

# Joe Michell School Primary Years Programme (PYP)



## 5<sup>th</sup> Grade Exhibition 2023

*“People’s lives depend on sharing finite resources and the products produced from those resources.”*



**Student**

**Name:** \_\_\_\_\_ **Mentor:** \_\_\_\_\_

**Group**

**Members:** \_\_\_\_\_

**Parent**

**Signature:** \_\_\_\_\_

WORK DEADLINES	Work Deadlines -- teacher initials when completed
<u>Week of April 10:</u> Kick off of the 2023 Exhibition	
<p><b>Tuning In:</b></p> <p><u>Weeks of April 10:</u></p> <ul style="list-style-type: none"> <li>-Set up google site</li> <li>-Defining the Central Idea</li> <li>-Student development of an area of interest</li> </ul> <p><u>Week of April 17:</u></p> <ul style="list-style-type: none"> <li>-Team-building and planning</li> <li>-Defining questions</li> <li>-Meeting with mentor</li> </ul>	<p>4/17/23: Three resources due in class _____</p> <p>Our mentor contact information:</p> <p>***** 1st Mentor meeting ***** _____</p> <p>Students are responsible for initiating mentor contact</p> <p><i>Mentors may meet more frequently with groups as needed</i></p>
<p><b>Finding Out:</b></p> <p><u>Weeks of April 24-Ma7 1 :</u></p> <ul style="list-style-type: none"> <li>-Note-taking/Research Begins</li> <li>-Investigating additional resources</li> <li>-Set up expert interviews</li> </ul>	<p>***** 2nd Mentor meeting ***** _____</p> <p><i>Mentors may meet more frequently with groups as needed</i></p>
<p><b>Sorting Out:</b></p> <p><u>Weeks of May 8-15:</u></p> <ul style="list-style-type: none"> <li>-Writing rough draft</li> </ul> <p><u>Weeks of May 22</u></p> <ul style="list-style-type: none"> <li>-Completing of Action Plan with Mentor</li> <li>-Completion of report final draft</li> </ul>	<p>5/8: Action plan and group reflection due in class _____</p> <p>5/15: Report final draft due in class _____</p> <p>***** 3rd Mentor meeting ***** _____</p> <p><i>Mentors may meet more frequently with groups as needed</i></p>
<p><b>Final Stages:</b></p> <p><u>Weeks of May 29:</u></p> <ul style="list-style-type: none"> <li>-Research report typed and submitted by 5/27/21</li> <li>-Creation of display boards</li> </ul>	<p>5/29: Request sheet for resource needed for presentations due in class _____</p> <p>5/29: Display boards due in class _____</p> <p>***** Final Mentor meeting ***** _____</p>
<p><b>Demonstration Stage:</b></p>	<p>:</p> <ul style="list-style-type: none"> <li>*Daytime presentation to Michell students</li> <li>*Evening Presentations Joe Michell community</li> <li>*Dinner provided for 5th graders at 5:30</li> </ul>

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## **What is the IB - PYP Exhibition?**

In the final year of the IB Primary Years Programme, students participate in a culminating project known as the Exhibition. Students are required to engage in a collaborative transdisciplinary inquiry process that involves them in identifying, investigating and offering solutions to real-life issues or problems. The central idea must be of sufficient scope and significance to warrant a detailed investigation by all students.

The PYP exhibition has a number of key purposes:

1. For students to engage in an in-depth, collaborative inquiry
2. To provide students an opportunity to demonstrate independence and responsibility for their own learning
3. To provide students with an opportunity to explore multiple perspectives
4. For students to synthesize and apply learning of previous years and to reflect upon their journey through the PYP
5. To provide an authentic process for assessing student understanding
6. To demonstrate how students can take action as a result of their learning
7. 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
8. To celebrate the transition of learners in the primary to middle/secondary education

### **IDEAS FOR RESEARCH DISPLAYS:**

Brochures

Posters

Working Models

Trifolds

How-to Manuals

Science-type displays

Dioramas

Experiments

Biographies

Powerpoints

Movies

Commercials

Plays

Surveys

Interviews

Games

Interactive challenges

**ACTION!**

## Student Agreement for the PYP Exhibition

As a student participating in the PYP Exhibition you will:

- **Understand** the purpose and requirements of the exhibition
- **Write** a planner for your exhibition by:
  - participating in selecting an issue of “what matters to me” for the exhibition
  - developing an understanding of the central idea, inquiry lines & questions
  - planning assessment tasks to show your understanding of the central idea
- **Carry out an open-ended inquiry** into the selected issue (you should use different sources for your information -- interviews, surveys, excursions, artifacts, science investigations, working models, and more besides book or internet research)
- **Be academically honest** when referring to your sources of information
- **Document progress** of your inquiry in your journal daily
- **Talk** to teachers, other students, parents and your mentor about how you are doing with your inquiry
- **Demonstrate an understanding** of how the components of the PYP have been used within the inquiry:
  - The Learner Profile
  - Key Concepts
  - Transdisciplinary Skills
  - Attitudes
  - Knowledge
  - Action
- **Reflect** on how you have participated in the different stages of the exhibition
- **Complete** the required exhibition pieces to demonstrate my work:
  - A written report
  - A presentation including visual aides to students and parents
  - A creative piece to illuminate the issue
  - An action piece
- ***Celebrate your learning by presenting the exhibition to the Joe Michell school students and community on Open House day and evening, May 23, 2019.***
- ***All 5th grade students must attend this event. Dinner is provided for the 5th grade students.***

I, \_\_\_\_\_, have read, discussed and understand the Student Agreement for the PYP Exhibition.

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

## ***What are the major features of the program that should be evidenced throughout the exhibition?***

**Learner Profile -- *Becoming internationally minded means achieving application of the learner profile. We strive to be:***

***inquirers, risk-takers, thinkers, knowledgeable, communicators, caring, open-minded, reflective, balanced and principled***

**Key Concepts -- The key concepts should be shown through the use of key questions that guide student inquiry. The key concepts include:**

***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?***

**Transdisciplinary Skills -- Within the search for conceptual understanding of a student's topic, it is important that the student develop appropriate skills in the construction of meaning. These skills include:**

***Social Skills – Accepting responsibility, respecting others, cooperation, resolving conflict, group decision making and adopting a variety of group roles***

***Communication Skills – listening, speaking, reading, writing and non-verbal communication***

***Thinking Skills – Acquisition of knowledge, comprehension, application, synthesis, evaluation, dialectical thought and metacognition***

***Research Skills – formulating questions, observing, planning, collecting data, recording data, organizing data, interpreting data, presenting research findings***

***Self-Management Skills – gross motor skills, fine motor skills, spatial awareness, organization, time management, safety, healthy lifestyle, codes of behavior and informed choices***

**Attitudes -- We develop our international mindedness by developing a set of attitudes that will help them to become the traits of the learner profile.**

**These attitudes are:**

***appreciation, commitment, confidence, cooperation, creativity, curiosity, empathy, enthusiasm, independence, integrity, respect and tolerance***

# **ACTION!**

## **Aid, Advocacy, Awareness**

**Action -- All students must complete an authentic and appropriate action project. This may take place at school or away from school with supervision and parent permission. Students are encouraged to think of a variety of ways to take action that requires effort and follow-up on their part!**

- ***No action can involve raising money.***
- ***Action can be doing something for others.***
- ***Action can be something a student produces such as writing a book, creating a useful calendar, etc.***
- ***Action should allow students to embark on further and deeper reflection***

**Examples of actions taken by 5th grade students for past Exhibitions:**

### **AID**

- \*Collect donations of useful items
- \*Donate time to improve a situation
- \*Contact local agencies to find out what help they need/organize
- \*Organize others to help

### **ADVOCACY**

- \*Write a letter to a person or business leader encouraging change
- \*Write a letter to the paper
- \*Have an information booth encouraging others to sign a petition

### **AWARENESS**

- \*Teach younger students about an issue
- \*read a story, \*play a game
- \*perform a skit
- \*Design an interactive game to help people learn about the issue
- \*Write a book, design a calendar
- \*Design a website
- \*Write a script, film a movie

## Tuning In

Choose a subject  
Find related concepts  
Write lines of inquiry  
Write research questions  
Find sources of information  
Talk about what I know now

## Take thoughtful Action

### 1-Take action

### 2- Preparing my presentation

How can I help others understand my action?

In which ways could I best communicate this?

What is the main point I wish to make?

I can answer various questions (in French and in English) about my research. I have thought about process, knowledge, action, reflection when I prepared my question cards for the evening.

## Finding out

Read various sources of information  
Take notes  
Visit, interview, watch a movie, etc.  
Discuss findings (to reflect and make sure I understand)

## Sorting Out

I answer my questions using my notes  
Is the information relevant?  
Does it support my answers?  
Does it raise new questions?  
  
Am I able to talk more about my subject?

## Going Further

### I plan my action

Which actions would be best to take?

Making informed choices

How will it be beneficial and/or sustainable?

### I present my project to

#### a panel of experts (6 factor)

What do they think of my idea?

Have they given me new ideas?

What have I learned from their opinions and comments?

Will I need to modify my idea?

Do I need any more information?

Name \_\_\_\_\_

Date \_\_\_\_\_

## Reflection

*“People’s lives depend on sharing finite resources and the products produced from those resources.”*

The resources issue I have selected is: \_\_\_\_\_

This issue affects...

Where does this issue occur?

I think this issue is important because...

I have noticed that...

My main concern is...



## How will you take action?

Type of Action	Description
Aid	Collecting donations (no money), helping someone else with your time and energy
Awareness	Making people aware of the problem, using brochures, bumper stickers, flyers to spread the word, activism (art activism)
Advocacy	Being an advocate, someone who speaks or writes in favor of something, supporting an argument and making recommendations to others through petitions and letters to government

I plan to take action by...

My community will become aware of \_\_\_\_\_ by...  
*(my selected issue/topic)*

Name \_\_\_\_\_

Week of \_\_\_\_\_

### **Weekly Reflection**

***“People’s lives depend on sharing finite resources and the products produced from those resources.”***

This week, I exhibited the following two Learner Profile traits \_\_\_\_\_  
and \_\_\_\_\_. I demonstrated these traits by:

I developed the following attitude this week: \_\_\_\_\_. This was demonstrated within my cooperative group when I:

After reflecting on this week I can conclude that:

Next week I will focus on:

### Organize your questions

Concept	Key Question	Definition
Form	What is it like?	Describe, Name, and Tell
Function	How does it work?	How does it...? Why do we...?
Causation	Why is it like it is?	Compare/Contrast How was it formed? How did it arrive at this state? Why did it happen that way?
Change	How is it changing?	What if...? How does it adapt? What changes have occurred? Why did it change? In what ways...
Connection	How is it connected to other things?	Compare/Contrast How are these Concepts interdependent? How are they the same/different? How are these ideas Connected through time, space, people, things, or beliefs?
Perspective	What are the points of view?	How many different ways...? Feeling, opinions, personification questions, advantages/disadvantages... What are the consequences of this point of view?
Responsibility	What is our responsibility?	How should we/I behave? Opinions, feelings, rights. Who should describe this? Ethics questions
Reflection	How do we know?	What did I know? What do I know now? How did I know that to be true? What resources did I use to help form my opinion? Do you agree with the results?

## PYP Exhibition Rubric

	4	3	2	1
Social Skills: Collaboration	<p>The student collaborates and is able to</p> <ul style="list-style-type: none"> <li>Share ideas and appreciate the viewpoints of others</li> <li>Listen actively</li> <li>Respect others</li> </ul>	<p>The student collaborates by occasionally needs to be reminded to</p> <ul style="list-style-type: none"> <li>Share ideas and appreciate the viewpoints of others</li> <li>Listen actively</li> <li>Respect others</li> </ul>	<p>The student collaborates with support, regularly needing reminding to</p> <ul style="list-style-type: none"> <li>Share ideas and appreciate the viewpoints of others</li> <li>Listen actively</li> <li>Respect others</li> </ul>	<p>The student has difficulty collaborating. Even with support he/she finds it difficult to</p> <ul style="list-style-type: none"> <li>Share ideas and appreciate the viewpoints of others</li> <li>Listen actively</li> <li>Respect others</li> </ul>
Thinking Skills: Reflection	<p>The student's work and reflection is consistently:</p> <ul style="list-style-type: none"> <li>thoughtful</li> <li>honest</li> <li>relevant</li> <li>detailed</li> </ul>	<p>The student's work and reflection is often:</p> <ul style="list-style-type: none"> <li>thoughtful</li> <li>honest</li> <li>relevant</li> <li>detailed</li> </ul>	<p>At times, the student's work appears to lack effort and depth.</p>	<p>The student's work lacks reflection and the writing pieces are too short.</p>
Research Skills	<p>The student selected a great variety of sources:</p> <ul style="list-style-type: none"> <li>at an appropriate level</li> <li>connected to the work.</li> </ul> <p>The student led an interview or a survey which brought useful new data connected to the research.</p> <p>The student:</p> <ul style="list-style-type: none"> <li>formed excellent inquiry questions</li> <li>took detailed notes</li> <li>provided a detailed bibliography.</li> </ul> <p>The information presented was precise and followed the lines of inquiry.</p>	<p>The student selected a variety of sources:</p> <ul style="list-style-type: none"> <li>that were mostly at an appropriate level</li> <li>that were partly connected to the work.</li> </ul> <p>The student led an interview or a survey which brought new data.</p> <p>The student:</p> <ul style="list-style-type: none"> <li>formed good research questions</li> <li>took notes</li> <li>provided a bibliography.</li> </ul> <p>Information presented followed the lines of inquiry.</p>	<p>The student selected a fair amount of sources and/or many of them were not connected to the work.</p> <p>The student led an interview or a survey which didn't bring in much new data.</p> <p>The student:</p> <ul style="list-style-type: none"> <li>formed inquiry questions with support</li> <li>took notes with support</li> <li>provided a bibliography but resources were not always correctly cited.</li> </ul> <p>Information was sometimes following the lines of inquiry.</p>	<p>The student chose a few secondary resources but they were not always useful.</p> <p>The student didn't lead an interview or a survey appropriately.</p> <p>The student:</p> <ul style="list-style-type: none"> <li>had difficulty accepting help to write the inquiry questions</li> <li>did not take sufficient notes</li> <li>did not provide a bibliography.</li> </ul> <p>Information provided by the student was not clearly connected with the lines of inquiry.</p>
Self-Management Skills	<p>The student was actively participating in his/her inquiry.</p> <p>The student guide was used and the student met all deadlines.</p>	<p>In general, the student was actively participating in his/her inquiry.</p> <p>The student guide was mostly used well.</p>	<p>The student stayed engaged in his/her inquiry with little support.</p> <p>The student appreciated some support to use the student guide appropriately.</p>	<p>The student had difficulty staying engaged in the inquiry.</p> <p>The student guide was not used well by the student.</p>
Communication Skills: Written, Oral and Visual	<p>The student's writing was clear and error free.</p> <p>The student's written and verbal explanations were complete and detailed.</p> <p>The student spoke with a clear and confident voice.</p> <p>The student always made eye contact.</p> <p>The student answered questions in depth.</p> <p>The student was creative in preparing the visual element.</p>	<p>The student's writing was clear and nearly error free.</p> <p>The student provided some detailed explanations in writing and verbally.</p> <p>The student spoke clearly.</p> <p>The students generally made eye contact.</p> <p>Answers to questions were complete.</p> <p>The student prepared a simple but effective visual element.</p>	<p>The student demonstrated effort in their writing.</p> <p>The student made an effort to speak clearly.</p> <p>The student made eye contact at times.</p> <p>Answers to questions were brief but correct.</p> <p>The student prepared a visual element that was not always relevant.</p>	<p>The student's writing was difficult to understand and not relevant to the topic.</p> <p>The student found it difficult to speak clearly.</p> <p>The student rarely looked at the audience.</p> <p>Answers lacked precision and/or were confused.</p> <p>The student had not prepared a visual element.</p>

### Bibliography Sample Guide

**When citing books please use the format below:**

MLA:

Last, First M. *Book*. City Published: Publisher, Year Published. Print.

Example:

Carley, Michael J. 1939: *The Alliance That Never Was and the Coming of World War II*.  
Chicago: Dee, 1999. Print.

**When citing a web address please use the format below:**

MLA:

Last, First M. "Website Article." Website. Publisher, Day Month Year. Web. Day Month Year.  
(date published) (date accessed)

Example:

Friedland, Lois. "Top 10 Natural and Wildlife Adventure Travel Trips." About.com. New  
York Times Company, 22 September 2008. Web. 25 September 2016.

For more formats and to use an online citation generator for free, go to [www.easybib.com](http://www.easybib.com)

Books				
Title	Author	Place of publication	Publisher	Year Published

Web Addresses					
Author	Title	Website	Publisher	Date Published	Date Accessed

Other			
Type of source	Title	Author	Date

## Progress Reports

*"People's lives depend on sharing finite resources and the products produced from those resources."*

<p><b>Progress Meeting #1</b> <b>DATE AND TIME</b> _____</p> <p><b>Review of Progress:</b></p> <p><b>"To Do" list for students:</b></p> <p><b>Our next meeting</b> is _____</p>	<p><b>Progress Meeting #2</b> <b>DATE AND TIME</b> _____</p> <p><b>Review of Progress:</b></p> <p><b>"To Do" list for students:</b></p> <p><b>Our next meeting</b> is _____</p>
<p><b>Progress Meeting #3</b> <b>DATE AND TIME</b> _____</p> <p><b>Review of Progress:</b></p> <p><b>"To Do" list for students:</b></p> <p><b>Our next meeting</b> is _____</p>	<p><b>Progress Meeting #4</b> <b>DATE AND TIME</b> _____</p> <p><b>Review of Progress:</b></p> <p><b>"To Do" list for students:</b></p>

