Teacher(s)	Y9 teaching team	Subject group and discipline	Maths		
Unit title	1 Linear relationships	MYP year	3	Unit duration (hrs)	

Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s)	Global context
Relationships	**Model, Space**	personal and cultural expression: expressing abstract ideas through Cartesian co-ordinate systems

Statement of inquiry
Exploring the Cartesian co-ordinate system can allow us to model linear relationships in space.

Inquiry questions
Factual – How do you find the gradient of a line? How can you find the equation of a line from its graph? How can we draw a graph to show a linear relationship?
Conceptual— What does proportionality mean? How is it different from linear relationship? How can we represent proportionality?
Debatable— To what extent does a graph enable us to understand a proportional relationship?

Objectives	Summative assessment	
Assessment 1: Criteria D i. identify relevant elements of authentic real-life situations ii. select appropriate mathematical strategies when solving authentic real-life situations	Assessment 1: Outline of summative assessment task(s) including assessment criteria: Students are asked to analyse various pricing structures, all linear, and represent them in	Assessment !: Relationship between summative assessment task(s) and statement of inquiry:

iii. apply the selected mathematical strategies successfully to reach a solution iv. explain the degree of accuracy of a solution v. explain whether a solution makes sense in the context of the authentic real-life situation. .	different ways. They then need to decide which shop is cheaper for each amount. G Decide which plan is best for mobile phone, etc. given different pricing structures R Shopper A Self S Deciding on best deal P Reasoned answers for decisions made, using maths in context S Criteria D	Creating the linear relationships and visualizing the plans makes it much easier to determine which is best.
Assessment 2: (if used in the unit)	Assessment 2: (if used in the unit) Outline of summative assessment task(s) including assessment criteria:	Assessment 2: Relationship between summative assessment task(s) and statement of inquiry:

Approaches to learning (ATL)
Communication skills: Understand and use mathematical notation   [proportionality, y=mx+c]