

Yearly Plan MYP 4 - 5 Religion Rotation B
 (* Refer to Humanities Objectives)

Unit	AOI	Significant Concept	Objectives *	Concepts/Skills	Assessment
Birth and Growing Up Religiously	<p>ATL: Collecting data, study and learn individually and in pairs/groups about ceremonies and ways of bringing up children within a religion and pass on the knowledge in a convincing way individually and in a group. Sorting relevant information while taking notes.</p> <p>C&S: Study and learn about the world religions different ceremonies around birth and growing up.</p>	<p>All religions have their own way of making a child becoming a part of the religion.</p> <p>The students will study the differences and similarities of how a child is introduced to religions.</p>	<p>A - 1,2</p> <p>B - G2</p> <p>C - A4</p> <p>D - 3</p>	<p>To search for and sort relevant information about the ceremonies around birth and growing up in the world religions.</p> <p>Gain an understanding of how different religious communities welcome a new child.</p> <p>Gain and develop their global awareness.</p> <p>Actively participate in group discussions.</p> <p>To work together in a group. Plan and perform a presentation.</p>	<p>Reflecting questions</p> <p>Group presentation</p> <p>Quiz</p> <p>Writing a diary</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Death and Beyond</p>	<p><u>Approaches to Learning:</u> Collecting data, study and learn individually or in pairs/groups and pass on the knowledge in a convincing way individually. Goals: Develop an understanding of how they learn as individuals and begin to take responsibility for their own learning.</p> <p><u>Community & Service:</u> Study and learn about the world religions different gods and why there are different gods. Study and discuss what, according to different religions, is going to happen after death. Goals: Have a sense of awareness of religious perspective within and between communities.</p>	<p>There are big existential questions that all religions answer in different ways.</p> <p>Depending on religion, people have different beliefs regarding life after death.</p> <p>Knowledge and understanding make the students more tolerant and humble towards other people, cultures, societies and religions.</p>	<p>A - 1,2 B - G2 C - A1 D - 4</p>	<p>Introduction by teacher.</p> <p>Choosing two religions and compare the beliefs and traditions about death. Write a paper discussing similarities and differences. Present conclusions in class.</p> <p>Students should be able to use correct religious terms in writing and at presentation. At presentation they must be ready to motivate, explain and answer questions from the teacher and the group.</p>	<p>Essay and presentation</p> <p>Comparing two religions. Essay and presentation</p>
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Ethics and life perspectives	<p><u>Environment</u> - Perspectives within our environment</p>	<p>We all act differently and make decisions based upon who we are.</p> <p>Our identity is based on personal values that come from both heritage and the surrounding.</p> <p>There are laws to follow in society. They are sometimes broken – why?</p>	<p>A - 1 B - S6 C - A4 D - 1</p>	<p>Investigate what we base our decision-making on when it comes to ethical and moral questions.</p> <p>Explore own ethical values.</p> <p>Oral discussion.</p> <p>Written discussion questions.</p> <p>Explore the own and others' view of philosophical questions.</p> <p>Practice to communicate the personal view of life.</p> <p>Practice technical, analytical, decision-making and investigative skills.</p>	<p>Essay debate</p> <p>Oral debate</p>
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