



EXUPERY INTERNATIONAL SCHOOL

PROGRAM OF INQUIRY (POI'S)
GRADES 1 – 5
2018-19
As of March 19th 2019

EXUPERY INTERNATIONAL SCHOOL

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Grade One

Date	Sept 3 rd – Oct 19 th 2018	Oct 29 th - Dec 14 th 2018	Jan 8 th 2018 – February 8 th (Grade 1) January 8 th 2018 – February 15 th (G2 – G5)	February 18 th – April 5 th 2019 (Spring Break Mar 11 th -17 th) //PYP Visit March 25 th – 26 th //	May 20 th – 19 th June 2019	April 8 th – May 17 th 2019
Transdisciplinary Theme	Who we are	How we organize ourselves	How the world works	How we express ourselves	Sharing the planet	Where we are in place and time
Central Idea & Lines of Inquiry	<p>Homes reflect personal identity and local culture.</p> <ul style="list-style-type: none"> • Concept of home • Different types of homes • Circumstances that determine where people live 	<p>In a workplace, people share responsibility towards a common purpose.</p> <ul style="list-style-type: none"> • Form of a workplace • Function of people in a workplace • Responsibilities of members in a workplace live 	<p>Energy changes things and is important in everyday life.</p> <ul style="list-style-type: none"> • Sources of energy • Meaning of energy • Ways to save energy 	<p>Imagination is a powerful tool to express ourselves and understand others.</p> <ul style="list-style-type: none"> • We express ourselves through imagination. • Our imagination helps us consider other perspectives. • Reflection is an important part of imagination. 	<p>All living things depend on each other for survival.</p> <ul style="list-style-type: none"> • Characteristics of living things • Living things are connected. • Living things impact each other. 	<p>Learning about our history helps us understand change.</p> <ul style="list-style-type: none"> • Comparing past and present • Important historical figures and their influence on people's lives • Acceptance of change
Focus	Social Studies, Crafts, Art, English, Math	Social Studies, Crafts, English, Music	Science, English	English, Music, Art, Crafts, Latvian, Social Studies	Science, English	Social Studies, English
Key concepts	Form Causation Perspective	Form Function Responsibility	Change Causation	Function Perspective Reflection	Form Connection Causation	Connection Perspective Responsibility
Related concepts	Creativity Diversity	Networks Cooperation	Cycles Interaction	Perception Self-expression	Lifestyle Resources	Continuity Diversity
Transdisciplinary skills	<p>Research skills:</p> <p>Observation, formulating questions, collecting data and presenting research findings.</p>	<p>Communication skills:</p> <p>Listening, speaking, interviewing, writing and reading.</p> <p>Self-Management skills: Organization</p> <p>Research skills:</p> <p>Observation, formulating questions, collecting data and presenting research findings</p>	<p>Thinking skills: Acquiring knowledge, comprehension and analysis</p> <p>Research skills: Question, observe and organize data</p>	<p>Thinking skills:</p> <p>Comprehension, dialectical thought.</p> <p>Communication skills:</p> <p>Listening, speaking, interviewing, writing and reading.</p>	<p>Self-Management skills:</p> <p>Organization and healthy lifestyle,</p> <p>Research skills:</p> <p>Observation, formulating questions, collecting data and presenting research findings.</p>	<p>Social skills: Respecting others, cooperating, adopting a variety of group roles.</p> <p>Thinking skills:</p> <p>Comprehension, dialectical thought.</p>



Learner Profile Attributes	Inquirer Open-minded	Risk-takers Communicators	Thinkers Inquirers Reflective	Thinker. Principled Communicator	Balanced Responsibility	Caring Reflective
Attitudes	Empathy Appreciation	Appreciation Cooperation Independence	Appreciation Curiosity	Creativity Confidence	Commitment Appreciation	Tolerance Respect
Action	Songs about homes from Music; pop-cards cards made in Crafts; Maps made in Art, Latvian vocabulary for Latvian as a Foreign Language, description of ideal home (I.e., colors, shapes, rooms, elements outside the home, different structures of homes), presentation about family photos.	Research the jobs; interview people form ideas through reading and writing, individually write teaching books about specific jobs and share with parents (Recommendation for next year: find a different action)	Students will create games that teach others how to save energy (student-initiated action).	Students will write and act in plays that show emotions, imagination, and reflection.	In keeping with the inquiry-based projects, students will collaborate with teachers to determine an action that includes the central idea and lines of inquiry of this project.	In keeping with the inquiry-based projects, students will collaborate with teachers to determine an action that includes the central idea and lines of inquiry of this project.
Sharing with the community	Museum-style presentation for family members and school community.	Presentations to parents of books about jobs	Students will share information about energy and ways to save energy with kindergartners to help them make appropriate choices to save energy.	Students will share this work with 7th and 8th grade students.	In keeping with the inquiry-based projects, students will collaborate with teachers to determine a way to share their knowledge with the community.	In keeping with the inquiry-based projects, students will collaborate with teachers to determine a way to share their knowledge with the community.
Field Trips	Open-Air Museum in Riga	Instead of field trips, we had a variety of parents come in for interviews.	Students will do experiments with Mr. Martins to learn more about energy.	Interview artists and poets	Horse farm – 3 days Riga Zoo Botanical Gardens Kemeru Bog Jurmula	Sigulda

Grade Two

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	Who we are	How we organize ourselves	How the world works	How we express ourselves	Sharing the planet	Where we are in place and time
Transdisciplinary Theme	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.	An inquiry in 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.	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.	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.	An inquiry into the 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.	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 & Lines of Inquiry	<p>Relationships are enhanced by learning about other people's perspectives and communicating our own.</p> <ul style="list-style-type: none"> Acknowledging others' perspectives Attitude in social interaction 	<p>Interconnected systems need to be in place to maintain organization in communities.</p> <ul style="list-style-type: none"> The concept of an organization Different systems in an organization that we use personally and in our community. Collection, storage and use of 	<p>Different means of transportation allow people to move within communities.</p> <ul style="list-style-type: none"> Movement is determined by a number of factors. Better understanding of movement/transport and it's effects on communities. Effective movement. 	<p>Through the arts people use different forms of expression to convey their uniqueness as human beings.</p> <ul style="list-style-type: none"> The diverse ways in which people express their uniqueness The role of art in culture and society 	<p>Human action can preserve or endanger animal life.</p> <ul style="list-style-type: none"> How animals survive in their habitats Our responsibility towards keeping animals from extinction 	<p>Exploration leads to discovery and develops new understandings.</p> <ul style="list-style-type: none"> Historical and personal reasons for exploration Feelings and attitudes associated with exploration Changes due to exploration



		information for an organization				• Forms of exploration
Focus	Social Studies Science English Craft Art	Social Studies Science English Craft Art	Science Social studies English Math Craft	Language and the Arts	Science - Living Things Language	Social Studies
Key concepts	Perspective Reflection Change	Connection Responsibility Function	Responsibility Connection Function	Function Perspective Reflection	Causation Responsibility Form	Form Change Perspective
Related concepts	Communication Empathy Open-mindedness	Interdependence Organization Systems	Force Energy	Perception, Self-expression	Adaptation Interdependence	Consequences Discovery Geography
Transdisciplinary skills	<p>Social skills:</p> <p>Resolving conflict and respecting others</p> <p>Communication skills:</p> <p>Listening, Speaking and Non-Verbal Communication</p>	<p>Social skills:</p> <p>Accepting responsibility, cooperating, group decision making, adopting a variety of group roles</p> <p>Self-Management skills:</p> <p>Organization and safety</p>	<p>Thinking skills: Acquisition of knowledge, evaluation and application</p> <p>Research skills:</p> <p>All</p>	<p>Communication skills:</p> <p>Reading, writing, viewing, presenting and comprehension</p> <p>Self-management skills:</p> <p>Gross, fine motor skills:</p>	<p>Self-management</p> <p>Spatial awareness, codes of behavior, informed choices and healthy lifestyle</p> <p>Research skills: Planning, analyze and synthesis</p> <p>Communication skills:</p> <p>Listening, Speaking and</p>	<p>Research skills:</p> <p>Collecting, recording and organizing data, presenting research findings.</p> <p>Thinking skills:</p> <p>Analysis, Meta-cognition, Dialectical Thinking and Comprehension</p>



					Non-Verbal Communication	
Learner Profile Attributes	Open-Minded Caring	Inquirer Principled Thinker Balanced	Caring Reflective Risk-takers	Communicator Knowledgeable	Caring Reflective Inquirers Principled	Inquirers Thinkers Open-minded
Attitudes	Tolerance Independence Empathy	Respect Cooperation Integrity	Curiosity Independence Commitment	Confidence Independence Cooperation	Curiosity Commitment Empathy Integrity	Enthusiasm Curiosity Appreciation
Action	Presentation of “Friends Around Exupéry” book and learning during the making of the book	Presentation of “Twin Cities” or “Sustainable Cities”.	Complete a lab report about force and create transportation timeline	Create a book featuring literature inspired by artwork produced by the students.	Recreate the people, fauna and flora of different biomes and the consequences of global warming in each.	Make a presentation about the differences and similarities among three Baltic capitals in terms of culture and lifestyle.
Sharing with the community.	Presentation of “Friends Around Exupéry” book (autobiography) to parents	Presentation of ways of being environmentally conscious citizens.	Presenting transportation timeline.	Present the book to the EIS community.	Present biomes project to the EIS community.	Present findings about the three Baltic capitals to the community.
Field Trips	Ethnographic Open-Air Museum of Latvia	Guided tour of old Riga	Riga Motor Museum	Latvian National Museum of Art	The Līgatne nature trails of Gauja National Park	Vilnius and Tallinn



Grade Three

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Transdisciplinary Theme	Who we are	How we organize ourselves	How the world works	How we express ourselves	Sharing the planet	Where we are in place and time
	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.	An inquiry in 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.	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.	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.	An inquiry into the 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.	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 & Lines of Inquiry	Understanding the connection between nutrition and diet could lead to a healthy lifestyle. •Why food is important •Ways of making informed choices about food •Understanding the importance of a balanced diet	People use a variety of skills and strategies that contribute to their role in a community of learners. • Being part of a community of learners • Skills, strategies and attitudes connected to being a lifelong learner • Making contributions to a community of lifelong learners	Human survival is connected to understanding the continual changing nature of the earth. • The different interrelated components of the earth • Reasons for the continual changes of the earth • Human response to the earth's changes	We use many forms of communication in the modern world that help us to communicate successfully. • The different forms and ways of communication • Successful communication systems • Different uses of communication systems	Water is essential to life, and is a limited resource for many people. • Sources and uses of water • Capturing and managing water • Responsibilities connected to water	Human migration is a response to challenges, risks and opportunities. • The different ways people migrate • The reasons of migration throughout history • Effects of migration on communities, cultures and individuals
	Focus	Science - Materials and Matter	Social Studies	Science - Earth and Space	Social Studies / Language	Science - Materials and Matter
Key concepts	Responsibility Reflection Connection	Function Responsibility Connection	Form Change Causation	Form Function Reflection	Form Function Responsibility	Causation Change Perspective
Related concepts	Similarities and Differences Interpretation Initiative	Citizenship Independence Systems	Erosion Geology Tectonic plates Movement	Systems Influence Media	Conservation Equity Processes	Population Self-fulfillment Influence
Transdisciplinary skills	Thinking skills: Acquisition of knowledge, comprehension, evaluation and synthesis	Social skills: Accepting responsibilities adopting a variety of group roles	Thinking skills: Acquiring knowledge dialectical thinking	Communication skills: Listening, speaking, reading and writing Non-verbal communication	Research skills: Formulating questions, observing, planning, collecting and organizing data, presenting research finding	Social skills: Resolving conflict cooperating and respecting others
	Research Skills: Formulating questions observing, planning, collecting and organizing data, presenting research finding	Self-Management Skills: Time management, codes of behavior	Communication Skills: Writing, presenting, speaking	Social Skills: Accepting responsibility Cooperating	Self-Management Skills: Gross motor skill, safety and codes of behavior.	Thinking Skills: Meta-Cognition Evaluation Analysis



Learner Profile Attributes	Knowledgeable Balanced Thinkers	Open Minded Reflective Principled	Risk-takers Inquirers Reflective	Communicators Principled	Caring Communicators Inquirers	Thinkers Risk-takers Caring
Attitudes	Commitment Respect Curiosity	Appreciation Respect	Creativity Curiosity Respect	Enthusiasm Respect Confidence Independence	Integrity Commitment Appreciation	Empathy Cooperation Independence / Tolerance
Action	Personal goal setting, gathering and presenting data	Contribution to a local community – social or physical	Scientific model making	Writing and sending friendly letters to our international contacts	A water conservation project, environmental action – LielaTalka 2019	Organizing an international field trip
Sharing with the community.	Canteen poster, awareness campaign	Action within the local community	Organizing a science fair for the primary assembly	Creation of the giant world map with all the photos and letters to inspire internationalism	Participating in a local community action and sharing this experience within the school	Presenting the process to other grades
Field Trips	Dairy factory, McDonalds	Pinki Kindergarten	Museum of Nature	Pinki post-office	Water management – dykes, pumping station, water tower, Hydroelectric station	Estonia or Lithuania

Grade Four

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Transdisciplinary Theme	Who we are	How we organize ourselves	How the world works	How we express ourselves	Sharing the planet	Where we are in place and time
	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.	An inquiry in 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.	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.	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.	An inquiry into the 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.	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 & Lines of Inquiry	The human body consists of many interrelated systems. • How the human body systems work • Practices required to keep them healthy • Global consequences of poor diet	Money could be managed responsibly to meet the needs of the people. • Buying and selling goods and services • Responsible use of money • Budget management	Energy can be converted from one form to another and stored in various ways. • Forms of energy • The storage and transformation of energy • Conservation of energy	Choices of role models reflect the characteristics that societies and individuals value. • Reasons for valuing role models • Development of gifts, talents and interests • The use of personal strengths for the greater good	Biodiversity relies on maintaining the interdependent balance of organisms within systems and could be affected by human actions. • Biodiversity of biomes • Ways in which organisms are interconnected in the ecosystem	Past civilizations shape present day systems and technologies. • Aspects of past civilizations that have survived. • Reasons these systems and technologies developed • Why modern societies continue to use adaptations of these systems and technologies. • Implications for the future.



					• How human interaction with the environment can affect the balance of systems	
Focus	Science: Living Things- PE- Languages- Art- Crafts	Language-Social Studies- Mathematics-Arts-Craft- Music	Language, Science, Arts, Craft, ICT	Language / Literature, Social Studies & Arts	Language , Science – Living Things, Arts, Craft.	Language, Arts, Craft, ICT,
Key concepts	Form Function Connection Responsibility	Function Responsibility Connection	Form Function Change	Causation Reflection Perspective	Form Causation Responsibility	Connection Perspective Change
Related concepts	Systems Role	Systems Initiative	Conservation Transformation	Self-fulfillment Influence	Balance Biodiversity Interdependence	Context Location Orientation
Transdisciplinary skills	Self-management skills: Healthy lifestyle, informed choices, safety and codes of behavior. Thinking Skills: Comprehension, application and analysis Research Skills:	Thinking skills: Evaluation analysis and application. Self-management skills: Time management and organization	Thinking skills: Acquiring knowledge, evaluation, synthesis, application Research skills: Formulating questions, observing, planning, collecting, organizing and recording data, presenting research findings	Social skills: Cooperating, group decision making and adopting a variety of group roles Self-management skills: Codes of behavior, informed choices	Communication skills: Listening, viewing, presenting Social skills: Accepting responsibility, and cooperating Research skills:	Research Skills: Formulating questions, observing, planning, collecting, organizing and recording data, presenting research findings Communication skills: Speaking, reading, writing, viewing, presenting Social Skills:
Learner Profile Attributes	Balanced Inquirers Caring	Principled Risk-takers Reflective	Thinkers Inquirers Knowledgeable	Knowledgeable Open-minded	Caring Principled Thinkers Balanced	Risk-takers Communicators Open-minded Inquirers
Attitudes	Appreciation Curiosity Independence	Integrity Enthusiasm	Appreciation Curiosity Integrity	All attitudes	Respect Cooperation Empathy	Tolerance Enthusiasm Independence
Sharing with the community.	Children were uncomfortable sharing videos with the wider community, because some weren't completed. Ideally, these videos would have been shared with the school during assembly.	Children organized an end of term celebration for the school. Grades 1-5 attended and students shared what they had learnt.	Students to share their leaflets with another class within the school.	Students will at as role models throughout the school community		Students will create an exhibition to showcase their final project work.
Field Trips	Museum of medical history	Local supermarket to buy resources for parts of the celebration.	Riga hydroelectric power plant Museum of energy		Latvian university botanical garden Natural history museum	York England, Students will spend 3 days visiting technology museums and historical sites in the area.
Proposed summative assessment	Can created a video about how to stay healthy and how it related to the human body.	Can organize a winter party for the students. Creating a budget for the event.	Students to create a leaflet with practical tips for energy conservation at home.	Students will create a proposal and action plan for themselves to be role models within the school.		Students will focus on 1 piece of current technology, then reimagine it for 100 years in the future.



Grade Five

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Transdisciplinary Theme	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.	How we organize ourselves An inquiry in 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.	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 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.	Sharing the planet An inquiry into the 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.	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 & Lines of Inquiry	Goal setting and decision making are influenced by various factors which may result in different consequences. <ul style="list-style-type: none"> Understanding the importance of goal setting and decision-making processes Factors that might influence our decisions. Impacts or consequences that decisions can have. 	Technology and its development could impact the world of work and leisure. <ul style="list-style-type: none"> Technology in the workplace and leisure activities. Circumstances that lead to the development of important inventions and their impact. The importance of using technology responsibly 	The fact that modern materials and their physical properties can undergo permanent or temporary change and the implications of this. <ul style="list-style-type: none"> Properties of matter and the nature of chemical and physical changes Practical applications and implications of change in materials Advantages and disadvantages of changes material could undergo. 	The way we understand stories is shaped by the perspective from which they are told. <ul style="list-style-type: none"> The elements of a story Different ways the same story can be told and interpreted How a storyteller's perspective might change our understanding of the story 	Teacher-led student Inquiry Student created Central Idea and Lines of Inquiry
Focus	English, Social Studies, Music, Art, Crafts and Latvian.	Social Studies, English, Crafts, I.T, Art.	Science , Crafts	English, Social Studies, Art		All Subject Areas
Key concepts	Causation Perspective Connection	Connection Change Responsibility	Form Causation Change	Form Perspective Reflection	Student choice	All concepts
Related concepts	Choice Systems	Communication Systems Ethics	Measurement Transformation	Truth, Bias	Student choice	Chosen related concepts
Transdisciplinary skills	Self-Management skills: Informed Choices, time management and codes of behavior. Social skills:	Research skills: Planning, observing, question, collect, record and organize data and present research findings Social skills: Responsibility, respecting other, resolving conflict, group decision making and cooperation	Thinking skills: Acquiring knowledge, analysis, evaluation and comprehension Research Skills: All	Self-Management skills: Safety, healthy lifestyle and informed choices. Thinking skills: Acquiring knowledge, comprehension,	Student choice	All transdisciplinary skills



	Group decision making, resolving conflict, respecting others. Communication skills: Listening, Speaking, Writing Presenting.			analysis, evaluation and meta-cognition Research skills: Collecting data, formulating questions, organize and interpret data and present findings. Communication Skills:		
Learner Profile Attributes	Inquirer. Risk-taking. Principled. Communicator	Caring Open- minded Knowledgeable	Thinker Communicator Inquirer Reflective	Reflective Thinker Open Minded	Student choice	All
Attitudes	Commitment / Integrity Confidence Tolerance / Independence	Creativity Respect Tolerance	Creativity Cooperation Integrity / Curiosity	Empathy Respect Cooperation	Student choice	All
Action						
Sharing with the community.	Grade 5 School Ambassador Election (see below)– Top 5 students voted in as school ambassadors.	Students present app to a panel of teachers linked to I.T / Crafts.	Exhibition to parents. Visitors, students based on three different products, design and concept, 3D printed model and working model.			
Field Trips	Parliament Building – Riga Center, students took a tour of the parliament building. Looked at the history of ambassadors in Riga and discussed how elections work in Riga.	Riga Technical University w/ Mr. Janis. A tour of the design factory at RTU. Students got the chance to look at work done by RTU and a look at how technology is change (Suggestion this trip may be more beneficial in Unit 3 for 2019).		National Library of Latvia – Students will create a library card, tour the library and spend two hours working on their book in a library space.		York, England – Students will take time to spend two days in an English state school and then further look to share their findings on York based on the lines of inquiry they wish to follow.
Proposed Summative Assessment	Part 1: Election Campaign. Students will complete a written speech discussing the role of an ambassador in our school / their goals and how decisions are made in our school, what makes a good school ambassador and why they feel they can be one. Part 2: Students will recite the speech in assembly for Exupery International Election day. (Crafts: Campaign Posters, Art: Party Logo Design. Music: Campaign 'Anthem'.	Part 1: 'Shark Tank' Presentation. Students carry out a Shark Tank style pitch / presentation to a panel. They pitch their app for 'investment' discuss, how it works, how it helps people organize themselves, how it is internet safe' (or considerations of this). Part 2: Project Booklet: Please see Unit 2 - Grade 5 Project Booklet	Students will research the properties of materials, design and produce a computer mouse aimed at differing target audiences (small children / novelty for adults / gaming mouse) Students will host an exhibition sharing their computer mouse design. Concept and prototype. Students will submit a research booklet produced over the six week period.	Students will produce a real hardbooked cover. Two books that tell the same / similar story but is aimed at two different audiences with subtle differences. Part 2: Assessment Booklet Students will complete a research booklet about the elements that make up a story and the ways we use language and storytelling to appeal to different audiences. Unit 3 – Grade 5 Project Booklet		