



Gateway International School 2019-2020 Exhibition

The Unit Framework is as follows:

Theme: Where we are in place and time

Central Idea: To be determined in class with the students.

Lines of Inquiry: To be determined in class with the students

What is the Exhibition?

The Exhibition Unit is an opportunity for the fifth grade students to put into practice and exhibit what they have learned throughout their PYP experience at GIS. As IB learners, students are expected to apply the five essential elements of the PYP throughout the exhibition process. Please see the attached sheet for explanation of the Five Essential Elements.

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 students will be creating the unit themselves with assistance from the teachers. They will be in research groups, and each group will have a mentor to support students in their inquiry. The mentors will be members of the GIS staff and/or parents and volunteers. In these groups, the students will create concept questions they wish to explore, discuss and create group goals, and make a plan to obtain those goals.



Parents, you also have an important role in the exhibition process. You can help your child in many ways, such as:

- Take them on family trips to relevant museums or exhibitions;
- Borrow books from the local library;
- Obtain information from the Internet, interviews etc;
- Discuss your knowledge on the topic. Your support is essential to the success of the exhibition process.

The Exhibition process ends with an event, where all the students gather to exhibit their work to an audience of students, faculty, staff, and parents from GIS. This is a celebration of their learning and the end to their PYP experience.

How can you help your child to succeed?

Be an active contributor to your child's independence. How?

1. Know that your child is part of a study group and must work on behalf of the group.
2. Make sure that you understand the purpose and requirements of the Exhibition Unit.
3. Encourage your child to take responsibility for and ownership of their learning. Assist them. Please refrain from leading them or doing the work for them.
4. Set aside time to talk with your child regularly about their progress and plans.
5. Respond to your child's need for information which might include Internet access, special visits, books borrowed or purchased, use of newspapers and in-depth discussions with you as a resource person.
6. Come to the Exhibition and celebrate your child's success!
7. After the Exhibition, set aside a special time to talk to your child about what went well and about the valuable lessons learned from the entire process.

Encourage and support your child throughout their Exhibition Unit. If you have any questions about the Exhibition Unit, please let us know.

Essential Features of the Exhibition

As the culminating PYP experience, it is required that the Exhibition reflects all the major features of the programme. The major features include:



Learner Profile – Becoming internationally minded means achieving application of the learner profile. Students 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 their learning throughout the programme, students acquire and apply a set of transdisciplinary skills. 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, viewing, presenting and nonverbal communication
- Thinking Skills – Acquisition of knowledge, comprehension, application, analysis, 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 –organization, time management, safety, healthy lifestyle, codes of behavior and informed choices

Attitudes – We develop internationally minded students by instilling in them 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 – Students should demonstrate an ability to reflect on and apply their learning to choose appropriate courses of action and continue to carry them out after the exhibition is over.