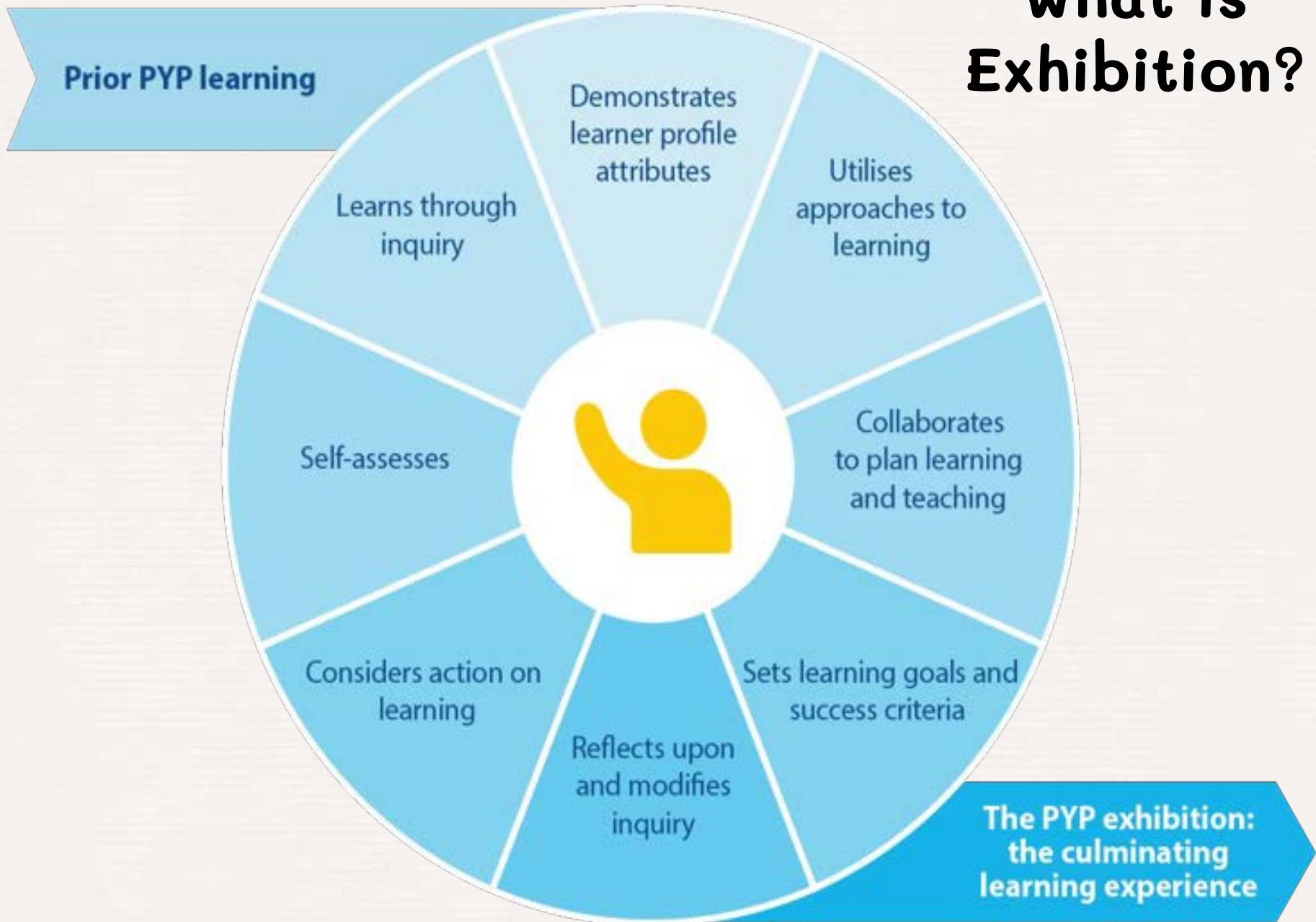


The background is a collage of four images: top-left shows a stack of papers on a purple background; top-right shows a clock face on a pink background; bottom-left shows a stack of papers on a green background; bottom-right shows a clock face on a yellow background.

The PYP Exhibition

Parent Information

What is Exhibition?





TRANSDISCIPLINARY THEMES



HOW WE
ORGANISE
OURSELVES



How We Express Ourselves:

Inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.



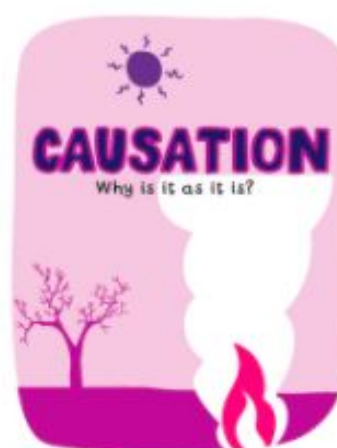


CENTRAL IDEA

THE PRIMARY CONCEPTUAL LENS THAT FRAMES
THE TRANSDISCIPLINARY UNIT OF INQUIRY AND
SUPPORTS STUDENTS' CONCEPTUAL UNDERSTANDINGS
OF THE TRANSDISCIPLINARY THEME UNDER WHICH IT IS SITUATED

LINES OF INQUIRY

STATEMENTS THAT DEFINE THE POTENTIAL SCOPE OF AN INQUIRY



THE KEY CONCEPTS

THESE SUPPORT HIGHER-ORDER THINKING AND PROVIDE LENSES FOR CONSIDERING KNOWLEDGE RELATED TO THE CENTRAL IDEA IN A RANGE OF WAYS



What makes a good question?

#1: **MOST** important of **ALL**... you're interested in **knowing the answer.**

2- The question is bringing you to research the answer.

3- You don't already know the answer.

4- The question cannot be answered by strictly "yes" or "no".

5- The question is clear and makes sense.

6- Having the right answer matters to you.

The Question Matrix

The diagram illustrates 'The Question Matrix'. It features a grid with question types as rows and modal verbs as columns. A vertical arrow on the left points downwards, labeled 'Deeper' at the bottom. A horizontal arrow at the top points to the right, labeled 'Higher' at the right end. A diagonal arrow points from the top-left cell (What/Is) to the bottom-right cell (How/Might), labeled 'DEEPER THINKING' along its path.

| | Is | Did/Does | Can | Would | Will | Might |
|------------|----|----------|-----|-------|------|-------|
| What | | | | | | |
| Where/When | | | | | | |
| Which | | | | | | |
| Who | | | | | | |
| Why | | | | | | |
| How | | | | | | |

SOCIAL SKILLS

- Developing positive interpersonal relationships and collaboration skills
- Developing social-emotional intelligence



RESEARCH SKILLS

- Information-literacy skills
- Media-literacy skills
- Ethical use of media/information



APPROACHES TO LEARNING

THINKING SKILLS



- Critical-thinking skills
- Creative-thinking skills
- Transfer skills
- Reflection/metacognitive skills



- Exchanging-information skills
- Literacy skills
- ICT skills

COMMUNICATION SKILLS

SELF-MANAGEMENT SKILLS

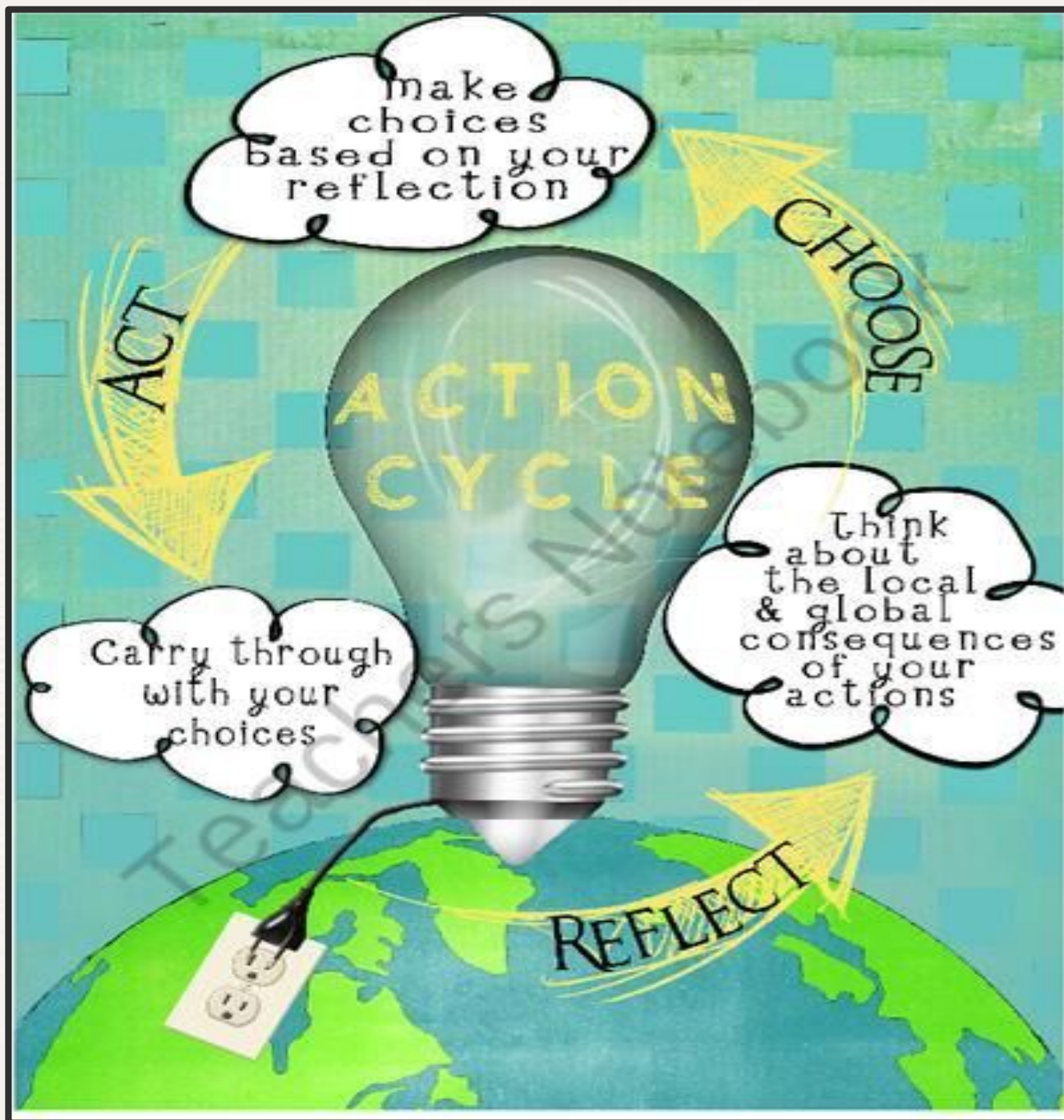
- Organization skills
- States of mind



Exhibition includes...

| Written | Talk | Technology | Arts | Action |
|--|--|--|---|---|
| Report answering your two questions and bibliography/works cited | Presentation to classmates, school & the community | Videos, Google Slides, Canva, 3D models, science experiment, etc. <u>Individual Google Site</u> | Music, visual arts, drama, diorama, puppet show, dance, mixed media, film, etc. | Student group initiated action in response to their research topic (central idea) |





Action

@chrissadbury
MagicStorybooks.com



@chrissadbury
MagicStorybooks.com



PARTICIPATION

contributing as individual or group

ADVOCACY

action to support social / environmental / political change

SOCIAL JUSTICE

relation to rights, equality and equity, social well-being and justice

SOCIAL ENTREPRENEURSHIP

innovative, resourceful and sustainable social change

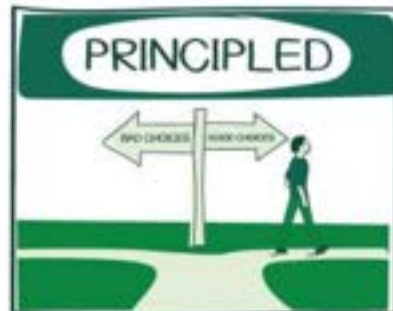
LIFESTYLE CHOICES

eg. consumption, impact of choices

The Roles & Responsibilities of the students

- **Discuss** possible real-life issues or problems of interest to you that can be investigated
- **Pose questions** which will help to build a **central idea** and decide upon the **lines of inquiry**.
- **Plan** and **carry out** an open-ended inquiry into your selected issue - **key concept** questions
- **Gather** the necessary materials and information
- Show **academic honesty** when referring to your sources of information.
- Choose and utilize a **variety of strategies and resources** (i.e. interviews, site visits, surveys - in addition to books and/or the internet)
- **Document the progress** of your inquiry by recording and reflecting on your work.
- **Communicate** with your teachers, teammates, other students, your mentor and your parents about how your inquiry is going.
- **Demonstrate** an understanding of how the components of the PYP have been used within your inquiry: **key concepts, approaches to learning, learner profile attributes, action**
- **Celebrate your learning** by presenting the exhibition to the school community





Reflections (Weekly):

An important part of carrying out an inquiry is reflecting on how things are going, thinking about what you still need to do and assessing yourself on your actions.

Each week, students are expected to reflect on their progress using the questions provided by their teachers (usually through google classrooms).

These reflections are presented in French and English (alternating weeks) and are part of the students' assessments.

*Students may be asked to complete these reflections at home as part of their homework.



How do we assess student work?

- ✧ Process vs. the final product
- ✧ Weekly reflections, research questions, art/media presentation, technology presentation, oral presentation
- ✧ Students' self-assessment using rubrics
- ✧ Teacher assessment using rubrics (English and French)



Student Name: _____

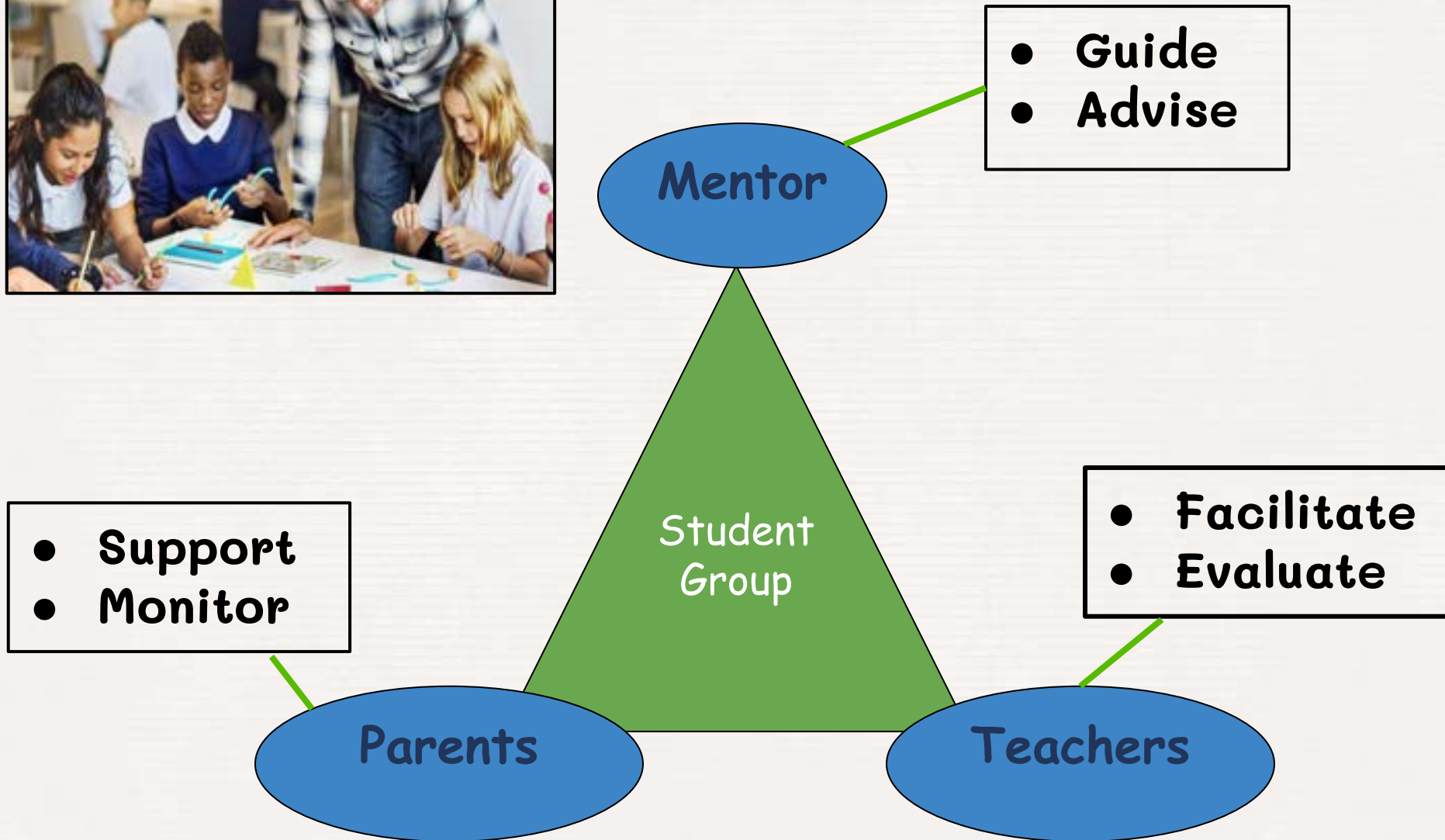
| CATEGORY | Criteria | 1 | 2 | 3 |
|------------|---|---|---|---|
| KNOWLEDGE | Was the central idea clearly communicated in the topic explored? | The central idea was communicated in a detailed, original and engaging way. | The central idea was communicated but lacked some details. | The central idea was not communicated clearly and left questions unanswered. |
| KNOWLEDGE | Did the presentation and information show evidence of knowledge gained? | There was clear evidence of extensive knowledge gained using a variety of resources. | There was evidence of some knowledge gained from a limited number of resources. | There was little evidence of newly gained knowledge. |
| CONCEPTS | Did the presentation and information show a deeper understanding of the chosen concepts? | Research and presented information show critical thinking related to the chosen concepts. | Research and presented information address some of the chosen concepts. | Research and presented information was not focused on the chosen concepts. |
| SKILLS | Did the presentation and information area show evidence of the 5 skills you have used? | Use of all transdisciplinary skills was clearly evident. | Use of some of the transdisciplinary skills was evident. | Use of all skills was limited. |
| SKILLS | How well did the student and his/her team communicate and collaborate during the inquiry process? | Examples and explanations of collaboration were evident and clearly communicated, including problem solving strategies. | Examples and explanations of collaboration were evident. | Team lacked sufficient collaboration. |
| ATTRIBUTES | Did the student display the PYP Attributes of the Learner Profile during the process? | Student work ethic and habits showed understanding of the attitudes and the learner profile while using appropriate vocabulary. | Student work ethic and habits demonstrated some understanding of the attitudes and the learner profile. | Student work ethic and habits gave little indication of understanding of the attitudes and learner profile. |
| ACTION | Did the student take part in the action process with his/her group? | A detailed and appropriate plan of action has been planned by your group. | The action component was mentioned, but not fully considered or developed. | No action was considered. |

Students with Special Needs

- ⌘ IEP adaptations or modifications will remain
- ⌘ Integration aides support the process (when applicable)
- ⌘ Contact teacher / resource teacher if you have any questions/concerns



The Role of the Adults



How can you help?

Parents can...



- keep informed about the process/timeline
- support and encourage independent inquiry and actions
- guide with questions
- help to locate resources — people, places, media and informational texts
- help oversee/monitor contact with outside sources and/or any virtual group work outside of school
- inquire about weekly reflections
- ask to occasionally see students' personal website
- allow the work to be fully driven by the student
- attend the virtual Exhibition!

Exhibition Timeline

| Dates | Tasks |
|-----------------------|---|
| Wed. Nov. 23rd | <input type="checkbox"/> Exhibition kick-off with Ms. Barroca / distribute "topic choice" forms |
| Fri. Nov. 23rd | <input type="checkbox"/> Return "Topic choice" forms to teachers |
| Tues. Nov. 29th | <input type="checkbox"/> Group Assignment/Receive material / Google Classroom |
| Thurs. Dec. 1st | <input type="checkbox"/> Essential Agreements & Central Idea |
| Fri. Dec. 2nd | <input type="checkbox"/> Reflection Question (#1) |
| Week of Dec. 5th | <input type="checkbox"/> Mentoring begins this week |
| Mon. Dec. 5th - 6th | <input type="checkbox"/> Brainstorming / Key Concept Questions |
| Dec. 7th- 8th-9th | <input type="checkbox"/> Research begins / Google Read & Write Workshop |
| Fri. Dec. 9th | <input type="checkbox"/> Reflection Question (#2) |
| Week of Dec. 12th | <input type="checkbox"/> Research & written component for Question #1 (Eng.) |
| Fri. Dec. 16th | <input type="checkbox"/> Reflection Question (#3) |
| Week of Dec. 19th | <input type="checkbox"/> Research & written component for Question #1 (Eng.) |
| Dec. 21st - Dec. 22nd | <input type="checkbox"/> Action plan discussion |

| | |
|-------------------|---|
| Week of Jan. 9th | <input type="checkbox"/> Research & written component for Question #2 (Fr.) / Questions for Summit / Call for Poster Art Work |
| Tues., Jan. 10th | <input type="checkbox"/> Summit!!! |
| Fri., Jan. 12th | <input type="checkbox"/> Reflection Question (#4) |
| Week of Jan. 16th | <input type="checkbox"/> Research & written component for Question #2 (Fr.) |
| Tues. Jan. 17th | <input type="checkbox"/> Artwork Submissions Due |
| Fri., Jan. 19th | <input type="checkbox"/> Reflection Question (#5) |
| Week of Jan. 23rd | <input type="checkbox"/> Written component finalized/ presentation (art & technology component) / action continues |
| Fri., Jan. 27th | <input type="checkbox"/> Reflection Question (#6) |
| Week of Jan. 30th | <input type="checkbox"/> Written component finalized/ presentation (art & technology component) / action continues |
| Fri. Feb. 3rd | <input type="checkbox"/> Reflection Question (#7) |
| Week of Feb. 6th | <input type="checkbox"/> Finalize all components / rehearse presentation |
| Fri. Feb. 10th | <input type="checkbox"/> Reflection Question (#8) |
| Week of Feb. 13th | <input type="checkbox"/> Finalize all components / rehearse presentation |
| Fri. Feb. 16th | <input type="checkbox"/> Reflection Question (#9) |
| Week of Feb. 20th | <input type="checkbox"/> Filming of Presentations |
| Week of Feb. 27th | <input type="checkbox"/> Exhibition Week! |
| Mon. Feb. 27th | <input type="checkbox"/> Websites & Videos go live |
| Wed. March 1st | <input type="checkbox"/> Exhibition Day & Evening (in-person) for school & parent community |
| After March Break | <input type="checkbox"/> Final Reflection on entire process |

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 the learner profile. I agree that I will be a model for the younger students and that I will do my best to contribute to this group. In addition, 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 that I have time outside of school to still do things that 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 that I learn best by reflecting on what I have learned (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 parents and teachers to formulate a plan to help make me a responsible member of the exhibition team.

Student signature: _____

Date: _____

Declaration of Academic Honesty



I am confirming that I understand the meaning of **Plagiarism**.

Plagiarism is the presentation by the student of an assignment which has been copied in whole or in part from another student's work, or from any other source (ex: published books, or any information found on the web; websites, videos, photos) without due acknowledgement in their notes.

I _____ declare that for this submitted work:

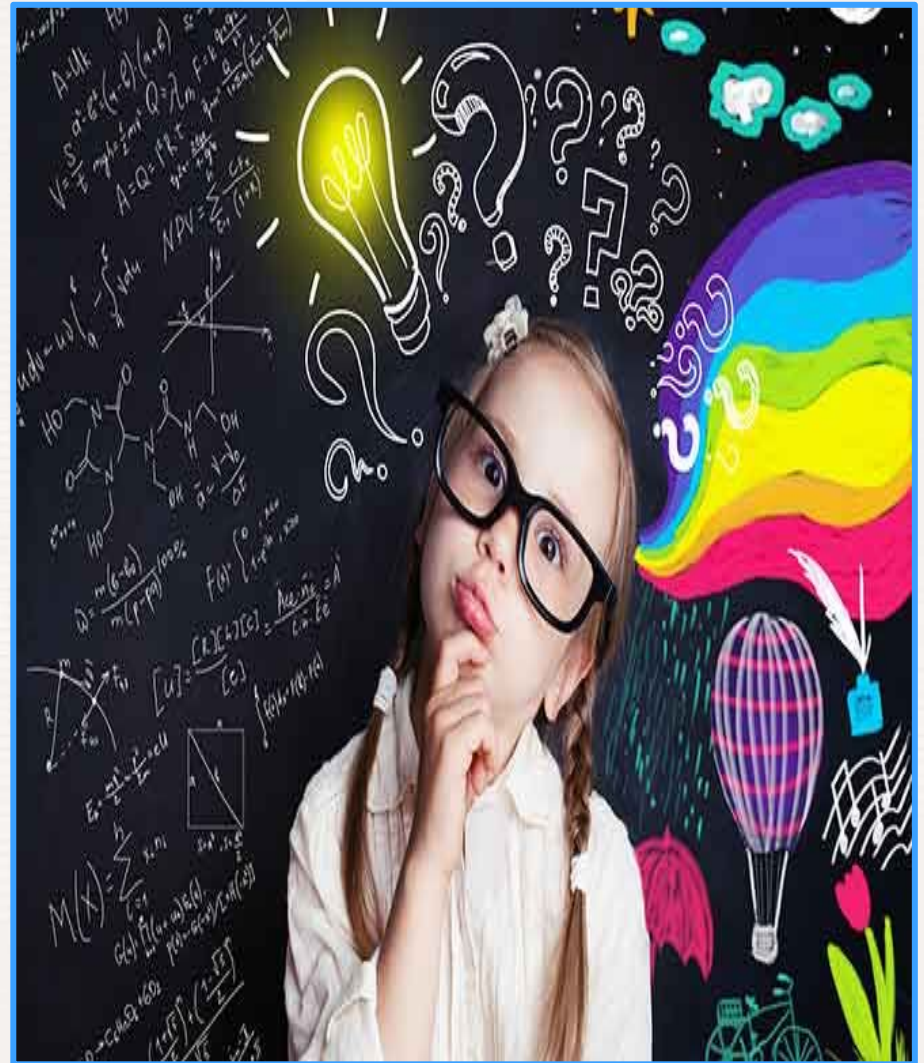
I did not cut and paste information or photos from others without appropriate use of quotation marks and direct references to their work.

I did not write ideas or suggestions that originate from others and claim these as my own.

I did not include words from other students' work without permission.

Range of Topics from Past Exhibitions

- Technological Advancements
- Health Care & Medicine
- Poverty & Homelessness
- Deforestation
- Animal Rights
- Space Exploration
- LGBTQ+ Rights
- Women's Rights
- Environmental Climate Change
- Human Rights & Social Justice
- Community Life
- Government Structure
- Climate Change
- Gender Equality



CLEARPOINT EXHIBITION

Where We Are in Place & Time

WELCOME! BIENVENUE!

Clearpoint Elementary IB World School is proud to welcome you to this year's Exhibition that focusses on the transdisciplinary theme of *Where We Are in Place and Time*. Over the last few months, the students have demonstrated the attributes that show them to be well rounded inquirers, thinkers, open-minded learners who exemplify what it means to be reflective and

SPACE EXPLORATION

Central idea: *The advancements and innovations of space exploration impacts our everyday life.*

Idée maîtresse: Les progrès et les innovations de l'exploration spatiale ont un impact sur notre vie quotidienne.



Terran S.



Ryan K.



Colin D.





Questions?

Layla Barroca

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IB PYP Coordinator & Resource Teacher
Clearpoint Elementary

