MYP Mathematics – Grade 9							
Topic/ Unit Title	**Key Concept**	**Related Concept**	**Global Context/ Exploration**	**ATL skills**	**Statement of Inquiry**	**Summative Assessments**	**Assessment Objectives**
Mathematics and our Health	Relationships	Models and Patterns	Scientific and technical innovation	Thinking and self-management	Models and patterns of change can be used to make decisions during pandemics where health is affected by infectious diseases	Mathematics e-assessment style questions with balanced focus on the four assessment criteria.	**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 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. 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 (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
Numerical and Abstract Reasoning	Relationships	Change and Patterns	Fairness and development	Thinking and self-management	Modelling a pattern helps us understand the relationships between different variables and can predict the behaviour and quantities in the future	Mathematics e-assessment style questions with balanced focus on the four assessment criteria.	
Thinking with Models	Form	Models and systems	Orientation in space and time	Research Skills	Modelling with equivalent forms of representation can improve decision making	Mathematics e-assessment style questions with balanced focus on the four assessment criteria.	
Spatial and Data Reasoning	Logic	Approximation and Generalization	Orientation in space and time	Communication and Thinking Skills	Systems use logic to validate generalizations and increase our appreciation of the aesthetics.	Mathematics e-assessment style questions with balanced focus on the four assessment criteria.	

							information using a logical structure. **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.

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