

Design Subject Overview MYP Years I-V

MYP-I

S	Unit Name	Кеу	Related	Global	Statement of	MYP Objectives	Approaches to	Content	Summative
r		concepts	concepts	context	inquiry		learning		Assessment
•									
Ν									
ο									

1	What role	 Systems 	Design	Identities and	We must	Design	Collaboration skills	* Third Teacher	Create a Canva
	might our		 Evaluation 	relationships	evaluate the	Year 1 Objectives	 Help others to 	* Poster	poster for your
	learning				role played by	Objective A:	succeed	Designing	chosen learning
	environment			Focus	individual parts	Inquiring and	Organization skills	* Primary and	environment,
	walls play in			exploration(s)	of the system	analyzing	 Set goals that are 	secondary	copying your art
	our learning			 Physical, 	we belong to,	-i. explain and	challenging and	sources	card poster as
	environment			psychological	if we hope to	justify the need for	realistic		closely as
	?			and social	improve them.	a solution to a	 Plan strategies 		possible.
				development		problem	and take action to		
						Objective B:	achieve personal		
						Developing ideas	and academic		Criterion C:
						 -i. develop a list of 	goals		Creating the
						success criteria for	Reflection skills		solution (iii & iv)
						the solution	 Identify strengths 		
						Objective C:	and weaknesses of		
						Creating the	personal learning		
						solution	strategies (self-		
						-iii. follow the plan	assessment)		
						to create the	Information		
						solution, which	literacy skills		
						functions as	 Access 		
						intended	information to be		
						-iv. list the changes	informed and		
						made to the chosen	inform others		
						design and plan	•Make		
						when making the	connections		
						solution.	between various		
							sources of		
							information		
							 Collect and 		
							analyze data to		
							identify solutions		

			and make	
			informed decisions	
			Creative-thinking	
			skills	
			 Apply existing 	
			knowledge to	
			generate new	
			ideas, products or	
			processes	
			Critical-thinking	
			skills	
			 Gather and 	
			organize relevant	
			information to	
			formulate an	
			argument	
			 Revise 	
			understanding	
			based on new	
			information and	
			evidence	
			 Consider ideas 	
			from multiple	
			perspectives	
			 Propose and 	
			evaluate a variety	
			of solutions	

2	How can we	 Developme 	Design	Fairness and	Creating	Design	Information	Introduction to	Design a basic
	design	nt	 Ergonomics 	development	innovative	Year 1 Objectives	literacy skills	Assistive	adaptive tool to
	products to		 Innovation 		products,	Objective A:	 Access 	Technology:	assist individuals
	support		 Function 	Focus	especially	Inquiring and	information to be		with a selected
	someone			exploration(s)	designed for	analyzing	informed and	Explore how	mobility
	with limited			 Human 	an individual's	-i. explain and	inform others	technology aids	challenge. Create
	mobility?			capability and	needs, can	justify the need for	 Collect and 	individuals with	a simple sketch
				development	help lessen	a solution to a	analyze data to	limited mobility.	and a short
					inequalities.	problem	identify solutions	Understand basic	description of
						-iii. describe the	and make	concepts of	how the tool
						main features of an	informed decisions	assistive	addresses the
						existing product	 Process data and 	technology.	specific needs of
						that inspires a	report results	Activity: Identify	the chosen
						solution to the	Communication	common assistive	disability.
						problem	skills	devices used by	·
						-iv. present the	 Use intercultural 	people with	
						main findings of	understanding to	limited mobility.	Critorion B
						relevant research.	interpret	Basic Needs and	Criterion B:
						Objective B:	communication	Assistive Design:	
						Developing ideas	Critical-thinking		(11, 12)
						-ii. present feasible	skills	Introduce	
						design ideas, which	 Propose and 	Maslow's	
						can be correctly	evaluate a variety	Hierarchy of	
						interpreted by	of solutions	Needs and its	
						others	Collaboration skills	connection to	
						-iii. present the	 Practice empathy 	assistive design	
						chosen design	 Give and receive 	for basic human	
						-iv. create a	meaningful	needs.	
						planning	feedback	Activity: Create a	
						drawing/diagram,	Creative-thinking	simple poster	
						which outlines the	skills	illustrating how	
						main details for	 Apply existing 	assistive products	

making the chosen	knowledge to	fulfill different	
solution.	generate new	levels of	
Objective C:	ideas, products or	Maslow's	
Creating the	processes	Hierarchy.	
solution	Organization skills	Introduction to	
-i. outline a plan,	 Set goals that are 	Ergonomics:	
which considers the	challenging and		
use of resources	realistic	Explore the basics	
and time, sufficient	 Use appropriate 	of ergonomics in	
for peers to be able	strategies for	product design,	
to follow to create	organizing complex	focusing on	
the solution	information	comfort and	
-ii. demonstrate		efficiency.	
excellent technical		Activity:	
skills when making		Experiment with	
the solution		making simple	
-iii. follow the plan		adjustments to	
to create the		everyday items	
solution, which		for better	
functions as		ergonomics	
intended			
Objective D:			
Evaluating			
-i. outline simple,			
relevant testing			
methods, which			
generate data, to			
measure the			
success of the			
solution			
-ii. outline the			
success of the			

design specification -iii. outline how the solution could be improved -iv. outline the impact of the	
-iii. outline how the solution could be improved -iv. outline the impact of the	
solution could be improved -iv. outline the impact of the	
improved -iv. outline the impact of the	
-iv. outline the impact of the	
-iv. outline the impact of the	
impact of the	
solution on the	
client/target	
audience.	

3	Can we use	 Communic 	Design	Scientific and	We can adapt to	Design	Organization skills	* Definition	Create 10
	emojis to	ation	 Adaptation 	technical	our ever-	Year 3	 Use appropriate 	and Function	emojis for a
	show we are		 Invention 	innovation	changing world	Objectives	strategies for	of Emojis	large
	international				by inventing new	Objective A:	organizing complex	* Catalog of	communicat
	ly minded?			Focus	innovative ways	Inquiring and	information	Emojis	ion
				exploration(s)	to	analyzing	Communication	* Evolution	company.
				 Digital life, 	communicate	-i. explain and	skills	and History of	
				virtual		justify the	 Interpret and use 	Emojis	
				environments		need for a	effectively modes	* Audience	Criterion C
				and the		solution to a	of non-verbal	and Usage of	(ii, iii,iv) &
				Information		problem	communication	Emojis	Criterion D
				Age		-iii. analyze a	 Paraphrase 	* Emojis as a	(i,ii, iii)
						group of	accurately and	Form of	
						similar	concisely	Language	
						products that	 Make effective 		
						inspire a	summary notes for		
						solution to	studying		
						the problem	Transfer skills		
						-iv. develop a	 Inquire in 		
						design brief,	different contexts		
						which	to gain a different		
						presents the	perspective		
						analysis of	 Combine 		
						relevant	knowledge,		
						research	understanding and		
						Objective B:	skills to create		
						Developing	products or		
						ideas	solutions		
						-i. develop a	Creative-thinking		
						design	skills		
						specification,	•Use		
						which outlines	brainstorming and		

			the success	visual diagrams to	
			criteria for the	generate new	
			design of a	ideas and inquiries	
			solution	 Make unexpected 	
			based on the	or unusual	
			data collected	connections	
			-ii. present a	between objects	
			range of	and/or ideas	
			feasible	 Make guesses, 	
			design ideas,	ask "what if"	
			which can be	questions and	
			correctly	generate testable	
			interpreted by	hypotheses	
			others	 Apply existing 	
			-iii. present	knowledge to	
			the chosen	generate new	
			design and	ideas, products or	
			outline the	processes	
			reasons for its	Information	
			selection	literacy skills	
			-iv. develop	 Use critical- 	
			accurate	literacy skills to	
			planning	analyze and	
			drawings/diag	interpret media	
			rams and	communications	
			outline	 Access 	
			requirements	information to be	
			for the	informed and	
			creation of	inform others	
			the chosen	 Evaluate and 	
			solution.	select information	
			Objective C:	sources and digital	

Creating th	e tools based on
solution	their
-i. construc	t a appropriateness to
logical plan	, specific tasks
which outli	nes Critical-thinking
the efficien	t skills
use of time	•Gather and
and	organize relevant
resources,	information to
sufficient fo	or formulate an
peers to be	argument
able to follo	ow •Consider ideas
to create th	ne from multiple
solution	perspectives
-ii.	
demonstra	te
excellent	
technical sl	cills
when maki	ng
the solution	n
-iii. follow t	he
plan to crea	ate
the solution	n,
which	
functions a	s
intended	
-iv. explain	
changes ma	ade
to the chos	en
design and	
blan when	
making the	

			solution Objective D: Evaluating -i. describe detailed and relevant testing		
			methods, which generate		
			accurate data, to measure		
			the success of the solution		
			success of the solution		
			against the design		
			-iii. describe how the		
			solution could be improved		
			the impact of the solution		
			on the client/target audience.		

4.	Unleashing	•Communic	Design	Scientific and	Innovative	Design	Organization skills	Understandin	Demonstra
	Creativity	ation	 Function 	technical	systems	Year 1	 Set goals that are 	g Adobe	te your
	with Adobe			innovation	empower	Objectives	challenging and	Photoshop:	understand
	Photoshop				communication	Objective B:	realistic		ing by
				Focus	in graphic	Developing	 Plan strategies 	 Introduct 	creating a
				exploration(s)	design, exploring	ideas	and take action to	ion to	visually
				 Systems, 	functions and	-ii. present	achieve personal	Adobe	compolling
				models,	content through	feasible	and academic	Photosho	compening
				methods	diverse technical	design ideas,	goals	p as a	graphic
					methods	which can be	Transfer skills	digital	design
						correctly	•Inquire in	image	project
						interpreted by	different contexts	editing	using
						others	to gain a different	tool.	Adobe
						-iii. present	perspective	Overview	Photoshop.
						the chosen	Reflection skills	of the	Showcase
						design	•Develop new	Photosho	effective
						-IV. Create a	skills, techniques	p	communica
						plaining drawing/diagr	affective learning	workspac	tion
						am which	enective learning	e. tools,	through
						outlines the		and	innovative
						main details		menus	use of tools
						for making		 Importan 	and
						the chosen		ce of	techniques
						solution.		Photosho	Include a
						Objective C:		pin	hrief
						Creating the		graphic	writton
						solution		design	rofloction
						-ii.		and	
						demonstrate		digital	on your
						excellent		media.	aesign
						technical skills			choices.

			when making the solution	Basic Tools and Functions:	Criterion B Criterion D
				 Overview of essential tools: selection tools, brush tool, text tool, etc. Understa nding layers and their significan ce in digital design. Hands-on practice with basic tools through guided exercises. Working with Colors: 	

				Introduction	
				to the color	
				nickor and	
				swatches.	
				Basic color	
				theory:	
				understandin	
				g the	
				concepts of	
				hue,	
				saturation,	
				and	
				brightness.	
				Practical	
				application:	
				creating a	
				simple color	
				palette.	
				Image Editing	
				Basics:	
				Cropping and	
				resizing	
				images.	
				Adjusting	
				brightness	
				and contrast.	
				Removing	
				backgrounds	
				and basic	
				retouching	
				techniques.	

				Guided	
				avarcisas on	
				image editing	
				Creating	
				Simple	
				Designs:	
				Combining	
				learned tools	
				and	
				techniques to	
				create a basic	
				design	
				project.	
				Project	
				options:	
				designing a	
				personalized	
				bookmark.	
				simple poster	
				or digital card	
				Encouraging	
				creativity and	
				individual	
				mulvidual	
				expression in	
				design.	

MYP-II

Sr.	Unit Name	Key concepts	Related	Global	Statement of	МҮР	Approaches to	Content	Summative
No			concepts	context	inquiry	Objectives	learning		Assessment
•									
1	What role	•Systems	Design	Identities	We must	Design	Information	Introduction	Use Canva
	might our		 Evaluation 	and	evaluate the role	Year 1	literacy skills	to 3D Printing:	to design a
	learning			relationship	played by	Objectives	 Access 		poster that
	environmen			s	individual parts	Objective A:	information to be	Simplified	represents
	t walls play				of the system we	Inquiring and	informed and	Explanation:	your ideal
	in our			Focus	belong to, if we	analyzing	inform others	Discover the	learning
	learning			exploration	hope to improve	-ii. state and	Make connections	magic of 3D	environmen
	environmen			(s)	them.	prioritize the	between various	printing. Learn	t.
	t?			 Physical, 		main points of	sources of	how we can	Apply what
				psychologic		research	information	create objects	you learned
				al and social		needed to	 Collect and 	from a	about 3D
				developme		develop a	analyze data to	computer!	printing by
				nt		solution to the	identify solutions	Explore simple	incorporatin
						problem	and make	shapes and	g simple
						Objective B:	informed decisions	designs.	shapes and
						Developing	Critical-thinking	Activity: Create	designs into
						ideas	skills	a basic 3D	your poster.
						-i. develop a	 Gather and 	drawing on	Consider the
						list of success	organize relevant	paper.	impact of
						criteria for the	information to		noise on
						solution	formulate an		learning,
						Objective C:	argument	Noise Analysis	and use
						Creating the	 Revise 	in Our	your
						solution	understanding	Classroom:	understandi
						-iii. follow the	based on new		ng to create
						plan to create	information and		a visually

			the solution,	evidence	Simplified	balanced
			which	 Consider ideas 	Explanation:	and
			functions as	from multiple	Understand the	engaging
			intended	perspectives	impact of noise	poster. Criter
			-iv. list the	 Propose and 	on learning.	ion C:
			changes made	evaluate a variety	Discuss quiet	Creating the
			to the chosen	of solutions	and noisy times	solution (iii
			design and	Reflection skills	and their	& iv)
			plan when	 Identify strengths 	effects.	
			making the	and weaknesses of	Activity:	
			solution.	personal learning	Conduct a	
				strategies (self-	simple noise	
				assessment)	level	
				Collaboration skills	experiment in	
				 Help others to 	the classroom.	
				succeed		
				Creative-thinking		
				skills		
				 Apply existing 		
				knowledge to		
				generate new		
				ideas, products or		
				processes		
				Organization skills		
				 Set goals that are 		
				challenging and		
				realistic		
				 Plan strategies 		
				and take action to		
				achieve personal		
				and academic		
				goals		

2	How can we	 Developmen 	Design	Fairness	Creating	Design	Information	Advanced	Collaborativ
	design	t	 Ergonomics 	and	innovative	Year 1	literacy skills	Assistive	ely design
	products to		 Innovation 	developme	products,	Objectives	 Access 	Technology:	an inclusive
	support		 Function 	nt	especially	Objective A:	information to be		product,
	someone				designed for an	Inquiring and	informed and	Delve deeper	integrating
	with limited			Focus	individual's	analyzing	inform others	into the world	advanced
	mobility?			exploration	needs, can help	-i. explain and	 Collect and 	of assistive	assistive
				(s)	lessen	justify the	analyze data to	technology,	technology,
				 Human 	inequalities.	need for a	identify solutions	exploring	in-depth
				capability		solution to a	and make	advanced	understandi
				and		problem	informed decisions	devices and	ng of
				developme		-iii. describe	 Process data and 	their	Maslow's
				nt		the main	report results	functionalities.	Hierarchy,
						features of an	Communication	Activity:	and
						existing	skills	Research and	advanced
						product that	 Use intercultural 	present a case	ergonomic
						inspires a	understanding to	study on a	principles.
						solution to the	interpret	cutting-edge	Present the
						problem	communication	assistive	design
						-iv. present	Critical-thinking	technology	concept
						the main	skills	device.	with a focus
						findings of	 Propose and 	Maslow's	on the
						relevant	evaluate a variety	Hierarchy in	specific
						research.	of solutions	Depth:	disability
						Objective B:	Collaboration skills		chosen.
						Developing	 Practice empathy 	Investigate	
						ideas	 Give and receive 	Maslow's	Criterion B:
						-ii. present	meaningful	Hierarchy of	Developing
						feasible	feedback	Needs and its	ideas (ii, iv)
						design ideas,	Creative-thinking	nuanced	
						which can be	skills	application in	
						correctly	 Apply existing 	designing	

			interpreted by	knowledge to	products for	
			others	generate new	enhanced	
			-iii. present	ideas, products or	inclusivity.	
			the chosen	processes	Activity:	
			design	Organization skills	Analyze and	
			-iv. create a	 Set goals that are 	discuss real-	
			planning	challenging and	world examples	
			drawing/diagr	realistic	where assistive	
			am, which	 Use appropriate 	products	
			outlines the	strategies for	address higher-	
			main details	organizing complex	level needs.	
			for making the	information	Advanced	
			chosen		Ergonomic	
			solution.		Principles:	
			Objective C:			
			Creating the		Explore	
			solution		advanced	
			-i. outline a		ergonomic	
			plan, which		principles,	
			considers the		focusing on	
			use of		user experience	
			resources and		and	
			time,		accessibility.	
			sufficient for		Activity: Design	
			peers to be		a user-friendly	
			able to follow		interface for a	
			to create the		digital assistive	
			solution		device,	
			-ii.		considering	
			demonstrate		advanced	
			excellent		ergonomic	
			technical skills		factors.	

		1			
			when making		
			the solution		
			-iii. follow the		
			plan to create		
			the solution,		
			which		
			functions as		
			intended		
			Objective D:		
			Evaluating		
			-i. outline		
			simple,		
			relevant		
			testing		
			methods,		
			which		
			generate data,		
			to measure		
			the success of		
			the solution		
			-ii. outline the		
			success of the		
			solution		
			against the		
			design		
			specification		
			-iii. outline		
			how the		
			solution could		
			be improved		
			-iv. outline the		
			impact of the		

			solution on		
			the		
			client/target		
			audience.		

3	How can we	 Systems 	Design	Personal	Effective	Design	Creative-thinking	* Food Systems	Create a
	be ethical		 Sustainabilit 	and cultural	entrepreneurs	Year 1	skills	and Supply	recipe for
	entrepreneu		у	expression	ensure the	Objectives	•Use	Chains	your food
	rs?				sustainability of	Objective A:	brainstorming and	* Origins of	product and
					the systems in	Inquiring and	visual diagrams to	our Food	then make
					which they	analyzing	generate new	Supply	the product
					operate.	-i. explain and	ideas and inquiries	* Ethics in the	and test the
						justify the	Critical-thinking	Food Industry	product.
						need for a	skills	* Integrating	Criterion B
						solution to a	 Gather and 	the IB Learner	(iv)
						problem	organize relevant	Profile into	Criterion C
						-ii. state and	information to	Entrepreneursh	(ii, iii,iv) &
						prioritize the	formulate an	ip for Ethical	Criterion D
						main points of	argument	Practices	(i, ii, iii)
						research	•Evaluate evidence	*	
						needed to	and arguments	Responsibility	
						develop a	Transfer skills	for Ethical Food	
						solution to the	 Make connections 	Practices:	
						problem	between subject	Companies vs.	
						-iii. describe	groups and	Consumers	
						the main	disciplines		
						features of an	 Combine 		
						existing	knowledge,		
						product that	understanding and		
						inspires a	skills to create		
						solution to the	products or		
						problem	solutions		
						-iv. present	Information		
						the main	literacy skills		
						findings of	•Access		
						relevant	information to be		
						research.	informed and		

			Objective B:	inform others	
			Developing	 Collect and 	
			ideas	analyze data to	
			-i. develop a	identify solutions	
			list of success	and make	
			criteria for the	informed decisions	
			solution	Organization skills	
			-ii. present	•Use appropriate	
			feasible	strategies for	
			design ideas,	organizing complex	
			which can be	information	
			correctly	Collaboration skills	
			interpreted by	•Take	
			others	responsibility for	
			-iii. present	one's own actions	
			the chosen	 Make fair and 	
			design	equitable decisions	
			-iv. create a		
			planning		
			drawing/diagr		
			am, which		
			outlines the		
			main details		
			for making the		
			chosen		
			solution.		
			Objective C:		
			Creating the		
			solution		
			-i. outline a		
			plan, which		
			considers the		

1		1		I	1
			use of		
			resources and		
			time,		
			sufficient for		
			peers to be		
			able to follow		
			to create the		
			solution		
			-ii.		
			demonstrate		
			excellent		
			technical skills		
			when making		
			the solution		
			iii follow the		
			-III. Tonow the		
			the solution		
			which		
			willen functions os		
			intended		
			intended		
			-IV. list the		
			changes made		
			to the chosen		
			design and		
			plan when		
			making the		
			solution.		
			Objective D:		
			Evaluating		
			-i. outline		
			simple,		
			relevant		

			testing		
			methods,		
			which		
			generate data,		
			to measure		
			the success of		
			the solution		
			-ii. outline the		
			success of the		
			solution		
			against the		
			design		
			specification		
			-iii. outline		
			how the		
			solution could		
			be improved		
			-iv. outline the		
			impact of the		
			solution on		
			the		
			client/target		
			audience.		

4	How can we	 Communitie 	Design	Scientific	Products and	Design	Transfer skills	Find out:	Design a
	provide	S	 Resources 	and	resources design	Year 1	 Inquire in 	How many	water
	access to			technical	to benefit	Objectives	different contexts	people don't	purification
	clean water			innovation.	individual can	Objective A:	to gain a different	have access to	system that
	for all?				have an impact	Inquiring and	perspective	clean water .	addresses
				Focus	on a whole	analyzing	Creative-thinking	Explore:Ways	the specific
				exploration	community.	-i. explain and	skills	designer can	needs of a
				Produc		justify the	 Create novel 	improve access	community
				ts,proc		need for a	solutions to	to clean water.	lacking
				esses		solution to a	authentic	Take Action: By	access to
				and		problem	problems	designing a	clean water.
				solutio		-ii. state and	 Make unexpected 	solution to	Create a
				n		prioritize the	or unusual	provide access	detailed
						main points of	connections	to a clean	product
						research	between objects	water.	prototype,
						needed to	and/or ideas		considering
						develop a	 Apply existing 		materials,
						solution to the	knowledge to		cost, and
						problem	generate new		scalability.
						-iii. describe	ideas, products or		Present your
						the main	processes		design,
						features of an	Collaboration skills		explaining
						existing	 Practice empathy 		its potential
						product that	 Listen actively to 		impact on
						inspires a	other perspectives		both
						solution to the	and ideas		individual
						problem			users and
						-iv. present			the broader
						the main			community.
						findings of			Criterion A
						relevant			Criterion B
						research.			Criterion C

		Objective R.		
		Objective B:		
		Developing		
		ideas		
		-ii. present		
		feasible		
		design ideas,		
		which can be		
		correctly		
		interpreted by		
		others		
		-iv. create a		
		planning		
		drawing/diagr		
		am, which		
		outlines the		
		main details		
		for making the		
		chosen		
		solution.		
		Objective C:		
		Creating the		
		solution		
		-i. outline a		
		plan, which		
		considers the		
		use of		
		resources and		
		time,		
		sufficient for		
		peers to be		
		able to follow		
		to create the		

			solution		
			-ii.		
			demonstrate		
			excellent		
			technical skills		
			when making		
			the solution		
			-iii. follow the		
			plan to create		
			the solution,		
			which		
			functions as		
			intended		
			Objective D:		
			Evaluating		
			-ii. outline the		
			success of the		
			solution		
			against the		
			design		
			specification		
			-iii outline		
			how the		
			solution could		
			bo improved		
			be improved		

esign Critical-thinking	Design	Product
ear 1 skills	Know	
•Analyze complex		Students
bjective A: concepts and	* Fundamental	will create
nquiring and projects into their	safety	eco-friendly
nalyzing constituent parts	expectations	packaging
ii. describe and synthesize	for working	for a food
ne main them to create	with	item by
eatures of an new understanding	cardboard/pap	considering
xisting Transfer skills	er fabrication	various
roduct that •Combine	tools and	viewpoints
nspires a knowledge,	materials	and
olution to the understanding and	* Basic	assessing
roblem skills to create	perspectives	eco-friendly
bjective B: products or	influencing	material
eveloping solutions	packaging	choices
leas	design,	through the
i. present	including	
easible	Graphic Design,	application
esign ideas,	User	OT
nich can be	considerations,	mathematic
orrectly	and Recycling	al principles.
terpreted by	principies	
thers	* The Elements	
bjective C:	and Principles	Reflection/R
reating the	or Graphic	eport
ii follow the	DesiRii	
lan to create	Understand	Students
an io create	Understand	will compile
hich	* Tho	a unit
inctions as	nositive/negati	reflection
esebjohnen. ii. estis opploident. ii. estis	ignCritical-thinkingr 1skillsectives•Analyze complexective A:concepts anduiring andprojects into theirlyzingconstituent partsdescribeand synthesizemainthem to createcures of annew understandingtingTransfer skillsduct that•Combineblemskills to createective B:products orrelopingsolutionsasoresentsibleign ideas,ch can berective C:ating theJionJtionitofollow theito createasolution,itoch can beitorective C:ating theating thejionationitofollow theito createsolution,itoch can saitoitoitofollow theito createsolution,ito<	ignCritical-thinkingDesignr 1skillsKnowectives•Analyze complexective A:concepts and* Fundamentaluiring andprojects into theirsafetylyzingconstituent partsexpectationsdescribeand synthesizefor workingmainthem to createwithuures of annew understandingcardboard/paptingTransfer skillser fabricationduct that•Combinetools andblemskills to createperspectivesective B:products orinfluencingyrelopingsolutionspackagingasoresentincludinggibleunderstanding and* Basicperspectivesproducts orinfluencingsiblesolutionspackagingasoresentincludinggip ideas,understanding andUserch can beconsiderations,rective C:and Recyclingating theunderstandutionunderstandfollow theunderstandn to createof Graphicbergunderstandsolution,the Elementsacting theunderstandutionunderstandfollow theunderstandn to createunderstandsolution,withch as solution,withch as solution,withch as solution,withch as solution,

		this context, the	intended	ve impact of	document
		application and	Objective D:	choices related	and
		assessment of	Evaluating	to tool safety	contemplate
		mathematical	-iii. outline	on their peers	the creative
		principles will	how the	* The	iourney
		guide the	solution could	collaborative	journey
		sustainable use	be improved	contribution of	crofting
		of	-iv. outline the	each	their see
		materials,	impact of the	perspective to	their eco-
		particularly in	solution on	the overall	friendly
		the prototyping	the	product design	packaging.
		and production	client/target	process	This
		phases.	audience.	* How the	assessment,
				Elements and	emphasizing
		Additionally,	Maths	Principles of	the process,
		students will	Year 1	Graphic Design	aligns with
		explore the	Objectives	synergize to	the MYP
		nature and	Objective C:	visually	Design
		sustainability of	Communicati	communicate	Cvcle.
		product	ng	information in	evaluating
		packaging,	-i. use	existing	evaluating
		considering	appropriate	products	IDU - A1/A2,
		perspectives	mathematical		B1/B2, and
		from different	language	Be Able To	C1/C2.
		design	(notation,		- , -
		stakeholders	symbols and	* Safely and	
		such as	terminology)	responsibly	
		packaging	in both oral	develop	
		designers, users,	and written	product	
		recyclers,	statements	packaging using	
		marketers, and	-ii. use	appropriate	
		retailers. The	appropriate	tools and	

incorporation of	forms of	materials
acometric	mathematical	
geometric	mathematical	
	representatio	balance
reasoning will	n to present	between the
form the	information	needs and
foundation of	-iv. organize	preferences of
their decision-	information	diverse
making	using a logical	perspectives
processes	structure.	while
related to	Objective D:	conceptualizing
sustainability	Applying	product ideas
and materials	mathematics	and/or final
usage in	in real-life	products
packaging	contexts	* Skillfully
design.	-i. identify	combine the
	relevant	Elements and
	elements of	Principles of
	authentic real-	Graphic Design
	life situations	to effectively
	-ii. select	convey
	appropriate	information
	mathematical	about their
	strategies	own products
	when solving	* Make design
	authentic real-	decisions
	life situations	grounded in a
	-iii. apply the	sustainable
	selected	understanding
	mathematical	of efficient
	strategies	materials
	successfully to	usage, applying
	, reach a	mathematical

			solution	skills	
			-v describe	SKIIIS.	
			-v. uescribe	Matha	
			whethera	ivialitis Contont	
			solution	Content	
			makes sense		
			in the context	Know	
			of the	* The basic	
			authentic real-	formulas for	
			life situation.	calculating the	
				surface area of	
				a rectangle	
				(and square),	
				triangle, and	
				circle	
				* The basic	
				formulas for	
				calculating the	
				volume of a	
				cuboid, prism,	
				and cylinder	
				,	
				Understand	
				* How to apply	
				formulas to	
				calculate the	
				surface area of	
				an existing	
				shape	
				* How to apply	
				formulas to	
				calculate the	
				volume of an	

				existing form	
				* How to	
				develop a net	
				for an existing	
				3-dimensional	
				shape.	
				Be Able To	
				* Select the	
				correct	
				methods for	
				analyzing the	
				design	
				decisions of	
				others based	
				on	
				mathematical	
				reasoning	
				* Be able to	
				justify their use	
				of materials by	
				calculating the	
				surface area	
				and 3-	
				dimensional	
				volume of their	
				product	
				* Develop a	
				net of a 3-	
				dimensional	
				shape/construc	
				tion	

MYP-III

Sr.	Unit Name	Key concepts	Related	Global	Statement of	МҮР	Approaches to	Content	Summative
No			concepts	context	inquiry	Objectives	learning		Assessment
1	What role	•Systems	Design	Identities	We must	Design	Collaboration skills	Learning	Using Canva,
	might our		 Evaluation 	and	evaluate the role	Year 1	 Help others to 	Environment	create a
	learning			relationship	played by	Objectives	succeed	Walls:	poster
	environmen			S	individual parts	Objective A:	Organization skills		envisioning
	t walls play				of the system we	Inquiring and	 Set goals that are 	Explore how	your ideal
	in our			Focus	belong to, if we	analyzing	challenging and	classroom	learning
	learning			exploration	hope to improve	-ii. state and	realistic	walls can be	environment
	environmen			(s)	them.	prioritize the	 Plan strategies 	like a third	, integrating
	t?			 Physical, 		main points of	and take action to	teacher,	elements
				psychologic		research	achieve personal	impacting our	inspired by
				al and social		needed to	and academic goals	learning.	the Third
				developme		develop a	Reflection skills	Discuss the	Teacher,
				nt		solution to the	 Identify strengths 	colors,	augmented
						problem	and weaknesses of	displays, and	reality,
						Objective B:	personal learning	messages that	creative
						Developing	strategies (self-	make a	collages,
						ideas	assessment)	positive	and digital
						-i. develop a list	Information	learning	storytelling.
						of success	literacy skills	space.	Criterion C:
						criteria for the	 Access 	Activity:	Creating the
						solution	information to be	Design a	solution (iii
						Objective C:	informed and	simple poster	& iv)
						Creating the	inform others	showcasing	
						solution	 Make connections 	what you	
						-iii. follow the	between various	think makes a	
						plan to create	sources of		

	•					
			the solution,	information	good learning	
			which	 Collect and 	environment.	
			functions as	analyze data to	Interactive	
			intended	identify solutions	Learning with	
			-iv. list the	and make informed	Augmented	
			changes made	decisions	Reality:	
			to the chosen	Creative-thinking		
			design and plan	skills	Learn about	
			when making	 Apply existing 	new	
			the solution.	knowledge to	technology	
				generate new	that brings	
				ideas, products or	learning to	
				processes	life! Explore	
				Critical-thinking	how	
				skills	augmented	
				 Gather and 	reality can	
				organize relevant	make pictures	
				information to	and posters	
				formulate an	interactive.	
				argument	Activity:	
				 Revise 	Create a basic	
				understanding	augmented	
				based on new	reality	
				information and	experience	
				evidence	using a simple	
				 Consider ideas 	AR app.	
				from multiple	Creative	
				perspectives	Collage with	
				 Propose and 	Found	
				evaluate a variety	Objects:	
				of solutions		

				Use everyday	
				objects to	
				create a	
				beautiful	
				collage on	
				your	
				classroom	
				wall. Discuss	
				how creativity	
				can be found	
				in the	
				simplest	
				things.	
				Activity:	
				Collect and	
				bring objects	
				to class for a	
				collaborative	
				collage	
				project.	
				Exploring	
				Digital	
				Storytelling:	
				Learn how	
				stories can	
				come alive	
				with digital	
				tools. Explore	
				basic digital	
				storytelling	
				using pictures	
--	--	--	--	----------------	--
				and words.	
				Activity:	
				Create a short	
				digital story	
				about a	
				favorite topic	
				or experience.	
				Mindful	
				Spaces:	
				-	
				Understand	
				the	
				importance of	
				quiet spaces	
				for learning.	
				Discuss noise	
				levels and	
				create a	
				relaxation	
				corner with	
				calming	
				visuals.	
				Activity:	
				Design a mini-	
				relaxation	
				corner using	
				art materials.	

2	How can we	 Developmen 	Design	Fairness	Creating	Design	Creative-thinking	Cutting-Edge	Develop an
	design	t	 Ergonomics 	and	innovative	Year 3	skills	Assistive	innovative
	products to		 Function 	developme	products,	Objectives	 Apply existing 	Technologies:	prototype of
	support		 Innovation 	nt	especially	Objective A:	knowledge to		an assistive
	someone				designed for an	Inquiring and	generate new	Explore the	product that
	with limited			Focus	individual's	analyzing	ideas, products or	latest trends	integrates
	mobility?			exploration	needs, can help	-i. explain and	processes	and	cutting-edge
				(s)	lessen	justify the need	Organization skills	innovations in	technologies
				 Human 	inequalities.	for a solution	 Set goals that are 	assistive	, advanced
				capability		to a problem	challenging and	technologies,	understandi
				and		-iii. analyze a	realistic	including AI	ng of
				developme		group of similar	 Use appropriate 	and robotics.	Maslow's
				nt		products that	strategies for	Activity:	Hierarchy,
						inspire a	organizing complex	Group	and human-
						solution to the	information	discussion on	centered
						problem	Collaboration skills	the potential	design
						-iv. develop a	 Practice empathy 	impact of	principles.
						design brief,	 Give and receive 	emerging	Present the
						which presents	meaningful	technologies	prototype
						the analysis of	feedback	on the field of	along with a
						relevant	Communication	assistive	comprehens
						research	skills	products.	ive report
						Objective B:	 Use intercultural 	Application of	on the
						Developing	understanding to	Maslow's	design
						ideas	interpret	Hierarchy in	process and
						-ii. present a	communication	Design	user testing
						range of	Information	Thinking:	results. Crite
						feasible design	literacy skills		rion B:
						ideas, which	 Access 	Apply	Developing
						can be	information to be	Maslow's	ideas (ii, iv)
						correctly	informed and	Hierarchy in a	
						interpreted by	inform others	design	

			others	 Collect and 	thinking	
			-iii. present the	analyze data to	context,	
			chosen design	identify solutions	considering	
			and outline the	and make informed	emotional	
			reasons for its	decisions	and self-	
			selection	 Process data and 	fulfillment	
			-iv. develop	report results	needs.	
			accurate	Critical-thinking	Activity:	
			planning	skills	Collaborative	
			drawings/diagr	 Propose and 	workshop on	
			ams and	evaluate a variety	ideation and	
			outline	of solutions	brainstorming	
			requirements		for assistive	
			for the creation		products,	
			of the chosen		emphasizing	
			solution.		holistic	
			Objective C:		design.	
			Creating the		Human-	
			solution		Centered	
			-i. construct a		Design for	
			logical plan,		Assistive	
			which outlines		Products:	
			the efficient			
			use of time and		Understand	
			resources,		the principles	
			sufficient for		of human-	
			peers to be		centered	
			able to follow		design and	
			to create the		user feedback	
			solution		in refining	
			-ii.		assistive	
			demonstrate		products.	

				• •• ••	
			excellent	Activity:	
			technical skills	Conduct a	
			when making	simulated	
			the solution	user testing	
			-iii. follow the	session for a	
			plan to create	prototype	
			the solution,	assistive	
			which	device,	
			functions as	collecting and	
			intended	analyzing	
			Objective D:	feedback.	
			Evaluating		
			-i. describe		
			detailed and		
			relevant testing		
			methods,		
			which generate		
			accurate data,		
			to measure the		
			success of the		
			solution		
			-ii. explain the		
			success of the		
			solution against		
			the design		
			specification		
			-iii. describe		
			how the		
			solution could		
			be improved		
			-iv. describe the		
			impact of the		

3	How can we	 Communitie 	Design	Fairness	To foster a more	Design	Collaboration skills	Definition	Create a toy,
	improve a	S	 Perspective 	and	equitable world,	Year 3	 Practice empathy 	and	you might
	toy to		 Evaluation 	developme	it is essential to	Objectives	 Listen actively to 	Characteristic	create a toy
	improve the			nt	assess and	Objective A:	other perspectives	s of Refugees:	through
	life of a				comprehend the	Inquiring and	and ideas		Illustrator,
	refugee			Focus	requirements of	analyzing	Transfer skills	Illustrate a	model
	child?			exploration	diverse	-i. explain and	 Inquire in 	globe with	making.
				(s)	communities.	justify the need	different contexts	marked	Criterion C
				 Inequality, 		for a solution	to gain a different	displaced	(ii, iii) &
				difference		to a problem	perspective	individuals.	Criterion D
				and		-ii. construct a	Creative-thinking	Icons for	(ii, iii)
				inclusion		research plan,	skills	forced	
						which states	 Create novel 	migration,	
						and prioritizes	solutions to	seeking	
						the primary	authentic problems	asylum, and	
						and secondary	 Make unexpected 	diverse	
						research	or unusual	backgrounds.	
						needed to	connections	Statistics on	
						develop a	between objects	Refugee	
						solution to the	and/or ideas	Children:	
						problem	 Apply existing 		
						-iii. analyze a	knowledge to	Bar chart	
						group of similar	generate new	showcasing	
						products that	ideas, products or	global	
						inspire a	processes	statistics on	
						solution to the		refugee	
						problem		children.	
						-iv. develop a		Use	
						design brief,		Illustrator's	
						which presents		chart tools for	
						the analysis of		clarity.	
						relevant			

research	Challenges
Objective B:	Faced by
Developing	Refugee
ideas	Children:
-ii. present a	
range of	Visual collage
feasible design	with icons for
ideas, which	common
can be	challenges.
correctly	Symbols like
interpreted by	broken chains
others	represent
-iv. develop	obstacles.
accurate	Impact of
planning	Toys on Well-
drawings/diagr	being:
ams and	
outline	Heartwarming
requirements	scene: child
for the creation	playing with a
of the chosen	redesigned
solution.	toy.
Objective C:	Include
Creating the	statistics or
solution	quotes
-i. construct a	highlighting
logical plan,	the positive
which outlines	impact.
the efficient	Empathy and
use of time and	Understandin
resources,	g:
sufficient for	

			peers to be	Illustration of	
			able to follow	diverse hands	
			to create the	reaching out.	
			solution	Symbols of	
			-ii.	understanding	
			demonstrate	, like open	
			excellent	books or	
			technical skills	hearts.	
			when making	Balancing	
			the solution	Needs in	
			-iii. follow the	Refugee	
			plan to create	Support:	
			the solution,		
			which	Balanced	
			functions as	scale: basic	
			intended	needs (food,	
			Objective D:	shelter) vs.	
			Evaluating	emotional	
			-ii. explain the	well-being	
			success of the	(toys,	
			solution against	education).	
			the design	Emphasize	
			specification	the	
			-iii. describe	importance of	
			how the	addressing	
			solution could	both aspects.	
			be improved		

4	Unleashing	 Communicat 	Design	Scientific	Innovative	Design	Transfer skills	*	Create an
	Creativity	ion	 Function 	and	systems	Year 3	 Inquire in 	Introduction	imaginative
	with Adobe			technical	empower	Objectives	different contexts	to Adobe	character
	Illustrator			innovation	communication	Objective A:	to gain a different	Illustrator and	through
					in graphic	Inquiring and	perspective	Basic Tools	sketching,
				Focus	design, exploring	analyzing	Reflection skills	* Advanced	and then
				exploration	functions and	-ii. construct a	 Develop new 	Shape	transform it
				(s)	content through	research plan,	skills, techniques	Manipulation	into a digital
				 Systems, 	diverse technical	which states	and strategies for	and Color	illustration
				models,	methods	and prioritizes	effective learning	Theory	using Adobe
				methods		the primary	Organization skills	* Logo Design	Illustrator.
						and secondary	 Set goals that are 	Principles	Criterion B
						research	challenging and	* Poster	(iv) Criterion
						needed to	realistic	Design	C (ii)
						develop a	 Plan strategies 		
						solution to the	and take action to		
						problem	achieve personal		
						-iii. analyze a	and academic goals		
						group of similar			
						products that			
						inspire a			
						solution to the			
						problem			
						-iv. develop a			
						design brief,			
						which presents			
						the analysis of			
						relevant			
						research			
						Objective B:			
						Developing			
						ideas			

correctly interpreted by others				-ii. present a range of feasible design ideas, which can be correctly interpreted by others	
---------------------------------------	--	--	--	--	--

5	How might	Communicati	Markets and	Personal	The products we	Criterion A	Communicati	Find out	Create a
	stickers help	on	trends;innova	and cultural	own	i. explain and	on Skills	about	sticker
	a good		tions	expression	communicate a	justify the need	Use a variety of	fundraising	design for
	cause?				lot about our	for a solution to	speaking	Explore if	teachers
					beliefs and	a problem	techniques to	consumers	,when they
					values.		communicate	needs	give
						which states and	with a variety of	influence	feedback
						prioritizes the	audiences	design , or	own their
						primary and		wise versa.	students
						secondary	Collaboration	Py creating	work or
						research needed	Skills	stickers to	according
						to develop a	Listen actively to	raise money	to the
						solution to the	other	for a charity	school
						problem	perspectives and	or non-profit	community
						m. analyse a	ideas	organization	needs and
						products that	Information	of our own	raise fund
						inspire a	Literacy Skills	choosing.	promoting
						solution to the	Collect and		a chosen
						problem	analyse data to		cause.
						iv. develop a	identify solutions		Consider
						design brief,	and make		visual
						which presents	informed		elements,
						the analysis of	decisions.		symbolism,
						relevant	Process data and		and .
						Criterion B	report results.		messaging
							Critical		to
						docign	thinking skills		effectively
						uesign	Gather and		communicat
						specification	organize relevant		e the
						wnich	information to		cause's
						outlines the			importance.

			success	formulate an	Present
			criteria for the	argument.	your desian
			design of a	Draw reasonable	with a brief
			solution	conclusions and	explanation
			based on the	generalizations	ofits
			data collected		intended
				 Creative thinking skills 	impact on
			n. present a	Apply existing	beliefs and
			range of	knowledge to	values You
			feasible	KIIOWIEuge to	could open
			design ideas,	generate new	vour own
			which can be	ideas, products	online shop.
			correctly	or processes.	selling vour
			interpreted by	Use	sticker
			others iii.	brainstorming	design
			present the	and visual	• You
			chosen design	diagrams to	should
			and outline	generate new	asses
			the reasons	ideas and	the
			for its	inquiries	stickers
			selection iv.	Transfers	against
			develon	Skills	your
			accurate	Apply skills and	design
			nlanning	knowledge in	specific
			drawings (diag	unfamiliar	ations
			urawings/urag	situations	aisu gather
					general
			outline		feedbac
			requirements		k about
			tor the		your
			creation of		stickers

					fuere
			the chosen		trom
			solution.		the
			Criterion C		people
			ii.		you sold
			demonstrate		the
			evcellent		stickers
			tochnical skills		and
					measur
			when making		e the
			the solution		impact
			Criterion D		of your
			iv. describe		product
			the impact of		Critorion P
			the solution		Criterion B
			on the		Criterion D
			client/target		Citterion D
			audionco		
			auulence.		

MYP -IV

Sr	Unit Name	Key concepts	Related	Global	Statement of	Design	Approaches to	Content	Summative
no.			concepts	context	Inquiry	Objectives	learning		Assessment
1	How can we use our design skills to promote service activities in our schools?	Communicatio	Identities and Relationships	Globalization and Sustainability	Innovative methods of communication can raise awareness of initiatives happening within our institutions.	A - Inquire & Analyse • explain and justifies the need for a solution to a problem for a client/en d- user/tar get market • identify and prioritize the research needed to	Communication skills Paraphra se accuratel y and concisely. Write for different purposes . Organize and depict informati on logically. Collaboration skills	What service projects are happening in our community? How might the existing service projects be better promoted? How can we make sure this information is communicated clearly?	Design a prototype for your own mobile app using Adobe XD. Your app should creatively promote and communicate information about community service projects. Focus on UI/UX, interactive features, and a clear communication strategy. Criterion A Criterion C

				develop	•	Help	USER INTERFACE	
				а		others to	(UI) AND USER	
				solution		succeed	EXPERIENCE (UX)	
				to the	•	Listen		
				problem		actively		
				analyse		to other		
				a range		perspecti		
				of		ves and		
				existing		ideas		
				products				
				that	Critica	l-thinking		
				inspire a	skills			
				solution	•	Gather		
				to the		and		
				problem		organize		
				•		relevant		
			•	summari		informati		
				ze the		on to		
				analysis		formulat		
				of the		e an		
				findings		argument		
				from a				
				range of	•	Practise		
				sources		observin		
				relevant		g		
				to the		carefully		
				develop		, in order		
				ment of		to		
				а				
				possible				

			solution.	recognize	
			cited	nrohlems	
			citeu	problems	
			appropri	Creative-thinking	
			ately.	chille	
				51115	
				 Apply 	
			B- Develop Skills	existing	
			•	knowledg	
			 Develop 	e to	
			a design	e to	
			specifica	generate	
			tion	new	
			which	ideas,	
			oloorhy	products	
			clearly	or	
			states	processe	
			the	S.	
			success		
			criteria		
			for the	nover	
			design	solutions	
			ofa	to	
			colution	authentic	
			Solution	problems	
			•	-	
			 Present 		
			and		
			justify		
			the final		
			chosen		
			design		
			with		
			WILLI		

			detailed		
			referenc		
			e to the		
			design		
			specifica		
			tion		
			develop		
			accurate		
			and		
			detailed		
			planning		
			drawings		
			/diagra		
			ms and		
			outline		
			the		
			require		
			ments		
			for the		
			creation		
			of the		
			chosen		
			solution.		
			C- Creating the		
			Solution		
			 construct 		
			ta		
			logical		

				nlan		
				pian,		
				which		
				describe		
				s the		
				efficient		
				use of		
				time and		
				resource		
				S,		
				sufficien		
				t for		
				peers to		
				be able		
				to follow		
				the plan		
				to create		
				the		
				solution		
			•	justify		
				changes		
				made to		
				the		
				chosen		
				design		
				and plan		
				when		
				making		
				the		
				solution		

	D-Evaluating	
	Design	
	detailed	
	and	
	relevant	
	testing	
	methods	
	which	
	generate	
	data to	
	measure	
	the	
	of the	
	solution	
	evaluate	
	ule	
	success	
	of the	
	solution	
	against	
	tne .	
	require	
	ments	
	based	
	on	
	authenti	
	c tests	

			explain how the		
			solution		
			could be		
			improve		
			d explain		
			the		
			impact		
			of the		
			solution		
			on the		
			client/ta		
			rget		
			market.		

2	How can	Function	Communicatio	Identities	The form of a	Α	(Inquiring and	Comm	•	What mental	Students have to
	designers help		n	and	product can	an	alyzing)	unicati		health issues	improve their
	people share			Relationships	help it better		F our lating a start	on		do children	initial drawings,
	their feelings?			: Designing	function to	•	Explain and	skills		and teenagers	create a detailed
				for emotional	enable people		justify the	Give and		often face?	plan, and make a
				expression	to			receive			video about the
				intersects	communicate		solution to a	meaningful			design process.
				with how	their feelings.		problem for	feedback.	•	What	The video should
				individuals			a specified			psychological	explain the steps
				perceive and				Use a variety of		issues do	they took, show
				relate to			Identify and	media to		people find	feedback, and
				themselves		•	nrioritize the	communicate		hard to	justify any
				and others,			research	with a range of		discuss?	changes. We're
				influencing			needed to	audiences.			checking how
				their mental			develop a		•	Why do we	well they follow
				well-being.			solution to	Share ideas		find it hard to	the unit's idea:
							the problem	with multiple		say how we	"How can
							analyse a	audiences		feel?	designers help
							range of	using a variety			people express
							existing	of digital			their faallin aa?"
							products	environments	•	Is a problem	feelings?"—
							that inspire a	and media.		shared a	rocusing on
							solution to	Kesear		problem	that hole chara
							the problem	cn		halved?	amotions
							•	SKIIIS			eniotions.

summarize Collect, record	Criterion A
the analysis and verify	
of the data. • Design testing	Criterion D
findings	
from a range Access	
of sources information to	
relevant to be informed	
the and inform	
developmen others.	
tofa	
possible Collect and	
solution. analyse data to	
cited identify	
appropriatel solutions and	
v. make informed	
decisions	
B (Developing	
ideas), Process data	
 Develop and report 	
a design results	
specifica	
tion • Critical	
which thinkin	
clearly g skills	
states Interpret data.	
the	
success Use critical-	
criteria literacy skills to	
for the analyse and	
interpret	

			design	media	
			of a	communicatio	
			solution.	ns.	
			 Develop 		
			a range		
			of		
			feasible		
			design		
			ideas		
			using		
			appropri		
			ate		
			media		
			and		
			detailed		
			annotati		
			on		
			which		
			can be		
			correctly		
			interpret		
			ed by		
			others		
			present		
			and		
			justify		
			the final		
			chosen		
			design		
			with		

		belicteb		
		reference		
		e to the		
		design		
		specifica		
		tion		
		develops		
		accurate		
		and		
		detailed		
		planning		
		drawing		
		s/diagra		
		ms and		
		outline		
		the		
		require		
		ments		
		for the		
		creation		
		of the		
		chosen		
		solution.		
		C (Creating the		
		solution)		
		Construc		
		ta		
		logical		

			nlan		
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			WIIICH		
			describe		
			s the		
			efficient		
			use of		
			time and		
			resource		
			S,		
			sufficien		
			t for		
			peers to		
			be able		
			to follow		
			the plan		
			to create		
			the		
			solution		
			 demonst 		
			rate		
			excellent		
			technica		
			l skills		
			when		
			making		
			the		
			colution		
			follow		
			TOHOW		
			the plan		

			to make		
			the		
			solution		
			which		
			function		
			runction		
			s as		
			intende		
			d		
			D (evaluating)		
			 Design 		
			detailed		
			and		
			relevant		
			testing		
			methods		
			. which		
			generate		
			data, to		
			measure		
			the		
			success		
			of the		
			solution		
			critically		
			evaluate		
			the		
			success		
			of the		
I	l		or the	1	

	solution	
	against	
	the	
	require	
	ments	
	based	
	on	
	authenti	
	c tests	
	Explain	
	how the	
	solution	
	could be	
	improve	
	d	
	explain	
	the	
	impact	
	of the	
	solution	
	on the	
	client/ta	
	rget	
	market.	

3.	Spreadsheet	Systems	Function	Scientific and	Collaboration	A – Inquiring	Research Skill:	٠	Moving	Students
	Analysis /Data		la a continu	Technical	leads to better	and Analysian	Dessearch self		around	embark on
	Models		innovation	Innovation	creation of	and Analyzing	Research self		the	the " Data
			Collaboration	Exploration –	systems and	Summarize the	management.		Workshe	Decipher"
				Systems, Models,	Products	analysis of the	Collect, record		et /	challenge.
				Methods,	scientifically.	findings from a	and verify data.		Spreadsh	Each team
				Processes and		range of sources	Information		eet,	assumes a
				solutions		relevant to the	Information		Rows,	role
						development of a	SKIII		Columns,	(Mathematici
						possible solution,	Collect and		Cells	an,
						cited appropriately.	analyse data to		Entering,	Accountant,
							identify		Editing	Analyst, and
						B – Developing	solutions and		and	Designer) to
						Ideas	make informed		Formatti	collaborativel
							decisions.		ng Data	y construct
						Develops accurate			Entering,	an intricate
						and detailed			Editing	spreadsheet
						planning	Process data		and	model. The
						drawings/diagrams	and report		Formatti	model must
						and outline the	results.		ng Data -	integrate the
						requirements for the			Continua	covered
						creation of the			tion Auto	content:
						chosen solution.	Understand		fill and	formulas,
						C – Creating the	and use		Custom	functions,
							technology		Lists	charts, and
						Solution	systems.		Managin	data analysis
						Construct a logical	-,		g	tools.
						nlan which	Organization		Workshe	Students
						doscribos the	Skills		ets	should
									Changing	creatively

			efficient use of time	Keep an	F	Rows	apply these
			and resources,	organized and	a	and	skills to
			sufficient for peers	logical system	(Columns	devise a
			to be able to follow	of information	F	Formatti	system
			the plan to create	files/notebooks	r	ng	addressing a
			the solution.		١	Numbers	real-world
					• (Understa	scenario
				Use	r	nding	(e.g., school
			Domonstrato	appropriate	F	Formula	performance
			overallant tachnical	strategies for	e	e	' analvtics).
			ckills when making	organizing	• (Common	, , The
			the solution	complex	F	Formula	assessment
				information		ρ	emphasizes
			D – Evaluating	Reflection	• •	- Relative	effective
				Skills		and	collaboration.
			Design detailed and	Skiis		Absoluto	role-based
			relevant testing	Develop new	,	Absolute	contributions
			methods, which	skills,	Changing	g Views	, and a
			generate data, to	techniques and	Conditior	nal	succinct
			measure the success	strategies for	Formattir	ng	presentation
			of the solution	effective	Outline, S	Sort,	of their data
				learning	Filter and	ł	model's
					subtotal		scientific
				• Identity			utility
				strengths and	• (lell	ucincy.
				weaknesses of	R	kanges -	Criterion A
				personal	R	kange	Critorion B
				iearning	N	Names	CITCETION D
				strategies.	• L	ogical	
					F	unctions	

				• Text	
				Functions	
				Date and	
				Time	
				Functions	
				Introduction to	
				Charts	
				• Formatting	
				Formatting Charts	
				 Adding Graphics to 	
				Graphics to	
				 Spreadsheet 	
				S	
				 Look-ups - 	
				Exact match,	
				 appropriate 	
				match	
				Pivot Tables	
				 Protecting 	
				Data	
				• Printing	
				Connection	
				Mathematic	
				s, Accounts.	
				what-if	
				analysis	
				Service As Action	
I					

				Students will	
				create	
				data	
				models	
				that can	
				help	
				teachers	
				to	
				calculate	
				 Analyze the 	
				student	
				performanc	
				e in	
				examinatio	
				ns and	
				many	
				more.	

4	Photoshop.	Communities	Innovation	Personal and	Innovation of	A – Inquiring	Communication	Introduction to	 Design an
				cultural	designing a small 2D		skills: Negotiate	types of	eye-catching
				expression	yearbook and/or	and Analyzing	ideas and	pictures,	marketing
					other designs will	Explain and	knowledge with	definitions,	product
					reflect the	justify the need	peers and	colour sand size.	using
					communities'	for a solution	teachers.	Introduction to	Photoshop
					personal and	to a problem	Social skills:	the software	to promote a
					cultural expressions.	for a specified	Manage and	(Photoshop)	fictional
						client/end-user.	resolve conflict	Start using	product or
						Idontify and	and work	Photo-shon	service.
						ncioritizo tho	collaboratively	Tools(Move tool	 Incorporate
						research	in teams	naint brush Tool	key
						needed to	Negotiate	magic wand tool.	elements
						develop a	effectively. Give	selection tool).	such as
						solution to the	and receive		product
						problem	meaningful	Retouching(Crop	imagery,
						problem	feedback.	tool, colour	compelling
						Analyse a		levels, colour	text,
						range of	Self-	balance).	branding,
						existing	management	Advance laver	and a call-to-
						products that	skills:	technique	action.
						inspire a	Keep and use a	(Rulers, laver	• Then,
						solution to the	weekly planner	mask, aligning	market it
						problem	for assignments.	laver. laver	within your
						Summarize the	Keep an	adjustment,	surroundings
						analysis of the	organized and	typing tool). 🛛	, community,
						findings from a	logical system of	Create different	or through
						range of	information	and small	an online
						sources	files/notebooks.	tasks. (Combine	snop.

			relevant to the	Reflection skills:	many pictures in	Criterion A
			development of	Identify	one, magazine	
			a possible	strengths and	cover, 3D	Criterion C
			solution, cited	weaknesses of	pictures).	
			appropriately	personal		
				learning		
			B – Developing	strategies (self-		
			Ideas	assessment).		
				Research skills:		
			Develop a	Identify primary		
			design	and secondary		
			specification	sources.		
			which clearly	Thinking skills:		
			success criteria	Interpret data,		
			for the design	Evaluate		
			of a solution	evidence and		
				arguments,		
			Develop a	Troubleshoot		
			range of			
			feasible design			
			ideas using			
			appropriate			
			media and			
			detailed			
			annotation			
			which can be			
			correctly			
			interpreted by			
			others.			
1						

			-		
			Present and		
			justify the final		
			chosen design		
			with detailed		
			reference to		
			the design		
			specification.		
			Develops		
			accurate and		
			detailed		
			planning		
			drawings/diagr		
			ams and		
			outline the		
			requirements		
			for the creation		
			of the chosen		
			solution.		
			C Creating		
			C - Creating		
			the		
			Solution		
			Demonstration		
			Demonstrate		
			excellent		
			technical skills		

			when making the solution D – Evaluating		
			Critically evaluate the success of the solution against the requirements based on authentic tests.		

MYP-V

1.	Web	Proficiency	Interface	Identities	Through the immersive	Figma	Communication	Introduction to	Survey: Conduct a
	Design		Prototyping	and	exploration of web	Mastery:	Skills:	Figma:	brief survey to
	Mastery with Figma			Relationships : Exploring how web design shapes online identities and relationships on a global scale.	design using Figma, students will acquire advanced skills to shape online identities and relationships globally, fostering an understanding of the significant role web design plays in digital interactions.	Develop advanced proficiency in utilizing Figma's design tools. Create intricate design compositions within the Figma platform. Responsive Web Design Excellence: Understand and apply advanced responsive design principles. Design web interfaces that provide	 Give and receive meaningful feedback. Use intercultural understanding to interpret communicatio n. Use a variety of media to communicate with a range of audiences. Information Literacy: Collect, record and verify data • Access information to be informed and inform others 	 Navigating Figma's interface and tools. Creating basic design elements. Advanced Figma Features: Prototypin g interaction s and animations in Figma. Collaborati ve design using Figma's real-time features. Responsive Web Design in 	understand global preferences in web design. Utilize Google Forms or a similar tool to gather insights on color preferences, user interface expectations, and global themes. Wireframes : Based on survey results, create simple wireframes for your website using Figma. Design key elements like the homepage layout, navigation bar, and sections that reflect global perspectives. Design :Build on your wireframes by incorporating
	experiences	Critical Thinking	Techniques	advanced design					
--	-----------------	--------------------------------	----------------------------	----------------------------					
	across devices.		for creating	elements.					
		 Gather and 	responsive						
	User-Centric	organize	web	Experiment with					
	Design	relevant	lavouts	different color					
	Expertise:	information		schemes to reflect					
		to formulate	Designing farmers hile	the global theme.					
		an argument	for mobile	Choose a unique and					
	Explore and	_	and	meaningful name for					
	implement	 Recognize 	аеѕктор	your website.					
	advanced user	unstated	screens.	Consider cultural					
	experience	assumptions		nuances in your					
	design	and bias		design choices.					
	principles.			Burther and History					
				Prototype : Using					
	Apply user-	Interpret data		Figma, create an					
	centric design			interactive prototype					
	thinking to			of your website.					
	enhance digital			Ensure each section					
	interactions.			is clickable and					
				navigable. Test the					
				prototype to ensure a					
				seamless user					
				experience.					
				Written Reflection :					
				Write a brief					
				reflection (100-150					
				words) summarizing					

				your design choices.
				Discuss how survey
				insights influenced
				your decisions,
				including thoughts on
				the website name,
				color schemes, and
				the overall user
				experience.
				Cuitouiou C
				Criterion C
				Criterion D

2	How can	Communication	Human	Change in	By communicating	A - Inquire &	Communication	What actions	Create a 2-
	animation		impact on the	behaviour	key issues	Analyse	skills	are	minute animated
	help us		environment		about human impact	 explain and 	Interpret and use	humans doing	video addressing
	understan				on the	justify the	effectively modes	that are	the statement of
	d complex				environment, we can	need for a	of non-verbal	negatively	inquiry, "By
	issues?				change	solution to	communication.	impacting	communicating
					consumer behaviour.	a problem	Organize and	the	key issues about
						for a	depict	environment?	human impact
						specified	information		on the
						client/end-	logically.	Which	environment, we
						user .	Share ideas with	campaigns have	can change
						 identify and 	multiple	been successful	consumer
						prioritize	audiences using a	with	behavior."
						the	variety of digital	raising	Demonstrate
						research	environments and	awareness	how animation
						needed to	media	of human	helps in
						develop a	Collaboration	impact on	understanding
						solution to	skills	the	complex
						the	Listen actively to	environment?	environmental
						problem.	other perspectives		issues. Evaluate
						 analyse a 	and ideas.	How can	and discuss your
						range of	Organization	designers	creative choices
						existing	skills	change	in a 5-minute
						products	Set goals that are	consumer	reflection at the
						that inspire	challenging and	behaviour?	end.
						a solution	realistic		Criterion D
						to the	Reflection skills	Should	
						problem.	Transfer Skill:	information	
							Combine	shared about	
							knowledge,		

			• summarize	understanding	human impact	
			the analysis	and skills to create	on	
			of the	products or	the	
			findings	solutions	environment be	
			from a	Information	purely factual?	
			range of	literacy skills		
			sources	Collect and		
			relevant to	analyse data to		
			the	identify solutions		
			developme	and make		
			nt of a	informed		
			possible	decisions.		
			solution,	Access		
			cited	information to be		
			appropriate	informed and		
			ly.	inform others		
			B-Develop	Critical-thinking		
			Skills	skills		
			develop a	Interpret data.		
			design	Creative-thinking		
			specification	skills		
			which clearly	Apply existing		
			states the	knowledge to		
			success criteria	generate new		
			for the design	ideas, products or		
			of a solution.	processes		
			develop a	Media Literacy		
			range of	skills:		
			feasible design	Demonstrate		
			ideas using	awareness of		

			appropriate	media	
			media and	interpretations of	
			detailed	events and ideas	
			annotation	(including digital	
			which can be	social media).	
			correctly		
			interpreted by		
			others.		
			present and		
			justify the final		
			chosen design		
			with detailed		
			reference to		
			the design		
			specification.		
			C- Creating the		
			Solution		
			• demonstrat		
			e excellent		
			technical		
			skills when		
			making the		
			solution .		
			• follow the		
			plan to		
			make the		
			solution		
			which		
			functions		

	as intended		
	fully .		
	 justify 		
	changes		
	made to		
	the chosen		
	design and		
	plan when		
	making the		
	solution		
	C- Evaluating		
	 critically 		
	evaluate		
	the success		
	of the		
	solution		
	against the		
	requiremen		
	ts based on		
	authentic		
	tests		
	explain		
	how the		
	solution		
	could be		
	improved		
	explain the		
	impact of		
	the solution		
	on the		

			client/targe		
			t market		

 ent Perspectives Sustainabiliy help in adapting to emerging global development explain and justify the need for a solution to a problem for a specified client/end-user. Uiteracy skills Finding, interpreting, judging and creating Hinding, interpreting, judging and creating Uiteracy skills Basic skills C56/F designing to creating information Order Hinking, information Understand and use software), range of sources Create Create
 Finding, interpreting, judging and a problem for a specified Understand And use And
Present and justify the final recognized conventions softwareDr eamweavr Criter Chosen design Identify CS6/ Criter with detailed primary and FrontPage/ reference to the secondary HTML. sources Thinking Including the the

				develops accurate and detailed planning drawings/diagra ms and outline the requirements for the creation of the chosen solution. B- (Creating the solution), construct a logical plan, which describes the efficient use of time and resources, sufficient for peers to be able to follow the plan to create the solution. demonstrate excellent technical skills	 Generating novel ideas and considering new perspectives Use brainstorming and visual diagrams to generate new ideas and inquiries Create novel solutions to authentic problems Create original works and ideas; use existing works and ideas in new ways Learner Profile Caring Balanced Principled 	 Menus Hyperlinks Text Pictures Links Tables CSS files Uploading the website on the net Embedding video and music.
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		when making the solution.	
		follow the plan to make the solution which functions as intended. justify changes	
		made to the chosen design and plan when making the solution	
		D -(evaluating) explain the impact of the solution on the client/target market.	

4.	CAD in Product	Design	Technology	Scientific and	Exploring the	A (Inquiring and	Research Skills:	Introductio	Design and model an
	Design		la a such such	Technical	mastery of CAD	analyzing): explain	Explore and	n to CAD:	Urban Oasis—a
			innovation	Innovation	tools in product	and justify the	understand		structure that serves
			Precision		design empowers	need for a solution	advanced		as a residential
					designers to create	to a problem for a	features of CAD	Overview of	building, incorporates
					precise and	specified	software.	CAD	innovative interior
					innovative digital	client/end-user.	Critical Thinking	software	design elements, and
					representations,	identify and	Skiller Applyzo	and its role	contributes positively
					bridging the gap	nioritize the	and evaluate the	in product	to urban planning and
					between creativity	research needed to	and evaluate the	design.	landscaping. Utilize
					and technical	develop a solution		Historical	advanced CAD
					precision.	to the problem	design scenarios	HISLOFICAL	features covered in the
						to the problem.	design seenanos.	context and	unit. Present the
						analyse a range of	Communication		design, highlighting
						existing products	Skills: Present	CAD tools.	precision, innovation,
						that inspire a	and articulate		and ethical
						solution to the	design concepts	CAD	considerations.
						problem .	using CAD tools	CAD	Criterion A
						summarize the	effectively.	Soltware	
						analysis of the	Technical Skills	Farmarizat	Criterion C
						findings from a	Develon	1011.	
						range of sources	proficiency in		
						relevant to the	using CAD		
						development of a	software for		
						nossible solution.	intricate design	n to popular	
						cited appropriately	tasks.		
								sontware	
						B (Developing	Problem-Solving	(e.g.,	
						ideas):	Skills: Apply CAD	SUILL VULKS,	

			develon a design	tools to solve	ΑυτοCAD	
			charitication which	comploy docigo	Phine)	
			specification which	complex design	Rhino).	
			clearly states the	challenges.	Understandi	
			success criteria for		ng the user	
			the design of a		ing the user	
			solution .		interface	
					and basic	
			develop a range of		functionaliti	
			feasible design		es.	
			ideas using			
			appropriate media			
			and detailed		Advanced	
			annotation which		CAD	
			can be correctly		Tochniquos	
			interpreted by		lechniques.	
			ath a va			
			others			
			D-(evaluating):		Exploring	
					advanced	
			explain the impact		features	
			of the solution on		such as	
			the client/target		parametric	
			market.		modeling	
					assemblies	
					assembles,	
					and surface	
					modeling.	
					Efficient use	
					of shortcuts	
					and	
					workflows	

				for	
				increased	
				productivity	
				Precision	
				and	
				Design:	
				Design.	
				Emphasizin	
				g the	
				importance	
				of precision	
				in digital	
				representati	
				ons.	
				Tachaiguas	
				fechniques	
				for accurate	
				measureme	
				nt and	
				alignment.	
				Innovative	
				Design	
				Application	
				s:	

			Case studies	
			showcasing	
			innovative	
			product	
			designs	
			created	
			using CAD.	
			Exploring	
			the role of	
			CAD in	
			bringing	
			creative	
			concepts to	
			life.	
			Collaborativ	
			e CAD	
			e CAD Projects:	
			e CAD Projects: Group	
			e CAD Projects: Group projects to	
			e CAD Projects: Group projects to encourage	
			e CAD Projects: Group projects to encourage collaboratio	
			e CAD Projects: Group projects to encourage collaboratio n using CAD	
			e CAD Projects: Group projects to encourage collaboratio n using CAD tools.	
			e CAD Projects: Group projects to encourage collaboratio n using CAD tools.	
			e CAD Projects: Group projects to encourage collaboratio n using CAD tools. Emphasis	
			e CAD Projects: Group projects to encourage collaboratio n using CAD tools. Emphasis on	
			e CAD Projects: Group projects to encourage collaboratio n using CAD tools. Emphasis on teamwork,	
			e CAD Projects: Group projects to encourage collaboratio n using CAD tools. Emphasis on teamwork, file	

				manageme
				nt, and
				version
				control.
				Productory (
				Rendering
				and
				Visualizatio
				n:
				Using CAD
				tools for
				realistic
				rendering
				and
				visualization
				of product
				designs
				uesigns.
				Enhancing
				presentatio
				ns with
				high-quality
				visuals.
				CAD in
				Prototyping
				:
				Integrating
				CAD with
				prototyping
				processing

				tools for	
				physical	
				model	
				creation.	
				Understandi	
				ng the	
				transition	
				from digital	
				to physical	
				representati	
				on.	
				Ethical	
				Considerati	
				ons in CAD	
				Design:	
				Discussing	
				Discussing	
				ethical	
				consideratio	
				ns related	
				consideratio ns related to digital	
				consideratio ns related to digital representati	
				consideratio ns related to digital representati on and	
				consideratio ns related to digital representati on and intellectual	
				consideratio ns related to digital representati on and intellectual property.	
				consideratio ns related to digital representati on and intellectual property. Responsible	
				consideratio ns related to digital representati on and intellectual property. Responsible and ethical	
				consideratio ns related to digital representati on and intellectual property. Responsible and ethical	
				consideratio ns related to digital representati on and intellectual property. Responsible and ethical	

					use of CAD	
					tools.	
					Deflection	
					Reflective	
					Practice:	
					Reflecting	
					on the	
					advantages	
					and	
					challenges	
					of using	
					CAD in	
					product	
					design.	
					Identifying	
					opportuniti	
					es for	
					continuous	
					improveme	
					nt and	
					learning.	
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