

Teacher(s)	Prepared by AHA, DCG, PTH	Subject group and discipline	Maths		
Unit title	Addition/Subtraction and rounding [Strand 1]	MYP year	1 [Y7]	Unit duration (hrs)	

Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s)	Global context
Logic	Systems, simplification	Scientific and technological innovation Consequence and risk
Statement of inquiry		
Logical processes and simplification aid the understanding of systems and provide an appreciation of consequence and risk		
Inquiry questions		
<p>Factual What is a number? What is a number system? How do you add or subtract numbers (integers and decimals/positive and negative)? How do you round a number?</p> <p>Conceptual How are the ways that we represent numbers related? How does the ways we represent something affect its usefulness? What are negative numbers? Why do we round numbers? How does rounding numbers help us? What are the consequences and risks of rounding numbers? Is -5 “minus 5” or “negative 5?”</p> <p>Debateable Why do we use base 10? Do negative numbers exist? Is making money the most important part of a business?</p>		

Objectives	Summative assessment	
<ul style="list-style-type: none"> i. Use appropriate mathematical language ii. Use appropriate forms of mathematical representation to present information iii. Move between different forms of mathematical representation iv. Communicate complete, coherent and concise mathematical reasoning v. Organise information using logical structure 	<p>Outline of summative assessment task(s) including assessment criteria:</p> <p>G: Logical processes and simplification aid the understanding of systems and provide an appreciation of consequence and risk</p> <p>R: employees in a chocolate factory, whose responsibility is it to advise management on how many of each box should be made to maximise profit.</p> <p>A: management of chocolate factory</p> <p>S: management are evaluating how many boxes of each chocolate they should make</p> <p>P: Report, including Maths, justifying their decisions</p>	<p>Relationship between summative assessment task(s) and statement of inquiry:</p> <p>The scenario of the assessment gives students contexts for where certain calculations involving addition and subtraction are important. They need to be logical in their approach think through the consequences of different choices and decide whether the risks of making extra boxes of chocolates are worth the potential profits.</p> <p>The final question requires the students to make assumptions to simplify the system.</p>
Approaches to learning (ATL)		
<p>Communication skills: Students will need to use and interpret a range of discipline-specific terms, in particular <i>place value, addition, subtraction, negative, positive, round, decimal place, significant figure</i> Students will need to understand and use mathematical notation in particular + and -</p> <p>Collaboration skills: Students will listen to the views of others. Students will have to bring necessary equipment to class (their book and writing implements)</p> <p>Affective Skills: Students will need to practice 'bouncing back' after they make mistakes</p> <p>Information literacy skills: Students will collect and analyse data to identify solutions and make informed decisions (particularly when looking at different number systems and negative numbers) Students will present their work in a variety of formats.</p>		