

**French American International School  
of Boca Raton**



**Ecole Franco-Américaine Internationale  
de Boca Raton**



**International Baccalaureate – Primary Years Program  
The Program of Inquiry 2017-2018**

PRESCHOOL / MATERNELLE

**Who We Are** An inquiry into the nature of self, belief and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what I means to be human

***Central idea***

There are many ways that I am the same and I am different from my friends and my family

***Key concepts***

Form, connection

***Lines of inquiry***

- Who I am
- My likes and dislikes
- What makes me the same and different from others

***Subject areas***

Language Arts, Mathematics, Personal and Social education

**How We Express Ourselves** 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

***Central idea***

People share ideas and feelings and experiences with others through storytelling

***Key concepts***

Connection, perspective

***Lines of inquiry***

- Different ways to tell stories
- Connections to stories and our own experiences or the experiences of others
- The value of storytelling

***Subject areas***

Language Arts, Visual Arts, Music, Dance/Mobility

**How The World Works** 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

***Central idea***

Changes happen in the world around us

***Key concepts***

Form, change, causation

***Lines of inquiry***

- We are inquiring into what things are like
- We are inquiring into why things change
- We are inquiring into changes we see

***Subject areas***

Science, Mathematics, Social Studies

**How We Organize Ourselves** An inquiry into the interconnectedness of human-made systems; and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment

***Central idea***

Routines and relationships at school are important for our learning

***Key concepts***

Function, responsibility

***Lines of inquiry***

- We are inquiring into class routines and rules
- We are inquiring into relationships in school
- We are inquiring into learning together

***Subject areas***

Language Arts, Personal and Social Education, Social Studies



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KINDERGARTEN

**Who We Are** An inquiry into the nature of self, belief and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what I means to be human

***Central Idea***

The way we behave affects our relationships with others

***Key Concepts***

Form, connection, responsibility

***Lines of inquiry***

- Who we have relationships with
- Different types of behavior
- How relationships affects

***Subject areas***

Language Arts, P.E.



**Where We Are in Time and Place** An inquiry into orientation, place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives

***Central Idea***

Different kinds of evidence allow us to understand people's unique, personal histories

***Key Concepts***

Form, perspective, reflection

***Lines of inquiry***

- How people's personal histories are unique
- Important people, places and events in people's lives
- Ways to remember the past

***Subject areas***

Social Studies, Language Arts, Music

**How We Express Ourselves** 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

***Central Idea***

People choose to communicate their feelings in different ways

***Key concepts***

Form, reflection, causation

***Lines of inquiry***

- Different feelings
- What causes us to feel different ways
- Ways to communicate feelings
- How we choose to express our feelings

***Subject areas***

Art, Language Arts, Music

**How The World Works** 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

***Central Idea***

Living things have needs in order to grow and survive

***Key concepts***

Form, function, change

***Lines of inquiry***

- How we know things are living (alive)
- What living things need to survive
- Ways living things protect themselves in their environment
- The changes that happen as living things grow

***Subject areas***

Science, Language Arts

**How We Organize Ourselves** An inquiry into the interconnectedness of human-made systems; and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment

***Central Idea***

Rules and routines help us to establish a sense of community

***Key concepts***

Form, function, causation

***Lines of inquiry***

- A sense of community
- How rules and routines work
- Why rules and routines help to create a sense of community

***Subject areas***

Social Studies, Mathematics

**Sharing The Planet** 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

***Central Idea***

Humans depend on plants for many reasons

***Key concepts***

Change, function, form

***Lines of inquiry***

- Ways to group plants
- Parts of plants
- How people use plants
- What the world would be like without plants

***Subject areas***

Science, Social Studies

The IB Primary Years Program of Inquiry is meant to be implemented into each school's unique academic program. It is a complimentary, enrichment program to our rigorous bilingual curriculum. No time is removed from either the French or English sections, but rather a deeper understanding of our world is being explored via all subjects: Language Arts (French/English), Social Studies, History/Geography, Science, Mathematics, the Arts and Phys.Ed.

FAISBR will be teaching the above curriculum to our students' in their everyday academic program, in both the American and the French sections. There are six units of inquiry, which each last approximately six to seven weeks. Each unit focuses on a "Central Idea" using three IB "key concepts" in two to three subject areas.

More than 4,000 schools so far have chosen to teach International Baccalaureate® (IB) programmes, with their unique academic rigour and their emphasis on students' personal development. Those schools employ over 70,000 educators, teaching more than one million students worldwide.

The International Baccalaureate® (IB) Primary Years Programme (PYP) is for students aged 3-12.

## What is the PYP?

The PYP prepares students to become active, caring, lifelong learners who demonstrate respect for themselves and others and have the capacity to participate in the world around them. It focuses on the development of the whole child as an inquirer, both within and beyond the classroom.



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**International Baccalaureate – Primary Years Program  
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1<sup>st</sup> GRADE / CP



**Who We Are** An inquiry into the nature of self, belief and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what I means to be human

***Central Idea***

Exploring what makes us who we are helps us to connect to others

***Key concepts***

Form, causation connection

***Lines of inquiry***

- Who I am
- How I am similar to and different from others
- Traditions in my family

***Subject Areas***

Social Studies, P.E.

**Where We Are in Time and Place** An inquiry into orientation, place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives

***Central idea***

Different representations of a place help us to understand what that place is like

***Key Concepts***

Form, function, perspective

***Lines of inquiry***

- Different ways places are represented
- What different representations reveal about places
- How we use representations of places in our lives

***Subject areas***

Social Studies, Mathematics, Arts

**How We Express Ourselves** 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

***Central Idea***

Sound can help us understand and express our world

***Key concepts***

Sound, communication

***Lines of inquiry***

- Different sources of sound
- How we express ourselves through sound
- How we respond to sound

***Subject areas***

Language Arts, Music

**How The World Works** 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

***Central idea***

People use their understanding of the behavior of light in their daily life

***Key concepts***

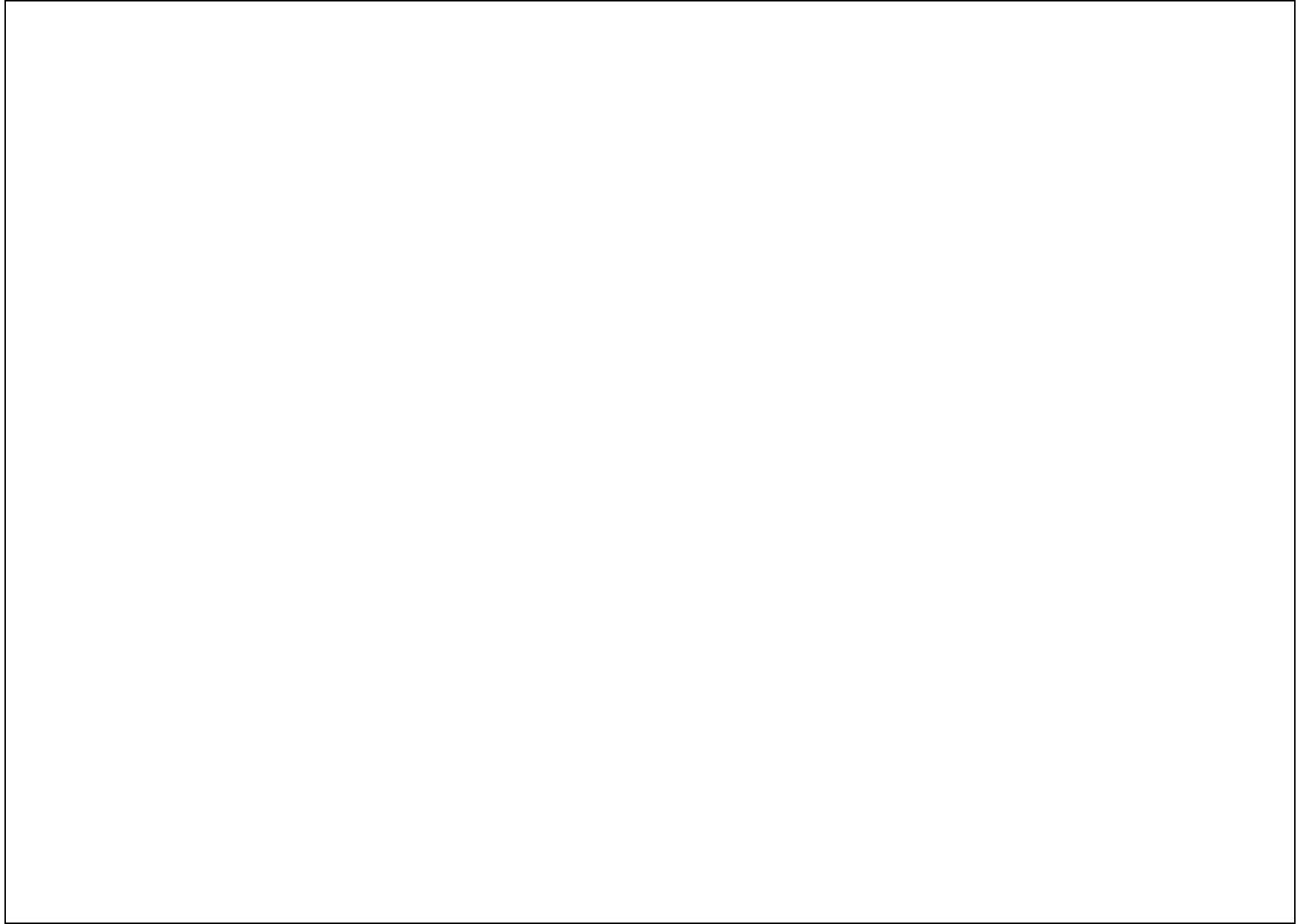
Form, function, perspective

***Lines of inquiry***

- Sources of light
- The way light behaves
- The way light is used
- How light affects our lives

***Subject areas***

Science, Social Studies



**How We Organize Ourselves** An inquiry into the interconnectedness of human-made systems; and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment

***Central idea***

People create systems of measurement to meet their needs in daily life

***Key concepts***

Form, function, connection

***Lines of inquiry***

- The systems of time, money, length, mass, temperature and capacity
- The tools we use to measure
- How we use measurement in our daily lives

***Subject areas***

Mathematics, Science, Social Studies

**Sharing The Planet** 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

***Central idea***

All living things depend on each other in various ways

***Key concepts***

Form, connection, responsibility

***Lines of inquiry***

- What living things have in common
- Various ways living things are connected
- What impacts living things and their connection

***Subject areas***

Science, Social Studies





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2<sup>nd</sup> GRADE / CE1

**Who We Are** An inquiry into the nature of self, belief and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what I means to be human

***Central idea***

Nature and nurture affect who we are as humans

***Key concepts***

Change, connection, reflection

***Lines of inquiry***

- What it means to be human
- How humans are the same and different to other animals
- The influence of nature and nurture on us

***Subject areas***

Science, P.E.

**Where We Are in Time and Place** An inquiry into orientation, place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives

***Central idea***

There are many diverse features that give a place its identity

***Key concepts***

Form, connection

***Lines of inquiry***

- Different types of places
- The diverse features of a place
- How different features give a place its identity

***Subject areas***

Language Arts, Geography, History

**How The World Works** 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

***Central idea***

The properties of materials determine how they can be used

***Key concepts***

Form, change, causation

***Lines of inquiry***

- Different materials and their origins
- The properties of materials
- How the properties of materials can change
- How materials are used based on their properties

***Subject areas***

Science, Art

**How We Organize Ourselves** An inquiry into the interconnectedness of human-made systems; and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment

***Central idea***

There are many factors that influence consumer choices

***Key concepts***

Form, function, causation

***Lines of inquiry***

- What we consume
- Our role in an economy
- Needs and Wants
- The factors that influence our choices

***Subject areas***

Language Arts, Mathematics, Social Studies

**Sharing The Planet** 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

***Central idea***

The way we manage resources has an impact on our environment

***Key concepts***

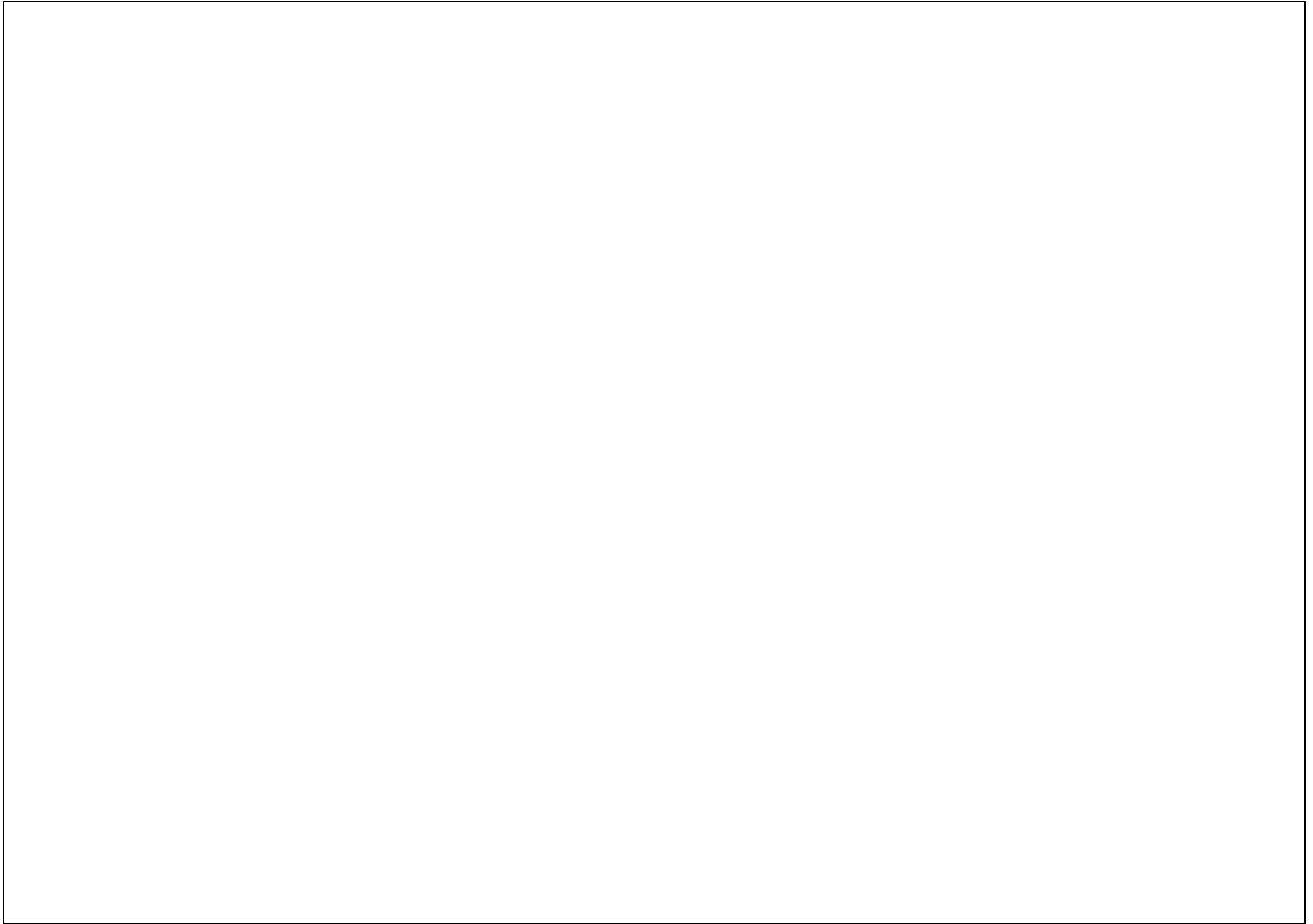
Causation, responsibility

***Lines of inquiry***

- What a resource is
- How we manage resources
- The consequences of how we use resources
- Ways to conserve resources

***Subject areas***

Social Studies, Civics & Morality, Science



**How We Express Ourselves** 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

***Central idea***

The way we understand stories is shaped by the perspective from which they are told

***Key concepts***

Form, perspective, reflection

***Lines of inquiry***

- The elements of a story
- Ways a story can be told
- Different ways the same story can be interpreted
- How a storyteller's perspective might change our understanding of the story

***Subject areas***

Language Arts, Art, Music





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4th GRADE / CM1

**Who We Are** An inquiry into the nature of self, belief and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what I means to be human

***Central idea***

Our beliefs and values influence the way we interact with other people

***Key concepts***

Causation, perspective, connection

***Lines of inquiry***

- Our own beliefs and values
- Others' beliefs and values
- The connections between people's beliefs and values
- How beliefs and values affect the way we interact with others

***Subject areas***

Social Studies, History, Geography

**Where We Are in Time and Place** An inquiry into orientation, place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives

***Central idea***

People build upon and are influenced by the developments of the past

***Key concepts***

Change, connection, reflection

***Lines of inquiry***

- Key developments of the past
- Influences of past developments on people
- Evidence of the past today

***Subject Areas***

History, Arts, Language Arts

**How We Express Ourselves** 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

***Central idea***

Our imagination allows us to express ourselves creatively

***Key concepts***

Form, function, perspective

***Lines of inquiry***

- Various forms of expression
- Sources of inspiration
- How we and others express ourselves creatively
- Different ways we can use our imagination

***Subject areas***

Art, Music, Language Arts, P.E.

**How The World Works** 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

***Central idea***

People and the environment are affected by natural phenomena in many ways

***Key concepts***

Causation, change, connection

***Lines of inquiry***

- Types of natural phenomena
- Causes of natural phenomena
- Ways to gather data about natural phenomena
- The impact of natural phenomena on people and the environment

***Subject Areas***

Science, Geography, Mathematics

**How We Organize Ourselves** An inquiry into the interconnectedness of human-made systems; and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment

***Central idea***

Geological changes in the earth transform societies

***Key concepts***

Causation, change, reflection

***Lines of inquiry***

- Our earth is made up of rocks and minerals
- Geologic changes are the result of the rock cycle and plate tectonics
- Geologic changes affect global decisions and actions

***Subject areas***

Science, Geography

**Sharing The Planet** 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

***Central idea***

Different strategies can be used to resolve conflict and maintain peace

***Key concepts***

Function, causation, responsibility

***Lines of inquiry***

- Causes of conflict
- Strategies to maintain peace
- Strategies to resolve conflict
- How peace and conflict affect us

***Subject areas***

Civics & Morality, Social Studies, History





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5th GRADE / CM2

**Who We Are** An inquiry into the nature of self, belief and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what I means to be human

***Central idea***

We all experience and react to change as we grow up

***Key concepts***

Change, connection, responsibility

***Lines of inquiry***

- How our bodies are changing
- How our rights and responsibilities are changing
- How we react to the changes in our lives

***Subject areas***

Science, P.E., Civics & Morality/Health

**Where We Are in Time and Place** An inquiry into orientation, place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives

***Central idea***

Exploration can lead to discovery and can develop new understandings

***Key concepts***

Causation, reflection, change

***Lines of inquiry***

- Why people explore
- Significant explorations and discoveries through time
- How understanding changes and develops through exploration

***Subject areas***

Social Studies, History, Science

**How We Express Ourselves** 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

***Central idea***

Artists can be inspired to take action in response to an issue

***Key concepts***

Form, change, perspective

***Lines of inquiry***

- What the Arts are
- How artists are inspired
- How and why artists take action through the Arts

***Subject Areas***

Language Arts, Music, Art, History

**How The World Works** 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

***Central idea***

Different types of forces affect the motion and position of an object or a person

***Key concepts***

Form, function, change

***Lines of inquiry***

- Different types of forces and where they are found
- How we use and overcome forces
- How forces affect motion and position
- How we can optimize the effect of forces in our lives

***Subject areas***

Science, Mathematics

**How We Organize Ourselves** An inquiry into the interconnectedness of human-made systems; and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment

***Central idea***

The style and structure of leadership affects the way decisions are made

***Key concepts***

Form, function, connection

***Lines of inquiry***

- How decisions are made
- What a leader is
- Different structures and styles of leadership

***Subject areas***

History, Social Studies, Civics & Morality

**Sharing The Planet** 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

***Central idea***

Different strategies can be used to resolve conflict and maintain peace

***Key concepts***

Function, causation, responsibility

***Lines of inquiry***

- Causes of conflict
- Strategies to maintain peace
- Strategies to resolve conflict
- How peace and conflict affect us

***Subject Areas***

Civics & Morality, History, Social Studies



