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| Time **Frame**  **(Dates)** | Unit Title and Topic (\*=interdisciplinary connection; @=Action) | **MYP Objectives** | State Standards | **Key Concept** | **Related Concepts** | **Global Context** | **Statement of Inquiry** | **MYP Assessment Task**  **&**  **ATL Focus** | **MYP Criteria** | **Learner Profile Focus** |
| 15 | Construction Zone | C | G.3 and G.4 | Form | Measurement, Justification, Generalization | Globalization and sustainability | Measurement and generalization represent form through justification of commonalities, diversities, and interconnections. | Construct advertisement;  In order for students to communicate effectively, students must reason logically using generalizations regarding form and measurement. | C | Communicators |
| 10 | Start Making Sense | A | G.1 and G.2 | Logic | Generalization, justification, representation | Scientific and technical innovation | Justification and generalization represent logic through mathematical puzzles, principles and discoveries | Create a break out box; In order for students to know and understand, students must think critically by drawing reasonable conclusions and generalizations. | A | Inquirers |
| 20 | Prove It | C | G.5, G.10a, G.6 | Relationships | Logic, Justification | Scientific and technical innovation | Justification of relationships develops through systems, models, methods and logic. | Convince a “jury” that two triangles are congruent; In order to communicate effectively using mathematics, students must define relationships using logical justifications and conclusions. | C | Communicators |
| 24 | Getting Triggy With It | D | G.7, G.8, G.14a | Relationships | Pattern, measurement | Orientation in space and time | Using patterns developed by measurement, explore relationships of scale, duration, frequency and variability. | Create a treehouse, In order to think critically and creatively, students will use models and simulations to explore complex systems and ideas and their relationships. | D | Risk takers |
| 24 | Le’t Tessellate | C | G.10, G.4a, G.14a, G.9 | Relationships | Patterns, measurement | Personal and cultural expression | Using patterns developed by measurement, explore relationships of artistry, craft, creation, and beauty. | Construct a tessellation to draw attention to an important cause; In order to think critically and creatively, students will create original works and ideas by examining the relationships between measurements and models | C | Open – minded |
| 15 | Circle Up | A | G.4h, G.11, G.12 | Relationships | Patterns, measurement | Orientation of space and time | Using patterns developed by measurement, explore variations in space and time. | Written assessment, In order to think critically and creatively, students will examine the relationships between measurements and models. | A | Knowledgeable |
| 15 | Geometry Saves the World | D | G.13, G.14 | Relationships | Patterns, measurement | Globalization and sustainability | Using patterns developed by measurement, explore the human impact on the environment. | Geometry saves the world project; In order to think critically and creatively, students will determine realistic solutions to problems facing the environment. | D | Caring |