

Teacher(s)	LMI, PTH, ARO	Subject group and discipline	Maths		
Unit title	3	MYP year	3	Unit duration (hrs)	

Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s)	Global context
form	Justification, space, pattern	Personal and cultural expression – ways of knowing
Statement of inquiry		
Justification of properties of forms in space is intrinsic to the way of knowing embedded within euclidean geometry.		
Inquiry questions		
Factual – What does it mean for triangles to be similar? What does congruency mean? How can you find the interior/exterior angle of a regular polygon?		
Conceptual— How can we prove that two shapes are equal? How can we prove that two angles are the same without measuring?		
Debatable— To what extent is proving congruency/similarity important? Is knowing the correct mathematical name as important as deducing the missing side/angle?		
Objectives	Summative assessment	
Assessment 1: Criteria C i. use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations ii. use appropriate forms of mathematical representation to present information iii. move between different forms of mathematical representation	Assessment 1: Outline of summative assessment task(s) including assessment criteria: Students are asked to explore patterns involving triangles and angles and communicate and justify how they know what they know, building towards mathematical proof.	Assessment !: Relationship between summative assessment task(s) and statement of inquiry: Description of patterns and inferences, and giving valid reasons enables students to justify how they know patterns will be able to continue.

<p>iv. communicate complete and coherent mathematical lines of reasoning</p> <p>v. organize information using a logical structure.</p> <p>.</p>	<p>G: To explain why certain patterns are possible, but others are not (using knowledge of angles)</p> <p>R: You are a designer, investigating different patterns that are possible</p> <p>A: You have a customer</p> <p>S: You have to convince the customer that certain designs are not workable, and others are, giving reasons</p> <p>P: You will give reasons why some patterns don't work, and others do.</p> <p>S: Criterion C</p>	
<p>Assessment 2: (if used in the unit)</p>	<p>Assessment 2: (if used in the unit)</p> <p>Outline of summative assessment task(s) including assessment criteria:</p>	<p>Assessment 2:</p> <p>Relationship between summative assessment task(s) and statement of inquiry:</p>
<p>Approaches to learning (ATL)</p>		
<p>Thinking skills: Draw reasonable conclusions and generalisations</p>		

Action: Teaching and learning through inquiry - To be completed once resourcing is finalised, but here is an overview at this stage

Activity within lesson	Learning experiences and teaching strategies	Formative Assessment	Differentiation
B1L1	Unpacking the inquiry statement		