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| **Teacher(s)** | **Pierson & Altieri** | **Subject group and discipline** | **Mathematics** | | |
| **Unit title** | **Modeling with Algebra**  **CMP3 – Thinking with Mathematical Models** | **MYP year** | **3** | **Unit duration (hrs)** | **40** |

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

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| **Key concept** | **Related concept(s)** | **Global context** |
| Relationships | **Model**  **Representation** | **Globalization and sustainability**  **Exploration:**  **Populations and demography** |
| **Statement of inquiry** | | |
| **Relationships can be represented using models to understand changes in populations and demographics** | | |
| **Inquiry questions** | | |
| Factual**—** **What mathematical models can be used to display and interpret data?**  Conceptual**— How can we represent changing populations and demographics using models?**  Debatable**—** **Is the data reliable when making predictions?** | | |
| **ATL Skills:** In order to apply mathematics in real life contexts and communicate clearly about their findings, the student must make inferences and draw conclusions about data.  In order to apply mathematics in real life contexts and communicate clearly about their findings, the student must gather and organize relevant information to formulate an argument. | | |