

Subject overview Design

Year 2 (Grade 7)

Unit title and teaching hours	Key concept & Related concepts	Global context & exploration	Statement of inquiry	Objectives	ATL skills	Content
The Design Process 10 Hours	Communication Perspective Collaboration Function Markets and trends	Scientific and Technical Innovation How humans adapt environments to their needs	Observing the design cycle from different perspectives allows us to understand how humans through collaboration develop functional solutions to address the needs and trends of defined markets.	A:i B: iii C: iv D: iii	Communication: Use a variety of speaking techniques to communicate with a variety of audiences, use appropriate forms of writing for different purposes and audiences, negotiate ideas and knowledge with peers and teachers, collaborate with peers and experts using a variety of digital environments and media Social /Collaboration: Exercise leadership and take on a variety of roles within groups, encourage others to contribute, give and receive meaningful feedback Thinking/Transfer skills : Combine knowledge, understanding and skills to create products or solutions	The nature of Design The MYP Design cycle Oral Presentations PowerPoint presentations Evaluation Survey
School Canteen 20 Hours	Communities Evaluation Resources Function Markets and trends	Globalization and Sustainability Consumption and public goods	School communities can evaluate market trends in order to develop healthy eating.	A: i, ii, iii, iv B: I, ii, iii, iv C: ii, iii, iv D:i, ii, iii, iv	Research/ Information literacy skills: Access information to be informed and inform others, Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions, Identify primary and secondary sources Communication: Write for different purposes, Structure information in summaries, essays and reports , Negotiate ideas and knowledge with peers and teachers Social /Collaboration: Encourage others to contribute , Give and receive meaningful feedback Thinking/Creative-thinking Skills: Use brainstorming and visual diagrams to generate new ideas and inquiries	The nature of Design The MYP Design cycle Nutrition basics Poster Creation Color Theory

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<p>Business Logo Design</p> <p>15 hours</p>	<p>Communities</p> <p>Collaboration Form Function Perspective</p>	<p>Identities and Relationships</p> <p>Teams, affiliation and leadership</p>	<p>Students functioning through collaborative teams can provide their perception of a business community using the form of a logo.</p>	<p>A: i, ii, iii, iv B: I, ii, iii, iv C: ii, iii, iv D:i, ii, iii, iv</p>	<p><u>Research/ Information literacy skills:</u> Identify primary and secondary sources</p> <p><u>Communication:</u> Use appropriate forms of writing for different purposes and audiences, Give and receive meaningful feedback</p> <p><u>Social /Collaboration:</u> Exercise leadership and take on a variety of roles within groups</p> <p><u>Self-Management/Organization:</u> Select and use technology effectively and productively</p> <p><u>Research/Media Skills:</u> Make informed choices about personal viewing experiences</p> <p><u>Thinking/Critical Thinking:</u> Consider ideas from multiple perspectives</p>	<p>The nature of Design The MYP Design cycle Basic Journalism Publishing Design Publishing Software Evaluation Survey</p>
<p>The Design Process</p> <p>10 Hours</p>	<p>Communication</p> <p>Perspective Collaboration Function Markets and trends</p>	<p>Scientific and Technical Innovation</p> <p>How humans adapt environments to their needs</p>	<p>Observing the design cycle from different perspectives allows us to understand how humans through collaboration develop functional solutions to address the needs and trends of defined markets.</p>	<p>A:i B: iii C: iv D: iii</p>	<p><u>Communication:</u> Use a variety of speaking techniques to communicate with a variety of audiences, use appropriate forms of writing for different purposes and audiences, negotiate ideas and knowledge with peers and teachers, collaborate with peers and experts using a variety of digital environments and media</p> <p><u>Social /Collaboration:</u> Exercise leadership and take on a variety of roles within groups, encourage others to contribute, give and receive meaningful feedback</p> <p><u>Thinking/Transfer skills :</u> Combine knowledge, understanding and skills to create products or solutions</p>	<p>The nature of Design The MYP Design cycle Oral Presentations PowerPoint presentations Evaluation Survey</p>

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Year 3 (Grade 8)

Unit title and teaching hours	Key concept & Related concepts	Global context & exploration	Statement of inquiry	Objectives	ATL skills	Content
The Design Process 10 Hours	Communication Perspective Collaboration Function Markets and trends	Scientific and Technical Innovation How humans adapt environments to their needs	Observing the design cycle from different perspectives allows us to understand how humans through collaboration develop functional solutions to address the needs and trends of defined markets.	A:i B: iii C: iv D: iii	<u>Communication</u> : Use a variety of speaking techniques to communicate with a variety of audiences, use appropriate forms of writing for different purposes and audiences, negotiate ideas and knowledge with peers and teachers, collaborate with peers and experts using a variety of digital environments and media <u>Social /Collaboration</u> : Exercise leadership and take on a variety of roles within groups, encourage others to contribute, give and receive meaningful feedback <u>Thinking/Transfer skills</u> : Combine knowledge, understanding and skills to create products or solutions	The nature of Design The MYP Design cycle Oral Presentations PowerPoint presentations Evaluation Survey
School Canteen 20 Hours	Communities Evaluation Resources Function Markets and trends	Globalization and Sustainability Consumption and public goods	School communities can evaluate market trends in order to develop healthy eating.	A: i, ii, iii, iv B: I, ii, iii, iv C: ii, iii, iv D:i, ii, iii, iv	<u>Research/ Information literacy skills</u> : Access information to be informed and inform others, Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions, Identify primary and secondary sources <u>Communication</u> : Write for different purposes, Structure information in summaries, essays and reports , Negotiate ideas and knowledge with peers and teachers <u>Social /Collaboration</u> : Encourage others to contribute , Give and receive meaningful feedback <u>Thinking/Creative-thinking Skills</u> : Use brainstorming and visual diagrams to generate new ideas and inquiries	The nature of Design The MYP Design cycle Nutrition basics Poster Creation Color Theory

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<p>Business Logo Design</p> <p>15 hours</p>	<p>Communities</p> <p>Collaboration Form Function Perspective</p>	<p>Identities and Relationships</p> <p>Teams, affiliation and leadership</p>	<p>Students functioning through collaborative teams can provide their perception of a business community using the form of a logo.</p>	<p>A: i, ii, iii, iv B: I, ii, iii, iv C: ii, iii, iv D:i, ii, iii, iv</p>	<p><u>Research/ Information literacy skills:</u> Identify primary and secondary sources</p> <p><u>Communication:</u> Use appropriate forms of writing for different purposes and audiences, Give and receive meaningful feedback</p> <p><u>Social /Collaboration:</u> Exercise leadership and take on a variety of roles within groups</p> <p><u>Self-Management/Organization:</u> Select and use technology effectively and productively</p> <p><u>Research/Media Skills:</u> Make informed choices about personal viewing experiences</p> <p><u>Thinking/Critical Thinking:</u> Consider ideas from multiple perspectives</p>	<p>The nature of Design</p> <p>The MYP Design cycle</p> <p>Basic Journalism</p> <p>Publishing Design</p> <p>Publishing Software</p> <p>Evaluation Survey</p>
<p>The Design Process</p> <p>10 Hours</p>	<p>Communication</p> <p>Perspective Collaboration Function Markets and trends</p>	<p>Scientific and Technical Innovation</p> <p>How humans adapt environments to their needs</p>	<p>Observing the design cycle from different perspectives allows us to understand how humans through collaboration develop functional solutions to address the needs and trends of defined markets.</p>	<p>A:i B: iii C: iv D: iii</p>	<p><u>Communication:</u> Use a variety of speaking techniques to communicate with a variety of audiences, use appropriate forms of writing for different purposes and audiences, negotiate ideas and knowledge with peers and teachers, collaborate with peers and experts using a variety of digital environments and media</p> <p><u>Social /Collaboration:</u> Exercise leadership and take on a variety of roles within groups, encourage others to contribute, give and receive meaningful feedback</p> <p><u>Thinking/Transfer skills :</u> Combine knowledge, understanding and skills to create products or solutions</p>	<p>The nature of Design</p> <p>The MYP Design cycle</p> <p>Oral Presentations</p> <p>PowerPoint presentations</p> <p>Evaluation Survey</p>

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Year 4 (Grade 9)

Unit title and teaching hours	Key concept & Related concepts	Global context & exploration	Statement of inquiry	Objectives	ATL skills	Content
The Design Process 10 Hours	Communication Perspective Collaboration Function Markets and trends	Scientific and Technical Innovation How humans adapt environments to their needs	Observing the design cycle from different perspectives allows us to understand how humans through collaboration develop functional solutions to address the needs and trends of defined markets.	A:i B: iii C: iv D: iii	Communication: Use a variety of speaking techniques to communicate with a variety of audiences, use appropriate forms of writing for different purposes and audiences, negotiate ideas and knowledge with peers and teachers, collaborate with peers and experts using a variety of digital environments and media Social /Collaboration: Exercise leadership and take on a variety of roles within groups, encourage others to contribute, give and receive meaningful feedback Thinking/Transfer skills : Combine knowledge, understanding and skills to create products or solutions	The nature of Design The MYP Design cycle Oral Presentations PowerPoint presentations Evaluation Survey
School Canteen 20 Hours	Communities Evaluation Resources Function Markets and trends	Globalization and Sustainability Consumption and public goods	School communities can evaluate market trends in order to develop healthy eating.	A: i, ii, iii, iv B: I, ii, iii, iv C: ii, iii, iv D:i, ii, iii, iv	Research/ Information literacy skills: Access information to be informed and inform others, Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions, Identify primary and secondary sources Communication: Write for different purposes, Structure information in summaries, essays and reports , Negotiate ideas and knowledge with peers and teachers Social /Collaboration: Encourage others to contribute , Give and receive meaningful feedback Thinking/Creative-thinking Skills: Use brainstorming and visual diagrams to generate new ideas and inquiries	The nature of Design The MYP Design cycle Nutrition basics Poster Creation Color Theory

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<p>Business Logo Design</p> <p>15 hours</p>	<p>Communities</p> <p>Collaboration Form Function Perspective</p>	<p>Identities and Relationships</p> <p>Teams, affiliation and leadership</p>	<p>Students functioning through collaborative teams can provide their perception of a business community using the form of a logo.</p>	<p>A: i, ii, iii, iv B: I, ii, iii, iv C: ii, iii, iv D:i, ii, iii, iv</p>	<p><u>Research/ Information literacy skills:</u> Identify primary and secondary sources <u>Communication:</u> Use appropriate forms of writing for different purposes and audiences, Give and receive meaningful feedback <u>Social /Collaboration:</u> Exercise leadership and take on a variety of roles within groups <u>Self-Management/Organization:</u> Select and use technology effectively and productively <u>Research/Media Skills:</u> Make informed choices about personal viewing experiences <u>Thinking/Critical Thinking:</u> Consider ideas from multiple perspectives</p>	<p>The nature of Design The MYP Design cycle Basic Journalism Publishing Design Publishing Software Evaluation Survey</p>
<p>The Design Process</p> <p>10 Hours</p>	<p>Communication</p> <p>Perspective Collaboration Function Markets and trends</p>	<p>Scientific and Technical Innovation</p> <p>How humans adapt environments to their needs</p>	<p>Observing the design cycle from different perspectives allows us to understand how humans through collaboration develop functional solutions to address the needs and trends of defined markets.</p>	<p>A:i B: iii C: iv D: iii</p>	<p><u>Communication:</u> Use a variety of speaking techniques to communicate with a variety of audiences, use appropriate forms of writing for different purposes and audiences, negotiate ideas and knowledge with peers and teachers, collaborate with peers and experts using a variety of digital environments and media <u>Social /Collaboration:</u> Exercise leadership and take on a variety of roles within groups, encourage others to contribute, give and receive meaningful feedback <u>Thinking/Transfer skills :</u> Combine knowledge, understanding and skills to create products or solutions</p>	<p>The nature of Design The MYP Design cycle Oral Presentations PowerPoint presentations Evaluation Survey</p>

Subject overview Design

Year 5 (Grade 10)

Unit title and teaching hours	Key concept & Related concepts	Global context & exploration	Statement of inquiry	Objectives	ATL skills	Content
The Design Process 10 Hours	Communication Perspective Collaboration Function Markets and trends	Scientific and Technical Innovation How humans adapt environments to their needs	Observing the design cycle from different perspectives allows us to understand how humans through collaboration develop functional solutions to address the needs and trends of defined markets.	A: i B: iii C: iv D: iii	Communication: Use a variety of speaking techniques to communicate with a variety of audiences, use appropriate forms of writing for different purposes and audiences, negotiate ideas and knowledge with peers and teachers, collaborate with peers and experts using a variety of digital environments and media Social /Collaboration: Exercise leadership and take on a variety of roles within groups, encourage others to contribute, give and receive meaningful feedback Thinking/Transfer skills : Combine knowledge, understanding and skills to create products or solutions	The nature of Design The MYP Design cycle Oral Presentations PowerPoint presentations Evaluation Survey
School Canteen 20 Hours	Communities Evaluation Resources Function Markets and trends	Globalization and Sustainability Consumption and public goods	School communities can evaluate market trends in order to develop healthy eating.	A: i, ii, iii, iv B: I, ii, iii, iv C: ii, iii, iv D: i, ii, iii, iv	Research/ Information literacy skills: Access information to be informed and inform others, Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions, Identify primary and secondary sources Communication: Write for different purposes, Structure information in summaries, essays and reports , Negotiate ideas and knowledge with peers and teachers Social /Collaboration: Encourage others to contribute , Give and receive meaningful feedback Thinking/Creative-thinking Skills: Use brainstorming and visual diagrams to generate new ideas and inquiries	The nature of Design The MYP Design cycle Nutrition basics Poster Creation Color Theory

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<p>Business Logo Design</p> <p>15 hours</p>	<p>Communities</p> <p>Collaboration Form Function Perspective</p>	<p>Identities and Relationships</p> <p>Teams, affiliation and leadership</p>	<p>Students functioning through collaborative teams can provide their perception of a business community using the form of a logo.</p>	<p>A: i, ii, iii, iv B: I, ii, iii, iv C: ii, iii, iv D:i, ii, iii, iv</p>	<p><u>Research/ Information literacy skills:</u> Identify primary and secondary sources</p> <p><u>Communication:</u> Use appropriate forms of writing for different purposes and audiences, Give and receive meaningful feedback</p> <p><u>Social /Collaboration:</u> Exercise leadership and take on a variety of roles within groups</p> <p><u>Self-Management/Organization:</u> Select and use technology effectively and productively</p> <p><u>Research/Media Skills:</u> Make informed choices about personal viewing experiences</p> <p><u>Thinking/Critical Thinking:</u> Consider ideas from multiple perspectives</p>	<p>The nature of Design</p> <p>The MYP Design cycle</p> <p>Basic Journalism</p> <p>Publishing Design</p> <p>Publishing Software</p> <p>Evaluation Survey</p>