MYP Design 10

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Should you wish to learn more about our course or to discuss your learner's progress, please reach out to the email above to schedule a time to meet.

Course Description and Units of Learning:

In this final year, students should be very familiar with the design cycle and working towards undertaking an entire design project independently. Students will create products or solutions which aim to benefit a wider community. Students will consider the methods and ethics of developing products, as well as the impact to the target client or user. While they are utilizing technology-based skills and concepts from previous years, students will further explore a range of more advanced techniques, tools and resources as required to enable them to create their products or solutions. Students will use a variety of collaborative digital tools and online platforms to design, document, present and evaluate their unit projects. Design 10 allows students to do one passion project and complete three guided projects over the course of the year, producing products as well as offering student agency and choice in their other problem to be solved.

This year we have begun planning and implementing units of study based on our Critical Learning Outcomes within the IB MYP and DP frameworks. Please see ManageBac for unit overviews as they are taught throughout the year.

https://resources.finalsite.net/images/v1566550032/aismmozcom/nemvq4jc5stqyefkkzww/AISMGrade10CriticalLearningOutcomes-GoogleDocs.pdf

Assessment in the Middle Years Programme

Assessment is a key component of the learning process as it allows teachers to respond with targeted feedback to learners for continued growth and to revise their instruction to better meet the needs of their learners. In order to provide learners with the opportunity to reach critical learning outcomes and develop a range of approaches to learning skills, our MYP teachers develop rigorous tasks that embrace a variety of assessment strategies. MYP assessment requires teachers to assess the prescribed subject-group objectives, using the assessment criteria, at least twice for each subject group in each year of the programme. Within each culminating assessment task, teachers and learners are guided by criteria that are provided to learners at least one week in advance of a culminating task, ensuring that assessment is transparent. Teachers then collaborate to standardize their expectations for learners' performance in order to ensure consistency prior to making a final judgement regarding achievement.

Families and learners at AISM can expect to receive regular reporting of their performance as they work towards mastery of critical learning outcomes.

Learning Management Systems

Across the Secondary School, we utilize ManageBac for sharing key activities and assessments, as a digital workspace, for communication with learners, and for reporting on learner performance to families. Some teachers may supplement the digital learning environment with Google Classroom, and you can expect an emailed invitation to sign up for regular updates from Google Classroom if so.

Homework

Any learning activity which is expected to take place outside of the classroom will appear as assignments and tasks on ManageBac. Homework is most often an extension of activities or projects either begun or included in the classroom, but may include common activities like reading, reinforcement of content or skills within a unit of study, or distributed practice activities, such as flashcards for example, to support learner recall of low-level content.

Reporting

As a rough guide, learners and families can expect an update on performance every few weeks. These updates, available in ManageBac, represent a check-in on learner performance toward mastering critical course objectives and learning outcomes, prior to each unit's culminating sessment.