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| **Teacher(s)** | **Pierson & Altieri** | **Subject group and discipline** | **Mathematics** |
| **Unit title** | **Proportional Relationships****CMP3 – Stretching & Shrinking. Comparing & Scaling)**  | **MYP year** | **3** | **Unit duration (hrs)** | **50** |

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

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| **Key concept** | **Related concept(s)** | **Global context** |
| Relationships | **Equivalence**  | **Scientific & Technical Innovation****Exploration:****Systems, models, methods, products, processes and solutions**  |
| **Statement of inquiry** |
| **Relationships can be represented using models to understand changes in populations and demographics** |
| **Inquiry questions** |
| **Factual—** What is a proportional relationship?  What is a scale factor?**Conceptual—** How are the concepts of similarity and proportional relationships applied to real-life problems?**Debatable—** In what situations are ratios and proportions most useful?  What methods are the most effective for solving problems in real life? |
| **ATL Skills:** In order to investigate patterns, the student must draw reasonable conclusions and generalizations (Thinking; Critical Thinking Skills).In order to apply mathematics in real-life contexts, the student must collect and analyze data to identify solutions and make informed decisions (Research; Information Literacy Skills). |