

Name \_\_\_\_\_

Warren T. Jackson Elementary  
Exhibition 101 Packet

2017-2018



## Exhibition Overview

What is the PYP Exhibition?

In your final year of the PYP (PYP stands for Primary Years Program), you will take part in a special experience that will celebrate your transition from the Primary School to the Secondary School. This will give you the opportunity to identify, investigate and offer solutions to real life issues or problems.

You will be carrying out a collaborative inquiry over a period of 4 months with the help and guidance of both your teachers and mentor. In May, you will share the process and the results of your inquiry with the school community. This gives the chance to demonstrate the attributes of the Learner Profile:

**\*Inquirer \*Risk-taker \*Thinker \*Knowledgeable \*Communicator**

**\*Caring \*Open-minded \*Reflective \*Balanced \*Principled**

This year's exhibition falls under the trans-disciplinary theme of **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: Our individual and collaborative actions lead to local change.**

Lines of Inquiry:

- The consequences of human behavior on Earth communities
- Resolving conflict to maintain peace
- Human rights and equality



International  
Baccalaureate

# Exhibition Contract

In order for our exhibition group to be successful we need to be responsible and model IB students. So each of us can enjoy and learn from this endeavour, we need to embody certain attributes. I agree I will be a model for the younger students and that I will do my best to contribute to this group. I agree that:

1. I will be prepared by having all assigned work completed (Principled)
2. I will actively listen to others when they are talking and respond to them in a respectful and constructive way (Communicator)
3. I will make good use of class time to complete my assignments so I have time outside of school to still do things I want to do (Balanced)
4. I will share my thoughts and feelings with the rest of the group (Risk-taker)
5. I will ask questions when I get confused and seek clarification to my questions (Inquirer)
6. I will always put my best effort into my work (Thinker)
7. This group is like a team and I will do my best to work with the members of my team so we can all be successful (Caring)
8. I understand I learn best by reflecting on what I have learnt (Reflective)
9. I will be tolerant and open to the ideas of others in my group (Open-Minded)
10. I will apply my learning to new situations to help me understand information (Knowledgeable)

I agree that I will be responsible and adhere to these agreements. If I need to be reminded twice that I am not being a responsible team member, I will accept the consequences of setting up a conference with my teacher, parents, mentor, and IB Coordinator to formulate a plan to help make me a responsible member of the exhibition team.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

### Individual declaration of Academic Honesty



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

I, \_\_\_\_\_ declare that for this submitted work:

- I did not cut-and paste information from others without appropriate use of quotation marks and direct reference to their work;
- I did not re-word the ideas of others without proper and clear acknowledgement;
- I did not write ideas or suggestions that originated from others and claim these as my own;
- I did not include words from other students' work without permission.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

## Who can help me and my group?

### **Your teachers:**

Your teachers will oversee the project and be there to assist you on a daily basis. Your mentor and your teachers will be communicating about the progress of the group and individuals.

### **Your parents:**

Your parents have already been informed and are aware of the Exhibition. You will share your Exhibition Journal with them, which will give them an opportunity to give you feedback and offer advice.

### **Jackson specialists:**

A number of teachers and staff members will be willing to help your group, especially if your project involves an area of expertise like music, art, technology, etc. You might approach these people to brainstorm and develop ideas, edit your work, give you feedback about the performance, get materials, etc.

### **Your group:**

As a group, you are expected to help each other and offer suggestions and ideas that move the group forward in your inquiry. Helping in a group includes sharing of resources and ideas, helping others access information if language issues come up, and offering practical solutions when a group member is stuck on an individual task.

### **What is my responsibility?**

- Keep an Exhibition journal
- Keep all evidence and research notes in your journal
- Keep up with the timeline
- Write up your research
- Plan a presentation piece
- Develop an action plan
- Assess and reflect on the whole Exhibition process
- Be a responsible group member

## 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?

**Approaches to Learning** - 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, & adopting a variety of group roles

**Communication Skills** - listening, speaking, reading, writing, & 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, informed decisions

**Attitudes** - We develop internationally-minded students by instilling in them a set of attitudes that will help them become the traits of the learner profile.

These attitudes are:

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

**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!

**From your list of ideas, here are the available topics your group can choose from that fall under the Sharing the Planet theme.**

**Air Pollution**

**Water Pollution**

**Land Pollution**

**Animal Endangerment**

**Deforestation**

**Global Warming**

**Homelessness**

**Women's Rights**

**Immigration**

**Racial Equality**

**Cyber Bullying**

# Exhibition Timeline

## STEP 1- Discussing issues/problems to be investigated

Week of January 8-12: Students decide what type of world they want to live in and what local issues they would like to change or take action on. Teachers will discuss logistics of exhibition in grade level meeting.

## STEP 2- Deciding on the theme, Central idea, and lines of inquiry

Week of January 15-19: The trans-disciplinary theme, central idea, topics, and lines of inquiry are created based upon the brainstormed student list of topics.

## STEP 3- Planning the Research

On January 22nd, Coordinator will discuss the theme, central idea, and lines of inquiry with entire 5<sup>th</sup> grade. We will discuss will introduce groups and review who can help you and what skills you will need to make this exhibition successful.

Week of January 22-26: Review the PYP Key Concepts and Questions page in your Exhibition 101 Folder. **Begin creating Key Concept Questions on the 'Question Clarification' page in Exhibition 101 Packet.**

Week of January 29- February 2: Finish creating Key Concept questions. **This is due by January 31!** Decide who in your group is going to research which question. All questions should be divided up, and each person will be responsible for researching 2 or more questions. Fill out this information on the 'Question Clarification' page in Exhibition 101 Packet and begin thinking about what types of sources to use/where to find your answers. **Student Reflection #1 completed in Google Classroom due by February 2!**

## STEP 4- Gathering necessary materials

Week of February 5-9: Review task sheet to see what you are responsible for. Begin researching the issue related to your Key Concept questions. Be sure to cite all sources you find your research on when you take notes on the 'Key Concept Research Notes' in the Exhibition 101 Packet. **No student reflection due this week due to Jekyl Island trip.**

Week of February 12-16: Continue Researching and taking notes on your 'Key Concept Research Notes' on the Exhibition 101 Packet. **Student Reflection #2 completed in Google Classroom due by February 16!**

Week of February 19-23: Winter Break

Week of February 26- March 2: Continue Researching and taking notes. **Key Concept Research should be completed in Exhibition 101 Packet and Student Reflection #3 in Google Classroom is completed by March 2!**



## **STEP 5- Reflecting on Research and Performing Action**

Week of March 5-9: Decide on your action by using the "Action and Product Options" sheet in Exhibition 101 folder. **Fill out your action ideas on "Group Ideas for Action and Product Presentation" form on how to take action should be completed in Exhibition 101 Packet by March 9!**

Week of March 12-16 Work on scheduling/performing your action. Begin working on your final draft **Student Reflection #4 in Google Classroom completed by March 16.**

Week of March 19-23: Continue working on completing your action. **Student Reflection journal #5 in Google Classroom completed by March 23.**

Week of March 26- 30: Continue working on completing your action. **Student Reflection journal #6 in Google Classroom completed by March 30.**

.Week of April 2-6: Spring Break. **ACTION MUST BE COMPLETED BY APRIL 9!**

## **STEP 6- Exhibition Preparation**

Week of April 9-13: In addition to presenting your action, decide how you will present the information you learned from your research: Oral, Visual, and Written. **Review different ways to present information on the "Action and Product Options" your Exhibition 101 packet. Fill out the "Group Ideas for Action and Product Presentation" form in Exhibition 101 packet to list ideas to present information, materials needed, steps involved, and if they need advice who to go to. Your group should come up with 2-3 ideas and pick the best one and explain why. Your teacher must review your presentation ideas before you begin creating products. Student Reflection journal #7 in Google Classroom completed by April 13.**

Week of April 16-20: Continue working on products. **Student Reflection journal #8 in Google Classroom completed by April 20.**

Week of April 23-27: Continue working on products **MILESTONES**

Week of April 30- May 4: Continue working on products **MILESTONES**

Week of May 7-9: Exhibition Run through: Be sure to time yourself so that your presentation is within 10 minutes. **Student Reflection journal #9 in Google Classroom completed by May 9.**

## **STEP 7: Celebration of Learning 😊**

May 10- 11: Exhibition

## **STEP 8: Reflecting on Exhibition**

May 14-15: Exhibition Reflection: **Student Reflection journal #10 in Google Classroom completed by May 15.**

## THE PYP KEY CONCEPTS AND QUESTIONS

| FORM<br>What is it like?   | CONNECTION<br>How is it connected to other things?  |
|--|---|
| <ul style="list-style-type: none"> <li>• What is...?</li> <li>• Where do we get...?</li> <li>• What does it look/sound/smell/feel like?</li> <li>• What are the components of...?</li> <li>• What kinds of...?</li> <li>• What are the main...?</li> <li>• What are the basic rules of...?</li> </ul>  | <ul style="list-style-type: none"> <li>• What are the links between... and...?</li> <li>• Why is ... suitable for...?</li> <li>• What are the similarities/differences?</li> <li>• What connections exist...?</li> <li>• How does... affect...?</li> <li>• How can this be used in everyday life?</li> <li>• Where do you see... in everyday life?</li> <li>• What would this look like at home?</li> </ul> |
| FUNCTION<br>How does it work?  | PERSPECTIVE<br>What are the points of view?   |
| <ul style="list-style-type: none"> <li>• What can... be used for?</li> <li>• How does... work in a system?</li> <li>• What is the purpose of...?</li> <li>• How do people...?</li> <li>• What happens to...?</li> <li>• How do the rules of... work?</li> <li>• What does ... do?</li> <li>• What information does ... give us?</li> <li>• How can you show...?</li> </ul> | <ul style="list-style-type: none"> <li>• How does ... look if it's...?</li> <li>• What are the different points of view supported by the evidence?</li> <li>• What are the implications for me?</li> <li>• How do different people decide...?</li> <li>• Why do different people think...?</li> <li>• How can we understand others' point of view and help them to understand ours?</li> </ul>              |
| CAUSATION<br>Why is it like it is?   | RESPONSIBILITY<br>What is our responsibility?   |
| <ul style="list-style-type: none"> <li>• How can you make...?</li> <li>• Why does/did...?</li> <li>• How does... suit its environment?</li> <li>• What causes... to change?</li> <li>• What motivates individuals to...?</li> <li>• Why do we need...?</li> <li>• In what ways is... influenced by...?</li> </ul>  | <ul style="list-style-type: none"> <li>• How can people ensure...?</li> <li>• Who should decide...?</li> <li>• What factors do we need to consider when making a decision?</li> <li>• What should people do to...?</li> <li>• How can people prevent...?</li> <li>• How can people help...?</li> </ul>  |
| CHANGE<br>How is it changing?  | REFLECTION<br>How do we know?   |
| <ul style="list-style-type: none"> <li>• What differences are there over time?</li> <li>• How is ... changing?</li> <li>• How has... changed over time?</li> <li>• In what ways does... differ from place to place and over time?</li> <li>• What is the role of... in shaping society/influencing others?</li> <li>• What could you change to make...?</li> </ul>         | <ul style="list-style-type: none"> <li>• How will we know when...?</li> <li>• In what ways can we observe...?</li> <li>• What makes... better than...?</li> <li>• Why is ... more reliable/easier/harder/more enjoyable than...?</li> <li>• How reliable is...?</li> <li>• Why should we believe...?</li> </ul>   |

Who is responsible for this?

# QUESTION CLARIFICATION

| Key Concepts  | Related Questions |
|---|-------------------|
| <b>Form</b><br>What is it like?                           |                   |
| <b>Function</b><br>How does it work?                      |                   |
| <b>Causation</b><br>Why is it like it is?                 |                   |
| <b>Change</b><br>How does it change?                      |                   |
| <b>Connection</b><br>How is it connected to other things? |                   |
| <b>Perspective</b><br>What are the points of view?        |                   |
| <b>Responsibility</b><br>What is our responsibility?      |                   |
| <b>Reflection</b><br>How do we know?                      |                   |

# What source information must be recorded?

## Books

- All Authors (First and Last name)
- Title of the Book

## Website

- URL (Website address)
  - You are HIGHLY encouraged to use websites that end in .gov, .edu, or .org. Wikipedia, blogs, and websites ending in .com are not suggested because this information may not be reliable or accurate.
- Author/Organization

## Magazine Articles

- All Authors (First and Last name)
- Name of the Article
- Source (Name of the Magazine)
- If found online, what is the URL/ Website Address?

## Encyclopedia

- Name of Encyclopedia Entry
- Name of Encyclopedia (Encyclopedia Britannica? World Almanac? etc.)
- If found online, what is the URL/Website Address?

## Interview

- Person interviewed
- Date of Interview

**Remember: You must give credit to the person's work you are using in your Exhibition. Otherwise you are plagiarizing. If you need help deciding what to cite or whether your source is appropriate or accurate, please ask an adult.**

**Sources found through mybackpack is your best bet!**

# eResources for Research

1. Students log into their **MyBackPack** accounts  
<https://mybackpack.apsk12.org/>


2. Then click on **eResources**



3. Here are a few resources you'll find

Elementary Schools (GALILEO)

Elementary Schools



explora  
An EBSCO Experience

K-8 Simple search that quickly delivers relevant results including articles, essays and primary source documents to help students feel successful in their research.

APS GALILEO password required for access off campus

Britannica School (GALILEO)

Britannica School

K-12 Three unique interfaces (elementary, middle, & high) to thousands of curriculum-relevant articles, images, videos, audio clips, primary sources, maps, editor-recommended websites, and three separate databases make Britannica School the go-to site for research for students at all levels.

National Geographic Kids



K-8 database includes the complete issues of National Geographic Kids magazine from 2009-present, 500 downloadable images and 200 National Geographic Kids books, including reference books and nonfiction books on history, biography, science and technology and the National Geographic Readers, which cover wildlife, pets, nature and other topics.

The World Almanac for Kids Online



K-8 World Almanac provides resources for homework, reports, and projects, where students can explore age-appropriate topics while developing online research skills with a trusted content source.

GALILEO Kids:



APS GALILEO password required for access off campus

**GALILEO PASSWORD:**  
(Only needed off campus)

refined









# Action and Product Options

| Action  | Written   | Oral   | Visual  |
|---|---|--|---|
| <ul style="list-style-type: none"> <li>● Design/invent something</li> <li>● Build a model</li> <li>● Change/improve technology</li> <li>● Volunteer at an organization</li> <li>● Contact a government official</li> <li>● Design a game</li> <li>● Other: _____</li> </ul> | <ul style="list-style-type: none"> <li>● Brochure</li> <li>● Essay</li> <li>● Newspaper Article</li> <li>● Website</li> </ul> | <ul style="list-style-type: none"> <li>● All students will participate in an oral presentation at Exhibition.</li> </ul> | <ul style="list-style-type: none"> <li>● Interactive simulation</li> <li>● Painting</li> <li>● Photograph/Collage</li> <li>● Trifold poster</li> <li>● PowerPoint Show</li> <li>● Diorama</li> <li>● Game</li> <li>● Advertisement</li> </ul> |
| <p><b>Collecting donations and hosting information sessions in classrooms are not suggested action this year.</b></p> <p><b>Remember: Your visual is what will attract people to your Exhibition table.</b></p>   |   |  |   |

# Group Ideas for Action and Product Presentation

| Task  | Idea | Materials Needed | Steps Involved | Teacher Advice |
|---|------|------------------|----------------|----------------|
| <b>Action</b><br>Product Idea<br>#1   |      |                  |                |                |
| <b>Action</b><br>Product Idea<br>#2   |      |                  |                |                |
| <b>Written</b><br>Product Idea<br>#1  |      |                  |                |                |
| <b>Written</b><br>Product Idea<br>#2  |      |                  |                |                |
| <b>Visual</b><br>Product Idea<br>#1   |      |                  |                |                |
| <b>Visual</b><br>Product Idea<br># 2  |      |                  |                |                |
| Oral Product- All 5 <sup>th</sup> grade students will complete an oral presentation for Exhibition. |      |                  |                |                |