Grade 6 – Year 1: MYP Design

Unit Title	MYP Key Concept	MYP Related Concepts	MYP Global Context	Statement of Inquiry	MYP (Criterion) Objectives	ATL Skills	Content Knowledge
Let's Play a Game- Unit 1 (Product Design)	Form	Function, Innovation	Scientific and Technical Innovation (products)	Designers must consider form and function when innovating a product.	A B	**Self-Management : Organization skills C.1** Plan short- and long-term assignments; meet deadlines (submit work on time) **Communication: Communication A.5** Use a variety of media to communicate with a range of audiences	**TITLE 6 PRIMARY AND SECONDARY EDUCATION** **CHAPTER 29 STANDARDS FOR EXCELLENCE** **PART 3 CAREER AND TECHNICAL EDUCATION** **Strand 2: Communications.** Content standard 1: Students will use oral and written communication skills in creating, expressing and interpreting information and ideas, including technical terminology and information. **Strand 3: Problem solving and critical thinking.** Content standard 1: Students will solve problems using critical thinking skills (analyze, synthesize and evaluate) independently and in teams, using creativity and innovation. **Strand 4: Information technology applications.** Content standard 1: Students will use information technology tools specific to the career cluster to access, manage, integrate and create information.
Capture My Culture- Unit 2 (Food Design)	Culture	Invention, Representation	Identities and Relationships (Identity formation)	The formation of cultural identity can be represented through the invention of new products.	C D	**Self-Management : Reflection Skills C.3.9** Consider ethical, cultural and environmental implications **Research: Information Literacy Skills D.4** Understand the benefits and limitations of personal sensory learning preferences when accessing,	**TITLE 6 PRIMARY AND SECONDARY EDUCATION** **CHAPTER 29 STANDARDS FOR EXCELLENCE** **PART 3 CAREER AND TECHNICAL EDUCATION** **Strand 2: Communications.** Content standard 1: Students will use oral and written communication skills in creating, expressing and interpreting information and ideas, including technical terminology and information. **Strand 3: Problem solving and critical thinking.** Content standard 1: Students will solve problems using critical thinking skills (analyze, synthesize and evaluate) independently and in teams, using creativity and innovation. **Strand 4: Information technology applications.** Content standard 1: Students will use information technology tools specific to

						processing and recalling information	the career cluster to access, manage, integrate and create information. **Strand 10: Technical skills.** Content standard 1: Students will demonstrate the use of technical knowledge and skills required to pursue careers in all career clusters, including knowledge of design, operation and maintenance of technological systems critical to the career cluster.
Developing a Brand Image- Unit 3 (Digital Design)	Identity	Markets and Trends, Perspective	Globalization and Sustainability (Market commodities and commercialization)	Designers can help to shape the identity of a business or product; they must consider global market trends, perspectives and commercialization when doing so.	A B C D	**Research: Media literacy D.2.6** Communicate information and ideas effectively to multiple audiences using a variety of media and formats **Communication: Communication A.1** Give and receive meaningful feedback (understanding of assessment rubrics)	**TITLE 6 PRIMARY AND SECONDARY EDUCATION** **CHAPTER 29 STANDARDS FOR EXCELLENCE** **PART 3 CAREER AND TECHNICAL EDUCATION** **Strand 2: Communications.** Content standard 1: Students will use oral and written communication skills in creating, expressing and interpreting information and ideas, including technical terminology and information. **Strand 3: Problem solving and critical thinking.** Content standard 1: Students will solve problems using critical thinking skills (analyze, synthesize and evaluate) independently and in teams, using creativity and innovation. **Strand 4: Information technology applications.** Content standard 1: Students will use information technology tools specific to the career cluster to access, manage, integrate and create information. **Strand 5: Systems.** Content standard 1: Students will demonstrate understanding of roles within teams, work units, departments, organizations, inter-organizational systems and the larger environment. **Strand 10: Technical skills.** Content standard 1: Students will demonstrate the use of technical knowledge and skills required to pursue careers in all career clusters, including knowledge of design, operation and maintenance of technological systems critical to the career cluster.

Genius Hour and ATLs – Unit 4	Connections	Presentation, Style	Personal and Cultural Expression (creativity)	Through creativity and presentation designers can connect the ATLs to personal style.	A B C D	**Self-Management:** **Reflection Skills C.3.6** Consider ATL skills development -What will I work on next? **Thinking: Creative-Thinking Skills E.2.1** Use brainstorming and visual diagrams to generate new ideas and inquiries	**TITLE 6 PRIMARY AND SECONDARY EDUCATION** **CHAPTER 29 STANDARDS FOR EXCELLENCE** **PART 3 CAREER AND TECHNICAL EDUCATION** **Strand 2: Communications.** Content standard 1: Students will use oral and written communication skills in creating, expressing and interpreting information and ideas, including technical terminology and information. **Strand 3: Problem solving and critical thinking.** Content standard 1: Students will solve problems using critical thinking skills (analyze, synthesize and evaluate) independently and in teams, using creativity and innovation. **Strand 4: Information technology applications.** Content standard 1: Students will use information technology tools specific to the career cluster to access, manage, integrate and create information. **Strand 5: Systems.** Content standard 1: Students will demonstrate understanding of roles within teams, work units, departments, organizations, inter-organizational systems and the larger environment. **Strand 10: Technical skills.** Content standard 1: Students will demonstrate the use of technical knowledge and skills required to pursue careers in all career clusters, including knowledge of design, operation and maintenance of technological systems critical to the career cluster.

Grade 7 – Year 2: MYP Design

Unit Title	MYP Key Concept	MYP Related Concepts	MYP Global Context	Statement of Inquiry	MYP (Criterion) Objectives	ATL Skills	Content Knowledge
Positive Propagan da- I am IB- Unit 1 (Digital Design)	Communica tion	Perspective	Identities and relationships (personal efficacy and agency)	Developing effective communicatio n aids in personal efficacy and can expand the perspectives of others.	A B	**Research: Media literacy D.2.1** Locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks) **Communication: Communication A.5** Use a variety of media to communicate with a range of audiences	TITLE 6 PRIMARY AND SECONDARY EDUCATION CHAPTER 29 STANDARDS FOR EXCELLENCE PART 3 CAREER AND TECHNICAL EDUCATION **Strand 2: Communications.** Content standard 1: Students will use oral and written communication skills in creating, expressing and interpreting information and ideas, including technical terminology and information. **Strand 3: Problem solving and critical thinking.** Content standard 1: Students will solve problems using critical thinking skills (analyze, synthesize and evaluate) independently and in teams, using creativity and innovation. **Strand 4: Information technology applications.** Content standard 1: Students will use information technology tools specific to the career cluster to access, manage, integrate and create information. **Strand 5: Systems.** Content standard 1: Students will demonstrate understanding of roles within teams, work units, departments, organizations, inter-organizational systems and the larger environment.
Toy Design- Unit 2 (Product Design)	Aesthetics	Audience, presentation	Personal and Cultural Expression (extend and enjoy our creativity)	By paying attention to audience, and presentation designers can extend their creativity to create	C D	**Thinking: Creative-thinkin g skills E.2.5** Design improvements to existing machines, media and technologies **Communication: Communication skills A.9**	TITLE 6 PRIMARY AND SECONDARY EDUCATION CHAPTER 29 STANDARDS FOR EXCELLENCE PART 3 CAREER AND TECHNICAL EDUCATION **Strand 2: Communications.** Content standard 1: Students will use oral and written communication skills in creating, expressing and interpreting information and ideas, including technical terminology and information. **Strand 3: Problem solving and critical thinking.** Content standard 1: Students will solve problems using critical thinking skills (analyze, synthesize and evaluate) independently and in teams, using creativity and innovation.

				aesthetically pleasing toys.		Collaborate with peers and experts using a variety of digital environments and media	**Strand 4: Information technology applications.** Content standard 1: Students will use information technology tools specific to the career cluster to access, manage, integrate and create information. **Strand 5: Systems.** Content standard 1: Students will demonstrate understanding of roles within teams, work units, departments, organizations, inter-organizational systems and the larger environment. **Strand 10: Technical skills.** Content standard 1: Students will demonstrate the use of technical knowledge and skills required to pursue careers in all career clusters, including knowledge of design, operation and maintenance of technological systems critical to the career cluster.
Coding for good – Unit 3 (Digital Design)	Perspecti ve	Innovation, Collaboratio n	Orientation in Space and Time (local and global perspectives)	Thinking about the local or global perspectives of your client through collaboration can help to create innovative products.	A B C D	**Thinking: Transfer skills E3.8** Change the context of an inquiry to gain different perspectives **Social: Collaboration skills B.2** Practise empathy	**TITLE 6 PRIMARY AND SECONDARY EDUCATION** **CHAPTER 29 STANDARDS FOR EXCELLENCE** **PART 3 CAREER AND TECHNICAL EDUCATION** **Strand 2: Communications.** Content standard 1: Students will use oral and written communication skills in creating, expressing and interpreting information and ideas, including technical terminology and information. **Strand 3: Problem solving and critical thinking.** Content standard 1: Students will solve problems using critical thinking skills (analyze, synthesize and evaluate) independently and in teams, using creativity and innovation. **Strand 4: Information technology applications.** Content standard 1: Students will use information technology tools specific to the career cluster to access, manage, integrate and create information. **Strand 5: Systems.** Content standard 1: Students will demonstrate understanding of roles within teams, work units, departments, organizations, inter-organizational systems and the larger environment. **Strand 10: Technical skills.** Content standard 1: Students will demonstrate the use of technical knowledge and skills required to pursue careers in all career clusters, including knowledge of design, operation and

							maintenance of technological systems critical to the career cluster.
Global Problem Solvers- Unit 4 (Product Design)	Global interactions	Sustainability, Invention	Globalization and Sustainability (human impact on the environment)	Human impact on the environment can lead to sustainable inventions affecting our global interactions.	A B C D	**Thinking: Critical thinking skills E.16** Identify obstacles and challenges **Research: Information literacy skills D.6a** Collect and analyse data to identify solutions and make informed decisions	**TITLE 6 PRIMARY AND SECONDARY EDUCATION** **CHAPTER 29 STANDARDS FOR EXCELLENCE** **PART 3 CAREER AND TECHNICAL EDUCATION** **Strand 2: Communications.** Content standard 1: Students will use oral and written communication skills in creating, expressing and interpreting information and ideas, including technical terminology and information. **Strand 3: Problem solving and critical thinking.** Content standard 1: Students will solve problems using critical thinking skills (analyze, synthesize and evaluate) independently and in teams, using creativity and innovation. **Strand 4: Information technology applications.** Content standard 1: Students will use information technology tools specific to the career cluster to access, manage, integrate and create information. **Strand 5: Systems.** Content standard 1: Students will demonstrate understanding of roles within teams, work units, departments, organizations, inter-organizational systems and the larger environment. **Strand 10: Technical skills.** Content standard 1: Students will demonstrate the use of technical knowledge and skills required to pursue careers in all career clusters, including knowledge of design, operation and maintenance of technological systems critical to the career cluster.

Grade 8 – Year 3: MYP Design

Unit Title	MYP Key Concept	MYP Related Concepts	MYP Global Context	Statement of Inquiry	MYP (Criterion) Objectives	ATL Skills	Content Knowledge
Inventor for Good (IRL)- Unit 1 (Product Design)	Creativity	Perspective, expression	Personal and cultural expression (systems and products)	Implementing creative solutions within the framework of a system enables designers to consider the perspectives of others while being personally expressive.	A B	**Thinking: Creative Thinking Skills E.2.2** Consider multiple alternatives, including those that might be unlikely or impossible **Social: Collaboration Skills B.2** Practice empathy	**TITLE 6 PRIMARY AND SECONDARY EDUCATION CHAPTER 29 STANDARDS FOR EXCELLENCE PART 3 CAREER AND TECHNICAL EDUCATION** **Strand 2: Communications.** Content standard 1: Students will use oral and written communication skills in creating, expressing and interpreting information and ideas, including technical terminology and information. **Strand 3: Problem solving and critical thinking.** Content standard 1: Students will solve problems using critical thinking skills (analyze, synthesize and evaluate) independently and in teams, using creativity and innovation. **Strand 4: Information technology applications.** Content standard 1: Students will use information technology tools specific to the career cluster to access, manage, integrate and create information. **Strand 5: Systems.** Content standard 1: Students will demonstrate understanding of roles within teams, work units, departments, organizations, inter-organizational systems and the larger environment.
Coding An Escape Room- Unit 2 (Digital Design)	Communities	Function, interaction	Globalization and sustainability (the interconnectedness of human-made systems and communities)	Communities can function on-line through the use of interaction in systems.	C D	**Self-management: Organization skills C.10** Select and use technology effectively and productively (appropriate ICT use includes own phone)	**TITLE 6 PRIMARY AND SECONDARY EDUCATION CHAPTER 29 STANDARDS FOR EXCELLENCE PART 3 CAREER AND TECHNICAL EDUCATION** **Strand 2: Communications.** Content standard 1: Students will use oral and written communication skills in creating, expressing and interpreting information and ideas, including technical terminology and information. **Strand 3: Problem solving and critical thinking.** Content standard 1: Students will solve problems using critical thinking skills (analyze, synthesize and evaluate) independently and in teams, using creativity and innovation. **Strand 4: Information technology applications.**

						Self-management: Reflection skills C.3.8 Focus on the process of creating by imitating the work of others	Content standard 1: Students will use information technology tools specific to the career cluster to access, manage, integrate and create information. **Strand 5: Systems.** Content standard 1: Students will demonstrate understanding of roles within teams, work units, departments, organizations, inter-organizational systems and the larger environment. **Strand 10: Technical skills.** Content standard 1: Students will demonstrate the use of technical knowledge and skills required to pursue careers in all career clusters, including knowledge of design, operation and maintenance of technological systems critical to the career cluster.
Theme Park- Unit 3 (Product Design)	Time, space and place	Boundaries, environment	Scientific and technical innovation (how humans adapt environments to their needs)	Designers adapt theme park environments to their needs, pushing the boundaries of time, space and place.	A B C D	**Communication: Communication skills A.5** Use a variety of media to communicate with a range of audiences **Self-management: Affective skills C.2.5** Demonstrate persistence and perseverance	**TITLE 6 PRIMARY AND SECONDARY EDUCATION** **CHAPTER 29 STANDARDS FOR EXCELLENCE** **PART 3 CAREER AND TECHNICAL EDUCATION** **Strand 2: Communications.** Content standard 1: Students will use oral and written communication skills in creating, expressing and interpreting information and ideas, including technical terminology and information. **Strand 3: Problem solving and critical thinking.** Content standard 1: Students will solve problems using critical thinking skills (analyze, synthesize and evaluate) independently and in teams, using creativity and innovation. **Strand 4: Information technology applications.** Content standard 1: Students will use information technology tools specific to the career cluster to access, manage, integrate and create information. **Strand 5: Systems.** Content standard 1: Students will demonstrate understanding of roles within teams, work units, departments, organizations, inter-organizational systems and the larger environment. **Strand 10: Technical skills.** Content standard 1: Students will demonstrate the use of technical knowledge and skills required to pursue careers in all career clusters, including knowledge of design, operation and maintenance of technological systems critical to the career cluster.

Passion in Design- Unit 4 (Free Choice Design)	Development	Adaption, Innovation	Identities and Relationships (Identity formation)	**Identities of designers can be developed through innovation and adaptation.**	A B C D	**Research skills: Information literacy D.1** Collect, record, and verify data **Thinking skills: Creative-thinking skills E.2.8** Apply existing knowledge to generate new ideas, products, or processes	**TITLE 6 PRIMARY AND SECONDARY EDUCATION** **CHAPTER 29 STANDARDS FOR EXCELLENCE** **PART 3 CAREER AND TECHNICAL EDUCATION** **Strand 2: Communications.** Content standard 1: Students will use oral and written communication skills in creating, expressing and interpreting information and ideas, including technical terminology and information. **Strand 3: Problem solving and critical thinking.** Content standard 1: Students will solve problems using critical thinking skills (analyze, synthesize and evaluate) independently and in teams, using creativity and innovation. **Strand 4: Information technology applications.** Content standard 1: Students will use information technology tools specific to the career cluster to access, manage, integrate and create information. **Strand 5: Systems.** Content standard 1: Students will demonstrate understanding of roles within teams, work units, departments, organizations, inter-organizational systems and the larger environment. **Strand 10: Technical skills.** Content standard 1: Students will demonstrate the use of technical knowledge and skills required to pursue careers in all career clusters, including knowledge of design, operation and maintenance of technological systems critical to the career cluster.