

Unit Title	Identity and Personhood				
Subject group and discipline	IY - EPS	MYP year	9	Unit duration (hrs)	12

Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s)	Global context
Change	Being and becoming	Identity and relationship

Statement of inquiry

Individual identity depends on both “being” and “becoming” and therefore implies a change

Inquiry questions

Factual— There are different ways to understand what it is to be human
Conceptual— What is the essential nature of humanity?
Debatable— Humans have a soul.

Objectives	Summative assessment	
<p><i>Learning objectives for the unit</i></p> <p>A Knowing and understanding</p> <p>i. Using terminology in context</p> <p>ii. Demonstrating understanding of content and concepts</p>	<p>Outline of summative assessment task(s) including assessment criteria:</p> <p>G oal : Produce a diagram representing to key ideas about the concept of soul</p> <p>R ole: A philosopher presenting to a seminar</p> <p>A udience: The seminar group</p> <p>S ituation: For discussion</p> <p>P urpose :</p>	<p>Relationship between summative assessment task(s) and statement of inquiry:</p> <p>The task requires students to summarise and show the strengths and weaknesses of the arguments studied.</p>

<p>through descriptions, explanations and examples</p> <p>D: Thinking critically</p> <p>i. discuss concepts, issues, models, visual representation and theories</p> <p>ii. synthesize information to make valid, well-supported arguments</p> <p>iii. interpret different perspectives and their implications</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</p> <p>Arguments in favour of a course of action</p> <p>An argument justified throughout</p>	
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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 issues and decide how to present them

Communication – students will have to communicate in formal writing style to explain to the students

Action: Teaching and learning through inquiry

At the beginning of each term – please carefully count the lesson you will have for your group and adjust the plan accordingly

Learning objectives <i>(lesson by lesson/ week/ week/ fortnightly depending on your faculty)</i>	Learning experiences and teaching strategies <i>Space for you to develop approaches to learning and teaching. (There should be a range of learning experiences e.g. discussion, extended writing, quiz, performance, practical, presentation, debate, research, spaced practice, independent practice, questioning, scaffolding, review of previous learning, modelling, etc)</i>	Formative assessment <i>Peer assessment, self assessment, oral feedback, teacher marked</i>	Differentiation and challenge	Resources
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