

IB-MYP Design Syllabus

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Course Overview This is an IB-MYP (International Baccalaureate Middle Years Programme) course, which values communication, holistic learning, and intercultural awareness. Students will use the design cycle, which is a way of thinking and organizing to help you realize a goal. The design cycle starts with an *investigation* of an issue or topic: what do you want to do or create? What problem do you want to solve?



The next step is to **plan** what you think will give you the outcome that you are looking for. Then you begin to **create** the product (or to put the plan that you have come up with into action). Finally, you will **evaluate** both your end product as well as your process to determine whether or not it was a success, and reflect on what you could have done differently to obtain a better outcome.

The aims of MYP Design are to encourage and enable students to:

- enjoy the design process, develop an appreciation of its elegance and power.
- develop knowledge, understanding and skills from different disciplines to design and create solutions to problems using the design cycle.
- use and apply technology effectively as a means to access, process and communicate information, model and create solutions, and to solve problems.
- develop an appreciation of the impact of design innovations for life, global society and environments.
- appreciate past, present and emerging design within cultural, political, social, historical and environmental contexts.
- develop respect for others' viewpoints and appreciate alternative solutions to problems.
- act with integrity and honesty, and take responsibility for their own actions developing effective working practices.

Grading & Assessment:

The majority of this course will be project-based learning where students use the Design Cycle to complete major projects during each unit. Projects will be the main source of students' summative assessments with opportunities for feedback and revision.

IB-MYP Design follows the Ramsey A–N grading scale. Students will receive a final grade for each quarter (A–N), as well as a progress grade at mid-quarter.

Late work policy: While we encourage all students to turn in work on time, we will accept work through the end of the quarter in which it was assigned.

Formative Assessments (daily warm-ups, research and brainstorming): 25% of grade

Summative Assessments (final product and evaluation/reflection): 75% of grade

Design assessment criteria are broken down by the four parts of the Design Cycle:

Objective A) Inquiring & Analyzing

Objective B) Developing Ideas

Objective C) Creating the Solution

Objective D) Evaluating

IB teachers assess work using content-specific rubrics to determine students' current **level of achievement** as students demonstrate their abilities in terms of the four objectives. These levels will be reported in Schoology. However, as a school district we still use traditional letter grades, so teachers use the following scale to interpret the IB scores and transfer them to letter grade.

Level of achievement	General descriptors	Letter grade equivalent
0	Does not meet standards	N
1-2	Limited achievement (incomplete, few, minimal)	D- to D+
3-4	Adequate achievement (some, basic, satisfactory)	C- to C+
5-6	Substantial achievement (competent, sufficient, considerable)	B- to A-
7-8	Excellent achievement (detailed, relevant)	A to A+

Students must bring/use their district-issued iPads on a daily basis.

Parent-Teacher Communication via Schoology: Please check Schoology to stay up to date on assignments and grades.

You can access Schoology at: <http://www.spps.org/onestop>.