MYP 4 Course overview 2019/2020 Digital Design

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| **Unit title** | **Key concept** | **Related concepts** | **Global context** | **Statement inquiry** | **Objectives** | **ATL skills** | **Content** |
| Presentation matters  (24 hours) | Communication | Form | Personal and cultural expression | Aesthetic consideration in the presentation of information leads to more effective communication of ideas. | A, B, C, D | Thinking: Creative thinking skills  Thinking: Transfer skills  Self-management: Affective skills  Research: Information literacy skills  Research: Media literacy skills | **Possible interdisciplinary connections**:  Language acquisition; language and literature; arts  **Factual knowledge**:  Design cycle, internet search skills  **Procedural knowledge**:  Effective online research, explaining the challenge, selecting a topic, devising research questions, research strategies, developing a design specification, using presentation software, gaining feedback through surveys  **Resources**:  Presentation software  **Design situation**:  If information is to be of value to the end user, it must be presented in a form that is both understandable and exciting. Design an exciting and interesting presentation on a topic of your choice. |
| Identity in the digital world  (20 hours) | Communities | Adaptation and Invention | Identities and relationships | Communities of designers adapt media to produce original products | A, B, C, D | Thinking: Critical thinking about the "rights and wrongs" of sharing media on the web.  Self-management: Organization skills  Research: Information literacy skills  Research: Media literacy skills | **Possible interdisciplinary connections:**  **Factual knowledge:**  the difference between copyright, fair use, and creative commons, how to use the design cycle to create a video product, brochure, poster, how to search for and identify Creative Commons media, Creative Common licenses  Creative Commons.org - Who's Is It Anyways,  Social media (advantages, disadvantages)  **Procedural knowledge**:  Creating a storyboard for their design, creating a music video using a video editor or creating a brochure/poster, seeking out objective feedback from an appropriate audience, finding and identifying Creative Commons media and using them in their products, citing Creative Commons sources, licensing their own Creative Commons Work (if they choose)  **Resources:**  Video editor, Canva, MS Publisher, internet  **Design situation:**  Many teenagers are exploring the Internet for communication, information, and entertainment. Interacting and sharing in the virtual and online community can offer teens the opportunity to meet people, test limits, and experiment. Inadvertently, teens can stumble upon offensive, explicit, harmful content and even engage in unsafe online practices. Although teenagers seem savvy in their technological abilities, without critical thinking skills or experience, they might be vulnerable to such dangers as online hate, invasions of privacy, and addictive gaming and gambling. Design and make a brochure, a video or a poster that will educate others about Social Media or Copyrights. |
| Educational game  (20 hours) | Systems | Function  Perspective | Scientific and technical innovation | The design of learning games needs to consider the requirements of the teacher and the perspective of the student, while creating interesting and innovative interactions. | A, B, C, D | Self-management: Organization skills  Self-management: Affective skills  Communication: Communication skills  Research: Information literacy skills  Social: Collaboration skills | **Possible interdisciplinary connections:**  Visual arts (arts); mathematics  **Factual knowledge:**  Gamification, CAD design, technical use of the application chosen to create the game  **Procedural knowledge:**  Project management, inquiry into the target market and analysis of the findings, development with creativity of the interface, backgrounds and characters of the game, storyboarding, product analysis  **Resources:**  Internet, different editors  **Design situation:**  It is said that schools, workplaces, families, and academic researchers have a lot to learn about learning from computer and video games. Games provide information in a challenging environment and motivate the user to learn. Teachers need educational games that can engage students and help them to solve problems. Can you help them? |
| Creating personal budgets  (6 hours) | System | Function | Globalization and sustainability | A sustainable system must be developed to fulfil specific requirements. | B, C | Thinking: Critical thinking skills  Self-management: Organization skills  Research: Information literacy skills  Research: Media literacy skills | **Possible interdisciplinary connections:**  Mathematics  **Factual knowledge:**  Spreadsheets, budgeting  **Procedural knowledge:**  Workbooks and worksheets (entering data, copying data, selecting data, cell editing, merging and splitting, cell formatting, filtering data, sorting data, using the Format menu, useful functions, formatting and designing charts), Gantt charts, designing different test methods  **Resources:**  MS Excel  **Design situation:**  Individuals need budgets to properly manage their finances and ensure that they are not spending more than they earn. Using the instructions provided, create a mathematical model that can be used to calculate how long it will take to save money for something important. |

**DIFFERENTIATION**

**For students with**

* **dyslexia and dysgraphia**
* Bigger font in Sarif, bigger space between rows
* Dividing text in practise sheets and instruction papers in smaller sections
* More time for reading, checking if the text/questions are understood
* Tolerating writing mistakes
* Working in a pair or a team with pears
* **ADHD**
* Bigger font and space between rows
* Shorter paragraphs
* Avoid tables if needed
* Check which type of graphs/diagrams are suitable for the student
* Frequent checking if a student is concentrated on the work
* Work in pairs or small teams (up to four)
* Creating summary sheets if needed
* Encourage students to participate in class discussions
* Commend student on progress
* Regularly make notes about progress in e-dnevnik
* Allowing the student to leave the classroom for a short time during the lesson if needed

Teacher:

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