



Johnston Heights Secondary



Course outline

Mathematics 8

IB mission statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Middle Years Programme Model

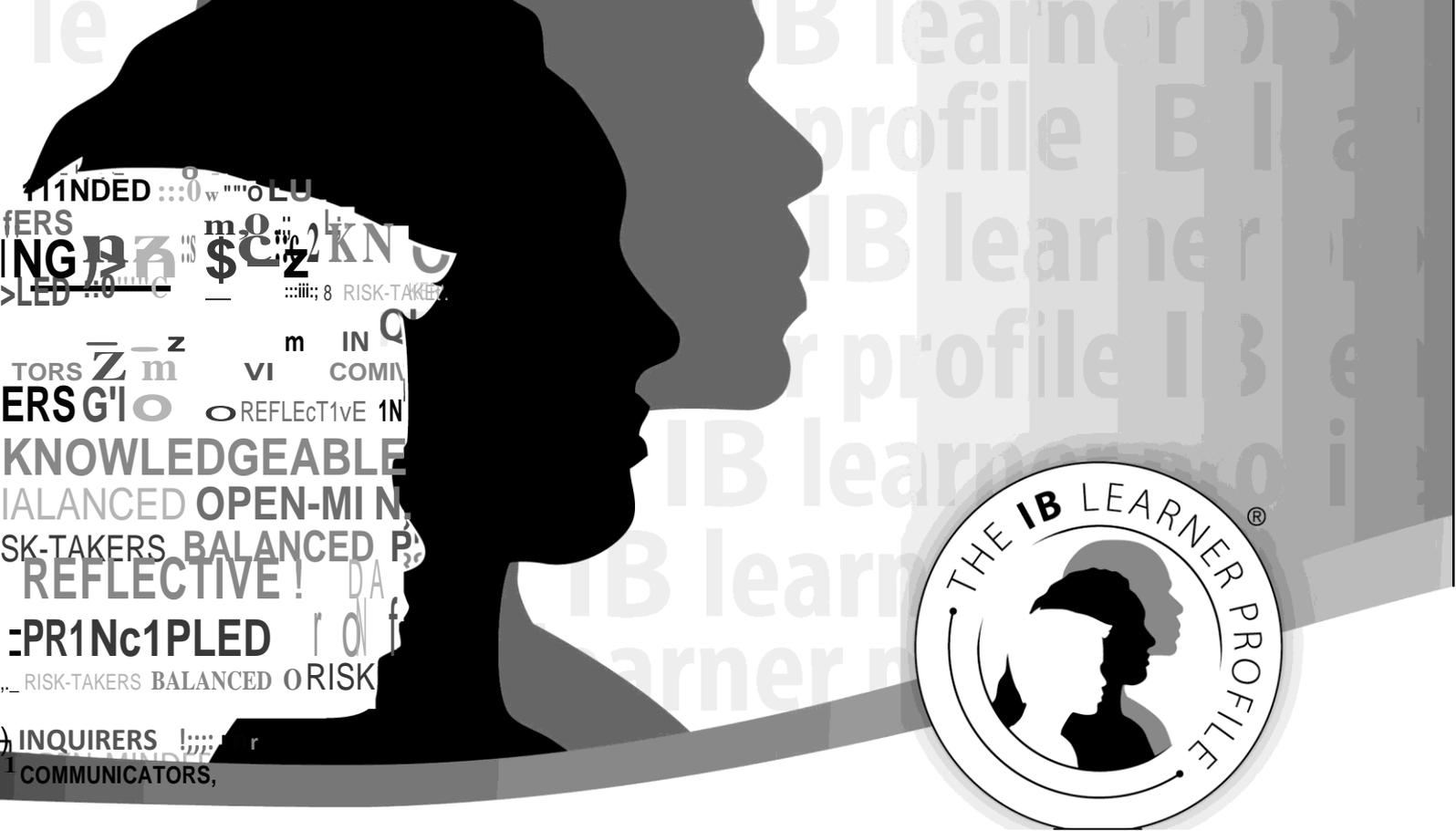


The MYP is designed for students aged 11 to 16. It provides a framework of learning that encourages students to become creative, critical and reflective thinkers. The MYP emphasizes intellectual challenge, encouraging students to make connections between their studies in traditional subjects and the real world. It fosters the development of skills for communication, intercultural understanding and global engagement—essential qualities for young people who are becoming global leaders.

The MYP

- addresses holistically students' intellectual, social, emotional and physical **well-being**
- provides students opportunities to develop the **knowledge, attitudes** and **skills** they need in order to manage complexity and take responsible action for the future
- ensures breadth and depth of understanding through study in **eight subject groups**
- requires the study of at least **two languages** to support students in understanding their own cultures and those of others
- empowers students to participate in **service with the community**

- helps to prepare students for **further education**, the **workplace** and a **lifetime of learning**.



The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives-intellectual, physical, and emotional-to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Mathematics 8

Aims

The aims of all MYP subjects state what a teacher may expect to teach and what a student may expect to experience and learn. These aims suggest how the student may be changed by the learning experience.

The aims of MYP mathematics are to encourage and enable students to:

- enjoy mathematics, develop curiosity and begin to appreciate its elegance and power
- develop an understanding of the principles and nature of mathematics
- communicate clearly and confidently in a variety of contexts
- develop logical, critical and creative thinking
- develop confidence, perseverance, and independence in mathematical thinking and problem-solving
- develop powers of generalization and abstraction
- apply and transfer skills to a wide range of real-life situations, other areas of knowledge and future developments
- appreciate how developments in technology and mathematics have influenced each other
- appreciate the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics
- appreciate the international dimension in mathematics through an awareness of the universality of mathematics and its multicultural and historical perspectives
- appreciate the contribution of mathematics to other areas of knowledge
- develop the knowledge, skills and attitudes necessary to pursue further studies in mathematics
- develop the ability to reflect critically upon their own work and the work of others.

Objectives

The objectives of any MYP subject state the specific targets that are set for learning in the subject. They define what the student will be able to accomplish as a result of studying the subject.

The objectives of MYP mathematics encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge.

Each objective is elaborated by a number of **strands**; a strand is an aspect or indicator of the learning expectation.

The objectives reflect the knowledge, skills and attitudes that students need in order to use mathematics in a variety of contexts (including real-life situations), perform investigations and communicate mathematics clearly.

A. Knowing and understanding

Knowledge and understanding are fundamental to studying mathematics and form the base from which to explore concepts and develop skills. This objective assesses the extent to which students can select and apply mathematics to solve problems in both familiar and unfamiliar situations in a variety of contexts.

This objective requires students to demonstrate knowledge and understanding of the concepts and skills of the four branches in the prescribed framework (number, algebra, geometry and trigonometry, statistics and probability).

In order to reach the aims of mathematics, students should be able to:

- i. select appropriate mathematics when solving problems in both familiar and unfamiliar situations
- ii. apply the selected mathematics successfully when solving problems
- iii. solve problems correctly in a variety of contexts.

B. Investigating patterns

Investigating patterns 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.

A task that does not allow students to select a problem-solving technique is too guided and should result in students earning a maximum achievement level of 6 (for years 1 and 2) and a maximum achievement level of 4 (for year 3 and up). However, teachers should give enough direction to ensure that all students can begin the investigation.

For year 3 and up, a student who describes a general rule consistent with incorrect findings will be able to achieve a maximum achievement level of 6, provided that the rule is of an equivalent level of complexity.

In order to reach the aims of mathematics, students should be able to:

- i. select and apply mathematical problem-solving techniques to discover complex patterns
- ii. describe patterns as general rules consistent with findings
- iii. prove, or verify and justify, general rules.

C. Communicating

Mathematics provides a powerful and universal language. 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:

- 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
- iv. communicate complete, coherent and concise mathematical lines of reasoning
- v. organize information using a logical structure.

D. Applying mathematics in real-life contexts

MYP mathematics encourages students to see mathematics as a tool for solving problems in an authentic real-life context. 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:

- i. identify relevant elements of authentic real-life situations
- ii. select appropriate mathematical strategies when solving authentic real-life situations
- iii. apply the selected mathematical strategies successfully to reach a solution
- iv. justify the degree of accuracy of a solution
- v. justify whether a solution makes sense in the context of the authentic real-life situation.

Conceptual understanding

A concept is a “big idea”—a principle or notion that is enduring, the significance of which goes beyond particular origins, subject matter or place in time. Concepts represent the vehicle for students’ inquiry into the issues and ideas of personal, local and global significance, providing the means by which they can explore the essence of mathematics. Concepts have an important place in the structure of knowledge that requires students and teachers to think with increasing complexity as they organize and relate facts and topics. Concepts express understanding that students take with them into lifelong adventures of learning. They help students to develop principles, generalizations and theories. Students use conceptual understanding as they solve problems, analyse issues and evaluate decisions that can have an impact on themselves, their communities and the wider world. In the MYP, conceptual understanding is framed by prescribed key and related concepts. Teachers must use these concepts to develop the curriculum. Schools may identify and develop additional concepts to meet local circumstances and curriculum requirements.

Key concepts

Key concepts promote the development of a broad curriculum. They represent big ideas that are relevant both within and across disciplines and subjects. Inquiry into key concepts can facilitate connections between and among: courses within the mathematics subject group (intra-disciplinary learning), other subject groups (interdisciplinary learning).

These key concepts provide a framework for mathematics, informing units of work and helping to organize teaching and learning.

The key concepts contributed by the study of mathematics are **form**, **logic** and **relationships**.

Form is the shape and underlying structure of an entity or piece of work, including its organization, essential nature and external appearance. **Form** in MYP mathematics refers to the understanding that the underlying structure and shape of an entity is distinguished by its properties. Form provides opportunities for students to appreciate the aesthetic nature of the constructs used in a discipline.

Logic is a method of reasoning and a system of principles used to build arguments and reach conclusions. **Logic** in MYP mathematics is used as a process in making decisions about numbers, shapes, and variables. This system of reasoning provides students with a method for explaining the validity of their conclusions. Within the MYP, this should not be confused with the subfield of mathematics called “symbolic logic.”

Relationships allow students to identify and understand connections and associations between properties, objects, people and ideas—including the human community’s connections with the world in which we live. Any change in relationships brings consequences—some of which may occur on a small scale, while others may be far-reaching, affecting large systems like human societies and the planet as a whole. **Relationships** in MYP mathematics refers to the connections between quantities, properties or concepts and these connections may be expressed as models, rules or statements. Relationships provide opportunities for students to explore patterns in the world around them. Connections between the student and mathematics in the real world are important in developing deeper understanding. Other key concepts can also be important in mathematics and these are outlined in the **Mathematics skills framework** section of this guide.

Related concepts in mathematics

Related concepts promote deep learning. They are grounded in specific disciplines and are useful for exploring key concepts in greater detail. Inquiry into related concepts helps students develop more complex and sophisticated conceptual understanding. Related concepts may arise from the subject matter of a unit or from the craft of a subject—that is, its features and processes.

Change	Equivalence	Generalization	Justification
Measurement	Model	Pattern	Quantity
Representation	Simplification	Space	System

Change: A variation in size, amount or behavior

Equivalence: The state of being identically equal or interchangeable, applied to statements, quantities, or expressions

Generalization: A general statement made on the basis of specific examples

Justification: Valid reasons or evidence used to support a statement

Measurement: A method of determining quantity, capacity or dimension using a defined unit

Model: A depiction of a real-life event using expressions, equations or graphs

Pattern: A set of numbers or objects that follow a specific order or rule

Quantity: An amount or number

Representation: The manner in which something is presented

Simplification: The process of reducing to a less complicated form

Space: The frame of geometrical dimensions describing an entity

System: A group of interrelated elements

Global contexts for teaching and learning

Global contexts direct learning towards independent and shared inquiry into our common humanity and shared guardianship of the planet. Using the world as the broadest context for learning, MYP mathematics can develop meaningful explorations of:

- identities and relationships
Who I am? Who are we?
- orientation in space and time
What is the meaning of ‘when’ and ‘where’?
- personal and cultural expression
What is the nature and purpose of creative expression?
- scientific and technical innovation
How do we understand the world in which we live?
- globalization and sustainability
How is everything connected?
- fairness and development
What are the consequences of our common humanity?

Course Content and MYP Units

(See attachments)

Mathematics assessment criteria: Year 3

Criterion A: Knowing and understanding

Maximum: 8

At the end of year 3, students should be able to:

- i. **select** appropriate mathematics when solving problems in both familiar and unfamiliar situations
- ii. **apply** the selected mathematics successfully when solving problems
- iii. **solve** problems correctly in a variety of contexts.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student is able to: <ol style="list-style-type: none"> i. select appropriate mathematics when solving simple problems in familiar situations ii. apply the selected mathematics successfully when solving these problems iii. generally solve these problems correctly.
3–4	The student is able to: <ol style="list-style-type: none"> i. select appropriate mathematics when solving more complex problems in familiar situations ii. apply the selected mathematics successfully when solving these problems iii. generally solve these problems correctly.
5–6	The student is able to: <ol style="list-style-type: none"> i. select appropriate mathematics when solving challenging problems in familiar situations ii. apply the selected mathematics successfully when solving these problems iii. generally solve these problems correctly.
7–8	The student is able to: <ol style="list-style-type: none"> i. select appropriate mathematics when solving challenging problems in both familiar and unfamiliar situations ii. apply the selected mathematics successfully when solving these problems iii. generally solve these problems correctly.

Mathematics assessment criteria: Year 3

Criterion B: Investigating patterns

Maximum: 8

At the end of year 3, students should be able to:

- i. **select** and **apply** mathematical problem-solving techniques to discover complex patterns
- ii. **describe** patterns as relationships and/or general rules consistent with findings
- iii. **verify** and **justify** relationships and/or general rules.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student is able to: <ol style="list-style-type: none"> i. apply, with teacher support, mathematical problem-solving techniques to discover simple patterns ii. state predictions consistent with patterns.
3–4	The student is able to: <ol style="list-style-type: none"> i. apply mathematical problem-solving techniques to discover simple patterns ii. suggest relationships and/or general rules consistent with findings.
5–6	The student is able to: <ol style="list-style-type: none"> i. select and apply mathematical problem-solving techniques to discover complex patterns ii. describe patterns as relationships and/or general rules consistent with findings iii. verify these relationships and/or general rules.
7–8	The student is able to: <ol style="list-style-type: none"> i. select and apply mathematical problem-solving techniques to discover complex patterns ii. describe patterns as relationships and/or general rules consistent with correct findings iii. verify and justify these relationships and/or general rules.

Criterion C: Communicating

Maximum: 8

At the end of year 3, students should be able to:

- i. **use** appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations
- ii. **use** different forms of mathematical representation to present information
- iii. **move** between different forms of mathematical representation
- iv. **communicate** complete and coherent mathematical lines of reasoning
- v. **organize** information using a logical structure.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student is able to: <ol style="list-style-type: none"> i. use limited mathematical language ii. use limited forms of mathematical representation to present information iii. communicate through lines of reasoning that are difficult to interpret.
3–4	The student is able to: <ol style="list-style-type: none"> i. use some appropriate mathematical language ii. use different forms of mathematical representation to present information adequately iii. communicate through lines of reasoning that are able to be understood, although these are not always clear iv. adequately organize information using a logical structure.
5–6	The student is able to: <ol style="list-style-type: none"> i. usually use appropriate mathematical language ii. usually use different forms of mathematical representation to present information correctly iii. move between different forms of mathematical representation with some success iv. communicate through lines of reasoning that are clear although not always coherent or complete v. present work that is usually organized using a logical structure.
7–8	The student is able to: <ol style="list-style-type: none"> i. consistently use appropriate mathematical language ii. use different forms of mathematical representation to consistently present information correctly iii. move effectively between different forms of mathematical representation iv. communicate through lines of reasoning that are complete and coherent v. present work that is consistently organized using a logical structure.

Criterion D: Applying mathematics in real-life contexts

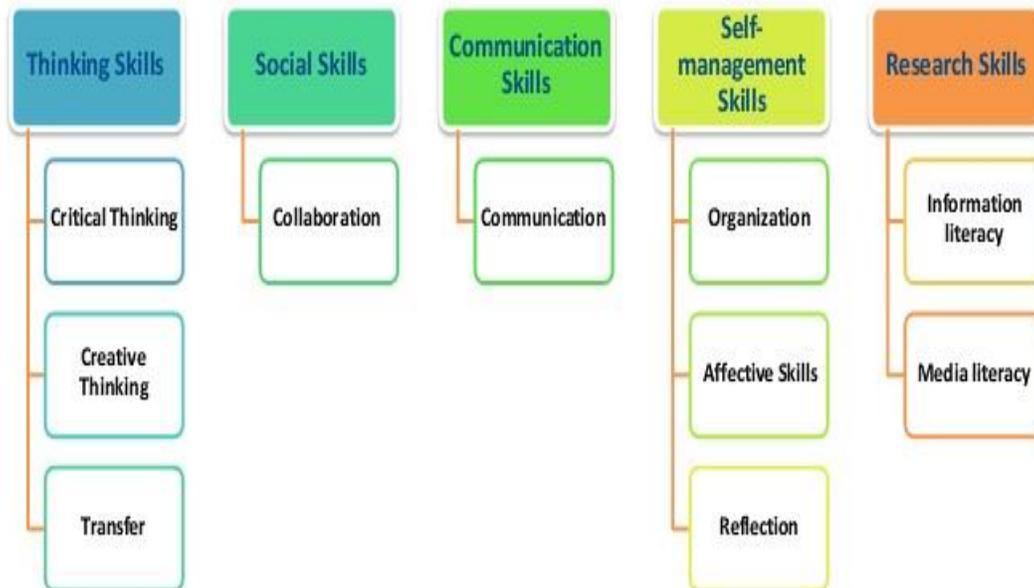
Maximum: 8

At the end of year 3, students should be able to:

- i. **identify** relevant elements of authentic real-life situations
- ii. **select** appropriate mathematical strategies when solving authentic real-life situations
- iii. **apply** the selected mathematical strategies successfully to reach a solution
- iv. **explain** the degree of accuracy of a solution
- v. **explain** whether a solution makes sense in the context of the authentic real-life situation.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student is able to: <ol style="list-style-type: none"> i. identify some of the elements of the authentic real-life situation ii. apply mathematical strategies to find a solution to the authentic real-life situation, with limited success.
3–4	The student is able to: <ol style="list-style-type: none"> i. identify the relevant elements of the authentic real-life situation ii. select, with some success, adequate mathematical strategies to model the authentic real-life situation iii. apply mathematical strategies to reach a solution to the authentic real-life situation iv. describe whether the solution makes sense in the context of the authentic real-life situation.
5–6	The student is able to: <ol style="list-style-type: none"> i. identify the relevant elements of the authentic real-life situation ii. select adequate mathematical strategies to model the authentic real-life situation iii. apply the selected mathematical strategies to reach a valid solution to the authentic real-life situation iv. describe the degree of accuracy of the solution v. discuss whether the solution makes sense in the context of the authentic real-life situation.
7–8	The student is able to: <ol style="list-style-type: none"> i. identify the relevant elements of the authentic real-life situation ii. select appropriate mathematical strategies to model the authentic real-life situation iii. apply the selected mathematical strategies to reach a correct solution iv. explain the degree of accuracy of the solution v. explain whether the solution makes sense in the context of the authentic real-life situation.

Learning Skills in the MYP – ATL Skills



Think about how the framework above might develop all aspects of skills needed by the 21st century learner!