

Teacher(s)		Subject group and discipline			
Unit title	Algebra	MYP year	MYP 2	Unit duration (hrs)	

### Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s)	Global context
logic	simplification, representation	Personal and cultural expression: abstract thinking
<b>Statement of inquiry</b>		
We can use logic to simplify representations of abstract relationships		
<b>Inquiry questions</b>		
<p><b>Factual—</b>            How can we represent sequences in algebraic, graphical and pictorial form?            How can we solve equations?            How can we find the HCF and LCM of algebraic expressions?</p> <p><b>Conceptual—</b>            What is a sequence?            How can we conceptualise methods of solving single linear equations?            How can we extend methods of working with fractions to algebraic fractions?</p> <p><b>Debatable—</b>            Which is the best way to conceptualise solving single linear equations?</p>		
<b>Objectives</b>	<b>Summative assessment</b>	

	<p>Outline of summative assessment task(s) including assessment criteria:</p>	<p>Relationship between summative assessment task(s) and statement of inquiry</p>
<p><b>Approaches to learning (ATL)</b></p>		
<p>In order for students to understand how we can use logic to simplify representations of abstract relationships they will need to draw reasonable conclusions and generalizations. Explicitly taught and practised skill strategy: this is explicitly taught in block 2 lesson 4 where students will draw generalisations about the balance model for algebra and use those generalisations to simplify algebraic equivalences.</p>		