

Design Cycle

Canadian Academy
inspires students to inquire,
reflect and choose to
compassionately impact the world
throughout
their lives.



*Not Science Learning Project
Must be negotiated through the
Science Learning Coordinator (SLC)
only science professionals with science background

	Inquiring & Analysing	Developing Ideas	Creating the Solution	Evaluating
1-2	The student: <ol style="list-style-type: none"> states the need for a solution to a problem for a specified client/target audience develops a design brief, which states the findings of relevant research 	The student: <ol style="list-style-type: none"> sets some basic design specifications for the design of a solution presents a design, which can be integrated by others creates incomplete planning drawings/diagrams 	The student: <ol style="list-style-type: none"> demonstrates essential technical skills when making the solution realizes the solution, which functions poorly and is presented in an incomplete form 	The student: <ol style="list-style-type: none"> designs a testing method, which is used to measure the success of the solution states the success of the solution
3-4	The student: <ol style="list-style-type: none"> outlines the need for a solution to a problem for a specified client/target audience develops a research plan, which identifies primary and secondary research needed to develop a solution to the problem, with some guidance analyzes an existing product that inspires a solution to the problem develops a design brief, which outlines the findings of relevant research 	The student: <ol style="list-style-type: none"> sets some design specifications, which relate to the success criteria for the design of a solution presents a design, using an appropriate medium(s) or presentation, which can be integrated by others justifies the selection of the chosen design with reference to the design specifications creates planning drawings/diagrams or lists requirements for the creation of the chosen solution 	The student: <ol style="list-style-type: none"> constructs a plan that contains some production details, resulting in parts having difficulty following the plan demonstrates satisfactory technical skills when making the solution creates the solution, which partially functions and is inadequately presented outlines changes made to the chosen design and plan when making the solution 	The student: <ol style="list-style-type: none"> designs a relevant testing method, which generates data, to measure the success of the solution outlines the success of the solution against the design specification based on relevant product testing explains how the solution could be improved outlines the impact of the solution on the client/target audience
5-6	The student: <ol style="list-style-type: none"> explains the need for a solution to a problem for a specified client/target audience develops a research plan, which identifies and prioritizes primary and secondary research needed to develop a solution to the problem, with some guidance analyzes a range of existing products that inspire a solution to the problem develops a design brief, which explains the findings of relevant research 	The student: <ol style="list-style-type: none"> develops design specifications, which outline the success criteria for the design of a solution develops a range of feasible design ideas, using an appropriate medium(s) or presentation, which can be integrated by others presents the chosen design and justifies its selection with reference to the design specifications develops detailed planning drawings/diagrams and lists requirements for the creation of the chosen solution 	The student: <ol style="list-style-type: none"> constructs a logical plan, which considers time and resources, sufficient for parts to be able to follow to create the solution demonstrates competent technical skills when making the solution creates the solution, which functions as intended and is presented appropriately describes changes made to the chosen design and plan when making the solution 	The student: <ol style="list-style-type: none"> designs relevant testing methods, which generate data, to measure the success of the solution explains the success of the solution against the design specification based on relevant product testing describes how the solution could be improved explains the impact of the solution on the client/target audience, with guidance
7-8	The student: <ol style="list-style-type: none"> explains and justifies the need for a solution to a problem for a client/target audience develops a detailed research plan, which identifies and prioritizes the primary and secondary research needed to develop a solution to the problem/independently analyzes a range of existing products that inspire a solution to the problem in detail develops a detailed design brief, which summarizes the findings of relevant research 	The student: <ol style="list-style-type: none"> develops detailed design specifications, which explain the success criteria for the design of a solution based on the analysis of the research develops a range of feasible design ideas, using an appropriate medium(s) and detailed presentation, which can be correctly integrated by others presents the chosen design and justifies fully and critically its selection with detailed reference to the design specifications develops accurate and detailed planning drawings/diagrams and outlines requirements for the creation of the chosen solution 	The student: <ol style="list-style-type: none"> constructs a detailed and logical plan, which describes the efficient use of time and resources, sufficient for parts to be able to follow to create the solution demonstrates excellent technical skills when making the solution realizes the plan to create the solution, which functions as intended and is presented appropriately fully justifies changes made to the chosen design and plan when making the solution 	The student: <ol style="list-style-type: none"> designs detailed and relevant testing methods, which generate data, to measure the success of the solution critically evaluates the success of the solution against the design specification based on authentic product testing explains how the solution could be improved explains the impact of the product on the client/target audience

Myp Travel Guide Criterion

Joseph Rosendo

A red circular graphic with a gradient, appearing as a semi-circle or a partial circle, located to the right of the name bar.

Myp Travel Guide Criterion:

English for the IB MYP 3 Zara Kaiserimam, Ana de Castro, Stephanie Beer Barrus, 2020-09-28 Exam Board MYP Level IB Subject English First Teaching September 2016 First Exam June 2017 Has been updated for the revised curriculum from September 2020 Develop your skills to become an inquiring learner ensure you navigate the MYP framework with confidence using a concept driven and assessment focused approach to English presented in global contexts Develop conceptual understanding with key MYP concepts and related concepts at the heart of each chapter Learn by asking questions with a statement of inquiry in each chapter Prepare for every aspect of assessment using support and tasks designed by experienced educators Understand how to extend your learning through research projects and interdisciplinary opportunities

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English for the IB MYP 1 Ana de Castro, Zara Kaiserimam, Stephanie Beer Barrus, 2020-09-28 Exam Board MYP Level IB Subject English First Teaching September 2016 First Exam June 2017 Has been updated for the revised curriculum from September 2020 Develop your skills to become an inquiring learner ensure you navigate the MYP framework with confidence using a concept driven and assessment focused approach to English presented in global contexts Develop conceptual understanding with key MYP concepts and related concepts at the heart of each chapter Learn by asking questions with a statement of inquiry in each chapter Prepare for every aspect of assessment using support and tasks designed by experienced educators Understand how to extend your learning through research projects and interdisciplinary opportunities

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Sanchez-Gardey, Caterina Francesca Gozzoli, Diletta Gazzaroli, Natalia Garcia-Carbonell, 2023-05-11 *The Travel Book: Guide to the Travel Guides* Jon O. Heise, 1981 **The Travel Book** Jon O. Heise, Dennis O'Reilly, 1981 Going Places Gregory Hayes, Joan Wright, 1988 Don't waste hours sifting through the wrong books This book has done all that work for you

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Table of Contents Myp Travel Guide Criterion

1. Understanding the eBook Myp Travel Guide Criterion
 - The Rise of Digital Reading Myp Travel Guide Criterion
 - Advantages of eBooks Over Traditional Books
2. Identifying Myp Travel Guide Criterion
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Myp Travel Guide Criterion
 - User-Friendly Interface
4. Exploring eBook Recommendations from Myp Travel Guide Criterion
 - Personalized Recommendations
 - Myp Travel Guide Criterion User Reviews and Ratings
 - Myp Travel Guide Criterion and Bestseller Lists

5. Accessing Myp Travel Guide Criterion Free and Paid eBooks
 - Myp Travel Guide Criterion Public Domain eBooks
 - Myp Travel Guide Criterion eBook Subscription Services
 - Myp Travel Guide Criterion Budget-Friendly Options
6. Navigating Myp Travel Guide Criterion eBook Formats
 - ePub, PDF, MOBI, and More
 - Myp Travel Guide Criterion Compatibility with Devices
 - Myp Travel Guide Criterion Enhanced eBook Features
7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Myp Travel Guide Criterion
 - Highlighting and Note-Taking Myp Travel Guide Criterion
 - Interactive Elements Myp Travel Guide Criterion
8. Staying Engaged with Myp Travel Guide Criterion
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Myp Travel Guide Criterion
9. Balancing eBooks and Physical Books Myp Travel Guide Criterion
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Myp Travel Guide Criterion
10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
11. Cultivating a Reading Routine Myp Travel Guide Criterion
 - Setting Reading Goals Myp Travel Guide Criterion
 - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Myp Travel Guide Criterion
 - Fact-Checking eBook Content of Myp Travel Guide Criterion
 - Distinguishing Credible Sources
13. Promoting Lifelong Learning

- Utilizing eBooks for Skill Development
- Exploring Educational eBooks

14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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