

# IB-MYP Design Syllabus

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## Course Overview

This is an IB-MYP (International Baccalaureate Middle Years Programme) course, which values communication, holistic learning, and intercultural awareness. Students will use the design cycle, which is a way of thinking and organizing to help you realize a goal. The design cycle starts with an *investigation* of an issue or topic: what do you want to do or create? What problem do you want to solve? The next step is to *plan* what you think will give you the outcome that you are looking for. Then you begin to *create* the product (or to put the plan that you have come up with into action). Finally, you will *evaluate* both your end product as well as your process to determine whether or not it was a success, and reflect on what you could have done differently to obtain a better outcome.

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

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

## Grading & Assessment:

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

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

Formative Assessments (daily warm-ups, classwork):

25% of grade

Summative Assessments (projects): 75% of grade

Design Assessment Criteria are broken down by the

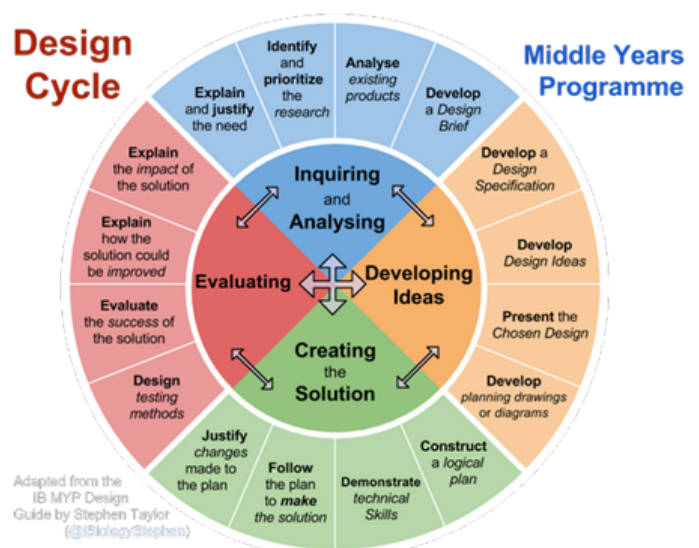
four parts of the Design Cycle:

**Objective A.) Inquiring & Analyzing**

**Objective B.) Developing Ideas**

**Objective C.) Creating the Solution**

**Objective D.) Evaluating**



IB teachers assess work using content-specific rubrics to determine students' current *level of achievement* as students demonstrate their abilities in terms of the four objectives. However, as a school district we still use traditional letter grades so teachers have created a scale to interpret the IB scores into letter grades.

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

### **Class Essential Agreements**

- Be prepared to learn, work hard, participate, and have fun
- Be responsible for your learning and the learning of others
- Be reflective
- Respect materials, students, and staff
- Care about safety

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

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

**Parent-Teacher Home Visit Project:** This is my fourth year participating in this national project. I hope your family would be willing to allow me to visit your home, although I will not be able to visit all families in a single year. The intent of the visit is to build positive relationships with families and to partner together to support your student. Parents and teachers come together, at your home or other location of your choice, to get to know one another and talk about your student's future. Your student is also welcome to be part of this visit. I may be contacting you to see if you would like to set up a home visit. This is a time for me to get to know you and your student away from school. This is also a time for you to get to know me. It is completely voluntary on your part. Please let me know if you have any questions about this project.