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| **Teacher(s)** | **Ms. Leventis** | **Subject group and discipline** | **Design** | | |
| **Unit title** | **Upcycling Design** | **MYP year** | **1** | **Unit duration (hrs)** | **15** |

##### Inquiry: Establishing the purpose of the unit

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| **Key concept** | **Related concept(s)** | **Global context** |
| **Development** | **Invention**  **Resources** | **Globalization and Sustainability**  **Exploration:** |
| Statement **of inquiry** | | |
| **The development of resources into inventions can be sustainable.** | | |
| **Inquiry questions** | | |
| Factual**—** **What things do we recycle? What is upcycling?**  Conceptual**— Why do we recycle?**  Debatable**— Which is better—recycling or upcycling?** | | |
| **ATL Skills:** In order to **identify and prioritize the research needed to develop a solution to the problem**, the student must **understand the research process** and will use **determine the best resources for the given task.**  In order to **demonstrate excellent technical skills when making the solution**, the students must **choose the appropriate sources/technologies** and **create an effective end product.**  In order to **explain the impact of the solution on the client/target market,** the students must **evaluate the effectiveness and quality of the product using assessment tools** and **consider a problem from multiple perspectives.** | | |