

MYP Mathematics – Grade 6

Topic/Unit Title	Key Concept	Related Concepts	Global Context /Exploration	Statement of Inquiry	ATL skills	Summative Assessments	Assessment Objectives
Numerical Reasoning	Form	Systems, Equivalence	Scientific and technical innovation, Exploration: Digital life and Virtual environment	Quantities are represented in various forms to help us understand changes in our natural environment.	Thinking Communication Problem-solving	Students' academic levels will be assessed through formative assessments and summative assessments to meet the objectives. Generally, criteria A, B and D are assessed with different kinds of tasks. Criterion C is often used to assess constructed responses and reports in combination with criterion B or D. Factors of numbers, integers, Number operations, Exponents, Prime numbers and prime factors, Greatest/highest, common factor, lowest common multiple, patterns, fractions, percentages, profit and loss, discount.	Comprehension test is to check understanding and insight into the events of the novel. Criterion A: Analyzing i. identify and comment upon significant aspects of texts ii. identify and comment upon the creator's choices iii. justify opinions and ideas, using examples, explanations and terminology iv. identify similarities and differences in features within and between texts. The Venn diagram is to introduce students to the idea of comparing and contrasting to prepare students for DP. Criterion B: Organizing i. employ organizational structures that serve the context and intention ii. organize opinions and ideas in a logical manner iii. use referencing and formatting tools to create a presentation style suitable to the context and intention.
Abstract Reasoning	Abstract Reasoning	Logic	Identities and Relationships, Exploration: Happiness	The interconnectedness of individuals and	Thinking Communication Problem-	Students' academic levels will be assessed through formative assessments and summative assessments to meet the objectives.	Criterion A-Knowing and understanding This objective requires students to demonstrate knowledge and understanding of the concepts and skills of the four branches in the prescribed framework (numerical and



			and good life	civilizations, from personal, local and global perspectives is represented through different Models and systems.	solving	Generally, criteria A, B and D are assessed with different kinds of tasks. Criterion C is often used to assess constructed responses and reports in combination with criterion B or D. Algebraic expressions (simplifying including expanding brackets- Evaluating) Equations (solving simple and multistep equations) Arithmetic sequence and nth term	abstract reasoning, thinking with models, spatial reasoning, and reasoning with data). In order to reach the aims of mathematics, students should be able to: select appropriate mathematics when solving problems in both familiar and unfamiliar situations apply the selected mathematics successfully when solving problems solve problems correctly in a variety of contexts. Criterion B- Investigating patterns This objective allows students to experience the excitement and satisfaction of mathematical discovery. Working through investigations encourages students to become risk-takers, inquirers and critical thinkers. The ability to inquire is invaluable in the MYP and contributes to lifelong learning.
Spatial Reasoning	Relationships	Measurement, pattern	Globalization and Sustainability	Generalising the relationship between measurements can influence decision that impact the environment.	Self-management Problem-solving	Students' academic levels will be assessed through formative assessments and summative assessments to meet the objectives. Generally, criteria A, B and D are assessed with different kinds of tasks. Criterion C is often used to assess constructed responses and reports in combination with criterion B or D. Lines and angles volume and surface area of regular and compound shapes similarity and congruence Trigonometry	In order to reach the aims of mathematics, students should be able to: apply mathematical problem-solving techniques to recognize patterns describe patterns as relationships or general rules consistent with correct findings verify whether the pattern works for other examples Criterion C-Communication Students are expected to use appropriate mathematical language and different forms of representation when communicating mathematical ideas, reasoning and findings, both orally and in writing. In order to reach the aims of mathematics, students should be able to: use appropriate mathematical language



						Transformation	<p>(notation, symbols and terminology) in both oral and written statements use appropriate forms of mathematical representation to present information communicate coherent mathematical lines of reasoning iv. organize information using a logical structure.</p> <p>Criterion D-Real life application Students are expected to transfer theoretical mathematical knowledge into real-world situations and apply appropriate problem-solving strategies, draw valid conclusions, and reflect upon their results. - In order to reach the aims of mathematics, students should be able to: identify relevant elements of i. authentic real-life situations select appropriate ii. mathematical strategies when solving authentic real-life situations apply the selected iii. mathematical strategies successfully to reach a solution explain the degree of iv. accuracy of a solution describe whether a solution v. makes sense in the context of the authentic real-life situation.</p>
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Service as Action

Researching and examining global change in relation to temperatures across the world. Students focused on many things such as the impact it is having on wildlife and the arctic region along with the ever changing climate across many countries across the world

Please note: At times areas of the curriculum will change based on the learning needs and interests of the students.

