Mission Statement & School Vision

The French American School of Tampa Bay offers a multicultural educational experience through French immersion from Early Childhood through grade 6, instilling in our students a constant curiosity towards foreign languages and the world’s diverse cultures. The multicultural approach at FASTB allows students to benefit from French and American education systems, combining the approaches of two different and complementary educational methods. The education is further enhanced by exposure to both cultures.

The school’s vision is centered on the fascinating relationship between music and art education and the immersion process of learning a second language. Though the national trend is to reduce these education components, we believe a rich music and art curriculum lays the foundation for strong mathematical and scientific intelligence. All grade levels will be immersed in music and art programs, including Music Theory, the Choral Program, Music & Me, and an opportunity for private Suzuki instrumental lessons.

We believe that it is through play, actions, and the search for independence that each child discovers their unique path to learning and obtains the necessary tools for development. The children are encouraged to express themselves freely in French and through various art forms, helping them boost their confidence and their knowledge. Through this commitment to language and culture, we can provide a diverse, mind-opening educational experience in an atmosphere of understanding and discovery.
Dear Parents and Friends of the French American School of Tampa Bay,

With great pleasure and immense pride, I welcome you to explore the new Curriculum Guide of the French American School of Tampa Bay. Situated in the heart of Tampa Bay, an exceptional place for children to grow up, our school offers a unique curriculum in an environment that combines the dynamism of a bustling city with academic rigor. Tampa Bay is not only a hub for family-friendly communities but also a treasure trove of recreational activities, making it an ideal setting for our school.

Our location in thriving and diverse St. Petersburg, provides a distinctive educational experience which harnesses Tampa Bay’s natural beauty, from its over 20,000 acres of parks to its stunning beaches. These surroundings offer our students ample opportunities for outdoor adventures and nature exploration, enriching their learning experience beyond the classroom walls.

St. Petersburg’s rich cultural scene, featuring museums and educational events, complements our curriculum, fostering learning and creativity. This vibrant setting is a testament to our commitment to providing a seamless educational journey from early childhood through 6th grade.

Our school’s philosophy emphasizes the need for students to understand the complex interplay between reality and perception and to develop empathy in a world characterized by a vibrant multicultural fabric.

Our curriculum, accredited by prestigious organizations, is designed to develop internationally-minded individuals. Being bilingual is not just about communication; it’s about gaining a perspective, enhancing empathy, and promoting open-mindedness. Our students are not just learning French; they are learning in French, which allows for a deep, immersive educational experience.

The French Immersion Curriculum, or “Les Programmes,” is a testament to our commitment to providing a seamless educational journey from early childhood through primary school. Each concept introduced is purposefully connected to the next, ensuring a holistic and enriching learning experience. Our emphasis on inquiry-based learning places students at the heart of their educational journey, encouraging them to be inquirers, thinkers, and communicators – qualities essential in the 21st century.

Beyond the classroom, our students engage in transdisciplinary learning, making connections across subjects and languages. Our urban setting, rich in cultural and recreational offerings, provides an unparalleled opportunity for our students to engage with a dynamic city environment. They explore the cultural, historical, and natural wonders of Tampa Bay, benefiting from the diverse fabric of our city and striking a healthy balance between academic endeavors and experiential learning.

In conclusion, I invite you to delve into our curriculum guide and discover the rich, multicultural, and rigorous educational journey we offer at the French American School of Tampa Bay. Let’s prepare our children for today’s challenges and tomorrow’s opportunities, fostering the flexibility, empathy, and understanding essential in our ever-changing world.

Warm regards,

Willy LeBihan,
Founder & Head of School
Nestled in the heart of sunny St. Petersburg, The French American School of Tampa Bay offers a unique and prestigious international educational experience. Founded in 2017, FASTB underwent significant renovations in order to welcome students in September 2018. In addition to being the only French immersion school within a 500-mile radius before reaching Atlanta, New Orleans, Jacksonville, and Miami, FASTB is proud to offer the International Baccalaureate Primary Years Programme (IB PYP) as an IB World School.

Welcoming students from preschool through Grade 6, FASTB’s teaching staff of native French speakers, provide a curriculum where all academic subjects, except English Language Arts and Music, are taught in French. The school is fully accredited from ages 3-12 by the French Ministry of Education (AEFE), offering the best of the French National Curriculum while aligning with Florida State Education Standards. FASTB’s curriculum goes beyond traditional education, intertwining music and art with language immersion.

Fully licensed by the Florida Department of Health and approved by the Florida Department of Education, the school’s commitment to bilingual education is further enhanced through partnerships with organizations like Mission Laïque Française (MLF), the Florida Association of IB World Schools (FLIBS), and the Association of French Schools in North America (AFSA). Florida scholarships are available for eligible families, with partners like VPK, Step Up For Students, and AAA Scholarships facilitating these opportunities. Additionally, French nationals registered at the Consulate in Miami may qualify for tuition assistance available to AEFE-accredited schools.

The French American School of Tampa Bay offers a distinctive, international education, leveraging the cultural and natural richness of Tampa Bay. It provides a holistic educational experience, fostering its students’ empathy, open-mindedness, and global awareness. This institution stands as a beacon of multicultural learning, preparing children for the challenges and opportunities of a diverse world.
The French American School of Tampa Bay welcomes 70 to 90 students ages 3 to 12 annually. We are proud of our diverse and multicultural community with 20% of families are francophone, 35% international, and several native languages spoken across our learning community.

Students interact positively with teachers outside and inside the classroom and are welcomed in a safe, productive, engaging, and engaging environment. In our IB PYP program, the students are at the center of their learning. They are encouraged to read, write, draw, move, and share stories rather than passively watch a screen. Students have agency and responsibility over their education. The school doesn’t have a dress code and encourages individual expression.

After grades 4, 5, or 6, our students have transferred successfully to American or French public and private schools as well as international schools around the world.
Our Teachers

FASTB’s faculty is incredibly diverse and international, providing a variety of role models from all walks of life. Teachers and Assistants are native-speakers, conversing freely in French throughout the day, allowing students to hear the language used naturally, mimicking the mother-tongue approach.

Teachers prepare students for 21st-century global challenges and to understand themselves, so they can connect with others. Teachers and staff know that the world is much larger than the community in which we live; they respect and understand others’ perspectives, cultures, and languages.

The school measures individual achievement and progress through assessments and portfolios. In addition, student-led Parent/Teacher conferences are offered where progress report and student portfolios are discussed as a learning team.

At FASTB, English is introduced in Kindergarten for phonics, and reading is taught in French and English starting in first grade. Students are regularly evaluated by our English Language Arts Teacher to ensure alignment with Florida B.E.S.T practices in various subjects including English, US History, Geography of Florida, Imperial vs. Metric systems.

International teachers are hired through the cultural exchange J1 program which allows them to obtain short-term visas (typically for three to five years). At the end of their stay, teachers return to their native countries where they share what they have learned with their community. Teachers are fully certified and participate yearly in professional development offered by IB PYP, NEASC, AEFE, MLF, Florida DOE, and Childcare organizations from Florida. Faculty and staff are directly involved in decision-making, policy, and curriculum development at the school.

Accreditations

Several prestigious organizations accredit the school, and our teachers are highly qualified and certified. Accreditating Organizations Include: NEASC, IB PYP, France’s Ministry of Education, AEFE, Florida’s DHHS, CDC, DOE, and Childcare Licensing.
Our Philosophy
Why Choose Immersion?

Being bilingual allows students not only to communicate with Francophones worldwide (especially in the 53 countries where French is spoken), enriching travel experiences and opening doors, it also creates a greater understanding and appreciation of other languages and cultures as well as their own.

Being bilingual is a valuable asset that increases job opportunities later in life. Furthermore, learning one language is scientifically proven to not help to learn other languages, learning a second language positively affects learning your first language skills.

In other words, learning French improves your English language skills. By the end of elementary school, immersion students often outperform those in a monolingual program on literacy tests. In fact, French Immersion students meet or exceed English program students’ performance in mathematics, have higher self-esteem, better social skills, and are more open-minded, empathetic individuals.

Bilingualism gives you a broader perspective of the world. It enhances creativity, problem solving abilities, positively impacts intellectual growth and cognitive development all while helping students to become more flexible thinkers with superior listening skills and greater empathy and kindness towards others.

We don’t teach French; we teach in French!
All subjects from PreK to grade 5 (i.e. Math, Science, Social Studies) are taught in French.

PreK - K: 90% French + 10% English
Grade 1-5: 70% French + 30% English

For more in-depth information about how language is taught along with student support offered at the school, please see our Language Policy.
Located in the heart Tampa Bay, the school enjoys a close-knit community in beautiful and sunny St Petersburg on the beautiful Gulf of Mexico.

We believe strongly in learning beyond the classroom, in nature, and the importance of outside time for our students. Our large playground and lake area is home to many birds, eagles, turtles and ducks, which are often observed by our learners and teachers.

Adjacent to the playground is our Tiki Hut where parents and teachers meet for Café and Conversation and various cultural events throughout the year.

In our immersion setting, international-mindedness is the essence of our entire philosophy. As everything is taught through the insight of a second language and culture, students naturally develop the thinking skills and perspectives of the self and others.

As language is a key part of a student's development of empathy, compassion and respect, we are adamant in our mission to provide an educational environment which responds to this need. This setting contributes enormously to the ongoing exploration of the definition of international mindedness and our students’ ability to use and understand language is essential in the development of the attributes of the learner profile.

Internationally-minded people appreciate and value the diversity of cultures and try to learn more about them. The combined French Curriculum and IB PYP framework encourage our students to become active, caring, compassionate lifelong learners who understand that other people, with their differences, can also be right. The PYP curriculum framework emphasizes the central principle of agency threaded throughout the three pillars of the curriculum: The Learner, Learning and Teaching, and The Learning Community.

We are very proud of our multilingual and multicultural learning community. Our school represents a shared total of numerous mother tongues including; Arabic, Czech, English, Filipino, French, Italian, Spanish, Swedish and Vietnamese.

Because of this, we are also conscious that we hold a key role in our community at large as a place of cultural and language exchange, and to foster international-mindedness in the heart of our greater community.
Inquiry-Based Learning

Inquiry-based learning puts the student at the center of the learning. Through inquiry, research, and discovery, students are forced to push themselves to dig deeper, become knowledgeable, and develop a keen sense of curiosity. The IB Learner Profile pushes students to become masters of their learning by encouraging students to be: Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-Minded, Caring, Risk-takers, Balanced, and Reflective.

Our students explore real-world problems across subjects and languages. They learn to make connections in and outside the classroom, meeting experts, going in the field to discover with their own eyes the ideas, stories and experiences which shape our world. By giving students the opportunity to see the interconnectedness of our lives, they are better able to reflect on the significance of their learning, build perspective and see ways to take meaningful action in their community and the wider world.

Students participate in multiple field trips and outdoor experiences including: theater trips at the Mahaffey Theater, visiting the St Petersburg Fine Arts Museum, the Dalí Museum, Sunken Gardens, Pinellas County Heritage Village, day trips to Fort de Soto (including biking and rollerblading, fishing, building sand castles, picnics), the Imagine Museum, the James Museum, Vinoy Park, the Great Exploration Children’s Museum, the Chihuly Collection at the Morean Arts Center, Tampa Museum of Art, kayaking trips at Weedon Island Preserve.

Inquiry-based learning and teaching is the keystone of our curriculum as it provides the opportunity for students to be researchers in their journey of language learning. This agency based learning process allows students to deepen not only skills in language but also attributes of the Learner Profile.

- FASTB Language Policy
Le Curriculum
What and How We Teach

Curriculum is divided into two main principles: the material or content, and the methods or framework. The French American School of Tampa Bay teaches the French National Curriculum within the framework of International Baccalaureate Primary Years Programme while following guidelines of the Florida Departments of Education all in an internationally-minded French Immersion setting.

As the only accredited French-Immersion school within a 500-mile radius, The French American School of Tampa Bay develops globally literate, multicultural lifelong learners through a unique academic program which is rigorous and challenging, adhering to traditional American and official French curricula along with the standards required of IB World Schools. In all grades, there is a strong emphasis on critical and creative-thinking skills, problem-solving, research and inquiry, reflection and international mindedness.

Les Programmes: The French Immersion Curriculum

The French curriculum offers a seamless experience from early childhood through primary school. Each concept and experience introduced early on is directly and purposefully connected to the next, providing a non-fragmented experience suitable for all learning styles. All teachers are trained and experienced in all curriculum levels, making for a seamless experience from early childhood through the elementary grades.

“Les Programmes” is the official National curriculum of the French Ministry of Education which comprises three cycles:

- Cycle 1 / La Maternelle: Early Childhood & Kindergarten
- Cycle 2: Grades 1, 2, and 3
- Cycle 3 Grades 4, 5, 6
Understanding Les Cycles

In France, early childhood and elementary education is divided into three multi-year cycles.

<table>
<thead>
<tr>
<th>Cycle 1- (La Maternelle)</th>
<th>PS - MS- GS (EC3- EC4- K)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cycle 2 - (Élémentaire)</td>
<td>CP- CE1- CE2 (Grades 1-2-3)</td>
</tr>
<tr>
<td>Cycle 3- (Élémentaire)</td>
<td>CM1-CM2-6ème (Grades 4-5-6)</td>
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</table>

By dividing learning in multi-age stages, skills are benchmarked over a longer period of time, taking into account the learning gaps between children due to differences in maturity. This provides the adaptability necessary to meet the needs of each child's abilities, recognizing that learning occurs uniquely for every child.

The three learning Cycles enable all learners to be appropriately challenged and help teachers evaluate each student’s progress. Grouping multiple years into each cycle offers the opportunity to revisit ideas and reinforce learning, focusing on the individual’s path rather than grade-level benchmarks. Students work on concepts throughout the entire cycle and have that full period to master them.

Assessment Through Les Cycles

Learning objectives are set across entire cycles and broken down into skills to be worked on with students. Goals are not set to be achieved at the end of the school year, but at the end of the cycle. As a result, learning to read, for example, is broken down into smaller goals to be acquired over three years (in Cycle 2), rather than in a single year. This structure allows students who require extra time to meet specific goals and work on skills not yet acquired while also allowing students who are ahead of their peers to explore new concepts and continue to be challenged.
# FASTB Curriculum Overview

<table>
<thead>
<tr>
<th>Learning Cycle</th>
<th>French Curriculum</th>
<th>English Program</th>
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<tbody>
<tr>
<td><strong>Cycle 1 covers all of early childhood:</strong>&lt;br&gt;(PS) Petite section (3 - 4 years)&lt;br&gt;(MS) Moyenne section (4 - 5 years)&lt;br&gt;(GS) Grande section (5 - 6 years)&lt;br&gt;US Grades: EC3, EC4, K</td>
<td>La Maternelle is organized around five key areas:&lt;br&gt;• Acquiring language and discovering writing&lt;br&gt;• Moving and communicating with one's body: Acting, expressing oneself and understanding through physical activity&lt;br&gt;• Perceiving, feeling, imagining, and creating: Acting, expressing oneself and understanding through artistic activities&lt;br&gt;• Building First Tools to Structure One's Thinking: Acquiring the first mathematical tools&lt;br&gt;• Discovering the world</td>
<td>French Immersion&lt;br&gt;(Introduction of English Phonics in Kindergarten)</td>
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<td><strong>Cycle 2 covers the first three years of elementary school:</strong>&lt;br&gt;(CP) (6 - 7 years)&lt;br&gt;(CE1) (7 - 8 years)&lt;br&gt;(CE2) (8 - 9 years)*&lt;br&gt;US Grades: 1, 2 and 3</td>
<td>Cycle 2 is organized around seven core areas:&lt;br&gt;• French&lt;br&gt;• Art education&lt;br&gt;• Physical education and sports&lt;br&gt;• Moral and civic education&lt;br&gt;• Questioning the world&lt;br&gt;• Mathematics</td>
<td>English Language Arts introduced Grade 1</td>
</tr>
<tr>
<td><strong>Cycle 3 covers the last two years of elementary school and the first year of junior high school:</strong>&lt;br&gt;(CM1) (9 - 10 years)&lt;br&gt;(CM2) (10 - 11 years old)&lt;br&gt;6th grade (11 - 12 years)&lt;br&gt;US Grades: 4, 5 and 6</td>
<td>The subjects taught in this cycle are a continuation of Cycle 2:&lt;br&gt;• French&lt;br&gt;• Visual arts&lt;br&gt;• Musical education&lt;br&gt;• Art history&lt;br&gt;• Physical education and sports&lt;br&gt;• Moral and civic education&lt;br&gt;• History and geography&lt;br&gt;• Science and technology&lt;br&gt;• Mathematics</td>
<td>English Language Arts</td>
</tr>
</tbody>
</table>

*CE2 is paired in multiage classrooms with CM1 & CM2 at FASTB
English at The French School

By providing a foundation in written and oral expression, FASTB students are given the tools to be successful in either a bilingual or monolingual secondary school setting. Following the best practices of American independent schools, our English Language Arts Programme harmonizes with the French Curriculum to provide an ideal bilingual learning experience.

Just as subjects, units and concepts are transdisciplinary, so are concepts in vocabulary, grammar, reading and writing, especially considering the fact that 30% of English words are French (with an overall 60% of words containing Latin origins -like French). To put it short: learning French actually improves your English. In fact, most of our alumni outperformed their peers in English Language Arts when they reached secondary education.

To solidify reading-acquisition skills, the two sound systems are taught side by side, with the introduction of English Phonics in Kindergarten, familiarizing students with grapheme-phoneme correspondences, as well as with reading and writing CVC words. Building on the phonetics taught in Kindergarten, children begin formal English (and French) reading instruction begins in first grade.

Continuously adapting to best suit individual needs, students are divided into small groups within the class based on their reading level, thereby creating an ideal and natural learning environment for reading skills to develop. For children who have no prior English language skills, we offer a non-Native ELL (English Language Learners) support program, whereby students can enter FASTB and learn the English language and follow the English curriculum as soon as possible according to individual progress.

(For more information on Academic Support please see FAQ)
The IB Primary Years Programme is the prism through which the French National Curriculum is taught at FASTB. By focusing on student agency, inquiry, international mindedness, reflection and action, students in the IB PYP grow into knowledgeable, independent, caring lifelong learners who have the tools needed to best succeed as global citizens. IB World Schools are pioneers of best educational practices and represent some of the top international schools in the world. As an IB World School since 2023, The French American School of Tampa Bay has been using the IB Primary Years Programme curriculum framework to teach the French Ministry of Education curriculum since it began its PYP Candidacy in 2021.
IB Programme Concepts and Philosophy:

Transdisciplinary Themes

A key element of an IB education is the transdisciplinary nature of learning. The year is divided into six transdisciplinary themes through which all subjects are taught. These themes allow students to look at the world around them with more depth and understanding.

<table>
<thead>
<tr>
<th>Who we are:</th>
<th>Where we are in place and time:</th>
<th>How we express ourselves:</th>
<th>How the world works:</th>
<th>How we organize ourselves:</th>
<th>Sharing the planet:</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>An inquiry into orientation in 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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
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“These transdisciplinary themes together provide children with authentic learning experiences that are not confined to the boundaries of traditional subjects. Although subjects play an important role in learning, PYP learners explore real-world problems by going beyond subject boundaries. Students have opportunities to reflect on the significance of their learning to take meaningful action in their community and the wider world.” - How the PYP Works
**Key Concepts**

Key concepts are tools which allow students to deepen their conceptual understandings. These concepts and questions guide children as they construct their beliefs and models on how the world works and their place inside their community. These questions integrate knowledge they already have and push them to recognize patterns and see connections in order to strengthen their conceptual understanding.

<table>
<thead>
<tr>
<th>Form</th>
<th>The understanding that everything has a form with recognizable features that can be observed, identified, described and categorized.</th>
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<tbody>
<tr>
<td>Function</td>
<td>The understanding that everything has a purpose, a role, a way of behaving that can be investigated.</td>
</tr>
<tr>
<td>Causation</td>
<td>The understanding that things do not just happen; there are casual relationships at work, and that actions have consequences.</td>
</tr>
<tr>
<td>Change</td>
<td>The understanding that change is the process of movement from one state to another. It is universal and inevitable.</td>
</tr>
<tr>
<td>Connection</td>
<td>The understanding that we live in a world of interacting systems in which the actions of any individual element affect others.</td>
</tr>
<tr>
<td>Perspective</td>
<td>The understanding that knowledge is moderated by different points of view which lead to different interpretations, understandings and findings; perspectives may be individual, group, cultural or subject-specific.</td>
</tr>
<tr>
<td>Responsibility</td>
<td>The understanding that people make choices based on their understandings, beliefs and values, and the actions they take as a result make a difference.</td>
</tr>
</tbody>
</table>

Key concepts drive learning experiences and help to frame a unit of inquiry. By identifying and investigating key concepts, students learn to think critically about big ideas. This may be done through broad, open-ended questions in an inquiry. When concepts are viewed as a set of questions, the inquiry is directed, purposeful and manageable.

- Learning and Teaching IB
Learner Profile

One of the cornerstones of the IB Programme is the Learner Profile. This list of ten attributes, taught and reflected upon in all IB World Schools, teaches students to become internationally minded people. It allows children to grow into adults who are aware of their impact on their community locally and globally while also understanding their role in the creation of a better and more peaceful world.

As IB learners we strive to be:

**INQUIRERS**  
We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

**KNOWLEDGEABLE**  
We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

**THINKERS**  
We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

**COMMUNICATORS**  
We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

**PRINCIPLED**  
We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

**OPEN-MINDED**  
We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

**CARING**  
We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

**RISK-TAKERS**  
We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

**BALANCED**  
We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

**REFLECTIVE**  
We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

‘The learner profile supports students in developing international-mindedness and in taking action for positive change. Exercising their agency, students take ownership of their learning, express their ideas and opinions, and reflect on their development of the learner profile attributes.’ - The Learner IB
Agency and Action

Agency is the keystone of the PYP as it allows students to take learning outside the classroom. Students with agency have the voice, choice and ownership to take meaningful and intentional action. They acknowledge the rights and responsibilities of individuals and by supporting the voice, choice and ownership of everyone in the learning community.

Student-initiated action can be as small as changing opinions on a subject after reflection or as large as contacting local authorities about an important issue. The focus lies not in the size of the action but in students’ confidence in their capacity to make a positive change.

Action and agency, along with the other elements of the PYP framework, work together to empower students to make a difference in the world.

*Student-initiated action will be considered a dynamic outcome of agency, and an integral part of the learning process that can arise at any time.*

- The Enhanced PYP
The Programme of Inquiry is the backbone of the IB curriculum. Its structure allows students to be thinkers and researchers through a framework of inquiry meticulously planned by their teachers yet leaving room for children to explore and to alter the course of their learning through their curiosity.

Curated for each learning stage, the POI is a roadmap of the learning journey at FASTB, highlighting the concepts and skills students will meet and acquire along the way. Meticulously planned and written to align with both the guidelines of the PYP along with the requirements of the French Ministry of Education, our POI has been tailored to fit what makes FASTB unique.

What is in the Program of Inquiry?

The academic year is divided into units across each of the six transdisciplinary themes, in every year of primary education. (There are four units per year in Early Childhood.)

Each unit lasts between 4-8 weeks and is built from the following elements:
- Transdisciplinary theme,
- Line of inquiry: the question through which the transdisciplinary theme is examined.
- Learner Profile attributes
- and Key Concepts.

However, this does not mean that completing a unit in “Who we are” in Pre-K resembles anything to the inquiry in 5th grade. By revisiting different units through similar overarching transdisciplinary themes, it becomes clear that these ideas follow us not only through childhood but also into adult life. By learning to think about who they are and the world around them at an early age, IB students become more responsible and thoughtful world citizens.
**Units of Inquiry**

Each of the Transdisciplinary Themes is approached through a Unit of Inquiry: a 4-8 week in-depth exploration of a concept. This unit is broken down into several sections each representing a key piece of the IB philosophy:

<table>
<thead>
<tr>
<th>Central Idea:</th>
<th>Global and timeless, this statement supports students' understanding of the particular transdisciplinary theme it is connected to, and challenges students to extend upon prior knowledge.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lines of Inquiry:</td>
<td>These outline how students will approach their research and serve to clarify and refine the central idea.</td>
</tr>
<tr>
<td>Key Concepts:</td>
<td>Form – What is it like?; Function – How does it work?; Causation – Why is it like this? Change – How is it changing?; Connection – How is it connected to other things?; Perspective – What are the points of view?; Responsibility – What is our responsibility?; Reflection – How do we know?</td>
</tr>
</tbody>
</table>
La Maternelle
With special emphasis on the development of fine and gross motor skills, La Maternelle lays the foundation for future learning in a warm and caring environment. This period prepares the children for the subsequent Cycles of elementary school by learning how to listen, be responsible for their actions, follow simple rules, share and take turns. Fully immersed in the French language, children in La Maternelle develop their vocabulary and expression through songs, poems, stories, and games while learning stations and physical activities allow them to develop fine and gross motor skills.

La Maternelle uses a variety of methods and hands-on activities. Teachers apply the best elements of many approaches in teaching the French curriculum, including independent Montessori-inspired activities and the Reggio Emilia philosophy that guide children to take an active role in their learning and express themselves however they feel they can.

Furthermore, as firm believers in the benefits of outdoor exploration and play, Early Childhood and Kindergarten students benefit from plenty of outdoor recreation space and a full-day program. Through a natural desire to explore, discover, manipulate, experiment, play and curiosity is awakened, leading students to the progressive mastery of new skills and knowledge.

“Early Childhood is a school of development and language. Its primary mission is to inspire children to go to school in order to learn, develop and assert their personalities. These first years establish the educational foundations on which learning is based and developed throughout their school career”. - French Ministry of Education

Immersion Setting:

For many students, La Maternelle is their first exposure to a second language. Language acquisition is at the heart of the Early Childhood program and is an integral part of all academic, motor, social, and artistic activities. The curriculum is taught in French immersion to establish a strong language base and builds vocabulary, oral and language skill through a in-depth play-based approach.
Learning to Work Together

La Maternelle is children’s first opportunity at real social integration and aims to teach children how to interact with others by facilitating the discovery of social interaction norms. Here, they learn to forge special relationships with other children and adults in a warm and caring environment, establishing a positive and encouraging foundation for future learning through varied and rich experiences. The program helps children build relationships with other children as well as with adults, and in the process, are able to establish independent identities and gain autonomy. Children in Maternelle learn to take responsibility according to their capabilities, be responsible for their actions, take turns, share and listen to others.

“Organized into a single educational cycle, Early Childhood is the first step in guaranteeing the success of all pupils. It adapts to young children’s development and builds bridges between family and school. It organizes specific learning modalities by setting up a variety of situations: problem-solving, manipulating, practicing, memorizing. Play has a special place here: it fosters a wealth of experience and the ensuing exchanges in all areas of learning. La Maternelle also enables children to learn and live together: it provides an initial introduction to the principles of social life and respect for others, enabling children to develop as individuals within a group.”

- French Ministry of Education

La Maternelle is a positive, play-based, nurturing learning environment which:
- adapts to young children, ensuring emotional wellbeing and developing their self-confidence.
- uses key learning methods, preparing children for foundational learning, especially in language skills, essential in accessing and structuring learning.
- where children enjoy learning, making progress and living together.

Learning in Early Childhood is organized into five key areas essential to child development:
- Acquiring Language and Discovering Writing
- Moving and Communicating with One’s Body: Acting, expressing oneself and understanding through physical activity
- Perceiving, Feeling, Imagining, and Creating: Acting, expressing oneself and understanding through artistic activities
- Building First Tools to Structure One’s Thinking: Acquiring the first mathematical tools
- Discovering the World
| **Petite Section - EC3** | Children in the Petite Section learn in an environment that fosters exploration, language, and play where they are guided and encouraged to freely explore multisensory and multimedia materials and participate in a wide array of hands-on, interactive experiences. Working in small-groups, as an entire class, and independently, learning activities promote play, build knowledge, and explore creativity. These include: building, painting, using Playdough, drawing, working with manipulatives, playing outside and exploring nature, cooking, dancing, singing, playing imaginatively, rhyming games, and listening to stories read aloud. Oral language skills are underscored throughout the curriculum and integrated within the thematic contexts of science, social studies, art, movement, and music. |
| **Moyenne Section - EC4** | As part of the developmental learning continuum, children in Moyenne Section continue to strengthen and further develop the language, motor, and social skills introduced in the Petite Section. Language skills grow as students learn to articulate in sentences, enhance recognition of sound patterns, identify letters, make sound-letter matches, and develop print concepts. Students also participate in class discussions, begin to understand key elements in a story and expand and enrich their vocabulary. A more significant amount of subject-matter material is introduced which they use to build the foundations for learning to read and write successfully along with the interpersonal skills needed to communicate and cooperate with others. |
| **Grande Section - Kindergarten** | La Grande Section concludes Early Childhood and is a year of preparation for elementary school while still part of the Maternelle. The curriculum focuses on pre-reading and writing skills along with mathematical readiness. Students develop their language skills further as they start to “write” stories and learn letter and sound recognition. Developing strong pre-reading skills is also an important goal of Kindergarten where concepts of print, receptive and expressive vocabulary, listening comprehension, oral language, and motivation to read are developed and expanded upon in the beginning-reading process. Building upon phonemic awareness skills and progressing to more advanced phonetic skills (letter-sound relationships), students learn to identify letters with their corresponding sounds and apply that knowledge. Students learn through a wide range of written material such as rhymes, songs, poems, narrative stories, and informational texts. To help construct their knowledge, subject-area material is broadened, and classroom materials become more complex. Teachers provide interactive instructional and play activities to promote social/emotional growth and fine/gross motor development. Kindergartners also work to increase self-discipline, attention span, and listening skills to prepare for elementary school. |
Acquiring Language and Discovering Writing

**Mobiliser le langage dans toutes ses dimensions**

**Language**

Students engage in spontaneous verbal exchanges and express themselves, in French, in multiple situations, such as dialogue, story, explanation, justification, and summary.

Students improve enunciation, use vocabulary appropriate to purpose, and progressively learn a complex syntax structure through language games.

Students are encouraged and promoted to provide oral accounts of their experiences. Through these interactions, teachers guide children to progress and apply new language constructions, and confidence in oral speaking.

オリジナルのテキストに含まれる説明文は以下です：

*The role of language in early childhood education is essential for the success of all children. Encouraging and structuring oral language, developing comprehension of texts read by adults, and raising awareness of the sound and visual components of language are priorities for early childhood education, and concern all areas of learning.*

- French Ministry of Education

**Exploring Pre-Writing and Writing**

Children enter the world of reading and writing through four key areas: phonology, alphabetic principle, pre-writing skills, and writing. They learn to recognize elements of handwriting in the world around them and practice tracing, zig-zags, loops, circles along with other shapes and movements key to pre-writing, through art.
Moving and Physical Education

Action and language are vital components in development as children explore the space around them. Physical Education and Movement encourages and builds key motor skills along with intellectual, social and emotional development.

Gradually, students expand their comfort zones, moving from handling familiar situations and learning to adapt to their expanding environment.

Over time, activities gravitate toward children’s discovery not only of the physical but also social surroundings. This builds a better understanding of the rules and responsibilities within the community, classroom, with peers all while fostering a deeper sense of self and identity.

*Physical activity raises awareness and contributes to Health Education by allowing all children to experience the joys of movement and effort, in order to better understand and respect their bodies.*

- French Ministry of Education

Physical Education and Movement contributes to children’s motor, sensory, emotional, intellectual and social development. These mobilize and enrich the imagination, providing an opportunity to experience new emotions and sensations and enabling students to:
  - explore their physical abilities
  - develop motor skills and balance
  - better situate themselves in space and time
  - understand and visualize their own body.

Movement and Physical Education aims to develop cooperation and constructive relationships with others, while respecting differences, and building the social skills needed to live in harmony with one another. The participation of all pupils in all the physical activities aims to fight stereotypes and contributes to building equality between girls and boys.
Perceiving, Feeling, Imagining, and Creating: Acting, Expressing Oneself and Understanding Through Art

Agir, s’exprimer, comprendre à travers les activités artistiques

The arts are key to motor, sensory, emotional, intellectual and social development. Fostering not only creativity, self-awareness and self-expression, the arts also increase empathy and understanding while helping to build relationships, respect differences, celebrate diversity, and learn to listen to the voices of others.

Sensitivity, Imagination and Creativity

In Cycle 1, children develop their social and artistic awareness, imagination, and ability to create. Through exposure to diverse artforms from artists from around the world in visual arts (painting, sculpture, drawing, photography, film, comics, graphic arts, digital arts), the musical arts (songs, instrumental and vocal music) and the performing arts (dance, theater, circus arts, puppetry, etc.). Through art, children are free to create, build and invent all while exchanging ideas, feelings, and impressions.

Our In-School Music & Me Program supports children in achieving basic music competence - the ability to “speak” music’s language. The pleasure of singing, dancing, moving, and playing instruments engages children and instills a love of and desire to create music.

By the end of Cycle 1, all children have had access to the artistic and cultural education which is expanded upon throughout primary and secondary school, and aims to develop a personal artistic awareness and cultural knowledge of art in all forms around the world.

Student artwork is shared year round online with friends and family through our Classroom Seesaw and School Newsletter.
Building Tools to Structure One’s Thinking:
Acquiring the First Mathematical Tools

Discovering Numbers and Their Uses

Children have a natural sense of differences in size, enabling them to compare and evaluate lengths and volumes, as well as collections of different objects.

In early childhood, children gradually come to understand that numbers can be used to express both quantities and rank or position in a list. This learning process requires time and exposure to numerous situations involving pre-numerical and then numerical activities: providing the tools necessary for success in elementary education.

Exploring Shapes, Sizes and Organized Sequences

Young children intuitively discern basic shapes (squares, triangles, etc.) and sizes (length, capacity, mass, area, etc.). In early childhood, they acquire the knowledge and reference points for a number of shapes and sizes through manipulation, organization, matching, artwork and other activities.

This approach, supported by language, enables objects and actions to be described, encouraging the identification of initial descriptive characteristics. This first, hands-on, approach to geometry and measurement lays a solid foundation for the curriculum in elementary school.
Discovering the World

Explorer le Monde

Exploring Life, Objects and Materials

Children learn about their natural world along with the materials and objects which make up their day to day lives through exploration and discovery: examining their surroundings, making connections and building notions of life and the world based on their findings.

To foster and guide this process, La Maternelle focuses on discovering, organizing and understanding of the world. Teachers propose activities encouraging students to observe the natural and material world, form more rational questions, make connections between observed phenomena, predict consequences and identify characteristics which can be categorized.

Through the exploration of materials (how to use, make and manipulate them), students build knowledge through observation or manipulation and verbalize and offer critical judgments based on their experiments. Students in Maternelle begin to understand what distinguishes the living from the non-living as they explore, manipulate and create while familiarizing themselves with concepts of objects and materials.

Navigating Through Time and Space

Young children intuitively perceive certain spatial and temporal dimensions of their immediate environment. These perceptions enable them to acquire an initial set of reference points in their living environments, and to develop expectations and memories. However, this knowledge remains implicit and limited.

One of the aims of La Maternelle is to help children gradually come to see time and space as relatively independent dimensions of ongoing activities, and to begin to treat them as such. It also aims to help them gradually move beyond their own point of view and adopt that of others.
Rethinking Assessment

In early childhood, differences in age, development and maturity influence the pace of learning. The French Ministry of Education believes that assessment must therefore focus as much on the ways children use in their learning as much as assessing the results of their actions.

To ease the continuity of student learning when it is time to move on to elementary school, teachers in Early Childhood provide teachers in Cycle 1, with a statement of the child’s achievements at the end of La Maternelle.

Two tools are used to monitor learning and report progress in La Maternelle:
a learning logbook (le carnet de suivi des apprentissages), filled in throughout Cycle 1 as skills are achieved ,
a summary of the student’s learning achievements (synthèse des acquis de l’élève), written at the end of Grande Section, the final stage of Cycle 1.

These assessment tools are shared with families to better understand and celebrate the knowledge and skills their child has gained by the end of his or her early childhood education. It provides an opportunity for not only positive dialogue but often reassurance, when necessary, that each child’s needs and challenges are being taken care of, so that they can start CP (first grade), with peace of mind.
| Who we are: 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. |
| Where we are in place and time: An inquiry into orientation in 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. |
| 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. |
| 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. |
| 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. |
| 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; peace and conflict resolution. |

| Central idea: Each living being plays a role in the community Chaque être-vivant a un rôle dans la communauté |
| Lines of Inquiry: An inquiry into... |
| - How we can help each other. - The different roles we can have in the community. - The responsibilities that come with these different roles. |
| FR: Une recherche sur: |
| - La manière dont nous pouvons nous aider les uns les autres. - Les différents rôles que l'on peut avoir dans la communauté. - Les responsabilités qui découlent de ces différents rôles. |
| Key Concepts: Connection, Function, Responsibility Relation, Fonction, Responsabilité |
| Learner Profile attr.: Open-Minded, Principled, Caring Ouverts d'esprit, Intègres, Altruistes |

| Central idea: Stories can take many shapes and be told in many ways Les histoires peuvent prendre différentes formes et être racontées de diverses façons |
| Lines of Inquiry: An inquiry into: - Where to find stories - How to tell stories - How different cultures express themselves through stories |
| Une recherche sur: - Où trouver des histoires - Comment raconter des histoires - Comment les différentes cultures s'expriment à travers les histoires |
| Key Concepts: Function, Perspective, Connection Fonction, Perspective, Relation |
| Learner Profile attr.: Open-Minded, Communicators Ouverts d'esprit, Communicatifs |

| Central idea: Seeds grow into different kinds of plants Les graines germent et donnent différents types de plantes |
| Lines of Inquiry: An inquiry into: - The different parts of a plant - The life cycle of a plant - Why seeds are different from one another |
| Une recherche sur: - Les différentes parties d'une plante - Le cycle de vie d'une plante - Pourquoi les graines sont différentes les unes des autres |
| Key Concepts: Form, Change, Causation Forme, Changement, Causalité |
| Learner Profile attr.: Knowledgeable, Communicators, Thinkers Sensés, Informés, Communicatifs, |

<p>| Central idea: Water is essential to life L'eau est essentielle à la vie |
| Lines of Inquiry: An inquiry into... |
| - Our water needs - Water properties - Why and how to save water |
| Une recherche sur: - Nos besoins en eau - Les propriétés de l'eau - Pourquoi et comment économiser l'eau |
| Key Concepts: Connection, Causation, Responsibility Relation, Causalité, Responsabilité |
| Learner Profile attr.: Inquirers, Knowledgeable, Principled Chercheurs, Informés, Intègres |</p>
<table>
<thead>
<tr>
<th>Section</th>
<th>Who we are:</th>
<th>Where we are in place and time:</th>
<th>How we express ourselves:</th>
<th>How the world works:</th>
<th>How we organize ourselves:</th>
<th>Sharing the planet:</th>
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</thead>
<tbody>
<tr>
<td>Moyenne</td>
<td>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.</td>
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<tr>
<td>Central idea:</td>
<td>Playing teaches us new skills and how to live together.</td>
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<td>Oceans are rich in diversity which we must protect.</td>
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<tr>
<td>Lines of Inquiry:</td>
<td>An inquiry into:</td>
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<td></td>
<td>Les océans sont riches d’une diversité que nous devons protéger.</td>
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<tr>
<td>- What is a game</td>
<td>- The connection between play, exploration and learning around the world.</td>
<td>- The different ways we share our feelings.</td>
<td>- How we adapt to better communicate with our loved ones and the world around us.</td>
<td>- The way we organize our living spaces</td>
<td>- How oceans sustain the lives of many living organisms</td>
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<tr>
<td>The behaviors, roles, and rules that allow us to play well with friends</td>
<td>- How art allows us to express and reflect through ideas and feelings.</td>
<td>- How art allows us to express and reflect through ideas and feelings.</td>
<td>- The choice of forms and materials in a chosen space</td>
<td>- Intentional links between the form and function of buildings</td>
<td>- Protecting the oceans is our collective responsibility.</td>
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<tr>
<td>Une recherche sur:</td>
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<tr>
<td>- Ce qu’est un jeu</td>
<td>- Les différentes façons de partager nos sentiments.</td>
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<td>- L’organisation de l’espace</td>
<td>- Les liens intentionnels entre la forme et la fonction des bâtiments</td>
<td>- Les nombreux êtres vivants qui vivent dans les océans</td>
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<tr>
<td>- Le lien entre le jeu, l’exploration et l’apprentissage autour du monde. Les comportements, rôles, et règles qui nous permettent de bien jouer avec les amis.</td>
<td>- Comment nous nous adaptions pour mieux communiquer avec nos proches et le monde qui nous entoure.</td>
<td>- La façon dont l’art nous permet de nous exprimer et de refléter à travers les idées et les sentiments.</td>
<td>- Les trois formes et matériaux dans un espace choisi</td>
<td>- Les liens intentionnels entre la forme et la fonction des bâtiments</td>
<td>- La façon dont les océans soutiennent la vie de nombreux êtres vivants.</td>
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<tr>
<td>Key Concepts:</td>
<td>Form, Function, Responsibility</td>
<td>Form, Function, Connection</td>
<td>Forme, Fonction et Relation</td>
<td>Forme, Fonction, Connection</td>
<td>Forme, Fonction, Connection</td>
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<tr>
<td>Communicators, Thinkers, Knowledgeable</td>
<td>Communicators, Connection</td>
<td>Learner Profile attr.:</td>
<td>Inquirers, Thinkers</td>
<td>Learner Profile attr.:</td>
<td>Inquirers, Principled</td>
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<td>Communicatif, Sensé, Informé</td>
<td>Forme, Fonction, Connection</td>
<td>Caring, Communicators</td>
<td>Formations, Sensé</td>
<td>Formations, Intègres</td>
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**Central idea:**
Awareness of our personality and personal interests influences the way we connect to others
La prise de conscience de notre personnalité et de nos intérêts influence la manière dont nous créons des connexions avec les autres

**Lines of Inquiry:**
An inquiry into:
- Understanding who I am
- Similarities and differences with others
- How and why we make friends

**Key Concepts:**
Form, Perspective, Function

**Learner Profile attr.:**
Reflective, Caring
Reflets, Altruistes

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**Central idea:**
Our body is an important medium for communicating different emotions, ideas and feelings.
Notre corps est un moyen important pour communiquer différentes émotions, idées et sentiments

**Lines of Inquiry:**
An inquiry into:
- Different ways of expression with our body (body language)
- The body expression in an artistic way
- The role of dance in different cultures

**Key Concepts:**
Form, Perspective, Connection

**Learner Profile attr.:**
Risk-takers, Communicators, Open-minded
Audacieux, Communicatifs, Ouverts d'esprit

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**Central idea:**
The way plants grow and change links them closely to the survival of other living things
La façon dont les plantes poussent et changent les relie étroitement à la survie des autres êtres vivants

**Lines of Inquiry:**
An inquiry into:
- How and why plants grow, change and survive
- How plants support and are connected to other living things
- Our role in supporting the survival of plants.

**Key Concepts:**
Function, Connection, Responsibility

**Learner Profile attr.:**
Inquirers, Communicators
chercheurs, Communicatifs

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**Central idea:**
Systems are in place to support life in the oceans
Des structures sont en place pour soutenir la vie dans les océans

**Lines of Inquiry:**
An inquiry into:
- The oceans and the interdependence of ocean life
- Endangered Species: Facts, Causes and Consequences
- Our responsibility to protect the health of the oceans

**Key Concepts:**
Form, Causation, Responsibility

**Learner Profile attr.:**
Inquirers, Communicators
chercheurs, Communicatifs
Cycle 2 is the cycle of Fundamental Learning when all learning is an inquiry into the world. It builds upon the child’s natural curiosity fostered and instilled in Cycle 1, and those early experiences shape this next phase of learning.

At this stage, the pre-writing “graphisme” activities that inspired their artwork in Cycle 1 now take on a new purpose – moving from practiced gestures to the writing of beautiful cursive letters.

Students continue to use language to expand their knowledge in all subjects. They reinforce, consolidate, and expand their knowledge gained across the curriculum and apply new rigor and exactitude to their studies. Through presentations, dictation, literature, and carefully planned projects and lessons language is the means through which students gain understanding of the world around them.

In Cycle 2, Mathematics skills are introduced and reinforced. Using a hands-on approach, students learn numeration, simple geometry, how to solve word problems, and the metric system. Teachers encourage developing mathematical practices and students’ confidence, flexibility, and fluency in their mathematical thinking.

Creativity is an integral part of any child’s development and arts education is a powerful tool for learning. The visual arts, music, and theater are vital components of our curriculum, developing both sensitivity and creativity. All students contribute to the annual art show.
Language and Literacy

L’Écriture et la Lecture

Skills developed:
Understanding others and expressing oneself orally
Reading
Writing
Understanding how language works

Program:
The mastery of oral language skills enables students to: express themselves, to listen by seeking to understand others, to react by formulating a point of view or a proposal, by agreeing or disagreeing.

By the end of the three year Cycle, students acquire initial autonomy in reading a variety of age-appropriate texts: broadening the scope of their knowledge, increasing references and models for writing, multiplying objects of curiosity or interest, and refining their thinking.

In the study of language (grammar, spelling, vocabulary), students gradually learn to make observations and reflect on the way language works, thus beginning to acquire the fundamental notions that they will continue to encounter through the end of middle school.

English Language Arts
In Cycle 2, students begin reading and writing in English, progressively developing grammar skills, vocabulary, and spelling to enhance oral, written, and literary comprehension. By enriching their vocabulary and sentence structure, students start to apply simple grammatical rules.

This learning cycle teaches children essential reading and writing skills through a phonics-based approach, and upon completing this cycle, children can communicate in both French and English. Reading strategies, skills, acquired knowledge, and new concepts transfer naturally from one language to another. US History is highlighted in the English Language Arts program as historical fiction trade books are incorporated as part of the curricula.

* Our English Language Arts program follows the Florida B.E.S.T. Standards for Language, Speaking and Listening, Reading and Writing for each elementary grade.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading</th>
<th>Writing</th>
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<tbody>
<tr>
<td><strong>Grade 1</strong>&lt;br&gt;(CP)**</td>
<td>The CP curriculum emphasizes and reinforces letter-sound relationships and develops comprehension skills, reading fluency, and vocabulary acquisition. A phonics-based reading series is used for reading instruction, supported by plays, poetry, and guided reading stories. Oral skills develop through participation in class discussions and conversations, including group story-writing, games, reciting poems, and retelling stories.</td>
<td>Instruction includes both modeling, shared writing and individual practice in the fundamentals of written conventions. The value of the presentation of work and the use of expressive skills are introduced. Students complete collaborative writing exercises and write brief descriptive sentences. They are encouraged to write freely in response to literature and class discussions. Elementary editing of grammar and punctuation tools is introduced. Handwriting evolves from the “graphisme” gestures practiced in Cycle 1 into cursive writing.</td>
</tr>
<tr>
<td><strong>Grade 2</strong>&lt;br&gt;(CE1)**</td>
<td>Students participate in reading activities which include both phonics-based materials and trade books of various lengths, genres and content material from other subjects. Phonetic rules, decoding skills, and vocabulary development are emphasized in guided reading groups. Reading comprehension skills, including main idea, detail, the sequence of events, comparing and contrasting, time, and setting, are introduced and reinforced. Through this study, students begin to develop higher-level thinking skills around inferring information and predicting story outcomes.</td>
<td>The second-grade writing program focuses on supporting students as they learn that their writing has meaning and can be useful. Students begin to produce thoughtful, complete sentences with correct punctuation and capitalization. They start organizing related thoughts into short, cohesive paragraphs. Fundamental language conventions such as spelling rules, punctuation, capitalization, and sentence structure are reinforced through consistent application.</td>
</tr>
<tr>
<td><strong>Grade 3</strong>&lt;br&gt;(CE2)**</td>
<td>Students continue to learn new vocabulary in third grade. They read for detail and read for different purposes. Small-group work is emphasized as students learn how to synthesize information and distinguish between fact and opinion. Students begin to use problem-solving skills to understand words and decode text deeply. They identify root words and learn how prefixes and suffixes change the meaning of base words. They use problem-solving skills to make predictions about spelling patterns, which supports their phonics and vocabulary development. Students become independent readers who can apply multiple comprehension strategies to different kinds of text.</td>
<td>In third grade, the emphasis is on internalizing the writing process and developing independence as writers. Students use graphic organizers to build their ideas. They begin writing drafts of their work and learn how to edit independently for spelling, grammar, and punctuation. Third-grade writers practice their skills in several genres, including personal narratives, book reports, the friendly letter, fiction and nonfiction writing, and poetry.</td>
</tr>
</tbody>
</table>
Problem-solving is at the heart of students' mathematical study, developing their ability to research, reason and communicate. Problems are used not only to introduce new concepts, but to consolidate acquired knowledge and raise questions, fostering curiosity and interest.

Students consolidate their knowledge of numbers and develop aptitude for arithmetical procedures. The four operations (addition, subtraction, multiplication, and division) are studied using problems that help to give them meaning, in particular problems involving quantities or their measurement.

Daily practice in mental arithmetic operations and problem-solving is also emphasized. This not only reinforces mastery of numbers and operations but builds understanding which is then applied to the fundamental notions of measurement (using both metric and imperial systems).

By building this essential knowledge of space and approaching the study of a few geometric relationships and objects (solid and plane figures) students are able to make connections with the work carried out in “Discovering the World”. By making connections beyond the classroom, students are able to tackle problems where they learn to use their knowledge to measure the physical world which surrounds them.
From La Maternelle onwards, students explore and observe the world around them; in Cycle 2, they learn to explore in a more precise way, expanding their knowledge of the world through both science and civics using a scientific and reflective approach.

Students explore notions of space and time, learn the first elements of time periods, and about life dating back to the students’ grandparents’ time. They become researchers, delving into themes such as living things and life cycles, the human body (bones and muscles), nutrition, seeds and plants; air, water, and the three states of matter; technology, space and time.

“Exploring the World” enables students not only to acquire the knowledge they need to describe and understand the world around them, but also to develop their ability to reason and develop as global citizens. The foundations of reasoning and reflection serves students throughout their schooling, as they use scientific reasoning to call on increasingly elaborate, abstract and complex ideas.

Skills developed:
Using a scientific approach and reasoning
Imagining, realizing
Acquiring tools and methods
Using languages and digital tools
 Adopting ethical and responsible behavior
Situating oneself in space and time

The Program:
Exploring the world of life, matter and objects

Scientific equipments and their uses:
- Questioning space and time
- Situate yourself in space
- Situate oneself in time

Exploring how the world works
Grade 1
In first-grade, students focus on their immediate world both socially and in nature. They explore society through the family and current events. They develop scientific notions by looking at time, the calendar and how time passes through generations. Topics of study and research include ecosystems and recycling, animal habitats and migration, nutrition and the food pyramid, life cycles of plants and animals, forces and motion, the human body and nutrition.

But learning stretches far beyond the classroom. Students participate in hands-on experiences, experiments, and field visits developing skills such as mapping and measuring. They study cycles in all aspects of life by observing a caterpillar’s metamorphosis to a butterfly or by examining the evolution of plant life from seed germination through growth, deducing from experimentation what plants, and other forms of life, require to reach maturity.

Grade 2
The second-grade familiarizes students with their place in the world, geographically, culturally and socially. An emphasis is made on learning how to conduct research and examine their surroundings. Students expand their research skills in the classroom and in the field, from using mapping and exploring relational geography to understanding how to use resources such as books, videos, as well as how to participate in class discussions.

In second grade, students continue to be exposed to American holidays and customs along with the holidays and customs represented in our unique community and around the world. Through this study, the concept of culture is introduced and explored, discussing the impact of geographic location and local resources. In English, students learn about differences in culture both globally and in the US, with a special emphasis on comparing, contrasting and celebrating different Native American tribes, their cultures and traditions.

Through observation, manipulation, experimentation, and other resources, students are gradually introduced to the scientific method, the importance of controlling variables and keeping records. They study animals to compare the diversity of life in different habitats and the impact of their environment. Students explore the three states of matter (solid, liquid, and gas), their physical properties, and how they change and explore concepts such as electricity through the building of electrical circuits.

In “Discovering the World”, students further their research skills while developing a deeper understanding of themselves and the world around them.

Grade 3
In third grade, hands-on experiments and workshops reinforce scientific reasoning and notions. The scientific method helps third-grade scientists predict outcomes, use observation, and reach conclusions. Specific topics include: the water cycle and influences in nature, properties of and changes in matter. Students also learn about the changes experienced on Earth concerning natural disasters, continental drift, weathering, and erosion along with how species adapt to their environment.

The third-grade researchers also focus on map skills, specifically landforms, through the study of U.S. world geography. Students bridge this focus on geography and landscape to continue their study of local and global communities, discussing national holidays, current events, and historical figures.

In English, students further their study on Native American culture and history, focusing on how tribes used their natural resources to adapt to different regions across America. Students also delve into societal roles and responsibilities through civics by learning about the US government’s structure and what it means to be a citizen.
Social and emotional learning enables students to become aware of their actions, words and responsibilities in their personal and social lives. By examining our behavior and roles in our world, it allows us to reflect on society’s greater intrinsic values: dignity, equality, solidarity, respect and freedom from all forms of discrimination.

By learning to take responsibility for their actions and work cooperatively, students participate in establishing classroom rules. They adopt good study habits and understand the importance of treating everyone with kindness and respect.

The program highlights...

- Sensitivity and awareness by working on expressing, identifying, putting into words and discussing emotions and feelings

- Reflection, which enables us to understand and discuss the moral choices we make in the course of our lives

- Commitment, which puts this teaching into practice by emphasizing the spirit of autonomy, cooperation and responsibility towards others
Les Arts

The teaching of visual arts particularly develops students’ potential for invention, encouraging autonomy, initiative and critical perspective. Cycle 2 consolidates the artistic awareness begun in Early Childhood, and provides students with the knowledge and resources that will enable them to explore personal expression, recognize the uniqueness of others and build artistic culture.

Built around the elements of artistic language: form, space, light, color, material, gesture, support, tool, time; Visual Arts explores a variety of fields, both in terms of practice and references from drawing, painting, collage, modeling, sculpture and assemblage to photography, video and digital creation.

Through encounters with works of art, students are enabled to engage with sensitivity and curiosity, enriching their potential for expression and critique. Thus, students learn to accept what is other and different in and through art.

Skills Developed:
- Experimenting, producing and creating
- Implementing an artistic project
- Expressing oneself, analyzing one’s own practice and one’s peers; establishing a relationship with artists, becoming open-minded.
- Finding one’s bearings in fields related to the visual arts, becoming aware of topics relating to art.

Program:
- Representing the world
- Expression of emotions
- Narration and point of view through images
The teaching of visual arts at FASTB develops students’ creativity, critical thinking skills, technical art skills, and a greater understanding of the world around them. While learning about a diverse range of artists – historical and contemporary – students are encouraged to observe, reflect and become inspired to create their own art.

Beginning in first grade, students are introduced to the elements of art and principles of design – providing them with a developing art vocabulary and a greater understanding of their own artwork along with the work of others.

Students undertake a variety of visual arts projects – including drawing, painting, collage, sculpture, ceramics, digital art, printmaking and design. When doing so, they also develop skills in different art mediums.

Each student maintains their own art portfolio, which they bring home at the end of the school year. The yearly Art Week event at FASTB also gives students the chance to immerse themselves in art learning around a specific theme, and culminates with students showcasing their work at a final exhibition to which families are invited to attend.
Music Education

Music is taught through various approaches: instrumental, vocal, cultural, and music theory. Many students begin to take Suzuki lessons in either piano, violin, classical guitar, or viola.

Grade 1: First-grade students learn how different sounds and music surround us. They learn to make a variety of sounds and practice how to keep a steady beat, executing simple rhythmic patterns on a percussion instrument. In the chorus, they focus on developing good pitch and breathing skills in chorus class.

Grade 2: Second graders learn about how sounds are made. They study melody and the families of musical instruments: strings, woodwinds, and percussion and voice how they form various musical groups - orchestra, quartet, band, ensemble, duet...They focus on good pitch and breathing while learning French songs in chorus.

Grade 3: In third grade, Music continues to be taught through various approaches: instrumental, vocal, cultural, music theory, and the Suzuki Method. Third-grade students learn the notes of the staff and elements of solfege, music terminology, along with good pitch and breathing techniques.

Skills developed:
- Singing
- Listening, comparing
- Exploring and imagining
- Exchanging and sharing
We believe physical exercise is an essential component of a child’s education. Physical activity helps children develop gross motor skills through familiarity with a wide range of sports, games, and activities such as yoga and dance. It provides access to a wide range of practices with strong cultural and social facets which help build essential social skills like teamwork, cooperation, and healthy competition while allowing students to release energy to focus and learn better in the classroom. It encourages children to seek well-being and take care of their health and those around them.

Skills developed:
- Physical education and sports meet the training challenges of the Common Base by enabling all students, girls and boys alike and on an equal footing, especially those who are farthest from physical education and sports, to build five skills that are worked on in continuity throughout the different cycles:
  - Developing motor skills and learning to express oneself using the body
  - Acquire methods and tools through physical exercise and sports activities
  - Sharing rules, assuming roles and responsibilities
  - Learn to maintain health through regular physical activity
  - Acquire a physical, sporting and artistic culture

The program:
- To develop these general skills, physical and sports education offers all students, from school to collège, a training pathway made up of four complementary fields of learning:
  - Produce an optimal performance, measurable within a given timeframe
  - Adapt movement to a variety of environments
  - Express themselves in front of others through an artistic and/or acrobatic performance
  - Lead and master a collective or inter-individual confrontation

In first grade, emphasis is placed on individual skill development and developing one's personal best. Fitness through organized team games, cooperative activities, gymnastics, yoga, and dance is conducted and explored with the class. Specific attention is given to proper form in throwing, catching, and kicking patterns while sportsmanship and fair play are also modeled and reinforced.

In second grade, activities that build skills, strength, speed, coordination, self-confidence, and self-image form the basis for the students’ games each week. Social and emotional development continues through lessons covering cooperation, problem-solving, team building, fair play, and respect for differences.

In third grade, the emphasis continues to be on the joy of movement and playing games along with the continued development of spatial awareness and coordination. Team sports are introduced with a skills-based approach and a small-games focus. Character education is reinforced throughout the year and especially during cooperative games. Students are encouraged to demonstrate sportsmanship and inclusion during all activities.
### Grade 1

#### CP - Chercheurs, Communicatifs

**Who we are:**
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.

**Where we are in place and time:**
An inquiry into orientation in 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.

**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.

**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.

**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:

**Traditional tales guide us along the way**
Les contes traditionnels nous montrent le chemin

**Lines of Inquiry:**
An inquiry into:
- The identity and symbolism of the different characters
- The story from different points of view
- The spoken and written transmission of tales, from the beginning to today

**Key Concepts:**
Causation, Form, Connection

**Learner Profile attr.:**
Inquirers, Communicators

**Central idea:**
When and where we live influence how we live
L'époque et le lieu où l'on habite influence nos vies

**Lines of Inquiry:**
An inquiry into:
- The impact of geography on human life (education, culture)
- School: then and now
- How we build our future in the world

**Key Concepts:**
Causation, Form, Connection

**Learner Profile attr.:**
Knowledgeable, Inquirers

**Central idea:**
People around the world communicate for different reasons and in different ways
Les gens du monde entier communiquent pour différentes raisons et de différentes manières

**Lines of Inquiry:**
An inquiry into:
- The different ways of communicating: verbal, written, physical, pictorial communication
- Languages around the world (national languages, dialects, accents, sign language, Braille...)
- Broadcasting

**Key Concepts:**
Causation, Form, Connection

**Learner Profile attr.:**
Knowledgeable, Inquirers

**Central idea:**
Changes within nature
Le monde naturel change

**Lines of Inquiry:**
EN: An inquiry into:
- The changes we see in the natural world
- How animals adapt to these changes
- Our actions and their impact on nature

**Key Concepts:**
Change, Connection, Responsibility

**Learner Profile attr.:**
Knowledgeable, Inquirers

**Central idea:**
Sharing responsibilities is essential to living harmoniously in a community
Partager les responsabilités est essentiel pour vivre harmonieusement en communauté

**Lines of Inquiry:**
An inquiry into:
- Rules and laws are designed to organize a society.
- The roles, responsibilities and interdependence of community members
- The choices one makes can have an impact on the harmony of a group.

**Key Concepts:**
Causation, Responsibility, Connection

**Learner Profile attr.:**
Inquirers, Principled

**Central idea:**
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; peace and conflict resolution.

**Lines of Inquiry:**
An inquiry into:
- What happens to our waste
- The reasons why we should care
- How we can reduce our impact

**Key Concepts:**
Causation, Responsibility, Connection

**Learner Profile attr.:**
Risk-takers, Caring, Inquirers

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**Audacieux, Altruistes, Chercheurs**

**Who we are:**
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.

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An inquiry into orientation in 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.

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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.

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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.

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- The story from different points of view
- The spoken and written transmission of tales, from the beginning to today

**Key Concepts:**
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When and where we live influence how we live
L'époque et le lieu où l'on habite influence nos vies

**Lines of Inquiry:**
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- Broadcasting

**Key Concepts:**
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**Key Concepts:**
Causation, Responsibility, Connection

**Learner Profile attr.:**
Inquirers, Principled

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**How we organize ourselves:**
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<thead>
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<td>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.</td>
<td>Lifestyle and diet have an impact on growth</td>
<td>An inquiry into: - The different ways we can observe and measure growth - What a healthy and balanced diet looks like around the world - How lifestyle choices can impact our health and growth.</td>
<td>Change, Responsibility, Causation</td>
<td>Balanced, Knowledgeable, Principled</td>
</tr>
<tr>
<td>Where we are in place and time:</td>
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<td>An inquiry into orientation in 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.</td>
<td>We create tools to situate ourselves in the world. Nous créons des outils pour nous situer dans le monde.</td>
<td>An Inquiry into: - Why we need tools to represent spaces and places around the world - How tools can show us where to go and help us find one another Knowing how to choose the right tool depending on our circumstances and needs</td>
<td>Form, Function, Perspective</td>
<td>Équilibrés, Informés, Intègres</td>
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<td>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.</td>
<td>Stories help us express ourselves, think, feel, imagine and understand others Les histoires nous aident à nous exprimer, à penser, à ressentir, à imaginer et à comprendre les autres</td>
<td>An Inquiry into: - How to tell a story - How to bring a story to life - Why we need stories and how they are told around the world</td>
<td>Form, Function, Perspective</td>
<td>Knowledgeable, Thinkers, Communicators</td>
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<td>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.</td>
<td>The world works in cycles that can be measured and observed Le monde fonctionne en cycles qui peuvent être mesurés et observés</td>
<td>An inquiry into: - The definition of a cycle - The different kinds of time cycles in the world - How cycles affect our lifestyles</td>
<td>Function, Form, Connection</td>
<td>Open-minded, Caring, Communicators</td>
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<td>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.</td>
<td>We depend on one another Nous dépendons les uns des autres</td>
<td>An inquiry into: - The importance of roles and jobs in the classroom and at school - How responsibilities help us to connect with and support others in our community - How environment impacts daily life at school around the world</td>
<td>Function, Form, Relation</td>
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<td>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.</td>
<td>Living things adapt to their environment. Les êtres vivants s'adaptent à leur milieu</td>
<td>An inquiry into: - The characteristics and needs of living things, habitats and ecosystems - How living things interact with each other and their environment. How disruptions in ecosystems around the world affect us all</td>
<td>Connection, Responsibility, Causation</td>
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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.

Central idea:
The characteristics and cultural beliefs about heroes in various cultures and throughout history help define individual beliefs. Les caractéristiques et les croyances culturelles concernant les héros dans diverses cultures et à travers l'histoire aident à définir les croyances individuelles.

Lines of Inquiry:
- Our personal and cultural definitions of the characteristics of a hero
- Heroism versus activism and how ordinary people become heroes
- How heroes across different cultures and throughout history have inspired us to become heroes in our own communities

Key Concepts:
Causation, Connection, Causation, Perspective, Causality, Perspective

Learner Profile attr.: Inquirers, Open-Minded, Communicators
Chercheurs, Ouvert d'Esprit, Communicatifs

Where we are in place and time:
An inquiry into orientation in 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:
Studying origin stories to understand the world around us.

Lines of Inquiry:
- The writing of origin stories
- The structure of origin stories
- Differentiating between fiction and reality

Key Concepts:
Causation, Connection, Causation, Perspective

Learner Profile attr.: Open-minded, Communicators, Thinker
Ouverts d'esprit, Communicatifs, Sensés

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:
Art and drawings can be used to create a deeper meaning.

Lines of Inquiry:
- How art is used in a variety of ways to add detail and emotion to writing
- How illustrations influence the writing and reading process
- Texts and illustrations in books that have been translated into several languages provide a universal human connection.

Key Concepts:
Causation, Connection, Causation, Perspective

Learner Profile attr.: Open-minded, Communicators, Thinker
Ouverts d'esprit, Communicatifs, Sensés

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 Moon influences human life on Earth.

Lines of Inquiry:
An inquiry into:
- The observation of the Moon from the Earth
- The formation and influence of the Moon in relation to the Earth

Key Concepts:
Connection, Form, Causation
Relation, Form, Causality

Learner Profile attr.: Inquirers, Knowledgeable, Communicators
Chercheurs, Informés, Communicatifs

How we organize ourselves:
An inquiry into:
- Actions of individuals are the pillars of communities
- The rights and responsibilities of each community member
- How the consequences of our actions impact our community

Central idea:
Sharing the planet:
The availability of water impacts us; We impact the availability of water

Lines of Inquiry:
An inquiry into:
- The limited nature of water on earth and why it needs preserving
- The choices that we can make to help save water
- How the unequal access to clean water affects different communities around the world

Key Concepts:
Researchers, Knowledgeable, Communicators
Chercheurs, Informés, Communicatifs

Central idea:
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The availability of water impacts us; We impact the availability of water

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Researchers, Knowledgeable, Communicators
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Key Concepts:
Researchers, Knowledgeable, Communicators
Chercheurs, Informés, Communicatifs
Cycle 3 - CM1& CM2 (Grades 4 & 5)*

Consolidating and Strengthening Learning / *Cycle de consolidation*

By reinforcing, consolidating, and expanding their knowledge gained across the curriculum, students in Cycle 3 apply a new rigor and exactitude to their studies, acquiring a solid foundation of knowledge, skills and culture.

Cycle 3 sharpens French skills through presentations, dictation, literature, and carefully planned projects and lessons. In French and English Language Arts, students read carefully selected literary texts in fiction, poetry and nonfiction, students are able to identify main elements, analyze details, form and express opinions. Students’ writing skills are honed in a mix of creative, research-based, and non-fictional assignments.

Students develop the scientific method approach to investigating their environment. They learn to distinguish between facts, hypotheses, and opinions and through observation, questioning, and practice, strengthen their natural curiosity towards the world around them. In Math, continue to expand on their skills through problem-solving and learning various processes working on functions concerning whole numbers, decimals, and fractions, solving problems mentally, on paper, and with the use of a calculator.

History and Geography along with US History/ Social Studies play a key role in building upon students’ understanding of space, time and self. Differences and similarities between our world and the ones of the past or around the globe allow students to reflect on their roles, responsibilities and impact in their local and global communities. Visual Arts, Art History, Music, and Physical Education allow students to express themselves artistically and physically, finessing not only precision in movement and expression, but also enhancing compassion, communication and understanding.

*Traditionally, 6th grade is the final year of Cycle 3 and occupies a special place in the cycle, enabling students to adapt to the pace, workload and organization of middle school, while building on the skills and knowledge from CM1 and CM2. The option to stay for an additional year is offered on special occasions to students who are deeply motivated to continue their studies in French, building new skills upon prior learning, before moving on to traditional American secondary education.*
Mastery of the language remains a central objective of Cycle 3.

Where Language and Literacy enabled children to acquire reading and writing skills in Cycle 2, Cycle 3 is designed to consolidate these skills and use them to support other learning through a broad and diversified use of reading and writing.

Speaking skills, a prerequisite for all learning and a means of entering the culture of the written word, continues to receive constant attention and specific work.

Skills Developed:
- Understanding and expressing oneself orally
- Reading
- Writing
- Understanding how language works

Program:

In Cycle 3, progress in the mastery of speaking skills continues to develop alongside reading and writing. Students learn to present explanations, information and point of view in a clear, organized fashion. They are able to make clear arguments in debates with their peers, and refine their thinking by researching ideas in preparation for written or oral presentations. Cycle 3 aims to train students as readers. By the end of the cycle, all students are able to read orally and silently, fluently and quickly enough to delve into literary comprehension and interpretation.

In writing, training in cursive handwriting continues, ensuring each student has mastered the gestures of writing in both speed and efficiency. Cycle 3 marks the start of an explicit, reflective study which is used to support reading comprehension and writing activities, ensuring students have a solid grasp of grammar around core concepts, while captivating their interest in the study of language.

Literary and artistic culture remain an essential part of French language teaching, developing the imagination, enriching knowledge of the world and contributing to the development of self-awareness. In Cycle 3, reading choices and related writing and speaking activities are organized around major themes which highlight the aims of the teaching, spark creativity and imagination, fostering a love for all languages.
<table>
<thead>
<tr>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CM1 - GRADE 4</strong> Developing vocabulary, enhancing general language fluency, and reading independently are key goals for fourth grade. By incorporating texts of various lengths and genres, students are taught strategies and skills for reading both fiction, poetry and nonfiction. They independently identify main ideas, important details, plot points, sequences, and settings and are then able to interpret these and draw conclusions. Higher order thinking skills such as inference, author's intent, and character development are also stressed. Students use all of these skills to participate in multicultural book clubs with their peers. Oral language skills are further developed and reinforced through read-alouds, debates, and presentations.</td>
<td><strong>In fourth grade, sentence and paragraph structures are broadened with greater attention to organization, detail, audience, and writing mechanics.</strong> Writing genres such as expository, persuasive, and descriptive are studied, focusing on purpose, construction, and evaluation. Poetry and story writing allow the children to express their ideas creatively. Writing assignments carry over into other areas of academic exploration.</td>
</tr>
<tr>
<td><strong>CM2 - GRADE 5</strong> In fifth grade, students consolidate reading skills, strengthen comprehension, vocabulary, and fluency. This cycle aims to establish independent readers with a taste for various literary genres and well-developed basic research skills who are able to produce increasingly complex, well-organized, and coherent written text. Using a literature-based approach, our reading program allows students to read both fiction, poetry and nonfiction throughout the year, sharing books which open them to new perspectives and experiences around the world. Special emphasis is placed on continued development of higher-level thinking skills. Consistent class discussions along with a variety of classroom presentations ensure the continuing development of oral language skills. Comprehension skills focus on responding to literature and applying convergent and divergent questioning as students continue to synthesize and summarize information. Vocabulary is further enriched through connections between individual reading and thematic studies along with literature and works studied across all languages and subjects.</td>
<td>Fifth-grade writers are encouraged to use detailed and specific vocabulary, complex ideas, and figurative application of learned literary devices. Students produce more developed and lengthier responses to the written and presented material. They become adept in drafting, revising, and publishing a five-paragraph essay. Creative and expository writing is explored by students. Written work is assessed formally and informally through a variety of checklists and rubrics specific to each assignment.</td>
</tr>
</tbody>
</table>
In Cycle 3, reading and writing are integral components of all subjects, and students work to hone their English skills. Students read age-appropriate and carefully selected literary texts. They learn to identify main elements, analyze details, and form and express opinions and engage in both creative writing and research-based, non-fictional writing.

Cycle 3 continues to develop grammar skills, vocabulary, and spelling to enhance oral, written, and literary comprehension. Students learn to differentiate between types of sentences and identify word functions. Students pay special attention to word agreement, conjugating verbs correctly, and lexical spelling.

US History remains closely tied to the English Language Arts program as historical fiction trade books are incorporated as part of the curricula.

In writing, students are encouraged to express themselves and are introduced to the three main types of writing: narrative, expository, and persuasive.

*Our English Language Arts program is aligned with the Florida B.E.S.T. Standards for Language, Speaking and Listening, Reading and Writing for each elementary grade.*
Building on prior knowledge, Cycle 3 deepens and extends the scope of mathematical concepts introduced previously, consolidating the automation of written calculation techniques, as well as results and procedures. By the end of the cycle, students have developed a mastery of addition, subtraction, multiplication, and division using integer numbers.

During the third cycle, problem-solving is at the heart of the curriculum. As the main criterion for mastering knowledge in all areas of mathematics, problem solving also ensures knowledge is absorbed in a way that guarantees its meaning. Students apply a wide range of mental procedures and can use the calculator when appropriate. They have a beginning understanding of decimals, fractions, and ratios.

While algebraic modeling is primarily a matter for middle and high school, problem solving already shows how mathematical notions can be relevant tools for resolving certain situations. In geometry, students are prepared to follow a geometry course in Middle School with notions of area and perimeter introduced during this cycle.

Skills developed:
- Researching
- Modeling
- Showing work
- Reasoning
- Calculating
- Communicating

The program:
- Numbers and calculations
- Measurements
- Space and Geometry
In Cycle 3, students continue to build a relationship with time and space, through their findings in History and Geography. These allow students not only to reflect on the differences and commonalities of life through time, space, culture and place, but also to gain insight in order to better situate themselves in their own communities and culture.

These two subjects, taught in France side by side, deal with common themes and concepts, and share tools and methods. Their specific features lie in their subjects of study - time and space - and the methods they use to address them.

Skills developed:
- Finding one's bearings in time: building historical reference points
- Finding one's bearings in space: building geographical reference points
- Reasoning, justifying an approach and the choices made
- Asking questions, asking oneself questions.
- Being informed in the digital world
- Understanding a document
- Using different languages in history and geography
- Cooperating and share

Key Themes

**History - CM1**
- Theme 1: And before France?
- Theme 2: The time of kings
- Theme 3: Revolution and Empire

**History - CM2**
- Theme 1: The Republic
- Theme 2: The Industrial Age
- Theme 3: France and Europe, from the World Wars to the European Union

**Geography - CM1**
- Theme 1: Discovering our surroundings
- Theme 2: Living, working, culture and leisure
- Theme 3: Consumerism: Objects and energy in our day to day lives

**Geography - CM2**
- Theme 1: Transportation
- Theme 2: The Internet: communicating around the world
- Theme 3: How we can better live together
### French/European History & Geography

**CM1 - GRADE 4**

The fourth-grade curriculum fully integrates the main themes of geography, such as location, human and environmental interaction, human and physical features, and movement, with a study of European and American history.

In History, fourth graders become researchers, moving through time from prehistory, antiquity, to the Middle Ages using different types of documents and sources to build understanding, comparing technological advances, culture, and historical context in each time period. In Geography, they begin by taking a closer look at their own environment before broadening their research to compare differences in lifestyles in other regions across the globe to their own using maps and other tools.

### US History/Social Studies

**CM1 - GRADE 4**

Taught alongside English Language Arts, US History and Social Studies integrates economics, civics, government, culture, and society through an in-depth analysis of the historical and geographical elements of the US.

In fourth and fifth grade, students engage in a study of the State of Florida, our history, regions and geography along with the greater history and geography of the United States. There is also special emphasis on the history and culture of Florida's Native American tribes, along with other prominent tribes across the US.

Topics covered in US History and Social Studies are complementary with Common Core Curriculum Standards and include:

- European exploration, North America’s settlement, colonial life, and the Revolutionary War along with the history of the Founding Fathers, the Constitution, the creation of the American government, Westward Expansion, the Industrial Revolution, and the Civil War era.
- Students additionally participate in Black History month and discuss civil rights and social justice.

### CM2 - GRADE 5

History and Geography provides students with a thorough knowledge of our world. Reflecting on local and global current events, students become more aware of fundamental human rights. This leads to a better understanding of our individual impact along with the social rules and responsibilities which govern our lives globally and nationally as well as in our community, family, school, and classroom. Through this study and reflection, students are encouraged to go beyond simplistic cause-and-effect relationships to build a deeper understanding of their world.

In History, fifth graders discover Modern History, starting in the 19th century with the Industrial Revolution and moving forwards towards the World Wars which shaped the start of the 20th century. In Geography, students compare the different ways of life around the world, focusing on key factors such as the distribution of the global population on each continent and the various modes of transportation and communication used worldwide.

In preparation for life outside elementary school, students use various types of documents and sources and learn to research, and cite their findings while gaining the knowledge and perspective needed to understand our way of life today.
Science and Technology

Sciences et technologie

In previous cycles, students explored, observed, experimented with and explored the world around them. In Cycle 3, these concepts are revisited and built upon to foster scientific reasoning and critical thinking skills as students examine facts and analyze data to draw conclusions.

Through the development of knowledge and skills, the use of a variety of scientific and technological approaches is introduced along with the discovery of the history of science and technology. The distinction between what belongs to science and technology is a key part of the curriculum along with understanding the difference between facts and opinion or belief.

Diversity in scientific approach (observation, manipulation, experimentation, simulation, documentation, etc.) simultaneously develops curiosity, creativity, rigor, critical thinking, manual and experimental skills. These foster a keen interest not only for scientific learning but also in the search for finding solutions for better living together across our global community.

Skills developed:
Using scientific and technological approaches
Designing, creating
Acquiring tools and methods
Using languages
Using digital tools
Adopting ethical and responsible behavior
Situating oneself in space and time

The program:

Cycle 3 curriculum is organized around ideas that combine major scientific questions and contemporary societal issues. The program is divided into four main themes:

Matter, movement, energy and information
Life, its diversity and functions
Materials and technical objects
Planet Earth: living beings in their environment

Each of these themes builds on concepts or notions that find their application in environmental education. The concept of energy, gradually built up, is presented in each theme and links them together, showing the interconnectedness of our world.
<table>
<thead>
<tr>
<th>Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CM1 - GRADE 4</strong></td>
</tr>
<tr>
<td>Fourth-grade scientists focus on investigating questions surrounding the nature of life on Earth, while building the research tools needed to sift through information and draw conclusions based on facts rather than opinion. Investigating characteristics of plant and animal organisms, students learn how biological structures aid organisms in both growth and survival. Fourth graders explore the role and interdependence of all living things, diving deep into the interconnectedness of all life through environmental factors such as the food chain. Students then examine how plants and animals adapt to environmental changes along with the direct impact of human activity on the survival of flora and fauna. Special focus is also made on the properties of solid and liquid matter, including, comparing and contrasting glass, metal, and minerals. Fourth graders also research different types of energy, their sources and impact on the environment before identifying whether or not they are renewable. Students become true scientists by working to build critical-thinking and scientific reasoning skills. By conducting investigations and drawing conclusions based upon observation, communication, comparison, and organization, fourth graders are able to formulate a simple hypothesis and test it through experimentation.</td>
</tr>
<tr>
<td><strong>CM2 - GRADE 5</strong></td>
</tr>
<tr>
<td>The fifth grade sciences curriculum covers subjects from several different areas spanning early biology, environmental science, astronomy, physics and robotics. Early biology is introduced through the study of the different functions of the human body: digestion, blood circulation, and respiration while robotics, physics and technology through the study of simple machines, their components, and functions, and includes numerous projects such as inventing a machine that fills a need. They also dabble in astronomy, studying planet Earth, situating ourselves in the solar system and describing the conditions needed for life on our planet. The young scientists take to the field to research local ecosystems, flora and fauna. Fifth graders gain experience with the concepts of variables and object systems. Through these investigations, the scientific method is reinforced as students learn to hypothesize, record, and graph information collected from their experiments.</td>
</tr>
</tbody>
</table>
Social and emotional learning enables students to become aware of their actions, words and responsibilities in their personal and social lives. By examining our behavior and roles in our world, it allows us to reflect on society’s greater intrinsic values: dignity, equality, solidarity, respect and freedom from all forms of discrimination.

The program:

- Sensitivity and compassion, which aims to develop awareness by working on expressing, identifying, putting into words and discussing emotions and feelings
- Rules and Responsibilities, which aims to develop a sense of the rules of living together
- Critical thinking and reasoning, which enables us to understand and discuss the choices we make in the course of our lives
- Taking Action, which puts this teaching into practice by emphasizing the spirit of autonomy, cooperation and responsibility towards others.
We believe creativity is an integral part of any child’s development which is why visual arts, music, and theater are vital components of our curriculum. Arts education is a powerful tool for learning, developing both sensitivity and creativity, understanding and awareness of our own feelings, experiences and differences along with those of the world around us.

Visual Arts- Arts plastiques

Skills developed:
- Experimenting, producing, creating
- Implementing an artistic project
- Expressing oneself, analyzing one’s own practice and that of one’s peers; discovering artists, welcoming differences and diversity
- Finding one’s bearings in fields related to the visual arts, awareness of key themes and questions in art

Program:
- Visual representation and presentation devices
- Artistic creations and the relationship between objects and space.
- The materials used and their impact on the components of the work.

In Cycle 3, emphasis is placed on encouraging students to develop their style while applying new media and techniques. New vocabulary and artistic terms are introduced and renowned artists align with their works are key parts of class discussions. Transdisciplinary projects connect across all subjects including literature, history, social studies and science curricula.

Visual arts projects encourage creativity and individuality. By the end of Cycle 3 students are challenged to use techniques in two-dimensional and three-dimensional art, using additional equipment and new techniques enhances the challenge of each project.

Each student maintains an art portfolio throughout the year. All students contribute to the annual art show, which showcases their development and the creativity of their accomplishments.
Art Theory - *Théorie artistique*

**Drawing**
- The five basic elements of shape
  (Drawing With Children: A Creative Method for Adult Beginners, Too by Mona Brookes, Level 1 and 2 exercises).
- Values of grey
- Shading

**Watercolor**
- Flat wash
- Gradated wash
- Wet into wet
- Splatter
- Layering color
- Sponging
- Using salt
- Masking tape and fluid

**Math and Art**
- Escher pavers
- Upscaling with a grid
- Islamic arabesques using compass/ruler
- Celtic interlace

**Printmaking**
- Silk screening
- Gelatin plate printing
- Linoleum carvings

**Fabric and Yarn**
- Pin and string art
- Weaving on a paper plate
- Weaving on a hula hoop
- Watercolor/white glue batik

**Misc**
- Theater props design and painting
- Carving a block of cheese

Students develop skills using various media, techniques, and emerging technology for personal visual communication.
Art History - *Histoire des arts*

The transdisciplinary teaching of art history structures student’s artistic knowledge by acquiring reference points from various major artistic works of the past and present, and by providing methods for situating them in space and time, interpreting and relating to each piece.

Throughout Cycle 3, art history helps to forge links between the other subjects and enhances their cultural dimension and contributes to the development of a sensitive, informed and thoughtful approach to artworks along with their respective times and contexts in history.

Skills developed:

- **Identifying:** give a reasoned opinion on what a work of art represents or expresses
- **Analyzing:** identify the main technical and formal characteristics of a work of art, by observing or listening to it.
- **Situating:** relate the characteristics of a work of art to its uses and to the historical and cultural context in which it was created. Navigating museums, a place of art or a heritage site

Students discover the characteristics of artworks from different historical periods. They use this knowledge to then apply various techniques in drawing and other 2 and 3 dimensional media into a historical context.

**Periods Studied:**

- Prehistoric Art - Cave painting and making paints
- Egyptian Art - Egyptian hieroglyphs, a cartouche, the Osiris myth
- Greek Art - Greek vases
- Roman Art - Agricultural mosaic of St. Romain-en-Gal, grain on salt dough plaque
- Medieval Art - writing manuscripts with ink and feathers, drop caps
- Art of Renaissance - 2 point perspective
- Baroque and Rococo - zentangle self portrait
- Impressionism - Claude Monet
- Fauvism - Matisse
- Cubism - Braque, Picasso
- Surrealism - Dali, Magritte
- Abstract - Kandinsky
- Pop art - Warhol
- Opt art - VassareCSA portfolioisorthyn
Musical Education

Éducation musicale

Music is taught through different approaches: instrumental, vocal, cultural, and music theory.

Students learn the notes of the staff and elements of solfege, good pitch, and breathing in chorus and by the end of Cycle 3, are able to identify the notes of the staff.

Through the exploration of music from all over the world, students listen to and compare the array of sounds, melodies, and instruments from the Americas, Australia, Asia, Africa, and Europe. Cycle 3 also allows students to appreciate and compare musical styles and trends through the ages from Prehistory, The Middle Ages, Renaissance/Baroque Period, Classical, Romantic to Modern/Contemporary.

Skills developed:

- Singing and performing
- Listening, comparing and critiquing
- Exploring, imagining and creating
- Exchanging, sharing and debating
Physical and Sports Education
Éducation physique et sportive

Physical and sports education provides access to a wide range of practices with strong cultural and social implications, important for the development of the individual’s personal and collective life. It aims to train aware, independant, physically and socially educated citizens who seek well-being and take care of their health.

Focusing on teamwork, strategy, and skills through various life-long activities that can be enjoyed throughout the year, students are exposed to numerous activities such as biking, roller blading, judo, hiking, yoga, and overall fitness.

Challenged to increase their knowledge of the rules specific to each sport to enhance their basic strategies during play, students participate in cooperative games, team sports and dance units.

Skills developed:
- Physical education and sports enable all students, to build five skills that are worked on in continuity throughout the different cycles:
  - Developing motor skills and learning to express oneself using the body
  - Acquiring methods and tools through physical exercise and sports activities
  - Sharing rules, assuming roles and responsibilities
  - Learning to maintain health through regular physical activity
  - Acquiring an appreciation for physical, sporting and artistic culture

The program:
- To develop these general skills, physical and sports education offers all students a training pathway made up of four complementary fields of learning:
  - Producing an optimal performance, measurable within a given timeframe
  - Adapting movement to a variety of environments
  - Expressing themselves in front of others through an artistic and/or acrobatic performance
  - Leading and mastering a mediation during confrontation
<table>
<thead>
<tr>
<th><strong>CM1 - Grade 4 (Year A)</strong></th>
<th><strong>Who we are:</strong></th>
<th><strong>Where we are in place and time:</strong></th>
<th><strong>How we express ourselves:</strong></th>
<th><strong>How the world works:</strong></th>
<th><strong>How we organize ourselves:</strong></th>
<th><strong>Sharing the planet:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who we are:</strong></td>
<td>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.</td>
<td>An inquiry into orientation in 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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Central idea:</strong></td>
<td>Humans set rules to meet their needs and protect their well-being</td>
<td>Past civilizations and cultures influence and impact our world today</td>
<td>Through the arts, humans can empower themselves and influence others</td>
<td>Life on Earth is tied to its place in the solar system and the universe.</td>
<td>Systems of government impact how citizens make decisions in their daily lives</td>
<td>All living things within an ecosystem depend upon one another</td>
</tr>
<tr>
<td><strong>Lines of Inquiry:</strong></td>
<td>An inquiry into: - What prompts humans to create rules - The application of the rules in the world - Our responsibilities within society</td>
<td>An inquiry into: - The characteristics of a civilization - Our past civilizations make up what we are today - What we are today prepares what we will be</td>
<td>An inquiry into: - How arts convey universal ideas and lessons - Exploring the influence and voices of famous artists - The impact that personal creation can have to improve the world</td>
<td>An inquiry into: - The Earth's rotation around the sun, it's axis and how these affect life on Earth - The different positions and conditions of each of the planets in the solar system - The cultural beliefs and knowledge surrounding celestial objects throughout time</td>
<td>An inquiry into: - The different systems and forms of governance around the world. - How systems of government impact the agency and voice of their citizens. - How we can use our voice to take action in our own community.</td>
<td>An inquiry into: - The components of an ecosystem - How living things have adapted to their ecosystem - The role of humans in ecosystems</td>
</tr>
<tr>
<td><strong>Learner Profile attr.:</strong></td>
<td>Knowledgeable, Caring, Principled</td>
<td>Form, Connection, Change</td>
<td>Form, Connection, Change</td>
<td>Form, Connection, Change</td>
<td>Form, Connection, Change</td>
<td>Form, Connection, Change</td>
</tr>
<tr>
<td><strong>Learner Profile attr.:</strong></td>
<td>Inquirers, Communicators</td>
<td>Inquirers, Communicators</td>
<td>Inquirers, Communicators</td>
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<td>Inquirers, Communicators</td>
</tr>
</tbody>
</table>

**Central idea:** Past civilizations and cultures influence and impact our world today. Les civilisations et les cultures du passé influencent et impactent notre monde actuel.

**Lines of Inquiry:** An inquiry into: - The characteristics of a civilization - Our past civilizations make up what we are today - What we are today prepares what we will be

**Key Concepts:** Form, Connection, Change
### Central idea:
The places we live help define who we become.

#### Lines of Inquiry:
- How our social environment and culture impact our beliefs and values.
- How our physical environment impacts our lifestyle and view of life.
- How changes in place can open new perspectives on what we believe.

#### Key Concepts:
- Connection, Causation, Perspective
- Relation, Causalité, Perspective

#### Learner Profile attr.:
- Open-Minded, Caring, Knowledgeable
- Ouvert-d’Esprit, Altruistes, Sensés

### Central idea:
Exploration of other worlds teaches us more about ourselves. L’exploration d’autres mondes nous apprend à mieux nous connaître.

#### Lines of Inquiry:
- An inquiry into:
  - How we learn from new physical worlds can change our understanding of our own environment.
  - How stories from different time periods show us the universal ways in which we feel emotions and express ourselves.
  - How fictional stories from all cultures and in all settings teach us about our own humanity.

#### Key Concepts:
- Function, Perspective, Causation
- Fonction, Perspective, Causalité

#### Learner Profile attr.:
- Thinkers, Communicators, Reflective
  - Sensés, Communicatifs, Réfléchis

### Central idea:
Inventions and new technology allow us to have an easier life but also bring new responsibilities.

#### Lines of Inquiry:
- An inquiry into:
  - How inventions and their inventors have helped societies evolve across the world throughout human history.
  - How new technologies bring us closer to a brave new virtual world.
  - How some inventions can have disastrous consequences.

#### Key Concepts:
- Function, Perspective, Causation
- Fonction, Perspective, Causalité

#### Learner Profile attr.:
- Risk-takers, Inquirers, Thinkers
  - Audacieux, Chercheurs, Sensés

### Central idea:
We humans can help solve worldwide issues locally and globally.

#### Lines of Inquiry:
- An inquiry into:
  - How we address local or global issues.
  - How we can take action that will affect local or global issues.
  - Knowledge and information generate actions.

#### Key Concepts:
- Causation, Perspective, Reflection
  - Causalité, Perspectif, Réflexion

#### Learner Profile attr.:
- Inquirers, Communicators, Risk-takers
  - Chercheurs, Communicatifs, Audacieux

### Central idea:
Access to resources affect quality of life.

#### Lines of Inquiry:
- An inquiry into:
  - How the environment and access to resources influence quality of life.
  - How our way of life impacts the environment and affects those with fewer resources around the world.
  - Our responsibility to protect natural spaces globally and increase access to resources for all.

#### Key Concepts:
- Causation, Change, Perspective
- Causalité, Changement, Perspective

#### Learner Profile attr.:
- Balanced, Principled, Knowledgeable
  - Équilibrés, Intègres, Informés
5th Grade Exhibition

The 5th Grade Exhibition is the final step along the PYP where students take the knowledge and skills they have built across their learning journey and share it with the greater learning community. This long-term project, developed in groups or individually, students (with the assistance of their teachers and a mentor) curate their own unit of inquiry.

These units, which may be represented under any of the transdisciplinary themes, build skills across all transdisciplinary fields. The Exhibition requires students to push themselves in brainstorming, conducting research, communicating with experts, analyzing data, preparing a presentation/project along with writing, speaking and presentation skills. This achievement is shared with the entire learning community at a celebration at the end of the year where the 5th grade students are given the opportunity to showcase the work they have accomplished.
The Library - La Bibliothèque

With over 5000 volumes in French, as well as an increasing number of books in English, our library contains titles suggested by the French Ministry of Education, the Florida Department of Education and the IB Organization. Along with periodicals and audio-visual equipment, our library also contains volumes for all languages spoken in our school community.

Students have the opportunity to visit the library each week and borrow books to read at home. During inquiry, library materials are added to our individual classroom libraries and unit specific libraries. These classroom libraries provide a space for our students to conduct research independently or in group settings. Students are also encouraged to visit local libraries and discover the research tools in the greater learning community.

Additionally, our school hosts a yearly event on World Book Day where we encourage members of our greater learning community to share with us their favorite stories, poems and other literary works in their mother tongue. These works are then incorporated into the School Library in order to continue to represent our entire community’s language identity.

Families are also welcome to borrow books (in English or French) from our library.
At its inception, the school’s vision centered upon the relationship between music education and the immersion process of learning a second language. They are partners in a full education. Though the national trend is to reduce this component of education, we believe that a strong music art curriculum lays the foundation for strong mathematical and scientific intelligence. All grade levels at The French American School of Tampa Bay are immersed in our Music Arts Program, which includes the Music & Me in-school program from Early Childhood through Grade 1, Music Theory in the elementary grades, and a Choral Program and an opportunity for private Suzuki lessons on site during the school day.

Music Program

Music & Me

“At Music & Me, we strive to support our local families and strengthen community and family bonds by providing the best in early childhood music education for babies, toddlers, preschoolers and early elementary students. Music has the special power to bring us together and support our children’s growing bodies and brains in surprising ways. We support that ability by using the best family music program available, Music Together, based on over 30 years of ongoing research, and by regularly engaging in continuing education for our teachers. We are present in our community with occasional open-to-the-public programming, reinforcing our commitment to growing our community through music making and ensuring quality music is available to all at some level. Music-making families are happier families. We can’t imagine a better mission than to help spread that joy.” - Our Mission, Music Together

Music Theory & Appreciation

As part of their musical education, FASTB students are exposed to a diverse range of music genres and styles originating from cultures from around the world. They are also introduced to the basics of music theory, and learn how to read the notes on a musical staff and play rhythms. Students also have the opportunity to study an instrument through our Suzuki Program.

Choral Program

Our school “Chorale,” composed of all students, practices weekly with our Chorus leaders and accompanist. The “Chorale” often performs during our monthly school community events, which are a key component of the music program. These community performances may also include musical pieces from Suzuki students, and general songs, dances and skits.
The immersion method is Listen and Learn and The Suzuki Method for learning music is the same. Focused on developing important musical skills such as the ear, pitch and musical phrasing, we’re proud to work in collaboration with the Florida Suzuki Association to offer our students private, on-site Suzuki lessons in piano, guitar, violin and cello. Parent involvement is required for private lessons.
Our Campus

Located at the heart of Tampa Bay, our campus features a large playground area with a pirate ship, swings, and several playground structures. The large outdoor lunch area provides an ideal setting for the students to share meals, while overlooking our beautiful lake. The main school building has five large classrooms, a library, two offices and a staff room/kitchen. Our Tiki Hut area also provides a fun space to hold morning Café & Conversation, parent-teacher conferences and cultural events.

The campus is clean, well-maintained, colorful, beautifully furnished, well lit, equipped with a top-notch A/C + air filtering system, and secured with a camera system and a locked door policy during school hours. The Florida Department of Health regularly inspects the campus, as does Child Care Licensing, Florida State Fire Marshal, Pinellas County Police, Lealman Fire Department, IB PYP, the French Ministry of Education, French Consulate and Embassy, AEFE, and MLF. As a result, the school is current on all certifications, accreditations, and approvals.
We believe that children need time to play outside in order to play, discover the world, imagine, and socialize. The school offers two supervised 30 minute outdoor recesses daily, along with a 30 minute lunch which takes place on picnic tables on the playground. Recess always happens outside unless severe weather conditions, such as severe wind/rain or thunder/lightning, prevent it.
Field Trips & Day Trips

Each class goes on several field trips a year. While these trips are optional, they enhance the curriculum and are an important part of the learning process. Typical trips include visits to museums, historical sites, concerts, and theater programs.

As we step out of our school to conduct research during each unit of inquiry, students are placed in multilingual environments by encountering our greater learning environment. These allow students to engage with the greater learning community and build new knowledge, vocabulary and understanding.

Possible Field Trips Include:

- Attending the Mahaffey Theater
- The St Petersburg Fine Arts Museum
- The Dalí Museum
- Sunken Gardens
- Pinellas County Heritage Village
- The Imagine Museum
- The James Museum
- Vinoy Park
- The Great Exploration Children's Museum
- The Chihuly Collection at the Morean Arts Center
- Tampa Museum of Art
- Kayaking trips at Weedon Island Preserve.
- Day trips at Fort de Soto: (including biking and rollerblading, fishing, building sand castles, picnics)

& much more!
Extended Learning

Aftercare

Our “Garderie”/ Aftercare Program runs daily from 3-5:30. Children can attend every day or only occasionally. Up-to-date information and enrollment forms can be found on the school’s website.

Afterschool Clubs

Throughout the year, FASTB offers educational enrichment opportunities through after school programs. Themes and dates are announced at the start of each semester. Past Clubs have included: Theater Club, Judo Club, Zumba Club, Homework Club, Arts and Crafts Club and many more! For more information, please see our website.

Bilingual Summer Program

Our Bilingual Summer Camp is available at the school from June to August. Mornings include fun French activities, and the afternoon is filled with arts & crafts and plenty of time for free play. In the afternoons, Early Childhood children are offered time for rest.

This program is in high demand each year, so please plan early if interested, as space is limited. Please join us if you want a safe place for your kids to enjoy the summer! When needed, we also offer a Childcare service for this program.
Learning Community

Café et Conversation

As part of our continuous effort to communicate regularly with parents and our greater learning community, we offer regular meetings called Café et Conversation under the Tiki Hut. These meetings are designed to educate our learning community in a welcoming and open environment. Topics of discussion include the mission and policies of our school, teacher interviews, presentations and explanations of class work, school wide projects, Units of Inquiry, French Ministry of Education and English Language Arts curriculum, along with the standards and practices of the IB Primary Years Programme.

Adult Education Classes and Cultural Events

In order to make our learning community as inclusive as possible, we offer different options for adults interested in improving their speaking and writing skills in French. These Adult Educational Classes are open to families trying to keep up with their kids, or to other members of our community interested in cultural exchange and other educational activities such as movie nights, book clubs, game nights, and French dinner nights.
What are the DELF & DALF?

The DELF/DALF are diplomas (Diplôme d’Études en Langue Française/Diplôme Approfondi de Langue Française) awarded by the French Ministry of Education and designed by FEI (France Éducation International) which certify the French language competency of candidates from outside France. The DELF (Diplôme d’Études en Langue Française) Valid for life and awarded on a scale from A1 to C2, a B2 DELF diploma will grant students admission into French universities to study abroad and may even count towards college course credits.

DELF/DALF Diploma Assessments at FASTB

At The French American School of Tampa Bay, all non-native francophone fifth grade students take the A2 level of this exam prior to graduation. With a 100% success rate, this official assessment celebrates and rewards students for their progress made in French throughout their education.

To further and maintain their abilities, The French American School of Tampa Bay offers Advanced French classes for students who wish to maintain their French speaking, writing and comprehension abilities after completing their immersion education at school.

We offer this class primarily to meet our former students’ needs, to keep challenging them, and to help them reach a higher level of fluency in French. The goal of this after-school program is to provide an opportunity for our graduates and other members of the school community to converse in French on a regular basis and to keep up with written skills in a fun and challenging atmosphere. These classes prepare our alumni and greater learning community for the DELF and DALF exams. Such certifications are paramount for school records, as well as college and job applications, as most francophone universities and career opportunities require a DELF B2 level.
Involvement

There are numerous opportunities to get involved at L’École. We are always looking for extra chaperones to come along with us to field trips, to come in as experts for one of our units of inquiry or to volunteer time in the classroom.

We also have a wonderful Parent’s Association which fosters relationships across the school community and encourages everyone to participate in school activities. There are several committees including: class activities, communications, community relations, parent activities, parent education or school services. This is a wonderful opportunity not only to help the school, but to be better acquainted with those in the greater learning community,
Educational Technology

Although the school has Macbook laptops and iPads available for specific educational projects, the use of the technology in the classroom is intentionally limited. In an age where children are exposed to screens at a younger and younger age, FASTB is committed to limiting screens, with only occasional use in educationally appropriate activities. As a language immersion school, our primary focus is on person-to-person communication in order to provide our students with the social skills needed to thrive.

Homework

Very little homework is given to students each week. Instead, students are encouraged to read at home, memorize poems or multiplication tables, practice their musical instruments, and share what they have discovered in their units of inquiry with their community. We believe this time is best used in nurturing each child’s challenges and encouraging them to reach their full potential.

Assessment

At FASTB we believe assessment is a collaborative process which includes teachers, students and their learning support team who work together to assess and analyze the learning journey of the student. Teachers and students collaborate to monitor, document, measure, report and adjust learning in order to ensure that each student’s needs are met. Students have agency over their learning as they actively engage in accessing and reflecting upon their knowledge and skills and learn to use feedback from peers, teachers and mentors outside of the classroom to lead them forward in their educational journey.

Assessment helps families better understand the academic journey of their students, and encourage their acquiescence of key skills and concepts which build students into a more self-reliant, responsible and reflective learner. Through report cards, we document student work and behavior, and may include specific support information or arrangements. Teachers write comments which help facilitate dialogue with families in order to ensure that the students’ entire learning support system fully understands their specific learning journey. Conferences: During each trimester, each student meets with their teacher(s) and parent(s) during a student-parent-teacher conference in order to have an open conversation about the student’s specific educational journey. It is important that all three parties are included during these meetings in order to ensure that the student remains an active participant of their school experience and continues to have both voice and agency over their education. All three parties discuss and reflect upon newly acquired skills and needs of the student, and provide a space for setting specific goals and outlining additional steps that can be taken outside of the classroom to support the student’s progress. A copy of each report card is then given to families for personal records.

Portfolios: Student portfolios are a co-curated collection by teacher and student which record a student’s growth, engagement, creativity, resourcefulness and inquiry over time. This collection celebrates the progress of each student through the PYP and includes snapshots, clippings, examples of work, actions and initiatives taken inside the classroom and during their time in the school community. Students have agency over their learning by selecting pieces they feel best demonstrate their skills and abilities across transdisciplinary subjects which are complemented by those added by their teachers. This collaboration ensures that the student is at the center of their learning and is able to best assess and reflect their progress and learning.

The portfolio also works to highlight student work by ensuring all families are aware of the experiences, assessments and skills students acquired during their educational journey. This personalized museum of progress includes reflections, written work and artwork along with evidence of action and inquiry.

To read a more in-depth version of how we conduct assessment at FASTB, please read our Assessment Policy.
Academic Support

As an international school, we are conscious of the fact that each of our students has a unique language profile and background. Because of this, each year, students arrive in our learning community who have very different levels of exposure to each of our teaching languages. In order to support their learning language transition, we offer specialized tutoring in both French and English to students who have had less exposure or who may need additional support. We have trained specialists in FLE (Français Langue Étrangère) and ELL (English as a Language Learners) who are available to take students aside for private or small group instruction in order to ensure that they are able to thrive as much as their peers. We are committed to providing this service and strongly believe that education should be available to all despite academic and language learning backgrounds.

FASTB offers academic support when a teacher sees that a student’s progress in school is not continuing. We provide one-to-one weekly support sessions with students who require extra support in reading and math.

When we have a concern and believe a child might require special services beyond what we can offer, we seek additional support. We hold meetings that may include the child's parents, his/her teachers, child development services, a child psychologist, members of the administration, a speech therapist, and anyone else working directly with the child. The team develops an action plan with strategies to support the student. If further academic psychosocial evaluation or therapy is necessary, a referral for outside services is made. Outside therapists and learning specialists who work with students are invited to these meetings.

For more information about Assessment and Academic Support at FASTB, please see our Assessment and Language Policies.
Diversity, Equity and Inclusion at FASTB

At FASTB, we strongly believe it is our responsibility to create a positive, welcoming learning environment for all, and we prepare our students to be active citizens in the world. As a school that places students at the center of everything we do, we commit to creating a program that delivers academic excellence to every child. We actively work to understand differences and how we honor it in our daily lives at school.

For more information about how we implement Diversity, Equity and Inclusion. Please see our Inclusion Policy.

For more information about daily life, school rules and practices, please refer to our School Handbook and Policies:

  - Parent & Student Handbook
  - Language Policy
  - Integrity Policy
  - Assessment Policy