

# Foshay Learning Center – MYP Technology Objectives

## Tables of objectives

### Investigate

Year 1	Year 2	Year 3	Year 4	Year 5
At the end of the first year, students should be able to:	At the end of the second year, students should be able to:	At the end of the third year, students should be able to:	At the end of the fourth year, students should be able to:	At the end of the fifth year, students should be able to:
<b>Students identify the problem to be solved</b>				
Consider the problem within a wider context <sup>1</sup> .	Consider the problem within a wider context, including their own experiences as well as others’.	• Consider the importance of the problem for life, society and/or the environment <sup>2</sup>	Closely analyze the importance of the problem for life, society and/or the environment.	Evaluate the importance of the problem for life, society and the environment.
Understand the concept of a design brief and adapt a given design brief to the problem or, with guidance, start to develop a design brief.	Understand the concept of a design brief and adapt a given design brief to the problem, and with limited guidance, start to develop a design brief.	• Outline a simple design brief.	Outline a more complex design brief.	Outline the design brief.
<b>Students develop the design brief</b>				
Ask useful questions about the investigation <sup>3</sup> .	Ask relevant questions about the investigation.	• Ask relevant questions at the different stages of the investigation	Formulate and discuss questions that might guide the investigation.	Formulate and discuss appropriate questions that guide the investigation.
With guidance, identify appropriate sources of information and acknowledge these in a suitable format.	With limited guidance, identify appropriate sources of information and acknowledge these in a suitable format.	• Identify appropriate sources of information and acknowledge these using a recognized convention	Identify and acknowledge appropriate sources of information using a recognized convention.	Identify and acknowledge a range of appropriate sources of information.
With guidance, use different systematic methods to collect and select information, and to organize it logically.	With limited guidance, use different systematic methods to collect and select information, and to organize it logically.	• Collect and select information, organize it logically and, with guidance, begin to analyse it	Collect and select information, organize it logically and, with limited guidance, analyze it.	Collect, analyse, select, organize and evaluate information.
Understand the importance of questioning the value of sources of information.	Fully recognize the importance of questioning the value of multiple sources of information.	• Consider, with guidance, the value of sources of information.	Consider, with limited guidance, the value of sources of information, and begin to evaluate them.	Evaluate the sources of information.
<b>Students formulate a design specification</b>				
Understand the concept and	Fully recognize the concept and	• List, with limited guidance, the	List the requirements that must be met	List the specific requirements

importance of the design specification and, with guidance, list the requirements that must be met by the product/solution.	importance of the design specification and, with some guidance, list the requirements that must be met by the product/solution.	specific requirements that must be met by the product/solution	by the product/solution.	that must be met by the product/solution.
Understand the importance of testing to determine the success (or otherwise) of the product/solution and, with guidance, design some simple tests.	Fully recognize the importance of testing to determine the success (or otherwise) of the product/solution, and with some guidance, design tests.	• Design, with limited guidance, simple tests to evaluate the product/solution against the design specification.	Design simple tests to evaluate the product/solution against the design specification.	Design tests to evaluate the product/solution against the design specification.

<sup>1</sup>Students should first understand that the role of technology is to provide solutions to problems and, with guidance from the teacher, they should be given opportunities to explore different types of problems that are relevant to them and/or their environment. <sup>2</sup>Students should be given opportunities to identify problems that could be solved using technology before discussing the implications for life, society and/or the environment.<sup>3</sup> The research questions should be based on the nature and type of materials, the tools, techniques and equipment and whether there are similar existing products.

#### Technology teacher support material: Example interim objectives

Examples of possible learning experiences				
<b>Identify the problem to be solved</b> Students could: <ul style="list-style-type: none"> <li>• Discuss the issues surrounding a particular problem.</li> <li>• Discuss the formats of exemplar design briefs.</li> <li>• Adapt a design brief linked to a similar problem.</li> <li>• Complete a design brief that has been started.</li> </ul> Develop a simple design brief with guidance.	<b>Identify the problem to be solved</b> Students could: <ul style="list-style-type: none"> <li>• Discuss the issues surrounding a particular problem.</li> <li>• Discuss the formats of exemplar design briefs.</li> <li>• Adapt a design brief linked to a similar problem.</li> <li>• Complete a design brief that has been started.</li> <li>• Develop a simple design brief with guidance.</li> </ul>	<b>Identify the problem to be solved</b> Students could: <ul style="list-style-type: none"> <li>• Identify design problems that affect life, society and/or the environment</li> <li>• Identify designs that can be tailored to specific users</li> <li>• Write a design brief answering what, who, where and how questions.</li> </ul>	<b>Identify the problem to be solved</b> Students could: <ul style="list-style-type: none"> <li>• Identify design problems that affect life, society and/or the environment</li> <li>• Identify designs that can be tailored to specific users</li> <li>• Write a design brief answering what, who, where and how questions.</li> </ul>	<b>Identify the problem to be solved</b> Students could: <ul style="list-style-type: none"> <li>• Consider problems and their solutions in relation to their possible impact on life, society and the environment.</li> <li>• Independently formulate questions when investigating a problem.</li> <li>• Devise problems and develop design briefs</li> <li>• Identify and take into account the specific needs of users.</li> </ul>
<b>Develop the design brief</b> Students could: <ul style="list-style-type: none"> <li>• Describe different sources of information</li> </ul>	<b>Develop the design brief</b> Students could: <ul style="list-style-type: none"> <li>• Describe different sources of information</li> </ul>	<b>Develop the design brief</b> Students could: <ul style="list-style-type: none"> <li>• Identify websites, library resources and people as possible sources of</li> </ul>	<b>Develop the design brief</b> Students could: <ul style="list-style-type: none"> <li>• Identify websites, library resources and people as possible sources of</li> </ul>	<b>Develop the design brief</b> Students could: <ul style="list-style-type: none"> <li>• Independently identify meaningful questions.</li> </ul>

<ul style="list-style-type: none"> <li>· Investigate research questions</li> <li>· Reference sources of information</li> <li>· Produce a list of resources</li> <li>· Create a “rich picture” containing, for example, symbols, keywords, cartoons, sketches, pictures, a title</li> <li>· Design a simple questionnaire</li> <li>· Create a mood board</li> <li>· Learn how to use the Internet safely by acting responsibly and critically.</li> </ul>	<ul style="list-style-type: none"> <li>· Investigate research questions</li> <li>· Reference sources of information</li> <li>· Produce a list of resources</li> <li>· Create a “rich picture” containing, for example, symbols, keywords, cartoons, sketches, pictures, a title</li> <li>· Design a simple questionnaire</li> <li>· Create a mood board</li> <li>· Learn how to use the Internet safely by acting responsibly and critically.</li> </ul>	<p>information.</p> <ul style="list-style-type: none"> <li>· Comment on the usefulness of the information selected.</li> <li>· Devise different research questions</li> <li>· learn how to reference and rate information sources.</li> </ul>	<p>information.</p> <ul style="list-style-type: none"> <li>· Comment on the usefulness of the information selected.</li> <li>· Devise different research questions</li> <li>· learn how to reference and rate information sources.</li> </ul>	<ul style="list-style-type: none"> <li>· Carry out literature and web searches, develop questionnaires and survey selected audiences.</li> <li>· Select and organize appropriate sources and evaluate them.</li> </ul>
<p><b>Formulate a design specification</b></p> <p>Students could:</p> <ul style="list-style-type: none"> <li>· Identify one or more constraints</li> <li>· Carry out a given test on a product/solution and record the result.</li> </ul>	<p><b>Formulate a design specification</b></p> <p>Students could:</p> <ul style="list-style-type: none"> <li>· Identify one or more constraints</li> <li>· Carry out a given test on a product/solution and record the result.</li> </ul>	<p><b>Formulate a design specification</b></p> <p>Students could:</p> <ul style="list-style-type: none"> <li>· Identify major constraints</li> <li>· Select the most important information from their research with a view to writing design specifications.</li> </ul>	<p><b>Formulate a design specification</b></p> <p>Students could:</p> <ul style="list-style-type: none"> <li>· Identify major constraints</li> <li>· Select the most important information from their research with a view to writing design specifications.</li> </ul>	<p><b>Formulate a design specification</b></p> <p>Students could:</p> <ul style="list-style-type: none"> <li>· Identify ways of testing a solution or product on a specific audience or the intended user.</li> <li>· Produce a listing of detailed specifications.</li> </ul>

<b>Plan</b>				
<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
At the end of the first year, students should be able to:	At the end of the second year, students should be able to:	At the end of the third year, students should be able to:	At the end of the fourth year, students should be able to:	At the end of the fifth year, students should be able to:
<b>Students design the product/solution</b>				
Create designs and communicate them using different forms and conventions.	Create designs and communicate them using multiple forms and conventions.	• Generate a range of designs that attempt to meet the design specifications	Generate a range of designs that closely align with the design specifications.	Generate several feasible designs that meet the design specification.
Compare the designs against the design specifications.	Compare the designs against the design specifications, and with some guidance, identify the pros and cons of each design	• Compare the designs against the design specifications and identify the pros and cons of each design	With some guidance, evaluate the design against the design specifications.	Evaluate the designs against the design specification.
Select, with guidance, one design over the others.	Select, with limited guidance, one design over the others.	• Select one design and explain its choice.	With some guidance, select one design and justify its choice.	Select one design and justify its choice.
<b>Students plan the product/solution</b>				
Describe, with guidance, the steps needed to create the product/solution.	Describe, with limited guidance, the steps needed to create the product/solution.	• Devise, with guidance, a series of logical steps to create the product/solution	With some guidance, construct a plan to create the product/solution that has a series of logical steps.	Describe, with guidance, the steps needed to create the product/solution.
Construct a plan to create, with guidance, the product/solution that makes effective use of resources and time.	Construct a plan to create, with limited guidance, the product/solution that makes effective use of resources and time.	• Construct a plan to create the product/solution that makes effective use of resources and time	With some guidance, evaluate the plan and justify any modifications to the design.	Construct a plan to create the product/solution that makes effective use of resources and time.
With guidance, consider the effectiveness of the plan and make suitable modifications.	With limited guidance, consider the effectiveness of the plan and make suitable modifications.	• Analyze the plan and explain the need for any modifications to the design.	With some guidance, begin evaluating and justifying any modifications to the design.	Evaluate the plan and justify any modifications to the design.
<b>Examples of possible learning experiences</b>				
<b>Design the product/solution</b> Students could: <ul style="list-style-type: none"> <li>• Produce sketches</li> <li>• Develop storyboards</li> <li>• Make use of annotations</li> <li>• Use basic computer-aided design (CAD) tools</li> <li>• Devise working drawings</li> <li>• Consider a variety of shapes</li> <li>• Participate in brainstorming activities.</li> </ul>	<b>Design the product/solution</b> Students could: <ul style="list-style-type: none"> <li>• Produce sketches</li> <li>• Develop storyboards</li> <li>• Make use of annotations</li> <li>• Use basic computer-aided design (CAD) tools</li> <li>• Devise working drawings</li> <li>• Consider a variety of shapes</li> <li>• Participate in brainstorming activities.</li> </ul>	<b>Design the product/solution</b> Students could: <ul style="list-style-type: none"> <li>• Develop computer-aided design (CAD) drawings</li> <li>• Make a set of dimensioned working drawings</li> <li>• Draw detailed sketches</li> <li>• Build 3-dimensional or pictorial models</li> <li>• Make use of screenshots</li> <li>• Consider different assembly techniques</li> <li>• Create a model</li> <li>• Take appropriate measurements.</li> </ul>	<b>Design the product/solution</b> Students could: <ul style="list-style-type: none"> <li>• Develop computer-aided design (CAD) drawings</li> <li>• Make a set of dimensioned working drawings</li> <li>• Draw detailed sketches</li> <li>• Build 3-dimensional or pictorial models</li> <li>• Make use of screenshots</li> <li>• Consider different assembly techniques</li> <li>• Create a model</li> <li>• Take appropriate measurements.</li> </ul>	<b>Design the product/solution</b> Students could: <ul style="list-style-type: none"> <li>• Make sketches of computeraided design (CAD) drawings</li> <li>• Make use of modeling techniques</li> <li>• Make use of dimensioning strategies</li> <li>• Produce detailed working drawings</li> <li>• Create “how to” diagrams</li> <li>• Take part in brainstorming activities</li> </ul>

				<ul style="list-style-type: none"> <li>• Make use of graphics software packages</li> <li>• Investigate package design and presentation.</li> </ul>
<b>Plan the product/solution</b> Students could: <ul style="list-style-type: none"> <li>• Develop a basic time line</li> <li>• Write instructions for making/using the product/solution</li> <li>• Devise a flow chart</li> </ul>	<b>Plan the product/solution</b> Students could: <ul style="list-style-type: none"> <li>• Develop a basic time line</li> <li>• Write instructions for making/using the product/solution</li> <li>• Devise a flow chart</li> </ul>	<b>Plan the product/solution</b> Students could: <ul style="list-style-type: none"> <li>• Select suitable resources and/or techniques with guidance</li> <li>• Consider software options</li> <li>• Consider the process</li> <li>• Consider what equipment is needed</li> <li>• produce a step-by-step instruction sheet for creating the product/solution</li> <li>• Devise pattern markings and layout</li> <li>• Select appropriate materials</li> <li>• Consider the areas that may cause problems.</li> </ul>	<b>Plan the product/solution</b> Students could: <ul style="list-style-type: none"> <li>• Select suitable resources and/or techniques with guidance</li> <li>• Consider software options</li> <li>• Consider the process</li> </ul>	<b>Plan the product/solution</b> Students could: <ul style="list-style-type: none"> <li>• Make use of Gantt charts</li> <li>• Devise complex time lines</li> <li>• Devise a net</li> <li>• Produce detailed flow charts</li> </ul>
<b>Create</b>				
<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
At the end of the first year, students should be able to:	At the end of the second year, students should be able to:	At the end of the third year, students should be able to:	At the end of the fourth year, students should be able to:	At the end of the fifth year, students should be able to:
<b>Students use appropriate techniques and equipment</b>				
Use different techniques and equipment, with guidance.	Use different techniques and equipment, with guidance.	<ul style="list-style-type: none"> <li>• Use appropriate techniques and equipment competently</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate techniques and equipment competently</li> </ul>	Use a range of appropriate techniques and equipment competently.
Ensure a safe working environment for themselves and others.	Ensure a safe working environment for themselves and others.	<ul style="list-style-type: none"> <li>• Ensure a safe working environment for themselves and others.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure a safe working environment for themselves and others.</li> </ul>	Ensure a safe working environment for themselves and others.
<b>Students follow the plan</b>				
Understand the importance of plans and, with guidance, follow the plan to produce the product/solution.	Follow the plan to produce the product/solution with some guidance.	<ul style="list-style-type: none"> <li>• Follow the plan to produce the product/solution with minimal guidance</li> </ul>	Follow the plan to produce the product/solution.	Follow the plan to produce the product/solution.
Understand the importance of monitoring progress and revisiting the plan and, with guidance, making necessary changes.	With limited guidance, review the plan and make changes to the plan when necessary.	<ul style="list-style-type: none"> <li>• Review the plan and explain any changes to the plan (when necessary).</li> </ul>	With limited guidance, evaluate and justify any changes made (when necessary).	Evaluate the plan and justify any changes to the plan (when necessary).
<b>Students create the product/solution</b>				
Create, with some guidance, a product/solution of appropriate quality.	Create, with minimal guidance, a product/solution of appropriate quality.	<ul style="list-style-type: none"> <li>• Create a product/solution of appropriate quality.</li> </ul>	Create a product/solution of appropriate quality.	Create a product/solution of appropriate quality.

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**Examples of possible learning experiences**

<p><b>Use appropriate techniques and equipment</b> Students could:</p> <ul style="list-style-type: none"><li>• Give examples of safe working practices/habits</li><li>• Learn about the principles of food hygiene.</li></ul>	<p><b>Use appropriate techniques and equipment</b> Students could:</p> <ul style="list-style-type: none"><li>• Give examples of safe working practices/habits</li><li>• Learn about the principles of food hygiene.</li></ul>	<p><b>Use appropriate techniques and equipment</b> Students could:</p> <ul style="list-style-type: none"><li>• Demonstrate ways of working safely</li><li>• Consider health issues when working with specific pieces of equipment (for example, computers).</li></ul>	<p><b>Use appropriate techniques and equipment</b> Students could:</p> <ul style="list-style-type: none"><li>• Demonstrate ways of working safely</li><li>• Consider health issues when working with specific pieces of equipment (for example, computers).</li></ul>	<p><b>Use appropriate techniques and equipment</b> Students could:</p> <ul style="list-style-type: none"><li>• Select and use equipment and/or techniques independently</li><li>• Select and utilize appropriate software</li><li>• Make appropriate choices of materials.</li></ul>
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<b>Follow the plan</b> Students could: <ul style="list-style-type: none"> <li>• Be given basic procedures and instructions to follow</li> <li>• Suggest ways of improving a set of instructions.</li> </ul>	<b>Follow the plan</b> Students could: <ul style="list-style-type: none"> <li>• Be given basic procedures and instructions to follow</li> <li>• Suggest ways of improving a set of instructions.</li> </ul>	<b>Follow the plan</b> Students could: <ul style="list-style-type: none"> <li>• Follow their own instructions</li> <li>• Record any design modifications that are needed</li> <li>• Utilize selected software applications</li> <li>• Follow a recipe.</li> </ul>	<b>Follow the plan</b> Students could: <ul style="list-style-type: none"> <li>• Follow their own instructions</li> <li>• Record any design modifications that are needed</li> <li>• Utilize selected software applications</li> <li>• Follow a recipe.</li> </ul>	<b>Follow the plan</b> Students could: <ul style="list-style-type: none"> <li>• Follow detailed logical steps created by themselves or other students.</li> <li>• Make independent changes to designs.</li> <li>• Justify all decisions.</li> </ul>
<b>Create the product/solution</b> Students could: <ul style="list-style-type: none"> <li>• Work to produce a product/solution of quality appropriate to year 1</li> <li>• Keep a process journal with detailed entries.</li> </ul>	<b>Create the product/solution</b> Students could: <ul style="list-style-type: none"> <li>• Work to produce a product/solution of quality appropriate to year 1</li> <li>• Keep a process journal with detailed entries.</li> </ul>	<b>Create the product/solution</b> Students could: <ul style="list-style-type: none"> <li>• Work to produce a product/solution of quality appropriate to year 3</li> <li>• Keep a process journal with detailed entries</li> <li>• Apply a suitable finish to the product.</li> </ul>	<b>Create the product/solution</b> Students could: <ul style="list-style-type: none"> <li>• Work to produce a product/solution of quality appropriate to year 3</li> <li>• Keep a process journal with detailed entries</li> <li>• Apply a suitable finish to the product.</li> </ul>	<b>Create the product/solution</b> Students could: <ul style="list-style-type: none"> <li>• Work to produce a product/solution of quality appropriate to year 5</li> <li>• Keep a process journal with regular detailed entries, including critical evaluations of their work</li> <li>• Select and apply a suitable finish to the product.</li> </ul>

**Note:** Appropriate quality is the best quality that can be produced, taking into account the resources available, the skills and techniques they have learned, their educational development, how the product/solution addresses the identified need and aspects of safety and ergonomics.

<b>Evaluate</b>				
<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
At the end of the first year, students should be able to:	At the end of the second year, students should be able to:	At the end of the third year, students should be able to:	At the end of the fourth year, students should be able to:	At the end of the fifth year, students should be able to:
<b>Students evaluate the product/solution</b>				
Carry out or follow tests, with guidance, to compare the product/solution against the design specification.	Carry out or follow tests, with limited guidance, to compare the product/solution against the design specification.	• Carry out tests to compare the product/solution against the design specification	With some guidance, carry out tests to evaluate the product/solution against the design specification.	Carry out tests to evaluate the product/solution against the design specification.
Consider the success (and/or failure) of the product/solution based on testing, their own views and the views of the intended user.	With guidance, consider the success (and/or failure) of the product/solution objectively, based on testing, their own views and the views of the intended user.	• Consider the success (and/or failure) of the product/solution in an objective manner based on testing, their own views and the views of the intended user	With limited guidance, evaluate the success (and/or failure) of the product/solution in an objective manner based on testing, their own views and the views of the intended user.	Evaluate the success of the product/solution in an objective manner based on testing, their own views and the views of the intended user.
Consider, with guidance, the impact of the product/solution on individuals and/or on society.	Consider, with limited guidance, the impact of the product/solution on individuals and/or on society.	• Consider the impact of the product/solution on individuals and/or on society	With limited guidance, evaluate the impact of the product/solution on individuals and/or on society.	Evaluate the impact of the product/solution on individuals and on society.

Explain, with guidance, how the product/solution could be improved.	With limited guidance, explain how the product/solution could be improved.	• Explain how the product/solution could be improved.	Explain how the product/solution could be improved.	Explain how the product/solution could be improved.
<b>Students evaluate their use of the design cycle</b>				
Reflect on their performance at each stage of the design cycle.	Reflect on their performance at each stage of the design cycle	• Reflect on their performance at each stage of the design cycle	Reflect on their performance at each stage of the design cycle	Evaluate their performance at each stage of the design cycle.
Identify and describe the parts they found easy and the parts that proved difficult. With guidance, suggest ways in which their performance could be improved.	Identify and describe more thoroughly the parts they found easy and the parts they found difficult. With limited guidance, suggest ways in which their performance could be improved.	• Identify the parts they found difficult and suggest ways in which their performance could be improved.	With limited guidance, suggest ways in which their performance could be improved.	Suggest ways in which their performance could be improved.
<b>Examples of possible learning experiences</b>				
<b>Evaluate the product/solution</b> Students could: <ul style="list-style-type: none"> <li>• Devise star diagrams</li> <li>• Take photographs</li> <li>• Answer questions on the success of the product/solution</li> <li>• Test programs</li> <li>• Test their product/solution</li> <li>• Comment on the work of others</li> <li>• Take part in competitions</li> <li>• Participate in blind tasting.</li> </ul>	<b>Evaluate the product/solution</b> Students could: <ul style="list-style-type: none"> <li>• Devise star diagrams</li> <li>• Take photographs</li> <li>• Answer questions on the success of the product/solution</li> <li>• Test programs</li> <li>• Test their product/solution</li> <li>• Comment on the work of others</li> <li>• Take part in competitions</li> <li>• Participate in blind tasting.</li> </ul>	<b>Evaluate the product/solution</b> Students could: <ul style="list-style-type: none"> <li>• Devise simple tests</li> <li>• Take photographs during testing</li> <li>• Develop questionnaires for product testing</li> <li>• Suggest product improvements</li> <li>• Produce a graph showing test results</li> <li>• Test a website, animation or computer program</li> <li>• Arrange audience testing.</li> </ul>	<b>Evaluate the product/solution</b> Students could: <ul style="list-style-type: none"> <li>• Devise simple tests</li> <li>• Take photographs during testing</li> <li>• Develop questionnaires for product testing</li> <li>• Suggest product improvements</li> <li>• Produce a graph showing test results</li> <li>• Test a website, animation or computer program</li> <li>• Arrange audience testing.</li> </ul>	<b>Evaluate the product/solution</b> Students could: <ul style="list-style-type: none"> <li>• Develop a range of tests that focus on the user</li> <li>• Publish a website on the Internet</li> <li>• Report on the potential impact of marketing the product/solution</li> <li>• Make use of feedback from users</li> <li>• Detail improvements in the making of the product</li> <li>• Hold a fashion show</li> <li>• Demonstrate the product/solution to the public.</li> </ul>

## Attitudes in Technology

This objective goes beyond technology and refers to encouraging attitudes and dispositions that will contribute to students' development as caring and responsible individuals and members of society.

This objective is set in the context of the technology class (and it is also present in MYP sciences as "Attitudes in science") but will pervade other subjects and life outside school. It includes notions of safety and responsibility when working in



technology as well as respect for and collaboration with others and their shared environment.

Year 1	Year 2	Year 3	Year 4	Year 5
Throughout the course, students should:	Throughout the course, students should:	Throughout the course, students should:	Throughout the course, students should:	Throughout the course, students should:
Carry out units of work in technology using materials and techniques safely and responsibly.	Carry out units of work in technology using materials and techniques safely and responsibly	• Carry out units of work in technology using materials and techniques safely and responsibly	Carry out units of work in technology using materials and techniques safely and responsibly	Carry out units of work in technology using materials and techniques safely and responsibly.
Work effectively as members of a team, collaborating, acknowledging and supporting the views of others.	Work effectively as members of a team, collaborating, acknowledging and supporting the views of others	• Work effectively as members of a team, collaborating, acknowledging and supporting the views of others	Work effectively as members of a team, collaborating, acknowledging and supporting the views of others	Work effectively as members of a team, collaborating, acknowledging and supporting the views of others.
Provide evidence of personal engagement with the subject (motivation, independence, general positive attitude) when working in technology.	Provide evidence of personal engagement with the subject (motivation, independence, general positive attitude) when working in technology.	• Provide evidence of personal engagement with the subject (motivation, independence, general positive attitude) when working in technology.	Provide evidence of personal engagement with the subject (motivation, independence, general positive attitude) when working in technology.	Provide evidence of personal engagement with the subject (motivation, independence, general positive attitude) when working in technology.

## Context for learning

Every MYP unit of work has an approaches to learning (ATL) component: a shared and agreed set of skills that all teachers develop with their students throughout the entire programme. The context that frames a particular unit of work is generally derived from one of the other four areas of interaction (AOI), although ATL might be the specific context on some occasions. The examples of possible assessment tasks listed are all set in the context of one or more areas of interaction.

Planning an interdisciplinary unit in collaboration with other subject teachers is also a possibility and several of the student activities listed offer this possibility.

## Assessment tasks

One of the first stages in planning a unit of work is to design **summative assessment tasks**, linked to the MYP unit question, which provide varied opportunities for students to demonstrate their knowledge, understanding, skills and attitudes. It is also important to include ongoing **formative assessment tasks** within a unit of work as these provide

valuable insights into the extent of student learning as the unit of work progresses. Some examples of possible assessment tasks are described in the table that follows. Each assessment task is intended to be integrated into a unit of work and may therefore be regarded as a formative or summative assessment task depending on the MYP unit question being explored.

Examples of possible assessment tasks				
Year 1	Year 2	Year 3	Year 4	Year 5
<p>Students are asked to create a media campaign to show seasonal changes in their environment.</p> <p>Students could explore developing a product/solution that uses powerful images to illustrate seasonal changes.</p> <p>Students could explore some basic features of Photoshop to rework digital images of nature (for example, autumn leaves) captured from the local environment.</p> <p>This task would involve students taking digital images around campus and then uploading them for simple manipulation using Photoshop (textures, shading, simple layers). Guidance should be given to students at each stage of the design cycle to ensure they understand and meet the objectives for each stage before moving on to the next stage.</p> <p>AOI context: environments, approaches to learning</p>	<p>Students are asked to create a media campaign to show seasonal changes in their environment.</p> <p>Students could explore developing a product/solution that uses powerful images to illustrate seasonal changes.</p> <p>Students could explore some basic features of Photoshop to rework digital images of nature (for example, autumn leaves) captured from the local environment.</p> <p>This task would involve students taking digital images around campus and then uploading them for simple manipulation using Photoshop (textures, shading, simple layers). Guidance should be given to students at each stage of the design cycle to ensure they understand and meet the objectives for each stage before moving on to the next stage.</p> <p>AOI context: environments, approaches to learning</p>	<p>Students are expected to identify a specific need of their immediate social community outside the school.</p> <p>Students are expected to develop a product/solution to raise awareness of this need in the community.</p> <p>Students could create a simple website that informs students of community and service opportunities.</p> <p>The website should include an index of the organizations (both local and global) in alphabetical order, with links to the full contact information (for example, a link to the Amnesty International website). Some guidance should be given to students at each stage of the design cycle to ensure they are meeting the objectives for each stage before moving on to the next stage.</p> <p>AOI context: community and service.</p>	<p>Students are expected to identify a specific need of their immediate social community outside the school.</p> <p>Students are expected to develop a product/solution to raise awareness of this need in the community.</p> <p>Students could create a simple website that informs students of community and service opportunities.</p> <p>The website should include an index of the organizations (both local and global) in alphabetical order, with links to the full contact information (for example, a link to the Amnesty International website). Some guidance should be given to students at each stage of the design cycle to ensure they are meeting the objectives for each stage before moving on to the next stage.</p> <p>AOI context: community and service.</p>	<p>Students are expected to find out whether their school would comply with health and safety regulations for schools in the district.</p> <p>Students could create digital videos that examine some aspect of health and/or the environment of their campus. For instance, how accessible their school is to people with disabilities or how pollution is dealt with on their campus (litter, recycling). These videos could be presented to the whole school to create awareness and foster responsibility among students.</p> <p>The digital video should be of high quality and include an introduction to the topic, background music, scripts and end credits with proper citation.</p> <p>Minimal guidance should be given to students at this stage as they are expected to be familiar with the stages of the design cycle and able to work independently.</p>

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<p>Students are asked to communicate to a group of parents if the school cafeteria</p>	<p>Students are asked to communicate to a group of parents if the school cafeteria</p>	<p>Students are asked to help an MYP year 1 teacher to introduce his/her students to the areas of</p>	<p>Students are asked to help an MYP year 1 teacher to introduce his/her students to the areas of</p>	<p>Students are asked to prepare a portfolio to communicate their achievements to a hiring agency</p>