IB PRIMARY YEARS PROGRAM GRADE 5 EXHIBITION

Fenton Area Public Schools

GUIDE TO THE EXHIBITION

For Parents and Students

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FORM: WHAT IS IT LIKE?

The IB PYP Exhibition

In the students' final year of the PYP there are five units of inquiry and the exhibition. The exhibition unit at takes place under one of the 6 transdisciplinary themes that students have studied throughout their years as a PYP student.

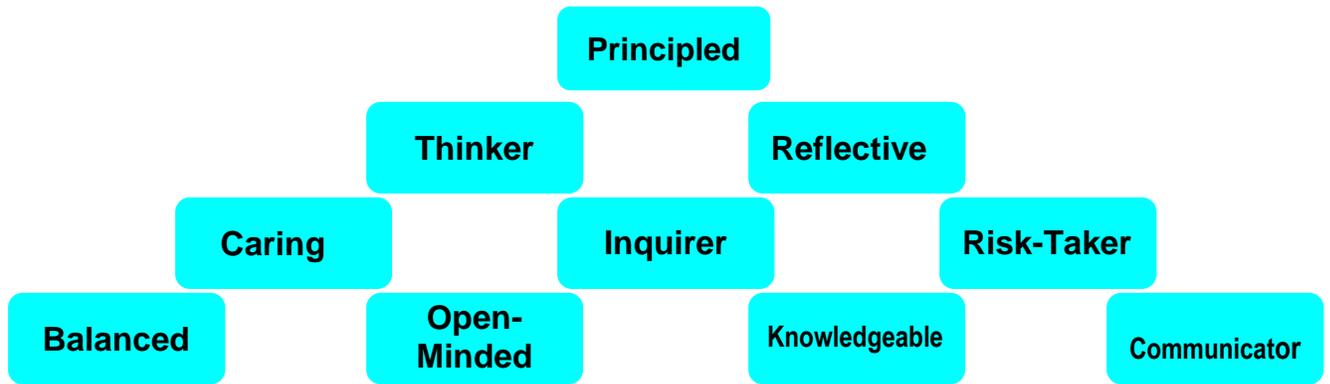| PYP TRANSDISCIPLINARY THEMES		
Who We Are:	**Where We Are In Place and Time:**	**How We Express Ourselves:**
An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social, and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.	An inquiry 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.	An inquiry into the ways in which we discover and express our 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:	**How We Organize Ourselves:**	**Sharing the Planet:**
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 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 rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and of the relationships within and between them; equal access to equal opportunities; peace and conflict resolution.

The PYP exhibition has a number of key purposes:
- for students to engage in an in-depth, collaborative inquiry
- to provide students with an opportunity to demonstrate independence and responsibility for their own learning
- to provide students with an opportunity to explore multiple perspectives
- for students to synthesize and apply their learning of previous years and to reflect upon their journey through the PYP
- to provide an authentic process for assessing student understanding
- to demonstrate how students can take action as a result of their learning
- to unite the students, teachers, parents and other members of the school community in a collaborative experience that incorporates the essential elements of the PYP
- to celebrate the transition of learners from primary to middle/secondary education.
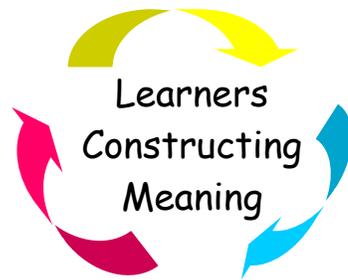
The Exhibition should include:
- examples of written work
- oral presentations
- examples of technology
- performances in any medium – a movie, a TV commercial, a construction project, an art project, musical number or skit

THE ESSENTIAL ELEMENTS OF THE PYP

Principled

Thinker   **Reflective**

Caring   **Inquirer**   **Risk-Taker**

Balanced   **Open-Minded**   **Knowledgeable**   **Communicator**

Learner Profile

Learners Constructing Meaning

Knowledge

TRANSDICIPLINARY THEMES

Who We Are
Where We Are in Place and Time
How We Express Ourselves
How the World Works
How We Organize Ourselves
Sharing the Planet

SUBJECT DICIPLINES

Language Arts
Math
Social Studies
Science and Tech.
Art, Music, Phys. Ed.
World Language

Concepts
Form
What is it like?
Function
How does it work?
Causation
Why is it like it is?
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?

Skills
Social
Accepting Responsibility, Respecting Others, Cooperating, Resolving Conflict, Group Decision Making, Group Roles
Communication
Listening, Speaking, Reading, Writing, Viewing, Presenting, Non-Verbal Communication
Research
Formulating Questions, Observing, Planning, Collecting, Recording, Organizing and Interpreting Data, Presenting
Thinking
Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation, Dialectical Thought, Metacognition
Self-Management
Gross and Fine Motor, Spatial Awareness, Organization, Time Management, Health & Safety, Behaviour and Choices

Attitudes
Appreciation
Commitment
Confidence
Co-operation
Creativity
Curiosity
Empathy
Enthusiasm
Independence
Integrity
Respect
Tolerance

Action
Successful inquiry will lead to responsible action initiated by the student as a result of the learning process. PYP schools offer all learners the opportunity and the power to:

Choose
Choose to Act
Act
Decide on their Actions
Reflect
Reflect on these actions

in order to make a difference in and to the world.

ROLES

STUDENT

- participate in selecting a real-life issue or problem for the exhibition.
- develop the inquiry by helping to decide on a central idea, lines of inquiry and student questions.
- carry out an open-ended inquiry into a real-life issue or problem.
- demonstrate an understanding of the IB learner profile.
- demonstrate an understanding of the five essential elements—knowledge, concepts, skills, attitudes and action
- use a variety of source materials such as first-hand experiences, interviews, surveys, field visits, artifacts, science investigations, (not just book and/or Internet research)
- be academically honest when referring to their sources of information
- communicate effectively with teachers, peers and parents
- reflect on the components of and processes involved in the exhibition.
- carry out self-assessment and peer assessment
- celebrate their learning by presenting the exhibition to the school community.

TEACHERS

- communicate regularly with students, parents and other participants
- initiate, facilitate and guide the exhibition process providing support for student inquiries.
- develop essential agreements with students regarding academic honesty to ensure that they are taking responsibility for their learning and being principled in the resources they are using.
- ensure the participation of all students by considering their interests and accommodating learning styles and needs.
- encourage students to use a balance of primary and secondary sources; help students to access information; and ensure they know how to cite sources used in research
- assess the exhibition process ensuring **all the essential elements** are included
- keep detailed records of the processes involved including ongoing reflection
- encourage and join in with students to celebrate their learning.

MENTORS

- help the students set and meet their goals by asking questions, suggesting resources, helping to interpret difficult information and facilitating interviews or telephone calls.
- meet with students on a weekly basis or as needed.
- make anecdotal observations and give feedback to the students and teachers.
- assist students in planning their action and preparing for the exhibition presentation.

PARENTS/GUARDIANS

- support and encourage students and teachers throughout the process of inquiry
- be informed by reading newsletters, attending meetings, checking school websites and talking with students
- help students to access resources—people, places, media and information
- provide expert subject knowledge where applicable
- act as mentors as required or appropriate
- encourage independent inquiry and respect student ownership of the process
- reflect on and give feedback on the exhibition
- celebrate with the students by attending the staging of the exhibition.

PRINCIPAL/COORDINATOR

- provide support for teachers and students involved in the exhibition
- provide opportunities for relevant professional development and support
- promote the exhibition in the school
- allocate sufficient time for teachers to plan collaboratively on the exhibition
- allocate sufficient funding to provide appropriate resources
- celebrate with the students by attending the staging of the exhibition.

OTHER TEACHERS IN THE SCHOOL

- be informed about the exhibition
- implement a programme of inquiry that reflects the PYP
- provide experience of the five essential elements
- provide opportunities for student-led inquiry
- consider how their teaching supports and contributes to the exhibition
- help students construct meaning through problem-based learning.

IB LEARNER PROFILE

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet help to create 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 IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help people become responsible members of local, national and global communities.

(From IB learner profile in review Report and recommendation Executive summary April 2013)

CAUSATION: WHY IS IT LIKE IT IS?

The "what" or the content of curriculum is defined in the *Common Core State Standards* and the *Michigan Grade Level Content Expectations*. The "how" or delivery of instruction is encompassed through the International Baccalaureate Primary Years Program framework. The PYP exhibition allows students to apply knowledge and skills in a format that is significant, relevant, engaging and challenging! The exhibition acts as the summative assessment or evaluation of the Primary Years Program. It helps schools evaluate and adjust teaching and learning to prepare students for the future.

The mission statement of the Common Core State Standards Initiative

The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be ***robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers.*** With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.

The mission statement of the International Baccalaureate

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop ***challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners*** who understand that other people, with their differences, can also be right.

Making the PYP Happen: A curriculum framework for international primary education

FUNCTION: HOW DOES IT WORK?
ASKING RESEARCH QUESTIONS

KEY CONCEPT	SAMPLE QUESTIONS
FORM What is it like?	• What is...? • Where do we get...? • What does it look/sound/smell/feel like? • What are the components of...? • What kinds of...? • What are the main...? • What are the basic rules of...? • What is... about?
FUNCTION How does it work?	• What can... be used for? • How does... work in a system? • What is the purpose of...? • How do people...? • What happens to...? • How do the rules of... work? • What does ... do? • What information does ... give us? • How can you show...?
CAUSATION Why is it like it is?	• How can you make...? • Why does/did…? • How does... suit its environment? • What causes... to change? • What motivates individuals to...? • Why do we need…? • In what ways is... influenced by...?
CHANGE How is it changing?	• What differences are there over time? • How is ... changing? • How has... changed over time? • In what ways does... differ from place to place and over time? • What is the role of... in shaping society/influencing others? • What could you change to make...?

KEY CONCEPT	SAMPLE QUESTIONS
CONNECTION How is it connected to other things?	• What are the links between... and...? • Why is ... suitable for...? • What are the similarities/differences? • What connections exist…? • How does... affect...? • How can this be used in everyday life? • Where do you see... in everyday life? • What would this look like at home?
PERSPECTIVE What are the points of view?	• How does ... look if it's…? • What are the different points of view supported by the evidence? • What are the implications for me? • How do different people decide...? • Why do different people think...? • How can we understand others' point of view and help them to understand ours?
RESPONSIBILITY What is our responsibility?	• How can people ensure...? • Who should decide...? • What factors do we need to consider when making a decision? • What should people do to...? • How can people prevent...? • How can people help...?
REFLECTION How do we know?	• How will we know when...? • In what ways can we observe...? • What makes... better than…? • Why is ... more reliable/easier/harder/more enjoyable than...? • How reliable is...? • Why should we believe...?

NOTE TAKING ADVICE
What should my notes look like?

Some students are comfortable with bullet points; others prefer summarizing and paraphrasing right into rough sentences to make drafting easier. Try both methods and see which one you prefer. Look below for other strategies for recording what you are learning.

- **Observational Writing:** Record your observations using the following sentence starters:
  - ➢ *I see …*
  - ➢ *I notice …*
  - ➢ *This reminds me of …*
  - **Using Thinking Skills:**
  - ➢ *Inferring (I think…)*
  - ➢ *Comparing (This is the same as/different from…)*
  - ➢ *Cause and Effect (This is because…)*
- **Thinking and Realizing:** Record your thoughts about the content using the following sentence starters:
  - ➢ *This helps me understand… This makes me realize …*
  - ➢ *I used to think … but now I know… My thinking changed because …*
- **Sketching with Labels and Captions:** Create a sketch and add labels and captions.
- **Questioning and Wondering:** Ask questions when you don't understand something you read.
  - ➢ *What, when, and where questions lead to quick answers that clarify information.*
  - ➢ *Why and how questions lead to a longer pursuit to find the answers.*
  - **Thinking of Possible Answers:** Think of possible answers to your questions.
  - ➢ *Maybe …*
  - ➢ *Could it be that …*
  - ➢ *But what about …*
  - ➢ *The best explanation is …*
- **Paraphrasing:** Use key words and phrases to restate the information in your own words.
- **Using Boxes and Bullets:** Record important ideas in a box and supporting facts next to bullets below the box.
- **Using T-Charts:** Record important ideas on the left side of a T-Chart and the supporting facts and details on the right side.
- **Defining Content-Specific Words:** Record definitions of any content-specific words that might be unfamiliar to your reader.

NOTE TAKING ADVICE
What should I write down?

- Anything and everything that will flesh out your thesis statement or research question. Boil the information down to a short phrase on paper. Remember, notes are a bit like drafts: you will not end up using everything you write down.

- Remember that it's fine to copy down duplicating facts. You may need them later on to defend your thesis. For major issues, having more than one person who agrees with you strengthens your point. Just make sure to record *who* said *what* each time.

- Whatever you take notes on, be sure to take them from more than one or two key sources. Using a variety will lend weight to your argument, broaden your horizons on the topic when you need varying viewpoints anyway, and demonstrate to your reader the thoroughness of your research.

- The final piece of data to record is a working bibliography of all the sources you consult. Begin jotting one down as soon as you begin researching so that you won't forget when it comes time to draft the paper (a common error and stress-inducer). Therefore, *before* you even take notes, neatly record all the pertinent bibliographical information you'll need for any <u>citation format</u> you decide to use.

Specific tips to avoid <u>plagiarism</u>

- Paraphrase most of the time. That is, compress and write in your own words what you understand to be the basic meaning of a sentence or a block of text. "Always think of *making* notes instead of *taking* notes."

- Though you should limit this, if you absolutely must take a direct quotation, (1) change to a different coloured pen, (2) put huge quotation marks around it, and (3) don't forget the page number and source. Don't count on remembering later that it was copied down word for word; you might accidentally believe you paraphrased it in which case careless plagiarism will probably take place.

Specific tips to facilitate comprehension later on

- Make sure you know where every note comes from.

- If you don't understand what a particular resource is saying, don't use it or you'll risk misinterpreting the information and undermining your argument. A good rule of thumb is that if a note doesn't make sense at the point of writing, it won't magically make sense later.

- If you find ideas or reactions coming to you *while* you're researching, make sure you keep your thoughts and insights separate from your other notes. Using different coloured pens or physically shifting from "me" to "others" sheets is a great way to maintain the distinction.

- Above all, keep everything as legible as possible; you'll thank yourself later. Neat notes especially count for bibliographic information and URLs.

Adapted from:
http://web.archive.org/web/20080405174545/http://owl.english.purdue.edu/workshops/hypertext/ResearchW/notes.html

EVALUATING A WEBSITE

Student Web Site Evaluation Checklist

☐ *Who owns the Web site? Is it connected to an organization, university or does an individual own the site?*

_____

☐ What is the purpose of the Web site? Is it intended to entertain, educate, or sell?

Explain: _____

_____

☐ Who is the author of the information on the Web site? Is the author an expert on the subject? How do you know? Are the author's educational background or credentials provided? Does the author provide an address so he/she can be contacted?

_____

_____

☐ How recent is the information? When was the site last updated?

_____

☐ Is the information well written and grammatically correct?

_____

☐ Is the information useful to your research? _____

☐ Does the site contain links to other sites? Do the linked sites reflect a bias?

_____

WORKS CONSULTED FORMAT:

For a book with one author:

Last name, First name. <u>Title</u>. City published: Publisher, Date published.

For an encyclopedia:

Author's last name, First name. "Title of Article" , <u>Name of Encyclopedia.</u>

Edition.

For the internet *(get as much information as you can; two must haves are the URL and the date of your visit):*

Author's last name, First name. "Title of Article", <u>Name of Website</u>. Date published. Name of the Organization. Date of access. <URL>.

For an interview:

Last name, first name. Personal interview. Date.

Remember – citations go in alphabetical order.

Works Consulted

Allen, John L. "Connecticut River." <u>WorldBook</u>. 2005. World Book Online Reference
     Service. 5 Oct. 2005
        <http://www.worldbookonline.com/wb/Article?id=ar130100&st=Connecticut>.

"Connecticut." <u>Netstate</u>. 2005. NSTATE, LLC. 5 Oct 2005
        <http://www.netstate.com/states/intro/ct_intro.htm>.

Fradin, Dennis Brindell and Judith Bloom Fradin. <u>From Sea to Shining Sea</u>. Chicago:
     Children's Press, 1997.

Kitzen, S.A. <u>Connecticut the Constitution State</u>. New York: Scholastic, 2001.

Lewis, Thomas A. "Connecticut." <u>World Book Encyclopedia</u>. 2005 ed

ACADEMIC HONESTY

Individual Declaration of Academic Honesty

- **Plagiarism** is the presentation by a student of an assignment which has in fact been copied in whole or in part from another student's work, or from any other source (eg. published books, periodicals, or the web) without due acknowledgement in the text.

   What does this mean?
   This means that when people write, their words belong to them. When you write, make sure you use **your own** words. If you use other people's words, you **must** give them credit.

- **Collusion** is the presentation by a student of an assignment that is claimed to be his or her own work, but is in fact the result in whole or in part of unauthorized collaboration with another person or persons.

   What does this mean?
   This means that your mom or dad or brother or sister or anyone else, **cannot do your work for you!** Your work must be **your own!**

By signing this declaration I am confirming that I understand the meaning of 'plagiarism' and the meaning of 'collusion'.

_____
Student Signature

PLEASE SIGN AND RETURN TO SCHOOL

COLLABORATION AND SUPPORT

STUDENT: _____

TOPIC: _____

PARENTS

☐ I have read the guide to the exhibition provided by the school. I understand that my child will be researching the topic above. As my child acquires knowledge and understanding of the topic, he or she will work collaboratively to connect this research to a real world problem and take action. I understand that actions taken by students cannot involve the collection of money for any cause. Students may direct people to donate to an organization that supports their project but may not collect money or sell goods to collect resulting in revenue.

☐ I understand that my role as a parent is to support and encourage my child in the process. I will stay informed and help my student access resources. I will encourage my child to be independent and take ownership of the exhibition process.

Parent Signature_____

Questions or Concerns to Note:

PLEASE SIGN AND RETURN TO SCHOOL