:</b> Animals and people interact in different ways and contexts
	<b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>• Different kinds of celebrations and traditions</li> <li>• Why people celebrate</li> <li>• Symbolic representations of traditions and celebrations</li> </ul>	<b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>• Various types of stories and their features</li> <li>• Different elements of stories</li> <li>• How stories lead to various reactions</li> </ul>	<b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>• Sense organs in the body</li> <li>• How sense organs work</li> <li>• People have different perceptions to stimuli</li> </ul>	<b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>• Ways various animals are classified</li> <li>• Animals and their role in the ecological balance</li> <li>• Our responsibility in conservation of animals</li> </ul>
	<b>Key Concepts:</b> Form, Function, Connection	<b>Key Concepts:</b> Form, Causation, genre	<b>Key Concepts:</b> Form, Function, Perspective	<b>Key Concepts:</b> Form, Function, Responsibility
	<b>Subject Focus:</b> Social Studies	<b>Subject Focus:</b> Visual Arts and Social Studies	<b>Subject Focus:</b> Science	<b>Subject Focus:</b> Science, Language

# SKILLS

Each child makes progress at her or his own pace, by the end of Kindergarten, 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 the year as the children explore and discover:

Language / Literacy	Math	Science	Physical Education	Arts
<p><b>Oral Skills:</b></p> <ul style="list-style-type: none"> <li>• Can share an experience or a story.</li> <li>• Makes complex sentences (because...).</li> <li>• Can name everyday objects.</li> <li>• Can memorize the vocabulary learned in class.</li> <li>• Understands routine instructions and short stories, and can retell in his / her own words.</li> <li>• Can find words that rhyme using pictures.</li> <li>• Recognizes sounds, associates words starting with the same syllable.</li> <li>• Can clap and count syllables.</li> <li>• Knows a few traditional fables.</li> <li>• Can dictate a story to an adult.</li> </ul> <p><b>Writing Skills:</b></p> <ul style="list-style-type: none"> <li>• Can find a word in a sentence.</li> <li>• Knows most of the letters, in lowercase, uppercase and in cursive writing.</li> <li>• Knows how most letters sound</li> <li>• Can hold a pen properly.</li> <li>• Can trace a circle properly.</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to relate counting to addition and subtraction.</li> <li>• Can read written numbers up to 10.</li> <li>• Uses number names while counting to 30.</li> <li>• Begins to count to 100.</li> <li>• Begins using addition and subtraction to solve problems.</li> <li>• Can sort objects and sort out 10 objects according to their size.</li> <li>• Begins to understand the meaning of the plus, minus, and equal signs.</li> <li>• Can recognize and name a circle, a square, a triangle and a rectangle; can recognize a few solids (cube, pyramid, sphere, cylinder).</li> <li>• Can recognize a pattern and repeat it.</li> <li>• Uses measurement words and some standard measurement tools accurately.</li> <li>• Begins to estimate and measure objects using standard units of measurement: length, mass, capacity, and temperature.</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to approach the 5 senses.</li> <li>• Distinguishes living and non-living things.</li> <li>• Distinguishes and learns about vegetal, animal, mineral things and beings.</li> <li>• Can locate and name the different parts of the human body.</li> <li>• Learns about hygiene and a healthy lifestyle.</li> <li>• Learns about the seasons.</li> <li>• Distinguishes solids and liquids.</li> <li>• Discovers the states of matter: water, ice, steam.</li> <li>• Discovers the properties of air.</li> </ul>	<ul style="list-style-type: none"> <li>• Can run, jump, throw objects in various ways.</li> <li>• Actively participates in a team game.</li> <li>• Walks up and down stairs with alternating feet.</li> <li>• Catches ball with hands.</li> <li>• Jumps over objects.</li> <li>• Uses large muscles for balance.</li> <li>• Has sense of body in space.</li> <li>• Can cooperate, exercise different complementary roles, oppose, develop strategies to achieve a common goal or effect.</li> <li>• Can cooperate and play individually or collectively.</li> <li>• Accepts collective constraints.</li> </ul>	<p><b>Visual Arts:</b></p> <ul style="list-style-type: none"> <li>• Knows about paint mixes.</li> <li>• Uses the hand as a tool for plastic creations (rubbing, scratching, tapping).</li> <li>• Chooses different tools depending on a project.</li> <li>• Produces artwork with elements of nature.</li> <li>• Draws simple objects/ copies simple shapes.</li> <li>• Describes an image and is able to express his / her feelings about it.</li> <li>• Can illustrate a story / a book.</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>• Can identify some instruments.</li> <li>• Can reproduce rhythms.</li> <li>• Distinguishes between continuous and discontinuous sounds, strong and weak.</li> <li>• Can listen to a musical sample or a production, then dialogue with others to give impressions.</li> </ul>

<ul style="list-style-type: none"> <li>• Can reproduce simple or more complex designs.</li> <li>• Can write his / her name and copy some words in cursive.</li> </ul> <p><b>Mandarin:</b></p> <ul style="list-style-type: none"> <li>• Character recognition</li> <li>• Radicals and stroke order</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to read and write the time.</li> <li>• Recognizes, creates, and explains more complex repeating and basic growing patterns.</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>• Can express feelings through various ways.</li> <li>• Discovers the role of spectator.</li> <li>• Can give feedback.</li> <li>• Performs in front of a group.</li> </ul>
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