

<b>Unit Title</b>	Dying, death and the Afterlife				
<b>Subject group and discipline</b>	IY - EPS	<b>MYP year</b>	9	<b>Unit duration (hrs)</b>	12

**Inquiry: Establishing the purpose of the unit**

Key concept	Related concept(s)	Global context
Change	Beliefs, Rituals and rites	Personal and cultural expression
<b>Statement of inquiry</b>		
The rites and rituals associated with death express personal and religious beliefs about life after death		
<b>Inquiry questions</b>		
<p><b>Factual—</b> There are different beliefs about the concept of life after death</p> <p><b>Conceptual—</b> These beliefs formulate around ideas and concepts such as resurrection and reincarnation</p> <p><b>Debatable—</b> Is there a life after death? If so what might it be like?</p>		
<b>Objectives</b>	<b>Summative assessment</b>	
<p><i>Learning objectives for the unit</i></p> <p><b>A Knowing and understanding</b></p> <p>i. Using terminology in context</p>	<p>Outline of summative assessment task(s) including assessment criteria:</p> <p><b>Goal</b> : Write a considered short essay on the possibility of life after death</p> <p><b>Role</b>: Student</p> <p><b>Audience</b>: teacher</p>	<p>Relationship between summative assessment task(s) and statement of inquiry:</p>

<p>ii. Demonstrating understanding of content and concepts through descriptions, explanations and examples</p> <p><b>C Communicating</b></p> <p>i. Using an appropriate style for audience and purpose</p> <p>ii. Structure appropriate to the specified format</p>	<p><b>Situation:</b> extended writing</p> <p><b>Purpose :</b> assessing clarity in writing on an abstract concept.</p> <p><b>Standards and criteria:</b></p> <p><b>The work must include:</b></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>An argument justified throughout</p>	
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<p><b>Approaches to learning (ATL) <i>These can be listed or you could offer some explanation of how they will be developed</i></b></p>
<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>

**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

<p><b>Learning objectives</b> <i>(lesson by lesson/ week/ week/ fortnightly depending on your faculty)</i></p>	<p><b>Learning experiences and teaching strategies</b> <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></p>	<p><b>Formative assessment</b> <i>Peer assessment, self assessment,</i></p>	<p><b>Differentiation and challenge</b></p>	<p><b>Resources</b></p>