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| **Teacher(s)** | **Pierson & Altieri** | **Subject group and discipline** | **Mathematics** | | |
| **Unit title** | **Systems of Equations and Inequalities**  **CMP3 – It’s in the System)** | **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 Equivalence** | **Scientific & Technical Innovation**  **Exploration:**  **Systems, models, methods,** |
| **Statement of inquiry** | | |
| **Relationships that show equivalence can be modeled in many ways using different methods and systems.** | | |
| **Inquiry questions** | | |
| **Factual—** How do we find the solution to a system of linear equations?  To a system of linear inequalities?  **Conceptual—** What does the solution of a system of linear equations represent in the context of a real-world problem?  **Debatable—** Where should the “break-even point” be located for your business model to be profitable?  How do you know? | | |
| **ATL Skills:**  In order to communicate information effectively, the student must organize information logically and will use and interpret a range of content-specific terminology.  In order to apply mathematics in real-life contexts, the student must make logical, reasoned judgments and create arguments to support them. | | |