

Unit Title	An unexamined life?				
Subject group and discipline	IY - Ethics	MYP year	7	Unit duration (hrs)	12

Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s)	Global context
Systems:	Identity, values, belief, perspective, culture	Identities and relationships. Who we are is moulded by our culture and values and who we choose to be, in turn, moulds our identity and our culture. The unexamined life is not worth living Socrates Plato's Apology (38a5–6).
Statement of inquiry		
Ethical systems embody beliefs and values which define our identity and inform our relationships		
Inquiry questions		
Factual— What are the Ten Commandments? What does Buddhism teach about behaviour? Conceptual— To what extent are rules useful? Debatable— Rules only make sense in the context of religion.		

Objectives	Summative assessment	
<p><i>Learning objectives for the unit</i></p> <p>B Investigating</p> <p>Students develop systematic research skills and processes associated with disciplines in the humanities and social sciences. Students develop successful strategies for investigating independently and in collaboration with others</p> <ol style="list-style-type: none"> i. Formulate clear and focussed research question and justify its relevance ii. Formulate and follow an action plan to investigate a research question iii. Use research methods to collect and record relevant information iv. Evaluate the process and results of the investigation <p>D Thinking critically</p> <p>Students use critical thinking skills to develop and apply their understanding of individuals and societies and the progress of investigation</p> <ol style="list-style-type: none"> i. Discuss concepts, issues, models, visual representations and theories ii. Synthesize information to make valid arguments iii. Analyse and evaluate a range of sources/data in terms of origin and purpose, examining value and limitations iv. Interpret different perspectives and their implications 	<p>G oal : To write and justify the reasoning for a list of rules to live by</p> <p>R ole: A time travel document writer</p> <p>A udience: My older self</p> <p>S ituation: How should I live my adult life?</p> <p>P urpose : To reflect on personal values and rules to consider what is valuable</p> <p>Standards and criteria:</p> <p>The work must include:</p> <ul style="list-style-type: none"> •Reference to the Ten Commandments and the Buddhist Eightfold path •Clear choice of a list of rules •Clear explanation why these rules are good and will help “my older self” to live the examined life 	<p>Relationship between summative assessment task(s) and statement of inquiry:</p> <p>The statement of enquiry says: “Ethical systems embody beliefs and values which define our identity and inform our relationships”. The GRASPS task requires students to think about their own values and justify behaviours.</p>

Approaches to learning (ATL) *These can be listed or you could offer some explanation of how they will be developed*

Thinking – students will have to think about the rules and their value in society

Communication – students will have to communicate in formal writing style

Social – students will use peer and group work to assess first drafts and pose suggestions for peer improvement

Self management – during peer and group assessment – to stay on task and focus