



# 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:**

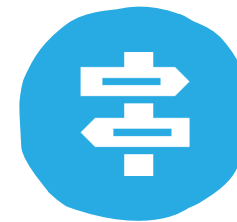
Differentiating the language and learning helps fit every student's specific developmental levels. Differentiation means adjusting or changing the lesson and its goals based on the specific needs of the learner. It is key for an equitable and positive learning experience for all our students.



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><br>Who we are  | <b>Central idea:</b><br>How we express ourselves   | <b>Central idea:</b><br>How the world works  | <b>Central idea:</b><br>Sharing the planet   |
|        | <b>Lines of Inquiry:</b><br>The body  | <b>Lines of Inquiry:</b><br>Emotions<br>Colors   | <b>Lines of Inquiry:</b><br>Transportations  | <b>Lines of Inquiry:</b><br>Animal life  |
| PreK-3 | <b>Central Idea:</b><br>My body can do so many things   | <b>Central Idea:</b><br>We have feelings and can express them in a variety of ways   | <b>Central Idea</b><br>All living things go through a process of change  | <b>Central Idea:</b><br>The things that grow on the 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 cycles are</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><br>Form, Change, Responsibility  | <b>Key Concepts:</b><br>Form, Perspective  | <b>Key Concepts:</b><br>Form, Function, Connection   | <b>Key Concepts:</b><br>Change, Connection, Responsibility   |
|        | <b>Subject Focus:</b><br>Social Science   | <b>Subject Focus:</b><br>Language Arts, Visual Performing Arts   | <b>Subject Focus:</b><br>Science   | <b>Subject Focus:</b><br>Science   |

| Who We Are                       |   |  |  |  | How We Express Ourselves               |  |  |  |  | How the World Works    |   |  |  |  | Sharing the Planet        |   |  |  |  |  |
|----------------------------------|---|--|--|--|--|--|--|--|--|------------------------|---|--|--|--|---------------------------|---|--|--|--|--|
| <b>PreK-4</b>                    | <b>Central Idea:</b>  |  |  |  |  | <b>Central Idea:</b>   |  |  |  |                        | <b>Central Idea:</b>  |  |  |  |                           | <b>Central Idea:</b>  |  |  |  |  |
|                                  | Families and friends are part of who we are.  |  |  |  |  | Wonder within us can make us communicate in different ways.  |  |  |  |                        | Materials behave and interact in certain ways, which determine how people use them.   |  |  |  |                           | Living things have certain requirements in order to grow and survive  |  |  |  |  |
|                                  | <b>Lines of Inquiry:</b>  |  |  |  |  | <b>Lines of Inquiry:</b>   |  |  |  |                        | <b>Lines of Inquiry:</b>  |  |  |  |                           | <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> |  |  |  |  | <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> |  |  |  |                        | <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> |  |  |  |                           | <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>  |  |  |  |  | <b>Key Concepts:</b>   |  |  |  |                        | <b>Key Concepts:</b>  |  |  |  |                           | <b>Key Concepts:</b>  |  |  |  |  |
| Form, Connection, Responsibility |   |  |  |  | Form, Perspective, Connection          |  |  |  |  | Form, Function, Change |   |  |  |  | Form, Function, Causation |   |  |  |  |  |
| <b>Subject Focus:</b>            |   |  |  |  | <b>Subject Focus:</b>                  |  |  |  |  | <b>Subject Focus:</b>  |   |  |  |  | <b>Subject Focus:</b>     |   |  |  |  |  |
| Social Studies                   |   |  |  |  | Visual Arts, Performing Arts, Language |  |  |  |  | Science, Math, Arts    |   |  |  |  | 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:

| 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  |
|--|--|---|--|--|
| <p><b>Oral Expression:</b></p> <ul style="list-style-type: none"> <li>Opening to communication:</li> <li>Signal one's presence in a group</li> <li>Use polite expressions</li> <li>Use I to talk about oneself and you to talk to others</li> <li>Speak to adults and peers</li> <li>Respond with a simple sentence when asked</li> <li>Communicate with others by constructing a syntactically correct and understandable sentence</li> <li>Correctly formulate a particular need or desire</li> <li>Ask questions</li> <li>Listen in order to respond.</li> <li>Ask and wait for turn to speak</li> <li>Participate and speak in small and large groups</li> </ul> <p><b>Written Expression:</b></p> <ul style="list-style-type: none"> <li>Listen to and understand a story.</li> <li>Take an interest in the story by asking/answering questions.</li> </ul> | <ul style="list-style-type: none"> <li>Interact in space, over time and with objects.</li> <li>Adapt balance and movement to various environments and constraints.</li> <li>Communicate with others through expressive or artistic actions.</li> <li>Collaborate, cooperate, oppose each other.</li> </ul> | <p><b>Visual Arts:</b></p> <ul style="list-style-type: none"> <li>Drawing: discover the tools; draw a human; free drawing.</li> <li>Practice decorative graphics: vertical, horizontal, broken, oblique lines, curves, spirals, bridges, loops, crenels.</li> <li>Create plastic compositions, both plane and in volume: work on books, the seasons, events in the year.</li> <li>Observe, understand and transform images: work on books.</li> </ul> <p><b>Music:</b></p> <ul style="list-style-type: none"> <li>Play with one's voice and acquire a repertoire of rhymes and songs.</li> <li>Explore and use rhythms.</li> <li>Explore instruments, use body sounds: string instruments, wind instruments, percussion.</li> <li>Refine listening skills: slow/fast tempo; low/high sounds; loud or soft sound intensity.</li> </ul> | <p><b>Discovering numbers and their uses:</b></p> <ul style="list-style-type: none"> <li>Memorize the sequence of numbers to 10.</li> <li>Count a quantity to 10.</li> <li>Read and write numbers from 1 to 10.</li> <li>Solve quantity problems.</li> <li>Solve distribution problems.</li> <li>Express the result of a comparison with as much as, more than and less than.</li> <li>Compare quantities.</li> </ul> <p><b>Explore shapes, sizes, organized sequences:</b></p> <ul style="list-style-type: none"> <li>Compare and order objects by size.</li> <li>Recognize, classify and name simple shapes.</li> <li>Reproduce an assembly of shapes.</li> <li>Draw simple shapes.</li> <li>Compare and order objects by mass.</li> </ul> | <p><b>Identifying oneself in time and space:</b></p> <p>Time:</p> <ul style="list-style-type: none"> <li>Find one's bearings in the day, week, month, year.</li> <li>Write the date.</li> <li>Use a calendar.</li> <li>Compare durations.</li> <li>Identify simultaneous actions.</li> </ul> <p>Space:</p> <ul style="list-style-type: none"> <li>Locate objects in relation to oneself.</li> <li>Locate objects in relation to stable landmarks.</li> <li>Locate in a page space.</li> <li>Follow, describe and represent a route.</li> <li>Use a grid to locate self.</li> </ul> <p><b>Explore the living world, objects and matter:</b></p> <ul style="list-style-type: none"> <li>Discover the living world:</li> <li>Observe rules of hygiene.</li> <li>Observe the manifestations of the seasons on the living world.</li> </ul> |



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|---|--|--|--|---|
| <ul style="list-style-type: none"> <li>• Tell a known story.</li> <li>• Distinguish and recognize a picture book, a documentary, a recipe, a magazine, a calendar.</li> <li>• Approach the concepts of author, illustrator, publisher.</li> <li>• Distinguish letters from other graphic signs.</li> <li>• Recognize his/her first name in capital letters, script.</li> <li>• Spell his/her first name.</li> <li>• Name most letters of the alphabet (in capitals).</li> <li>• Know the corresponding letters between capitals and script.</li> <li>• Hold a pen properly.</li> <li>• Can draw different lines.</li> <li>• Write his/her first name in capital letters.</li> <li>• Copy simple words.</li> </ul> |  | <p><b>Performing Arts:</b></p> <ul style="list-style-type: none"> <li>• Practice some performing arts activities.</li> </ul> |  | <ul style="list-style-type: none"> <li>• Name the main parts of the body and face.</li> <li>• Observe and understand the development of a plant.</li> <li>• Describe the different stages of development of a plant.</li> <li>• Explore matter:</li> <li>• Manipulate and interact with matter in various ways.</li> <li>• Use, make and manipulate objects:</li> <li>• Recognize, name, describe, compare, arrange and classify objects according to their qualities and uses.</li> <li>• Make free constructions with construction games.</li> <li>• Discover the digital tool (keyboard).</li> </ul> |
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