

The French School of San Antonio

Lower Elementary Curriculum (1st, 2nd, 3rd grades)



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

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

In all of the learning areas of the Early Elementary Curriculum, our programs prompt questioning the world. That's why mastery of languages, French and English in particular, is the priority.

In Lower Elementary:

- ❖ *Students have the time to learn*
- ❖ *The meaning and automation construct themselves simultaneously*
- ❖ *The language constitutes the central object of learning*
- ❖ *The concrete and the abstract are constantly linked*
- ❖ *Intuitive knowledge still holds a central place*
- ❖ *We learn to perform basic school activities*
- ❖ *We reason rationally*

Skills introduced:

Language Art (in French and English)

Understanding and expressing oneself orally

- Listening in order to understand oral messages or texts read by an adult.

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- Speaking in order to be heard and understood.
- Participating in discussions in varied situations.
- Adopting a critical distance in relation to the language produced.

Reading

- Identifying words in an increasingly fluent manner. Understanding a text.
- Practicing different forms of reading.
- Reading aloud.
- Checking one's comprehension.

Writing

- Copying expertly.
- Producing writing.
- Revising and improving the writing that has been produced.

Understanding the functioning of the language

- Mastering the relationship between speaking and writing.
- Memorizing and recalling the spelling of frequent words and of irregular words of which the meaning is known.
- Identifying the principal components of a simple phrase in relation to its semantic coherence.
- Reasoning in order to resolve spelling problems.
- Spelling the most frequent verbal forms.
- Identifying relationships between words, and between words and their context of use; using this in order to better understand.
- Extending lexical knowledge, memorizing and reusing newly learnt words.

Physical and sporting education

- Developing motor skills and learning to express oneself by using one's body.
- Learning methods and tools through physical and sporting practice.

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- Sharing the rules, assuming roles and responsibilities.
- Learning to maintain health through regular physical activity.
- Acquiring an artistic and sporting physical culture.
- Producing an optimal performance, measurable at a given end date.
- Adapting one's journey to varied environments.
- Expressing oneself before others through an artistic and/or acrobatic performance.
- Conducting and mastering a collective or interpersonal contest.

Artistic studies

Visual Arts

Experimenting, producing, creating

- Acquiring the elements of visual language: subject matter, media, color, etc.
- Observing the effects produced by one's techniques, by the tools used.
- Representing the surrounding world or giving shape to one's imagination by exploring a variety of means and methods (drawing, collage, modeling, sculpture, photography, etc.).

Implementing an artistic project

- Respecting the shared space, the materials and tools.
- Complete an individual production in the context of a project guided by the teacher.
- Show one's productions without reticence and look at those of others.

Expressing oneself, analyzing one's practice and that of one's peers; establishing a relation with that of the artists, opening oneself up to otherness

- Formal speaking before a group in order to share one's finds and those discovered in works of art.
- Formulating one's emotions, understanding and respecting those of others.

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- Identifying the elements of visual language in a production: colors, forms, subject matters, media, etc.

Locating oneself within the domains linked to the visual arts, being sensitive to questions of art

- Making choices among the images encountered, establishing an initial link between one's visual universe and the artistic culture.
- Expressing one's emotions about pieces of art.
- Studying works of art of various domains and eras belonging to national and world heritage.
- Opening oneself up to the diversity of artistic cultures and practices.

Musical Education

Singing

- Singing a simple melody with correct intonation, singing a song by imitation.
- Interpreting a song with expressiveness.

Listening, comparing

- Describing and comparing the sound elements.
- Comparing music and identifying similarities and differences.

Exploring and imagining

- Imagining graphic or corporeal representations of music.
- Inventing a simple organization from different sound elements.

Discussing, sharing

- Expressing one's emotions, sentiments and preferences.
- Listening to and respecting the opinions of others and the expression of their sensibility.

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Moral and civic Education

Sensitivity: self and others

- Identifying and expressing one's emotions and sentiments whilst regulating them.
- Respecting and being capable of listening and of empathy.
- Feeling oneself to be a member of a group.

Laws and rules: principles for living with others

- Understanding the reasons for obeying the rules and the law in a democratic society.
- Understanding the principles and values of the United States of America, the French Republic and other democratic societies.
- Identifying anthems and mottoes of the United States, Texas and France

Judgment: thinking by oneself and with others

- Developing aptitudes for critical reflection
- Differentiating one's particular interest from the general interest.

Commitment: acting individually and collectively

- Committing oneself and assuming responsibilities in school and in the establishment.
- Exploring the concepts of goods and services and the value of work
- Taking charge of aspects of collective life and of the environment and developing a social and ecological conscience.

Questioning the World

Practicing scientific strategies

- Practicing, with the help of teachers, an investigation strategy: questioning, observation, experience, description, reasoning and conclusion.

Imagining, realizing

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- Observing simple objects and situations of activities of daily life.
- Imagining and making simple objects and small constructions.

Acquiring tools and methods

- Selecting or using suitable equipment provided to carry out an observation, take a measurement, and perform an experiment.
- Handling with care.

Practicing languages

- Reading and understanding illustrated documentary texts.
- Extracting from text or documentary resource information, which meets a need or answers a question.
- Reporting the results of observations orally or in various written forms (notes, lists, drawings or even tables).

Using digital tools

- Discovering digital tools in order to draw, communicate, research and return simple information.

Adopting ethical and responsible behavior

- Developing responsible behavior vis-à-vis the environment and health thanks to a reasoned attitude based on knowledge.
- Putting into practice the first concepts of eco-management of the environment by simple individual or collective actions: management of waste, paper and saving water and energy (lighting, heating etc.).

Situating oneself in space and time

- Constructing spatial references: locating, orientating and situating oneself in a geographic space, using and producing representations of the space.
- Constructing temporal references: ordering events, memorizing some chronological references.

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Mathematics

Searching

- Engaging in a strategy of resolution of problems by observing, by posing questions, by manipulating, by experimenting, by issuing hypotheses, if necessary with the support of the teacher after a time of independent research.
- Testing, trying several leads proposed by oneself, other pupils or the teacher.

Modeling

- Using mathematics in order to solve concrete problems, notably problems pertaining to sizes and their measurements.
- Realizing that certain problems pertain to situations of addition, others to situations of multiplication, sharing or grouping.
- Recognizing forms in real objects and reproducing them geometrically.

Representing

- Understanding different systems of representation (drawings, schemas, calculation trees, etc.).
- Using numbers to represent quantities or sizes.
- Using various representations of solids and spatial situations.

Reasoning

- Anticipating the result of a manipulation, calculation, or measurement.
- Reasoning regarding figures in order to reproduce them using instruments.
- Taking account of various elements (arguments of others, results of an experience, sources within or outside the class, etc.) in order to modify one's judgment.
- Gradually becoming aware of the necessity and the interest of justifying what one claims.

Calculating

- Calculating with whole numbers, mentally or by hand, accurately or approximately, using strategies adapted to the numbers involved.
- Checking the plausibility of one's results.

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Communicating

- Using oral and written form, the natural language, representations and symbols in order to explain strategies and argue lines of reasoning.