

# The French School of San Antonio

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## Early Preschool / Preschool Curriculum



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

Our Preschool curriculum is a combination of the French National Education program and the Texas Prekindergarten Guidelines.

**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.

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Express oneself through a correct 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.

Recite several nursery rhymes from memory.

Understand written texts with the aid of pictures.

Hold a book right side up, turn its pages correctly, and know that reading moves from top to bottom and left to right.

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.

Identify regularities in the spoken language in French and English.

Write one's name in capitals (upper case print).

## 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.

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

## 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.

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Create artistic work by combining materials and techniques.

Recite/sing a variety of nursery rhymes and songs.

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.

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

## Mathematics

*Students are expected to...*

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

Create a collection of a given 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.

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 4. Compose and decompose numbers up to 3 using physical and mental manipulations.

Recognize instantly the quantity of a small group of objects (1-3) in organized and random arrangements.

Recite the sequence of numbers up to 10.

Read numbers written in numerals 1-4.

Classify objects as a function of the characteristics connected to their shape.

Recognize common shapes.

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

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## Exploring the World

*Students are expected to...*

### **Time**

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

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.

### **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.

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

### **Science**

Know the essential needs of several animals and plants.

Identify parts of animals such as the 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.

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.

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