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| **Teacher(s)** | **Pierson & Altieri** | **Subject group and discipline** | **Mathematics** | | |
| **Unit title** | **Two-Dimensional Geometry (Angles & Polygons)**  **CMP3 – Shapes and Designs** | **MYP year** | **2** | **Unit duration (hrs)** | **40** |

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

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| **Key concept** | **Related concept(s)** | **Global context** |
| Form | **Space**  **Pattern** | **Scientific and Technical Innovation**  **Exploration:**  **Engineering and Design** |
| **Statement of inquiry** | | |
| **Relationships between quantities and their equivalence can help to manage finances as consumers.** | | |
| **Inquiry questions** | | |
| Factual**—** **What are the different types of polygons? What properties do all polygons share?**  Conceptual**— Why is the sum of the interior angles of a polygon always obtainable? How can angle properties help us find unknown angle measures in polygons?**  Debatable**—** **Which polygons are the most useful when designing structures (function)? Which polygons are the most aesthetically pleasing? Why do you think so?** | | |
| **ATL Skills:** In order to investigate patterns using geometry, the student must draw reasonable conclusions and generalizations, and test generalizations and conclusions.  In order to communicate clearly about angles, polygons, and patterns, the student must use and interpret a range of discipline-specific terms and symbols. | | |