

# MYP Curriculum Map – Østerbro International School - Design

## MYP 1 - TERM 1

UNIT TITLE	MYP OBJECTIVES	ATL SKILLS	CONCEPT STATEMENT (Statement of Inquiry)	UNIT QUESTION (Inquiry Questions)	GLOBAL CONTEXT(S) AOI Understanding Taking Action Reflecting	Summative Assessment Task(s) (Criteria)	UNIT CONTENT
<b><i>Nutrition and Health</i></b>	<p>A: Investigate Students develop the design brief Students identify the problem to be solved Students formulate a design specification</p> <p>B: Design Students design the solution</p>	Collaboration Organization	Students will understand that the form of our bodies change due to food choices.	<i>Are we what we eat?</i>	Approaches to Learning: Students will gain awareness of food choice on health.	Criteria A,B: Power point presentation about the connection of health and nutrition	Students are introduced to the elements of design cycle. Students make a research about diseases caused due to poor food choices. Student inquiry is encouraged to create group work where they want to make further research.
<b><i>Start the day right</i></b>	<p>B: Design Students design the solution</p> <p>C: Plan Students plan the product/solution</p> <p>D: Create Students follow the plan Students use</p>	Transfer	Students will understand that functioning well is interrelated with adaptation of good start to a day.	<i>What shall we start with?</i>	Health and Social Education: Students will understand the importance of breakfast to feel well throughout the day.	<i>Criteria B,C,D: Designing a nutritious breakfast</i>	Learning about the importance of breakfast for different aged students Designing a nutritious breakfast

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	appropriate techniques and equipment Students create the product/solution						
<b><i>Fresh versus processed food</i></b>	<p>A: Investigate Students develop the design brief Students identify the problem to be solved Students formulate a design specification</p> <p>B: Design Students design the solution</p> <p>F: Attitudes in technology</p>	Information literacy	Students will understand that markets and trends are vital in evaluation of fresh food against processed food.	What are the differences between fresh and processed food?	Environments: Students will become aware, take action and reflect on the choice between fresh and processed food.	<i>Criteria A,B,F: Creating a poster where they promote their ideas</i>	<p>Students learn about the nutritional difference of fresh food and processed food</p> <p>Students learn how to defend their ideas using different tools</p>

## MYP Curriculum Map – Østerbro International School - Design

### MYP 1 - TERM 2

UNIT TITLE	MYP OBJECTIVES	ATL SKILLS	CONCEPT STATEMENT (Statement of Inquiry)	UNIT QUESTION (Inquiry Questions)	GLOBAL CONTEXT(S)	Summative Assessment Task(s) (Criteria)	UNIT CONTENT
<b><i>Food for celebrating</i></b>	<p>A: Investigate Students develop the design brief Students identify the problem to be solved Students formulate a design specification</p> <p>D: Create Students follow the plan Students use appropriate techniques and equipment Students create the product/solution</p> <p>E. Evaluate Students evaluate the product/solution Students evaluate their use of the design cycle</p> <p>F: Attitudes in</p>	Communication	Students will understand that celebrations are related to aesthetics and show identity.	What do we serve to whom?	Community and Service: Students will become aware of the differences in cultural celebrations.	<i>Criteria A,D,E,F: Preparing a dish used in celebrations</i>	<p>Students learn about cultural celebrations</p> <p>Students learn how to create a dish using recipes</p> <p>Students serve the prepared dish to other classes and evaluate their success</p>

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<b>Soups</b>	<p>technology</p> <p>C: Plan Students plan the product/solution</p> <p>D: Create Students follow the plan Students use appropriate techniques and equipment Students create the product/solution</p> <p>E. Evaluate Students evaluate the product/solution Students evaluate their use of the design cycle</p>	<p>Thinking Reflection</p>	<p>Students will understand that Innovation requires creativity.</p>	<p>How can I make a healthy filling, tasteful soup?</p>	<p>Human Ingenuity: Students will become aware of soup types with different nutritious ingredients.</p>	<p><i>Criteria C,D,E: Preparing different types of soup according to student choice.</i></p>	<p>Students learn how to use cooking techniques and equipment to cook different types of soups.</p>
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## MYP 2 – Term 1

UNIT TITLE	MYP OBJECTIVES	ATL SKILLS	CONCEPT STATEMENT (Statement of Inquiry)	UNIT QUESTION (Inquiry Questions)	GLOBAL CONTEXT(S)	Summative Assessment Task(s) (Criteria)	UNIT CONTENT
<b>School lunch menu</b>	<p>A: Investigate Students develop the design brief Students identify the problem to be solved Students formulate a design specification</p> <p>B: Design Students design the solution</p>	Collaboration	Students will understand that Innovation is directly linked to communities.	What are we supposed to eat?	Approaches to Learning: Students will become aware, take action and reflect on the needs of their school community.	<i>Criteria A and B: Creating a 5-day lunchbox menu for the whole school</i>	Students will learn about the nutritional needs of different aged students and adults. They design lunch menu considering different dietary needs due to cultural differences.
<b>Energy Drinks</b>	<p>A: Investigate Students develop the design brief Students identify the problem to be solved Students formulate a design specification</p> <p>B: Design Students design the solution</p>	Information Literacy	Students will understand that marketing and trends can ease the adaptation of new products.	Are commercial energy drinks really healthy?	Environments: Students will become aware, take action and reflect on the energy drink consumption.	<i>Criteria A,B,C: Creating an advertisement to promote/avoid energy drink consumption</i>	<p>Students learn about the importance of advertisement in our lives.</p> <p>Students learn about the nutritional facts of energy drinks.</p> <p>Students investigate different forms</p>

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	<p>C: Plan Students plan the product/solution</p>						of tools to persuade others.
<b>Organics</b>	<p>A: Investigate Students develop the design brief Students identify the problem to be solved Students formulate a design specification</p> <p>C: Plan Students plan the product/solution</p> <p>D: Create Students follow the plan Students use appropriate techniques and equipment Students create the product/solution</p>	Transfer	Students will understand that Innovation in food consumption development became more vital with the increasing poor food choices.	Does organics matter?	Human Ingenuity: Students will become aware, take action and reflect on the organic food consumption.	<i>Criteria A,C,D :</i> <i>Creating a meal box with organic ingredients and recipes.</i>	<p>Students learn about the importance of organic food production.</p> <p>A visit to “Aarstiderne” for seeing how organic food concept is promoted.</p>

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### MYP 2 - TERM 2

UNIT TITLE	MYP OBJECTIVES	ATL SKILLS	CONCEPT STATEMENT (Statement of Inquiry)	UNIT QUESTION (Inquiry Questions)	GLOBAL CONTEXT(S)	Summative Assessment Task(s) (Criteria)	UNIT CONTENT
<b>Muffin Fair</b>	<p>D: Create Students follow the plan Students use appropriate techniques and equipment Students create the product/solution</p> <p>E. Evaluate Students evaluate the product/solution Students evaluate their use of the design cycle</p> <p>F: Attitudes in technology</p>	Organization Thinking	Students will understand that the form of the products created is linked with the designer's identity.	Which muffin are you?	Community and Service: Students will become aware, take action and reflect on the diversity of food decoration.	Criteria D,E,F: Baking/decorating muffins for a bake sale	<p>Students learn to apply baking techniques and equipment</p> <p>They learn about how people use baking to show their identities.</p> <p>They test and evaluate their products with a muffin fair at the end of the unit.</p>
<b>Food Blog</b>	<p>D: Create Students follow the plan Students use appropriate techniques and equipment Students create</p>	Communication Reflection	Students will understand that special diets are based on various factors such as culture and sustainability.	Why are special diets important?	Health and Social Education: Students will become aware of different diets.	Criteria D,E,F: <i>Creating food blogs for special diets.</i>	Students learn how to create a website in form of a weblog.

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	the product/solution  E. Evaluate Students evaluate the product/solution Students evaluate their use of the design cycle F: Attitudes in technology						
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# MYP Curriculum Map – Østerbro International School - Design

## MYP 3 - TERM 1

UNIT TITLE	MYP OBJECTIVES	ATL SKILLS	CONCEPT STATEMENT (Statement of Inquiry)	UNIT QUESTION (Inquiry Questions)	GLOBAL CONTEXT(S)	Summative Assessment Task(s) (Criteria)	UNIT CONTENT
<b>Signs and Symbols</b>	<p>A: Investigate Students develop the design brief Students identify the problem to be solved Students formulate a design specification</p> <p>F: Attitudes in technology</p>	Organization	Students will understand that city planning <b>systems</b> require <b>communication</b> .	How do we communicate our systems?	Environments Students will understand graphic design and reflect on our urban environment	<p>Students design signs in a graphic campaign for the city of Copenhagen.</p> <p><b>Criterion A:</b> Investigate: Students Identify the problem by taking photos of urban zoning and service issues</p> <p>Criterion F: Attitudes: Students are introduced to and competent with the design cycle and documentation procedure for design.</p>	Signs, symbols and maps effect city planning. Case Study: Green Copenhagen campaign
<b>Toy design</b>	<p>B: Design Students design the solution</p> <p>C: Plan Students plan the product/solution</p> <p>D: Create Students follow the plan Students use appropriate</p>	Thinking Transfer	Students will understand that child <b>development</b> is affected by <b>form</b> and <b>aesthetics</b> .	How do objects influence us?	Health and Social education Students will take action to promote the social-emotional link between themselves and the prep class through the development of learning toys.	<p>Design a soft developmental toy for 5 year olds. Testing on Prep Class Buddies.</p> <p>Criterion C. Plan Students plan the project with consideration for time, materials.</p> <p>Criterion D . Students create a production of their design using sewing workshop</p>	Design of soft sculpted toy for a five year old buddy with focus on social and emotional learning. Production of textile Marquette. Case Study: Mail e.g. stuffed toys, Ugly doll

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	<p>techniques and equipment</p> <p>E. Evaluate Students evaluate the product/solution Students evaluate their use of the design cycle</p>					<p>Criterion E. Students will design a test to be made on their design, by the Prep students.</p>	<p>Workshop: sewing/pattern making</p>
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### MYP 3 - TERM 2

UNIT TITLE	MYP OBJECTIVES	ATL SKILLS	CONCEPT STATEMENT (Statement of Inquiry)	UNIT QUESTION (Inquiry Questions)	GLOBAL CONTEXT(S)	Summative Assessment Task(s) (Criteria)	UNIT CONTENT
<b>Me Inc.</b>	<p>A: Investigate Students develop the design brief Students formulate a design specification</p> <p>D: Create Students follow the plan Students use appropriate techniques and equipment</p> <p>E: Evaluate</p>	<p>Communication Information Literacy</p>	<p>Students will understand that identity branding follows Markets and trends and influences personal perception.</p>	<p>What do I stand for?</p>	<p>Human Ingenuity: Students will reflect on how we profile ourselves</p>	<p>Web Design: Students create their own company and design a website for it. Criterion A. Students will reflect on how they might potentially wish to brand themselves, should they start a business.</p> <p>Criterion D. Students will use a web format and design their own website for their business.</p> <p>Criterion E. Students will</p>	<p>Branding and promoting an upstart company.</p> <p>Tools: Wix Design system</p> <p>Guest Speaker: Creating new codes in an internet startup.</p>

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	Students evaluate the product/solution Students evaluate their use of the design cycle					create a test of their website's communication to be made on their peers.	
<b>Urban Gardens</b>	D: Create Students follow the plan Students use appropriate techniques and equipment  E: Evaluate Students evaluate the product/solution Students evaluate their use of the design cycle  F: Attitudes in technology	Collaboration	Students will understand that innovation is crucial for sustainable lifestyles.	How can we effect change in our immediate environment?	Environments: Students take action on influencing their immediate outdoor spaces and raising awareness on greening ideas	Students will create an urban garden for playground space from recycled materials. Criterion D. Students will focus on follow through of an actual design on low budget, to influence our immediate play spaces. E. Students will evaluate the effects of the greening work on other students in school via survey. They will collect the data and create suggestion for improvement of their plans. Criterion F. Students will focus on the use of creative solutions, research and follow through as a team.	A look at current projects for urban gardening and alternative/sustainable cities.  Case study: Plantagon, Stockholm
<b>Unique Object</b>	A: Investigate Students develop the design brief Students formulate a design specification  B: Design Students design the product/solution	Reflection	Students will understand that humans evaluate need through individual perspective	How can I effect change?	Human Ingenuity Students will understand the diversity in the definition and fulfillment of Human Need.	Unique design: Students envision a product line of their own imagination, providing sufficient evidence of Human Need combined with logical design potential. Criterion A: Students investigate their personal	Visits to both Denmark's design school and Denmark's technological Institute form the basis of student understanding of

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	<p>C: Plan Students plan the product/solution</p> <p>D: Create Students follow the plan Students use appropriate techniques and equipment</p>					<p>need</p> <p>Criterion B: Students Design a product that will solve that need.</p> <p>Criterion C. Students must detail a full plan, including budget for the production of the product.</p> <p>Criterion D. Students create a product mock up using any and all materials available</p>	<p>the depth of the Design field.</p> <p>Students use the cycle to offer blueprints, Marquette's, and plans for their own future design.</p> <p>Student work could be based either along social, aesthetic or technological basis, with the goal being a clear communication of the idea, and production costs.</p>
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# MYP Curriculum Map – Østerbro International School - Design

## MYP 4 - TERM 1

UNIT TITLE	MYP OBJECTIVES	ATL SKILLS	CONCEPT STATEMENT (Statement of Inquiry)	UNIT QUESTION (Inquiry Questions)	GLOBAL CONTEXT(S)	Summative Assessment Task(s) (Criteria)	UNIT CONTENT
<b>Signs and Symbols</b>	<p>A: Investigate Students develop the design brief Students identify the problem to be solved Students formulate a design specification</p> <p>F: Attitudes in technology</p>	Organization	Students will understand that communication follows market trends.	How do the changes in lifestyle, technology lead to the changes in design? How can we anticipate the future?	Human Ingenuity: Students will understand the need for regular renewal of concepts and information	<p>Logo Remake: Students design updated logos for well-known companies.</p> <p><b>Criterion A:</b> Investigate: Students Identify the need of a chosen company to maintain market interest through the updating of logo image.</p> <p><b>Criterion B:</b> Design: Students design updated logos to meet a wider market</p> <p><b>Criterion F:</b> Students are introduced to and competent with the design cycle and documentation procedure for investigation in design</p>	Logo Evolution and graphic design for the future, how do designers anticipate need/market?
<b>Bearing Up</b>	<p>B: Design Students design the solution</p> <p>C: Plan Students plan the</p>	Thinking Transfer	Students will understand that function and aesthetics influence invention	How do humans adapt and invent to meet their needs?	Health and Social Education: Students reflect on the ways in which humans	<p>Students will create a bag, based on their own criteria for function, form and aesthetics.</p> <p><b>Criterion B:</b> Students design a bag after</p>	We look at the ways in which humans carry weight and the influence of ergonomics in

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	<p>product/solution</p> <p>D: Create Students follow the plan Students use appropriate techniques and equipment</p> <p>E: Evaluate Students evaluate the product/solution Students evaluate their use of the design cycle</p>				<p>adapt to need, and how this influences common objects.</p>	<p>investigation of function, form and aesthetics.</p> <p><b>Criterion C:</b> Students plan using low budget, recyclable materials.</p> <p><b>Criterion D:</b> Students create the bag according to their design specification</p>	<p>design. Students spend time exploring form, function and aesthetics to create our own bag.</p>
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## MYP Curriculum Map – Østerbro International School - Design

### MYP 4 - TERM 2

UNIT TITLE	MYP OBJECTIVES	ATL SKILLS	CONCEPT STATEMENT (Statement of Inquiry)	UNIT QUESTION (Inquiry Questions)	GLOBAL CONTEXT(S)	Summative Assessment Task(s) (Criteria)	UNIT CONTENT
<b>Youth Market Organics</b>	<p>A: Investigate Students develop the design brief Students formulate a design specification</p> <p>B: Design Students design the product/solution</p> <p>C: Plan Students plan the product/solution</p> <p>D: Create Students follow the plan Students use appropriate techniques and equipment</p> <p>E: Evaluate Students evaluate the product/solution Students evaluate their use of the design cycle</p>	<p>Communication Collaborative skills</p>	<p>Students will understand that creativity facilitates Communication for the promotion of sustainability</p>	<p>How can we develop effective and appealing communication?</p>	<p>Community and Service: Students will promote sustainable products aimed at the youth market for the benefit of both the environment and the consumer</p>	<p>Students create a collaborative food blog geared for a teen market, and promoting organic produce.</p> <p><b>Criterion A:</b> Students investigate teen reaction to organics.</p> <p><b>Criterion B:</b> Students Design a blog which unites teens with organic products.</p> <p><b>Criterion C:</b> Students plan the project, working collaboratively and focusing on self-management</p> <p><b>Criterion D:</b> Students create the blog</p> <p><b>Criterion E:</b> Students evaluate their blog based on age group survey.</p>	<p>Students look at developing a food blog which will make organic produce particularly appealing to the youth market.</p> <p>Case Study: Årstiderne, Krogruppgård.</p>

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	F: Attitudes in technology					<b>Criterion F:</b> Collaborative skills are in focus. For development of the full blog and all its detail	
<b>Sustainable Living</b>	<p>A: Investigate Students develop the design brief Students formulate a design specification</p> <p>B: Design Students design the product/solution</p> <p>C: Plan Students plan the product/solution</p> <p>D: Create Students follow the plan Students use appropriate techniques and equipment</p>	Information literacy	Students will understand that the choice of using sustainable resources promotes farsighted Global Interaction.	How does our choice of material and its life span effect an object?	Environments: Students will reflect on how small local steps can lead to improved environmental awareness.	<p>Students create a design for a school greenhouse, transforming current space into future space, and itemizing a realistic budget.</p> <p><b>Criterion A:</b> Students research practical solutions for school greenhouses</p> <p><b>Criterion B:</b> Students design a solution for the current campus at OEIS</p> <p><b>Criterion C:</b> Students create a budget, and match resources, research grant possibilities.</p> <p><b>Criterion D:</b> Students write a proposal for the school board, with detailed drawing and budget planning of a practical greenhouse solution for OEIS and how it can be used.</p>	<p>Students are required to base their work in a realistic project that has potential for funding.</p> <p>Case Study Alternative homes, Tåstrup</p>
<b>Student Union</b>	<p>A: Investigate Students develop the design brief Students formulate a design specification</p> <p>B: Design</p>	Reflection	Students will understand that communities adapt their spaces according to their needs.	How can space development transform a social network?	Community and Service: Students reflect on what ways space can influence	<p>Social design collides with interior design as students make plans to remodel actual physical space for social gain.</p> <p><b>Criterion A:</b> Students will</p>	<p>Interior design and basic technical drawing /maquet building skills come together in this project for</p>



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	<p>Students design the product/solution</p> <p>C: Plan Students plan the product/solution</p>				community	<p>research realistic ways for OEIS to transform it's space, including evaluating budget needs.</p> <p><b>Criterion B:</b> Students will use mechanical drawing, Architectural drawing and maquet building skills to create proposals for OEIS space development.</p> <p><b>Criterion C:</b> Students will plan a solution, including a budget overview.</p>	<p>the creation of new school spaces from existing features.</p> <p>Case Study: OEIS and the current building upgrade schedule. What are real possibilities?</p>
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