

Unit Title	Am I my brother's keeper?				
Subject group and discipline	IY - EPS	MYP year	8 [Unit 2]	Unit duration (hrs)	12

Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s)	Global context
Global interactions:	Choice and agency / ethics and norms / cause and consequence	<p>Identities and relationships: This unit focuses on the interdependence of the larger human community, exploring concepts such as choice and agency to show how responsibility lies with everyone and that consequences arise out of choices in behaviour.</p> <p>a.] the tension between development and economy and the exploitation of the natural world.</p> <p>b.] questions of responsibility to the poor.</p>

Statement of inquiry

Choices we have made have had consequences for us, others and our planet and continue to do so.

Inquiry questions

Factual—

a.] What is the current state of the environment? What damage has been done? What things can be done to reverse or reduce the effects thus caused?

b.] What does poverty look like in UK and in LICs?

Conceptual—

a.] What is the difference and significance of both shallow and deep ecology?

b.] What is absolute poverty and how does it affect life chances?

Debatable—		
<p>a. and b.] To what extent is it possible to make a difference to the current situation? Where does the heart of the problem lie? – in the inter-play of economics, development, finance, structures and systems?</p>		
Objectives	Summative assessment	
<p><i>Learning objectives for the unit</i></p> <p>A Knowing and understanding</p> <ul style="list-style-type: none"> i. Using terminology in context ii. Demonstrating understanding of content and concepts through descriptions, explanations and examples <p>C Communicating</p> <ul style="list-style-type: none"> i. Using an appropriate style for audience and purpose ii. Structure appropriate to the specified format 	<p>Outline of summative assessment task(s) including assessment criteria:</p> <p>G oal : To write a reflective answer to the question: Am I my brother's keeper?</p> <p>R ole: Philosopher – writing a book summary</p> <p>A udience: Publisher</p> <p>S ituation: The philosopher is hoping to publish a book on the topic of global responsibility and writes this summary to engage the publisher's interest</p> <p>P urpose : To raise awareness of poverty and environmental issues and learn how to use information to engage a reader</p> <p>Standards and criteria:</p> <p>The work must include:</p> <p>Clear understanding of issues studied</p> <p>Explanation of key concepts and ideas</p> <p>Discussion of arguments on both sides of the issues. Arguments in favour of a course of action</p> <p>An argument justified throughout</p>	<p>Relationship between summative assessment task(s) and statement of inquiry:</p> <p>The assessment task explores the value of the natural world and the challenges of poverty, giving the opportunity for students to apply knowledge to a particular situation</p>
Approaches to learning (ATL) <i>These can be listed or you could offer some explanation of how they will be developed</i>		
<p>Thinking – students will have to think about the issues and decide how to present them</p> <p>Communication – students will have to communicate in formal writing style to entice the publisher</p> <p>Social – students will use peer and group work to assess first drafts and pose suggestions for peer improvement</p> <p>Research – to understand the effects of human action on poverty and the natural world – information gathering</p> <p>Self management – during peer and group assessment – to stay on task and focus</p>		