|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Teacher(s)** | **Ms. Leventis** | **Subject group and discipline** | **Design** | | |
| **Unit title** | **Ancient Innovators** | **MYP year** | **1** | **Unit duration (hrs)** | **20** |

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

|  |  |  |
| --- | --- | --- |
| **Key concept** | **Related concept(s)** | **Global context** |
| **Systems** | **Innovation**  **Adaptation** | **Scientific and Technical Innovation**  **Exploration: Ingenuity and Progress** |
| Statement **of inquiry** | | |
| **Innovative systems help humans adapt.** | | |
| **Inquiry questions** | | |
| Factual**—** **What were some problems that ancient people faced?**  Conceptual**— How is modern technology similar/different to ancient technologies?**  Debatable**— Do we solve problems in similar ways to people in the ancient world?** | | |
| **ATL Skills:** In order to analyze existing products and develop a design brief, the student must evaluate research resources and determine which sources are accurate, reliable, relevant, and current and create a bibliography in MLA style. | | |