

**MATHEMATICS – MYP 1(YEAR 7), TERM 2**  
**AL JAZEERA ACADEMY**  
**MIDDLE YEARS PROGRAMME, 2009-2010**

TOPICS	OBJECTIVES	AREAS OF INTERACTION	ASSESSMENT CRITERIA
<p><b>Topic 3:</b> Decimals. 1 weeks</p> <p><b>Unit Question:</b> Do decimals simplify my life?</p> <p><b>Content/Key Questions:</b></p> <ul style="list-style-type: none"> <li>✓ What are decimals?</li> <li>✓ How do we add, subtract and order decimals up to 2dp?</li> <li>✓ What is the effect of multiplying or dividing decimals by powers of 10?</li> <li>✓ How do we round decimals in order to estimate solutions?</li> <li>✓ How do I construct and represent decimal numbers?</li> <li>✓ Use a number line.</li> <li>✓ How do I order decimals?</li> <li>✓ Convert decimals to fractions and vice-versa.</li> </ul>	<p><b>Students should have knowledge of / be able to:</b></p> <p><b>A – Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>➤ Add, subtract and order decimals up to 2dp;</li> <li>➤ Multiply &amp; divide decimals by whole numbers;</li> <li>➤ Round to the nearest unit, tenth or hundredth;</li> <li>➤ Estimate answers by rounding;</li> <li>➤ Write fractions as decimals, and vice versa;</li> </ul> <p><b>B- Investigating Patterns</b></p> <ul style="list-style-type: none"> <li>➤ Multiply &amp; divide decimals by 10, 100, 1000, 0.1 &amp; 0.01;</li> <li>➤ Find ‘midway’ numbers;</li> </ul> <p><b>C - Communication in Mathematics</b></p> <ul style="list-style-type: none"> <li>➤ Interpret place value up to thousandths;</li> <li>➤ Recognise the difference between vulgar fractions and improper fractions;</li> <li>➤ Recognise &amp; convert between improper fractions &amp; mixed numbers;</li> </ul> <p><b>D - Reflection in Mathematics</b></p> <ul style="list-style-type: none"> <li>➤ Explain whether the results make sense in the context of the problem presented.</li> </ul>	<p><b>Approaches to learning:</b></p> <ul style="list-style-type: none"> <li>*Communicate new terminology both verbally and in written form;</li> <li>*Use a scientific calculator effectively;</li> <li>*Compare and analyse equivalent ways of presenting values;</li> <li>*Understand assessment criteria;</li> <li>*Recognise the link between theory &amp; practice.</li> </ul> <p><b>Environments:</b></p> <ul style="list-style-type: none"> <li>*Population demographics;</li> <li>*Decimals associated with Geography;</li> <li>*Decimals of pollutants in the atmosphere.</li> </ul> <p><b>Human Ingenuity:</b></p> <ul style="list-style-type: none"> <li>*The development of the calculator &amp; computers due to the need for simplifying calculations;</li> </ul> <p><b>Health and Social:</b></p> <ul style="list-style-type: none"> <li>*Fractions &amp; percentages of different vitamins, minerals, liquids, etc required for good health;</li> <li>*Heart rate before/after exercise (as a decimal).</li> </ul>	<p><b><u>A: Knowledge &amp; Understanding (8)</u></b></p> <p><b><u>B: Investigating Patterns (8)</u></b></p> <p><b><u>C: Communication in Mathematics (6)</u></b></p> <p><b><u>D: Reflection in Mathematics (6)</u></b></p> <p><b><u>TOTAL: 28</u></b></p> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>☐ Mental Arithmetic Test.(A)</li> </ul>