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| **MYP Year:** | 1 |  **Subject Group:** | Math |

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| **Unit Title** | **Key Concept** *(1)* | **Related Concepts** *(2)* | **Global Context** *(1)* | **Statement of Inquiry** *(1 + 2 + 1)* | **MYP subject-group objective(s)***(Assessment Criteria)* | **Content**(topics, knowledge, skills) |
| **Ratios and Proportions** | Relationships | EquivalenceSimplification | Globalization and Sustainability | We use proportional relationships to communicate information. | A, C | Ratios; Unit rates;Proportions; Converting between fractions, decimals, and percents; If the world were 100 People |
| **ATL Skills** | *(goal is how to be a successful student in math class, and explain reasoning for answers)***Category:** Communication **Cluster:** Communication **Skill Indicator:** Reading, writing, and using language to gather and communicate information **Category:** Self-management  **Cluster:**  Organization **Skill Indicator:** managing time and tasks effectively **Category:** Thinking **Cluster:** Critical Thinking **Skill Indicator:** Analyzing and evaluating issues and ideas |
| **The Number System** | Relationships | RepresentationSystems | Globalization and Sustainability | We use relationships in the number system to represent real world situations. | A, D | Adding and subtracting decimals; Estimating products; Multiplying and dividing decimals; Multiplying and dividing multi-digit numbers; Multiplying by powers of 10;Multiplying and dividing fractions |
| **ATL Skills** | *(goal is see the value of having computational math skills and complete each part of the summative task independently)***Category:** Self-Management **Cluster:** Affective **Skill Indicator:** Perseverance**Category:** Thinking **Cluster:** Critical Thinking **Skill Indicator:**  Use models and simulations**Category:** Self-Management **Cluster:** Reflection **Skill Indicator:** Demonstrate flexibility in the selection and use of learning strategies. |
| **Integers and Expressions** | Logic | QuantitiesPatterns | Orientation in Time and Space | We identify patterns using logic to determine unknown quantities. | A,B | Integers (positive and negative numbers); Absolute value; Terminating and repeating decimals; Rational numbers;Graphing on a coordinate plane; Finding distance on a coordinate plane; Powers and Exponents; Numerical Expressions; Variables and Expressions; Writing Expressions; Distributive Property; Equivalent expressions |
| **ATL Skills** | *(goal: continue to work more independently, be able to start task without additional guidance)***Category:** Self-Management **Cluster:** Self-motivation **Skill Indicator:** practice positive thinking **Category:** Thinking  **Cluster:** Creative-thinking **Skill Indicator:** practice visible thinking strategies and techniques **Category:** Thinking **Cluster:**  Critical-thinking **Skill Indicator:** use models and simulations to explore complex systems and issues. |
| **Equations and Inequalities** | Relationships | PatternsRepresentations | Personal and Cultural Expression | The language of Algebra allows us to communicate relationships between numbers. | A, B | Exponents; Variables;Expressions; Distributive property; 1-step equations;Functions; inequalities |
| **ATL Skills** | *(goal: apply previous learning to new concepts and situations)***Category:** Thinking **Cluster:** Creative thinking **Skill Indicator:** Apply existing knowledge to generate new ideas, products, or processes **Category:** Thinking  **Cluster:** Transfer **Skill Indicator:** Apply skills and knowledge in unfamiliar situations |
| **Geometry** | Form | MeasurementsSpace | Personal and Cultural Expression | Through form, space and measurement are created. | A, C | Area of parallelograms, triangles, trapezoids; Change in dimensions affect on area and perimeter; Graphing polygons on coordinate plane; Area of composite figures; Volume of rectangular prisms, triangular prisms; Surface area of rectangular prisms, triangular prisms; Nets |
| **ATL Skills** | *(goal: write about math and perform open ended tasks)***Category:** Communication **Cluster:** Communication Skills **Skill Indicator:** Organize and depict information logically**Category:** Communication **Cluster:** Communication Skills **Skill Indicator:** Understand and use mathematical notation**Category:** Thinking **Cluster:** Transfer **Skill Indicator:** apply skills and knowledge in unfamiliar situations**Category:** Self-Management  **Cluster:** Affective Skills **Skill Indicator:** Demonstrate persistence and perseverance |

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| **Statistics** | Power | RepresentationModels | Fairness andDevelopment | Statistics are a powerful model for representing information. | A, D | Statistical question; Measures of central tendency (mean, median, mode); Measures of variation (quartiles, range, IQR); Mean Absolute Deviation; Selecting appropriate measures of central tendency; Represent data in graphs: line plots, histograms, box plots, line graphs; Shape of Distribution; Selecting appropriate displays |
| **ATL Skills** | *(goal: evaluate news sources for bias and false statements)***Category:** Research **Cluster:** Media Literacy **Skill Indicator:** locate, organize, analyze, evaluate, synthesize, and ethically use information**Category:** Thinking **Cluster:** Critical Thinking **Skill Indicator:** Recognize unstated assumptions and bias**Category:** Self-management **Cluster:** Reflection **Skill Indicator:** Consider personal learning strategies |