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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). | | |