

# The French School of San Antonio

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## Kindergarten Curriculum



FSSA curriculum adapts the French Ministry of Education's official program to the bicultural and bilingual context.

Our Kindergarten curriculum is a combination of the French National Education program and the Texas Essential Knowledge and Skills.

**Our mission** is to allow children to grow in a caring and nurturing environment where they will develop a desire to attend school in order to learn, assert themselves, and allow their personalities to blossom.

### ***Our principal goals are:***

- ❖ *Developing communication skills through language (oral and written) and through behavior in a social context*
- ❖ *Developing body and mind through physical education and artistic activities*
- ❖ *Enhancing interest and natural curiosity through mathematics activities, science and social studies projects, through outdoor activities, games and group work.*

## **Language Art**

*Students are expected to...*

Communicate with adults and other children through language, all while being understood.

## The French School of San Antonio

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Express oneself through a syntactically correct and precise language; reformulate in order to be better understood.

Practice various uses of the oral language: to tell, to describe, to evoke, to explain, to question, to propose solutions, to discuss a point of view.

Expressively recite several nursery rhymes and poems from memory.

Understand written texts without any support other than listening.

Identify different parts of a book (e.g., front and back covers, title page).

Develop curiosity about the written word; be able to repeat a title or the words of a written sentence after being read aloud by an adult.

Participate verbally in the production of a writing. Know that one does not write as one speaks.

Identify regularities in the spoken language in French and English.

Manipulate syllables.

Play with rhymes and alliterations

Discriminate sounds (syllables, vowel sounds, some consonant sounds outside occlusive consonants) in both languages.

Recognize the letters of the alphabet and know the correspondences between lower case cursive, upper and lower case print.

Identify the common sounds that letters represent in both languages.

Identify and read at least 25 high-frequency words from a commonly used list in both languages.

Use a keyboard.

Write one's name in cursive without visual support

Independently write a word using letters or groups of letters from known words

Dictate or write sentences to tell a story and put the sentences in chronological sequence. Write short poems.

Write expository, procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.

# The French School of San Antonio

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## Physical Activities

*Students are expected to...*

Run, jump, and throw in different ways, in different spaces, and various materials, with a specific goal.

Engage in movement sequences with adult prompts.

Move with ease through various environments, including through different spaces.

Build and remember a series of actions and movements in relation to others, with or without musical support.

Coordinate gestures and movements with others during activities and singing games.

Cooperate and undertake various roles, developing strategies to achieve a common goal or effect.

## Art

*Students are expected to...*

Choose different tools, media, and support materials according to a project or an instruction, and then use them properly.

Draw in order to represent or illustrate, while remaining true to reality or to a model, or through imagination.

Create a personal piece through the reproduction of graphic techniques; create new graphic representations.

Create artistic work—individually or in a group--by combining materials and techniques.

Recite/sing a variety of nursery rhymes and songs along with an ability to interpret them expressively.

Play with one's voice in order to explore the different types of tone, intensity, pitch, and nuance.

Establish and reproduce simple rhythmic patterns either on the body or through instruments.

## The French School of San Antonio

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Describe an image, speak about a musical excerpt, and express one's feelings or understanding through appropriate vocabulary

Propose solutions in project design, creative, or problem solving situations through the use of one's body, voice, or instruments.

### Mathematics

*Students are expected to...*

Evaluate and compare collections of objects using numeric or non-numeric procedures.

Create a collection of a give number amount.

Use counting to compare two quantities, to constitute a collection of a given size, or to compose a collection of an equal quantity to another collection presented.

Use a number to express the position of an object or person in a game, in an organized situation, in rank, or to compare positions.

Use analog symbols, verbal or written, conventional or non-conventional, to communicate oral and written information about a quantity.

Understand that the number of objects in a set does not change if the spatial disposition or nature of elements is modified.

Understand that all numbers are obtained by adding one to the previous number and that this corresponds to the addition of one unit to the quantity before it.

Quantify collections of up to at least 20. Compose and decompose numbers up to 10 using physical and mental manipulations.

Be able to say how many would need to be added or subtracted to obtain quantities no greater than 20.

Model the action of joining to represent addition and the action of separating to represent subtraction.

Solve word problems using objects and drawings to find sums up to 10 and differences within 10.

Speak about numbers up to 10 by describing their break-down.

## **The French School of San Antonio**

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Recognize instantly the quantity of a small group of objects in organized and random arrangements.

Recite the sequence of numbers up to 30.

Count forward up to and backward from at least 20.

Read numbers written in numerals up to 20.

Classify objects as a function of the characteristics connected to their shape. Know how to name two-dimensional shapes (e.g., square, triangle, circle, or rectangle) and recognize some solid forms (e.g., cube, pyramid, ball, cone, or cylinder).

Classify or arrange objects according to criteria of length, mass, or volume capacity.

Reproduce an assembly following a model (e.g., puzzle, assembly of solids).

Reproduce and draw two-dimensional shapes.

Identify the organization principle of an algorithm and pursue its application.

Identify ways to earn income.

Differentiate between money received as income and money received as a gift.

List simple skills required for jobs.

Distinguish between wants and needs and identify income as a source to meet one's wants and needs.

## **Exploring the World**

*Students are expected to...*

### **Time**

Situate known environments in relationship to each other by finding and identifying them within the day, the week, month or season.

Put a series of photos or images in order, to express a situation encountered or a fictional story they heard, marking successions and simultaneous occurrences with precision.

Use appropriate temporal markers (e.g., next, during, before, after, yesterday, today, tomorrow, first, last, etc.) in stories, descriptions, or explanations.

## **The French School of San Antonio**

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Explain the reasons for national patriotic holidays in France and in the United States.

Identify customs associated with national patriotic holidays.

Identify contributions of historical figures for both countries.

### **Space**

Situate objects in relation to themselves, between each other, and with respect to reference objects.

Situate themselves, in relation to others and to reference objects.

In a well-known environment, create a path on the basis of a representation (e.g., a drawing, design, or code).

Develop initial attempts at two-dimensional, communicable representations (e.g., construction of a common code).

Identify tools that aid in determining location, including maps and globes.

Orient and correctly use a piece of paper, a book, or another written support according to directions or for a specific goal or project.

Use appropriate spatial markers (e.g., in front of, behind, to the right, to the left, above, below, etc.) in stories, descriptions, and explanations.

Identify the physical characteristics of place such as landforms, bodies of water, natural resources, and weather.

Identify how the human characteristics of place such as ways of earning a living, shelter, clothing, food, and activities are based upon geographic location.

### **Culture/Citizenship**

Identify the flags of the United States, France and Texas.

Recite the Pledge of Allegiance to the United States Flag, the Pledge to the Texas Flag and the French and American National Anthems.

Use voting as a method for group decision-making.

### **Science**

Have the ability to recognize the principal developmental phases of an animal or plant, through direct observation or through images.

## The French School of San Antonio

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Know the essential needs of several animals and plants.

Sort plants and animals into groups based on physical characteristics such as color, size, body covering, or leaf shape.

Identify parts of plants such as roots, stem, and leaves and parts of animals such as head, eyes, and limbs.

Find and name the parts of the human body, either on themselves or in a representation.

Know and implement several rules of personal hygiene and a healthy lifestyle.

Observe, describe, compare, and sort rocks by size, shape, color, and texture.

Observe and describe physical properties of natural sources of water, including color and clarity.

Identify events that have repeating patterns, including seasons of the year and day and night.

Observe, describe, and illustrate objects in the sky such as the clouds, moon, and stars, including the sun.

Choose, use, and know how to designate tools and materials adapted to a situation and some specific technical actions (e.g., fold, cut, glue, assemble, turn on, etc.).

Construct simple models following plans or assembly instructions.

Use digital tools: digital camera, tablet, and computer.

Have an awareness of risks in a familiar immediate environment (i.e., dangerous behavior and objects and toxic products).

Demonstrate how to use, conserve, and dispose of natural resources and materials such as conserving water and reusing or recycling paper, plastic, and metal.