Teacher(s)	**Ceri Johnson**	**Subject group and discipline**	**Maths**		
Unit title	**Proportion Unit 5 (was 4)**	**MYP year**	**MYP 1**	**Unit duration (hrs)**	**?**

Inquiry: Establishing the purpose of the unit

Key concept	**Related concept(s)**	**Global context**
Relationships	**representations, equivalence**	Orientation in time and space Civilisations and indigenous understanding

Statement of inquiry

Civilisations and indigenous understanding become clear through an exploration of the relationships and equivalences of different representations.

Inquiry questions

Factual:

What is a fraction?

How can we use percentages?

When are fractions and percentages equal?

Conceptual:

How can you represent fractions using pictures?

How can different forms be equivalent?

When is it beneficial to use different terms?

Debatable:

Can fairness be calculated?

Objectives	Summative assessment	
	Outline of summative assessment task(s) including assessment criteria:	Relationship between summative assessment task(s) and statement of inquiry:
A i: select appropriate mathematics when solving simple problems in familiar situations A ii apply the selected mathematics successfully when solving these problems A iii solve problems correctly in a variety of contexts. B i: Select and apply mathematical problem-solving techniques to discover complex patterns. B ii: Describe patterns as relationship and/or general rules consistent with findings B iii: Verify and justify relationships and/or general rules	Unit test (Criterion A) In this task, students will answer a wide range of questions, from simple to complex to challenging (in both familiar and unfamiliar situations), all related to equivalent forms of quantities (percentages, decimals and fractions). The test will be done individually in class during one period G: Civilisations and indigenous understanding become clear through an exploration of the relationships and equivalences of different representations. R: Archeologist A: General public S: Students will study the writing from ancient cultures who represented maths differently to the way it is done today. They need to see patterns in what has been written in order to understand how the Maths worked and draw conclusions about why they represented their maths in this way. P: Report of their findings S: Criterion B	The Unit Test will allow students to apply the content they have learned to a wide range of questions and verify that they can represent, simplify and perform operations involving equivalent forms of quantities (percentages, decimals and fractions), including converting between them. Application questions address topics related to inequality and difference, such as gender inequality, the world refugee crisis and inequalities in education and health systems around the world.
Approaches to learning (ATL)		
Information literacy skills Collect and analyse data to identify solutions and make informed decisions – in particular when completing the summary assessment Present information in a variety of formats and platforms, in particular looking at the equivalences of fractions, decimals and percentages. **Critical thinking skills** Test generalisations and conclusions.		