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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. |