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| **Teacher(s)** | **Mr. Collins** | **Subject group and discipline** | **Individuals and Societies**  |
| **Unit title** | **Identity & Community**  | **MYP year** | **1** | **Unit duration (hrs)** | **50** |

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

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| **Key concept** | **Related concept(s)** | **Global context** |
| Global Interactions | **Community** **Perspective** | **Identities and Relationship****Exploration:** |
| **Statement of inquiry** |
| Thinking critically about issues of identity, relationships and community allows us to recognize diverse perspectives and foster positive, productive global interactions, especially by being an upstander. |
| **Inquiry questions** |
| Factual**—** **What are the parts of one's identity? How does our perspective shape the way we see others? What does “upstanding” mean?** Conceptual**— How is identity determined? What constitutes a community? Who is an upstander? Does identity influences choices? What does it mean to be a member of a community?**Debatable**—** **Should schools teach about identity? Does a community determine upstanding?**  |
| **ATL Skills:** In order for students to formulate and follow an action plan to investigate a research question, students must.. * Create plans to prepare for summative assessments (examinations and performances)
* Use appropriate strategies for organizing complex information

In order for students to use research methods to collect and record relevant information, students must… * Access information to be informed and inform others
* Locate, organize, analyse, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks)

In order for students to communicate information and ideas using an appropriate style for the audience and purpose, students must… * Use a variety of speaking techniques to communicate with a variety of audiences
* Use a variety of media to communicate with a range of audiences
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