|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Teacher(s)** | **Fish** | **Subject group and discipline** | **Mathematics** | | |
| **Unit title** | **Prime TIme** | **MYP year** | **1** | **Unit duration (hrs)** | **35** |

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

|  |  |  |
| --- | --- | --- |
| **Key concept** | **Related concept(s)** | **Global context** |
| **Form** | **Quantity**  **Representation** | **Scientific and Technological Innovation**  **Exploration:**  **Mathematic Principals and Discovery** |
| **Statement of inquiry** | | |
| **Representing quantities in different forms is a strategy for solving puzzles** | | |
| **Inquiry questions** | | |
| Factual**— What are the different forms you can use to represent quantities? What different forms can be used to represent the same quantity?**  Conceptual**— How can we use forms and mathematic principals to represent quantities? How can we use mathematic principals to represent the same quantity in different forms?**  Debatable**— When representing quantities, is one form preferable?  What form of representation is most helpful when solving a mathematical puzzle?** | | |
| **ATL Skills:** In order to **apply the selected mathematics successfully when solving problems** (A.ii), the student must **use and interpret a range of content-specific terminology** (communication; communication skills) and will **make effective summary notes for studying** communication; communication skills) | | |