

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:**

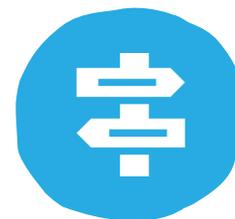
High level cognitive activities stimulate a child's curiosity, desire to learn, and intellectual independence.

- **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.
KG	Central Idea:				Celebrations and traditions are expressions of shared beliefs and values.	Images come in different forms and communicate ideas and information.	We use our senses to perceive the world.	Animals and people interact in different ways and contexts.
	Lines of Inquiry:				<ul style="list-style-type: none"> Different kinds of celebrations and traditions Why people celebrate Symbolic representations of traditions and celebrations 	<ul style="list-style-type: none"> Different forms of images How we interpret images Conveying messages through creating images 	<ul style="list-style-type: none"> Sense organs in the body How sense organs work. People have different perceptions to stimuli 	<ul style="list-style-type: none"> Ways various animals are classified Animals and their role in the ecological balance Our responsibility in conservation of animals
	Key Concepts:				Form, Function, Connection	Form, Function, Perspective	Form, Function, Perspective	Form, Function, Responsibility
	Related Concepts:				Traditions	Express ideas, creativity	Senses	Responsibility, rights, resources, environment, animals, classification

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:

Mobilizing language in all its dimensions	Acting, expressing oneself, comprehending through physical activity	Acting, expressing oneself, comprehending through artistic activities	Acquiring the first mathematical tools	Exploring the World
<ul style="list-style-type: none"> Communicate with adults and other children through language, being understood. Express oneself in syntactically correct and precise oral language. Use the vocabulary learned in class in an appropriate manner. Rephrase what they say to make themselves better understood. Reformulate what others say. Practice various uses of oral language: tell, describe, evoke, explain, question, propose solutions, discuss a point of view. Recite several rhymes and poems from memory and expressively. Understand written texts with no other help than the language heard. Demonstrate curiosity about understanding and producing written texts. Can repeat the words of a written sentence after it has been read by an adult. 	<ul style="list-style-type: none"> Run, jump, throw in various manners, in various spaces and with various materials, with a specific goal. Adjust and link actions and movements according to obstacles to be overcome or the trajectory of objects on which to operate. Move with ease and safely in a variety of natural and constructed environments. Construct and maintain a sequence of actions and movements, in relation to other partners, with or without musical support. Coordinate their movements with those of others, during rounds and singing games. Cooperate, play different complementary roles, oppose each other, develop strategies to achieve a common goal or effect. 	<ul style="list-style-type: none"> Choose different tools and mediums according to a project or an instruction and use them by adapting one's gesture. Practice drawing to represent or illustrate, by being faithful to reality or to a model, or by inventing. Produce a personal composition by reproducing images. Create new graphics. Produce plastic compositions, alone or in small groups, by choosing and combining materials, by reinvesting techniques and processes. Memorize a varied repertoire of rhymes and songs and interpret them expressively. Play with his/her voice to explore variations in tone, intensity, pitch, nuance. Identify and reproduce, either physically or with instruments, simple rhythmic patterns. Describe an image, talk about a musical excerpt and express his/her feelings or understanding using appropriate vocabulary. 	<ul style="list-style-type: none"> Evaluate and compare sets of objects using numerical or non-numerical procedures. Form a set of objects with a cardinal number between 1 and 10. Use counting to compare two quantities (quantities less than or equal to 10). Use numbers to express the position of an object or a person. Understand that the cardinal does not change if the spatial arrangement or the nature of the elements is modified. Understand that any number is obtained by adding one to the previous number. Quantify sets of numbers up to at least ten; compose and decompose them by actual and mental manipulations. Tell how much to add or take away to obtain quantities up to ten. Talk about numbers using their breakdown. Tell the sequence of numbers up to thirty. Tell the sequence of numbers from a given number (between 1 and 30). 	<p>Finding one's way in time and space</p> <ul style="list-style-type: none"> Situate events in relation to each other and to the day, week, month or season. Order a series of photographs or images to describe a real-life situation or a fictional story. Use appropriate time markers (then, during, before, after...) in stories, descriptions or explanations. Situate objects in relation to oneself, to each other, to reference objects. Situate oneself in relation to others, in relation to reference objects. In a well-known environment, make a path or a route based on his/her representation (drawing or coding). Orient and use a sheet of paper, a book or other written material correctly, according to instructions, a goal or a specific project. Use appropriate spatial markers (front, back, right, left, top, bottom, etc.) in stories, descriptions or explanations.

<ul style="list-style-type: none"> • Participate verbally in the production of a written document. • Know that writing is not the same as speaking. • Identify patterns in oral language in English (and in the target language). • Distinguish and manipulate syllables: scroll the syllables that make up a word, understand that some can be deleted, added, reversed. • Identify and produce rhymes and assonance. • Discriminate sounds in words or syllables. • Recognize the letters of the alphabet and know their names. • Know the correspondences between cursive, script, and capital letters, and begin to make the connection with the sound they encode. • Write using a keyboard. • Recognize their first name written in capital letters, script or cursive. • Know the names of the letters that make up the name. • Copy a word or a very short sentence with a known meaning in cursive. • Write their first name in cursive, without a model. • Write a word on their own using letters or groups of letters borrowed from known words. 		<ul style="list-style-type: none"> • Propose solutions in situations of project, creation, problem solving, with his/her body, voice or sound objects. 	<ul style="list-style-type: none"> • Read numbers written in digits up to 10. • Begin to write numbers in digits up to 10. • Begin to compare two numbers less than or equal to 10 written in figures. • Begin to solve problems involving the composition of two collections, adding or subtracting, producing or sharing (all numbers involved are less than or equal to 10). • Classify objects according to characteristics related to their shape. • Recognize some solids. • Name some plane shapes (square, triangle, circle or disc, rectangle) in all orientations and configurations. • Classify or arrange objects according to length, mass or capacity. • Reproduce an object from a model (puzzle, paving, assembly of solids). • Reproduce and draw flat shapes. 	<p>Explore the world of living things, objects and materials</p> <ul style="list-style-type: none"> • Recognize and describe the main stages in the development of an animal or plant, in a real-life observation situation or on still or moving pictures. • Know the essential needs of some animals and plants. • Locate and name the different parts of the human body, on themselves or on a picture. • Know and apply a few rules of personal hygiene and healthy living. • Choose, use and know how to designate tools and materials adapted to a situation, to specific technical actions (folding, cutting, gluing, assembling, operating..). • Make constructions; build simple mock-ups according to plans or assembly instructions. • Take into account the risks in the immediate surroundings (dangerous objects and behavior, toxic products). • Begin to adopt a responsible attitude in terms of respecting the environment and protecting the living world.
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