



Helen C. Peirce School Of International Studies

EXHIBITION

2018-2019

STUDENT

HANDBOOK

Transdisciplinary Theme:

HOW WE ORGANIZE OURSELVES

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.

Central Idea:

Economics contribute to personal and societal decision making

EXHIBITION CONTRACT

2018-2019

I agree that:

1. I will complete all assigned work. (**Principled**)
2. I will listen to others 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 do other things. (**Balanced**)
4. I will share my thoughts and feelings with others. (**Risk-taker**)
5. I will ask clarifying questions. (**Inquirer**)
6. I will think deeply about my self-generated questions. (**Thinker**)
7. I will share the workload with teammates in an equitable manner. (**Caring**)
8. I will review my work for clarity and cohesion. (**Reflective**)
9. I will be tolerant and open to the ideas of others. (**Open-minded**)
10. I will review a wide range of perspectives on my topic to gain a well-developed understanding. (**Knowledgeable**)

I will be responsible and adhere to these agreements.

Student Name: _____ Date: _____

Student Signature: _____

Parent Name: _____ Date: _____

Parent Signature: _____

EXHIBITION OVERVIEW

What is the PYP Exhibition?

During your final year (5th Grade) of the Primary Years Programme, you will take part in a special experience that will celebrate your transition from elementary school to middle school. This will give you the opportunity to identify, investigate, and offer solutions to real life issues or problems.

You will be carrying out collaborative inquiry over a period of time with help and guidance from your teachers and mentors. In June, you will share the process and the results of your inquiry with the school community. This gives you the chance to demonstrate the attributes of the Learner Profile.

OUR GOALS

Our goals throughout this project are:

- **To involve others in our issues and concerns
- **To influence and impact others
- **To take action

Deciding on an Issue and the Lines of Inquiry

You will begin by considering issues or wonderings that you have. We will look for connections with our community and the outside world. After we find your area of interest we will form groups in which students with similar issues will work together.

As a group, you will create lines of inquiry that are related to the overall Central Idea. This will lead you to a deeper inquiry into your issue or area of interest.

The Learning Community at Peirce

Students:

- AGENTS of their own learning
- RESPONSIBLE for Collaboration in groups with a mentor
- ENGAGE in Inquiry and Action
- DEMONSTRATE Approaches to Learning and Learner Profile
- EXPLORE a variety of strategies and resources
- REFLECT throughout the exhibition process

Teachers:

- FACILITATE the Exhibition process
- SUPPORT student inquiries
- ENSURE individual participation through collaboration
- DEVELOP agreements with students on academic honesty
- EVALUATE the exhibition process

Mentors:

- GUIDE students through setting and meeting their goals
- ASK questions
- SUGGEST resources such as facilitating interviews or contacts
- SUPPORT interpretation of difficult materials
- MEET regularly with groups

Parents:

- CONTRIBUTE expertise and knowledge where appropriate
- SUPPORT students through the development of their inquiries
- CELEBRATE with the students at the end

Who will help me with this project?

5th Grade Team: Will oversee the process and be there to assist you.

Mrs. Lebovitz and Mentors: Will help to advise you throughout the Exhibition

Your Parents/Guardians: Will be informed and aware of the Exhibition. You will share your Exhibition Journal with them on a weekly basis, which will give them an opportunity to give you feedback and offer advice.

Expectations

- Help each other and offer suggestions and ideas that move the group forward in your inquiry
- Share resources and ideas
- Help others access information
- Offer practical solutions when someone is stuck on an individual task

What is my responsibility?

- Keep an Virtual Exhibition Process Journal
- Stay academically honest
- Plot the process
- Plan a presentation
- Complete the peer assessment
- Complete weekly reflections

How will I be assessed?

You will assess yourself in several areas. Your teachers and mentors will also be assessing you throughout the inquiry process and at the end of the process using the assessment rubric that can be found in this handbook.

GOAL SETTING

Approaches to Learning Skills



Learner Profile Attributes

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 individuals and groups become responsible members of local, national and global communities.

INQUIRY PLAN FOR EXHIBITION

KWHLAQ
FOR THE 21ST CENTURY

based on John Barel's inquiry strategy: "Why are School Buses Always Yellow".
FORMERLY KNOWN AS A KWL CHART

K	W	H	L	A	Q
★	💡	🔍	🧠	✈️	?
WHAT DO YOU KNOW?	WHAT DO YOU WANT TO KNOW?	HOW WILL YOU FIND OUT?	WHAT HAVE YOU LEARNED?	WHAT ACTION WILL YOU TAKE?	WHAT FURTHER QUESTIONS DO YOU HAVE?
<ul style="list-style-type: none"> ★ BRAINSTORM ★ MINDMAP ★ THINK >PAIR> SHARE (VTR) ★ BLOG POST ★ VIDEO JOURNAL ★ COLLABORATIVE PINWALL ★ STICKY NOTES 	<ul style="list-style-type: none"> 💡 BRAINSTORM 💡 DO INITIAL RESEARCH 💡 SEE>THINK> WONDER(VTR) 💡 THINK> PUZZLE> EXPLORE (VTR) 💡 VIDEO JOURNAL 	<ul style="list-style-type: none"> 🔍 ONLINE SEARCH 🔍 LEARNING NETWORK SEARCH 🔍 BOOKS MAGAZINES JOURNALS FACE2FACE INTERVIEWS 🔍 GET IN CONTACT W/EXPERTS & AUTHORS 	<ul style="list-style-type: none"> 🧠 I USED TO THINK... NOW I THINK...(VTR) 🧠 REFLECTIVE, HYPERLINKED BLOG POST 🧠 CREATE AN ARTIFACT AS EVIDENCE 🧠 VISUALLY REPRESENT YOUR LEARNING 🧠 SKETCHNOTE 🧠 INFOGRAPHIC 	<ul style="list-style-type: none"> ✈️ APPLY WHAT WAS LEARNED ✈️ TEACH SOMEONE ELSE ✈️ SHARE FINDINGS ON LOCAL-> GLOBAL SCALE ✈️ CREATE SOMETHING NEW 	<ul style="list-style-type: none"> ? REFLECT ON PROCESS OF LEARNING ? CONNECT> EXTEND> CHALLENGE (VTR) ? CREATE A GOOGLE SITE TO CONTINUE EXPLORING QUESTIONS COLLABORATIVELY

(VTR)=VISIBLE THINKING ROUTINES BY PROJECT ZERO
SILVIA ROSENTHAL TOLISANO · @LANGWITCHES · GLOBALLYCONNECTEDLEARNING.COM

Conceptual Understanding



ACTION PLAN

*Think about your inquiry findings and new understanding of the issue/problem.

Types of Action

Participation - Being actively involved in the learning community and showing commitment to contributing as individuals and as members of a group

Advocacy - Taking action individually or collectively to publicly support positive social, environmental or political change

Social Justice - Taking action for positive change relating to human rights, equality and equity. Being concerned with the advantages and disadvantages within society, and with social well-being and justice for all

Social Entrepreneurship - Supporting positive social change through responding to the needs of local, national and global communities; applying prior knowledge and skills to identify and address challenges and opportunities in innovative resourceful and sustainable ways.

Lifestyle Choices - Making positive lifestyle changes in response to learning.

PRESENTATION PLAN

You will need to develop a presentation for your Action using these key questions:

- What is it like?
- How does it work?
- Why is it like it is?
- How is it changing?
- How is it connected to other things?
- What are the points of view?
- What is our responsibility?
- How do we know?

The presentation piece can include:

- Examples of written work
- Oral presentations
- Models, drawings, pictures
- Performances (dance, drama, film, video, music, etc)
- Power Point, or versions of (Prezi, etc), presentations