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AG *

Design Specification

Design Specification: Students must design several ideas for projects that meet the following requirements:

Design Specifications (i.e. project requirements):

1. Evaluate the appropriate content to include in the visual(s) and the presentation.
2. Create visual representation(s) of who you are to be used in the presentation, including at least one infographic.
3. Use at least one technological tool that is new to you.
4. Create a 3 to 4 minute oral presentation.
5. Present to your audience, which is your peers and Ms. Berndt.

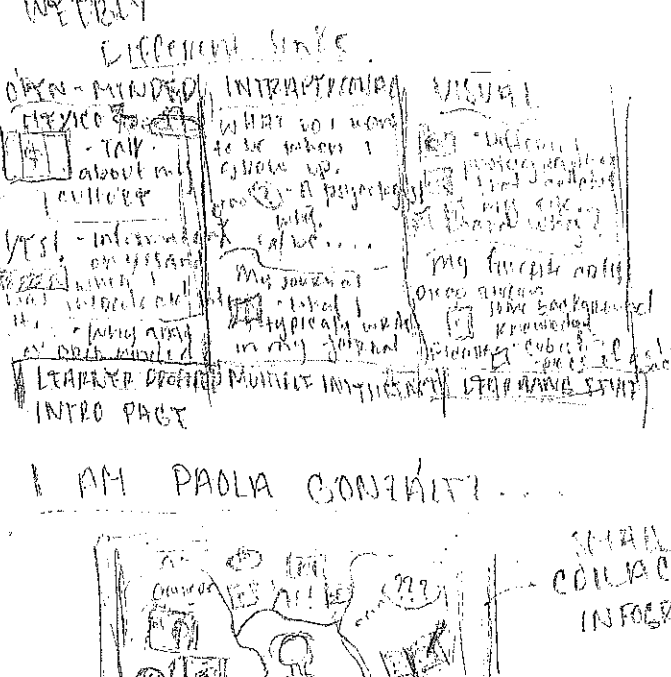
Step One: You need to design a minimum of three different ideas for your project, each of which meets the design specification above. Include the following information for each design:

- **Content of project:** Describe the type of information you'd like to "showcase" about your holistic self. Be very specific! Include different details for each design, and remember, you're trying to express who you are in AND OUT of the school environment, while making connections to the MI, LS, and IB LP.
- **Visual product:** Sketch the actual designs of the products for the infographics and if you're making a Prezi or PowerPoint, indicate what slides you would include, thinking about both graphics and text. If you're making a poster, think about the possible visual layouts, including both graphics and text.

Design #1

| Content of Project | Visual Product(s) |
|---|-------------------------|
| <p>A. Sports 1. Soccer, Karate 2. Balanced (LP) bc I am able to stay organized and prepared with sports and school all at once.</p> <p>B. Art/Writing 1. My paintings that I do outside of school 2. Poems that I write on my own outside of school 3. Intrapersonal (MI) bc I do these types of things for my self and I have doing on my own.</p> <p>C. Entertainment 1. Favorite movie and book 2. TV shows I love to watch 3. Visual (LS) bc. in order to relax</p> | <p>POSTER / COLLAGE</p> |
| <p>or I do these certain things like watch TV or read. Also, I use a lot of my visual skills while reading.</p> | |

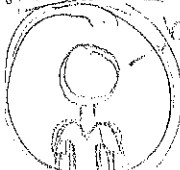
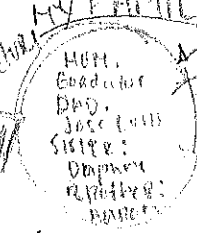
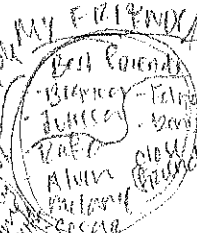
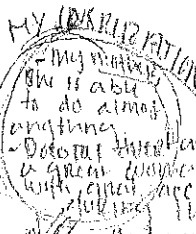
Design #2

| Content of Project | Visual Product(s) |
|---|--|
| <p>• INTRAPersonAL (MS)</p> <ul style="list-style-type: none"> - why before watching camera; Psychology - The fact that I keep a journal to my self and write in it everyday. Reflect on myself. <p>• OPEN-MINDED (LP)</p> <ul style="list-style-type: none"> - My culture as a Mexican and also the way I have for other cultures. (Their clothing, food, etc) - Joining YES! - a multicultural group which teaches me about the topic of social justice. <p>• VISUAL (LS)</p> <ul style="list-style-type: none"> - Photography is a very close interest at home. - Different patterns: I also go crazy for; Diego Rivera, Picasso - How do these interests help my visual learning skills? It involves my visual learning skills by viewing these pieces of art through my point of view and analyzing them as well. | <p>WETBLY</p> <p>Different style</p> <p>OPEN-MINDED INTRAPERSONAL VISUAL</p> <p>MEXICO</p> <p>TALK about my culture</p> <p>YES! - interesting</p> <p>LEARNER PROFILE</p> <p>INTRO PAGE</p> <p>I AM PAOLA GONZALEZ</p>  <p>Social CONTACT INFORMATION</p> |

Design #3

| Content of Project | Visual Product(s) |
|--|--|
| <p>BABY - PROBER</p> <ul style="list-style-type: none"> - Born in Mexico (Guadalupe, Jalisco) - Moved to the US at just 6 months old. Milwaukee, WI - Sister was born - I started to be a role model to her - preschool at Forest Home Ave. School. <p>Elementary PHASE</p> <ul style="list-style-type: none"> - Started kindergarten in Lincoln Ave. School - joined the school folkloric dance team - Graduated 5th grade <p>MIDDLE SCHOOL PHASE</p> <ul style="list-style-type: none"> - entered Wedgwood Inv. Sch. - met new friends - Started writing poetry - Graduated 8th Grade and wrote a speech to say to the student body - joined YES! <p>High School PHASE</p> <ul style="list-style-type: none"> - joined Forest Home high school - enjoying new experiences | <p>PREZI - TIMELINE</p> <p>WHO AM I? (Baby photos)</p> <p>Timeline from 1996 to 2013:</p> <ul style="list-style-type: none"> 1996: Born in Mexico (Guadalupe, Jalisco) 1997: Moved to Milwaukee, WI 2002/2003: Started kindergarten in Lincoln Ave. School 2003: Graduated 5th grade 2004: Started kindergarten in Wedgwood Inv. Sch. 2005: Met new friends, started writing poetry 2006: Graduated 8th grade, wrote a speech to the student body 2007: Joined YES! 2008: Graduated 8th grade 2009: Started high school at Forest Home 2010: Enjoying new experiences 2011: Met new friends 2012: Started writing poetry 2013: Graduated 8th grade <p>Include photos throughout!</p> <p>Include photos throughout!</p> |

Design #4

| Content of Project | Visual Product |
|--|---|
| <p><u>MY FAMILY</u></p> <ul style="list-style-type: none"> - mom, dad, sister, brother - most of my parent's family lives in Mexico. However, some aunts and uncles; cousins live here as well as in California, Illinois, Texas. <p><u>MY FRIENDS</u></p> <ul style="list-style-type: none"> - Best friends since K-4; Bianca & Julissa - Friends who I've become close with and met in middle school: Kaley - Friends outside of school; Cesar, Alvin, Edna, Denise <p><u>MY INSPIRATIONS</u></p> <ul style="list-style-type: none"> - My mother, she is able to do almost anything, well at least from my perspective she does. - Dolores Huerta, an amazing woman with such great accomplishments. - Audrey Hepburn, a very talented woman, who inspired me both, because of her style and talent. | <p>INFOGRAPH - easel, 11x17</p> <p>WHO AM I?  - brain pictures</p> <p>MY FAMILY  pictures of family</p> <p>MY FRIENDS  pictures of my friends</p> <p>MY INSPIRATIONS  pictures of inspirations</p> <p>There people have all influenced me to be...</p> |

Step Two: You will then evaluate which project is the best option for you to solve your problem. Use the tables below to create your plans.

Which one of the designs do you plan on moving forward with to the planning and creating phases? Why do you feel it's the best one for meeting the design specification, and most importantly, to address the problem?

The design which I am super excited and am planning on moving forward with is design #2. This design follows all design specifications; it is a great visual presentation for my audience. Also, it includes an infographic which I'm planning on adding on the title page. I will be using words and that is a brand new website for me, but when I was going through it, I pretty much learned me of Tumblr, which I happen to know how to use very well. Through this website that I will be creating, I will be able to identify my audience in a lot of ways, how (and multiple) infographics, because people can identify who I am as a young person.

Evaluation of Criterion B: Design

| Achievement level | Level descriptor |
|-------------------|---|
| 0 | The student does not design even one product before creating one. |
| Minimal | The student does not reach a standard described by any of the descriptors given below. |
| Basic | The student generates one design, and makes some attempt to justify this against the design specification. |
| Proficient | The student generates a few designs, justifying the choice of one design and fully evaluating this against the design specification. |
| Advanced | The student generates a range of feasible designs, each evaluated against the design specification. The student justifies the chosen design and evaluates it fully and critically against the design specification. |

could do this more or
but otherwise
EXEMPLARY

a very detailed visual and oral presentation

P.G.

| Content | Visual Product | Presentation Type |
|--|--|---|
| <ul style="list-style-type: none"> • Bravo! You've included a lot of subcategories expressing who you are and listed detailed information with each one. * • Good job identifying subcategories of information. Could you list specific details you'd like to include within each one? • Many of your designs' content looks the same or is very similar. Could you think about different content for each? • There's no mention of any of the ideas we've investigated (multiple intelligences, learning styles, and/or IB learner profile traits). How could you connect your content to some of these you've identified describe you? | <ul style="list-style-type: none"> • Nice work creating four visual plans that contain detailed sketches and labels. Like blueprints are for architects, these designs are very thorough and probably made evaluating which one was best easier in the end. * • These sketches are a good start because there's some indication of a basic layout. By adding more detailed sketches and labels, they'd be more thorough and helpful in the end. • Some designs seem to be more planned out than others. Try to pay equal attention to each design in the phase. You might find that a project that wasn't your first idea and/or is one a bit out of your comfort zone would provide both a good challenge and better meet the design specifications. • For Power Points, it's helpful to actually map out the sequence of slides and to brainstorm the content (graphics and text) layout for each. | <ul style="list-style-type: none"> • You've thought of several different and creative ways to express who you are. • You've told me the product type (Prezi, PP, etc.) but could you also think about the tone/style (funny, serious, etc)? • There seems to be a lack of variety in these styles. Could you think of additional ways to express yourself even if they maybe out of your comfort zone? |

Evaluative Paragraph

- Your evaluation is super effective because it:
 - clearly picks one choice;
 - refers back to the problem and how the chosen design specifically meets each of the design specifications;
 - is written in clear, coherent, complete sentences.

To make it even better, think about exploring and explaining how the other designs didn't meet one or more of the specifications.

- Parts of your evaluation are effective, for example you have done some of the following:
 - clearly picked one choice;
 - referred back to the problem;
 - explained how the chosen design specifically meets at least one of the design specifications;
 - written in clear, coherent, complete sentences.

To make it even better, push yourself to do those tasks above that haven't been circled, and think about exploring and explaining how the other designs didn't meet one or more of the specifications.