Cornerstone International Academy - Weekly Outlook January 26 - January 30

Visual Arts Weekly Outlook

Content / Context, / Concepts	**Key Vocabulary / Blooms Taxonomy**	**Assessment Objectives / Assessment Criteria**	**Sample Questions and Worksheets**	**Resources**
Unit Title: The Artist as Explorer **Topic: Remix Planning & Concept Development** **Factual:** What visual elements and symbols are present in each of the two artworks being compared? What cultural or historical context does each artwork come from? How do the materials or techniques differ	Culture Comparison Symbolism Interpretation Style	**-INVESTIGATING** i. investigates a movement(s) or genre(s) in their chosen arts discipline, related to the statement of inquiry **B-DEVELOPING** i. practically explore ideas to inform development of a final artwork or performance **C- CREATING** i. creates or perform an artwork **D-EVALUATING** ii. reflect on their development as an artist.	Which cultural values or beliefs can you identify in each artwork? How does meaning change when similar symbols appear in different cultures? What challenges might an artist face when combining styles from two cultures?	

between the two cultural artworks? **Conceptual:** How does culture influence the way artists use symbols and styles to communicate meaning? **Debatable:** Is it possible to truly understand an artwork without understanding the culture it comes from?				

French

Content / Context, / Concepts	**Key Vocabulary / Blooms Taxonomy**	**Assessment Objectives / Assessment Criteria**	**Sample Questions and Worksheets**	**Resources**
Unité 3: Pourquoi faire la fête? **Factuelle** : Quelles sont	Amusant Attrayant Agréable	Criterion A Criterion B Criterion C	En quoi les fêtes représentent-elles les traditions et la culture d'un pays ?	"""Jouffrey, Catherine, and Rémy Lamon. MYP by Concept 4 & 5: French Language Acquisition. Hodder Education, an Hachette

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les fêtes que nous célébrons ? **Conceptuelle** : Est-ce que les fêtes sont toujours célébrées pour des raisons religieuses ? **Invitation au débat** : Comment les fêtes montrent-elles les traditions et la culture d'un pays ? **Maintenant**, partage et compare tes réponses avec ton voisin ou avec toute la classe.	Content Divertissant Ennuyeux Festif Heureux Historique Impressionnant Intéressant			UK Company, 2017. International Baccalaureate Organization. Language Acquisition Guide: For Use from September 2020/January 2021.International Baccalaureate Organization, 2020."

Individuals and Societies

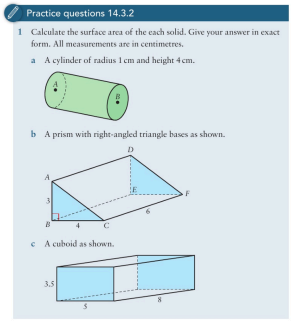
Content / Context, / concepts	**Key Vocabulary and Blooms Taxonomy**	**Assessment Objectives / Assessment Criteria**	**Sample Questions and Worksheets (Formatives)**	**Resources**
UNIT 4: How has population changed over time and how can it be measured? **Factual:** How and why does population growth differ between different regions of the world? What are the causes and consequences of forced migration and internal displacement? What are the consequences of megacity growth for individuals and societies? **Conceptual:** How has population changed over time and how can it be measured? Can population change be managed? **Debatable:** Is population growth destructive or can it be viewed as a driver for development?	**demographic transition model** **Population pyramid** **natural increase**	Criterion A Criterion D	1. Students will be interpreting population data using the demographic transition model. 2. Students will be Interpreting Population pyramid analysis using a case study from the UK and Tanzania	IB MYP by Concept 4&5 Individuals and Societies Textbook, Andy Dailey et al. Page 157 to 161

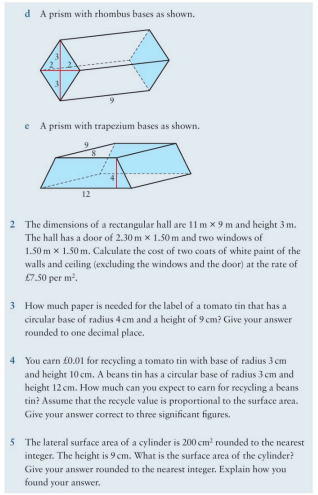
Performing Arts

Content / Context, / Concepts	**Key Vocabulary and Blooms Taxonomy**	**Assessment Objectives / Assessment Criteria**	**Sample Questions and Worksheets (Formatives)**	**Resources**

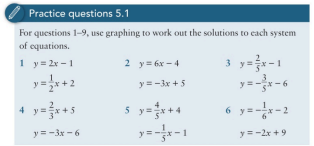
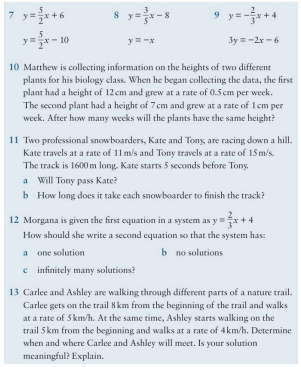
Lesson 3- The space is the set Lesson 4 - Can the audience understand it?	Space Audience Interpretation	One change we made today to help the audience understand was…”	Create a 1–2 minute scene where: The space clearly affects movement and position At least one moment only works because of the space	Space

Standard Math

Content / Context, / Concepts	**Key Vocabulary and Blooms Taxonomy**	**Assessment Objectives / Assessment Criteria**	**Sample Questions and Worksheets (Formatives)**	**Resources**
1. Content / Context • Topic: Surface area of right prisms and cylinders • Context: Builds on nets, area of polygons, and circumference; prepares students for	• Vocabulary: surface area, lateral area, total surface area, base, lateral face, net, circumference, radius, diameter, edge, vertex, unit^2 • Bloom’s objectives	Criterion A,B,C and D		• Classroom supplies: printable nets, rulers, compasses, grid paper, cardboard for net construction. • Calculator policy: allow scientific calculators for π calculations as

volume and real-world problems (e.g., packaging, paint coverage, material cost). **2. Key Concepts** ● Lateral surface area vs. total surface area	(mapped): Remember: Define surface area, base, lateral face. Understand: Explain difference between lateral and total surface area; interpret nets. Apply: Calculate surface area of rectangular prisms and cylinders given dimensions. Analyze: Decompose composite solids into known shapes to find surface are Evaluate: Compare different packaging options by surface area and justify the best choice. Create: Design a net for a prism or cylinder and compute material needed.		 d A prism with rhombus bases as shown. 3 2 2 3 9 e A prism with trapezium bases as shown. 9 8 4 12 2 The dimensions of a rectangular hall are 11 m × 9 m and height 3 m. The hall has a door of 2.30 m × 1.50 m and two windows of 1.50 m × 1.50 m. Calculate the cost of two coats of white paint of the walls and ceiling (excluding the windows and the door) at the rate of £7.50 per m². 3 How much paper is needed for the label of a tomato tin that has a circular base of radius 4 cm and a height of 9 cm? Give your answer rounded to one decimal place. 4 You earn £0.01 for recycling a tomato tin with base of radius 3 cm and height 10 cm. A beans tin has a circular base of radius 3 cm and height 12 cm. How much can you expect to earn for recycling a beans tin? Assume that the recycle value is proportional to the surface area. Give your answer correct to three significant figures. 5 The lateral surface area of a cylinder is 200 cm² rounded to the nearest integer. The height is 9 cm. What is the surface area of the cylinder? Give your answer rounded to the nearest integer. Explain how you found your answer.	appropriate. ● Digital: interactive net manipulatives (link to recommended app in platform), video demonstration of unwrapping cylinder lateral surface. ● Reference worksheets and answer keys (I can generate printable worksheets + teacher answer key if you want).

Extended Math

Content / Context, / Concepts	**Key Vocabulary and Blooms Taxonomy**	**Assessment Objectives / Assessment Criteria**	**Sample Questions and Worksheets (Formatives)**	**Resources**
1. Content / Context ● Topic: Solving systems of linear equations by graphing (two linear equations in two variables) ● Context: Builds on graphing lines, slope-intercept form, and coordinate skills; prepares students for algebraic methods (substitution, elimination) and applications (intersection = solution in real	● Vocabulary: simultaneous equations, system of equations, intersection, slope, y-intercept, x-intercept, consistent, inconsistent, dependent, independent, solution, ordered pair ● Bloom's objectives (mapped): Remember: Define slope, intercept, system, intersection. Understand: Explain why the intersection solves both equations. Apply: Graph two linear equations and read the	Criterion A and C	 Practice questions 5.1 For questions 1–9, use graphing to work out the solutions to each system of equations. 1 $y = 2x - 1$, $y = \frac{1}{2}x + 2$ 2 $y = 6x - 4$, $y = -3x + 5$ 3 $y = \frac{2}{3}x - 1$, $y = -\frac{3}{5}x - 6$ 4 $y = \frac{2}{3}x + 5$, $y = -3x - 6$ 5 $y = \frac{4}{5}x + 4$, $y = -\frac{1}{5}x - 1$ 6 $y = -\frac{1}{6}x - 2$, $y = -2x + 9$  7 $y = \frac{5}{2}x + 6$, $y = \frac{5}{2}x - 10$ 8 $y = \frac{3}{5}x - 8$, $y = -x$ 9 $y = -\frac{2}{3}x + 4$, $3y = -2x - 6$ 10 Matthew is collecting information on the heights of two different plants for his biology class. When he began collecting the data, the first plant had a height of 12 cm and grew at a rate of 0.5 cm per week. The second plant had a height of 7 cm and grew at a rate of 1 cm per week. After how many weeks will the plants have the same height? 11 Two professional snowboarders, Kate and Tony, are racing down a hill. Kate travels at a rate of 11 m/s and Tony travels at a rate of 15 m/s. The track is 1600 m long. Kate starts 5 seconds before Tony. a Will Tony pass Kate? b How long does it take each snowboarder to finish the track? 12 Morgana is given the first equation in a system as $y = \frac{2}{5}x + 4$ How should she write a second equation so that the system has: a one solution b no solutions c infinitely many solutions? 13 Carlee and Ashley are walking through different parts of a nature trail. Carlee gets on the trail 8 km from the beginning of the trail and walks at a rate of 5 km/h. At the same time, Ashley starts walking on the trail 5 km from the beginning and walks at a rate of 4 km/h. Determine when and where Carlee and Ashley will meet. Is your solution meaningful? Explain.	● Materials: graph paper, rulers, colored pencils, calculators (for checking), whiteboard for demo graphs. ● Digital: interactive graphing tool recommendations (use platform search to find graphing apps); short video tutorials on slope-intercept conversions. ● Assessment tools: printable coordinate grids for worksheets, formative quiz

problems). **2. Key Concepts** ● Coordinate plane and plotting ordered pairs ● Slope-intercept form: $y=mx+b$ and point-slope form ● Graphing linear equations using intercepts and slope ● Intersection point of two lines represents the solution to the system	intersection as the solution. Analyze: Determine solution type from graphs (none, one, infinite). Evaluate: Assess accuracy of graphical estimates vs. algebraic solutions. Create: Formulate real-world problems and represent them as systems to solve graphically.			templates, rubric for graph quality. ● I can generate: printable student worksheet (with grids), teacher answer key, and a 5-question formative quiz with rubrics. Which would you like me to make next?

Design

Content / Context, / Concepts	Key Vocabulary and Blooms Taxonomy	Assessment Objectives / Assessment Criteria	Sample Questions and Worksheets (Formatives)	Resources

Unit: Gamifying Fitness for Motivation **Conceptual -** How can we apply the principles of gaming to exercise?	- Gamification - Game Mechanics	**Recap on Criterion A** **Criterion B:** **Developing Ideas** iv. develop accurate planning drawings/diagrams and outline requirements for the creation of the chosen solution.	- Develop three ideas for a game targeted at promoting healthy exercises using mindmaps. p. 128-129 - Create the colour pallette, logo and favicon for the wireframe on figma.	Dutton, Lenny. Design for the IB MYP 4 & 5. Hodder Education, 2021, p. 116 - 135

English Language and Literature

Content / Context, / Concepts	**Key Vocabulary and Blooms Taxonomy**	**Assessment Objectives / Assessment Criteria**	**Sample Questions and Worksheets (Formatives)**	**Resources**
Unit: What is a perspective? **Factual:** In what ways do texts present particular perspectives to a reader or viewer? **Conceptual:** In what ways might perspectives we hold	**Contrast** **Dialogue** **Imagery** **Perspective** **Ethos** **Pathos** **Logos**	Criterion A: Analysing Criterion B: Organizing Criterion C: Producing text Criterion D: Using language	List all the factors you think would lead to creating a good first impression, or a bad first impression, in the following scenarios: ● the first class in a new school ● a class presentation ● meeting the parents	Language and Literature for the IB MYP 4&5: *by Concept* James Stacy in The … https://youtu.be/8K9Gg164Bsw. Everything Counts! H…

influence our attitudes and behaviours? How can a perspective change? **Debatable:** Can a text [actually] influence perspectives its readers or viewers might hold, and consequently their attitudes and behaviours?			of your new friend ● performing in some way in front of an audience	How To Make A Grea... Literary works: The odyssey The diary of a young girl Makola - Poem The Color of God - Poem

Spanish

Content / Context, / Concepts	**Key Vocabulary and Blooms Taxonomy**	**Assessment Objectives / Assessment Criteria**	**Sample Questions and Worksheets (Formatives)**	**Resources**
Unit Title: Conectados con nuestro entorno/Mi hogar y mi comunidad Factual: ¿Qué lugares y objetos hay en una casa o vecindario? Conceptual: ¿Cómo usamos el lenguaje para expresar pertenencia y describir nuestro entorno personal? Debatable: ¿Nuestro	Remembering: Identify vocabulary for rooms, furniture, and neighborhood places. Understanding: Interpret spoken descriptions of homes and communities. Applying: Use descriptive sentences to describe home and neighborhood. Analyzing: Compare	Criterion C Criterion A Criterion D	Oral descriptions of rooms Listening comprehension chart Written sentences used in describing homes.	MYP 4&5 Spanish by Concept Emergent Phase 1&2. Vocabulario de las partes de la casa - ProfedeELE DESCRIBIENDO LA CASA Grammar: NOUNS AND ARTICLES.

entorno define quiénes somos o nosotros definimos nuestro entorno?	descriptions of different homes. Habitaciones:el dormitorio · la cocina · el baño · el salón · el comedor · el jardín · el balcón Muebles: la cama · la mesa · la silla · el sofá · la lámpara · el armario			VOCABULARIO DEL HOGAR. Rooms and Parts of The House in Spanish Videos: NEEM 1/NEEM Básico - Unidad 4 Una casa especial - subtitulado Un apartamento - Practica el vocabulario de la casa y los muebles Las Habitaciones y Partes de la Casa en Español DESCRIBE YOUR HOUSE | Easy Spanish 144

Biology

Content / Context, / Concepts	**Key Vocabulary and Blooms Taxonomy**	**Assessment Objectives / Assessment Criteria**	**Sample Questions and Worksheets (Formatives)**	**Resources**
Content	**Key Vocabulary**	**Criterion A: Knowing**	**Sample Questions**	**Textbook: *MYP Biology by Concept (Hodder***

Structure of the human circulatory system • Heart (atria, ventricles, valves, septum) • Blood vessels (arteries, veins, capillaries) Components of blood • Red blood cells, white blood cells, platelets, plasma Double circulation in humans • Pulmonary circulation • Systemic circulation Functions of the circulatory system • Transport (oxygen, nutrients, hormones)	• Valve • Artery • Vein • Capillary • Double circulation • Oxygenated blood • Deoxygenated blood **Bloom's Taxonomy Alignment** • **Remembering:** define, label, list • **Understanding:** describe, explain, summarize • **Applying:** trace, classify, compare • **Analyzing:** differentiate, interpret data • **Evaluating:**	**and Understanding** • Describe the structure and function of the heart and blood vessels • Explain double circulation in humans **Criterion B: Inquiring and Designing** • Design a simple investigation (e.g., effect of exercise on pulse rate) **Criterion C: Processing and Evaluating** • Record pulse rate data accurately	**(Formatives)** 1. Define the circulatory system. 2. State two functions of blood. 3. Label the parts of the human heart	***Education)* – Circulation chapter** **Diagrams of the human heart and blood vessels**

• Protection (immune response, clotting) • Regulation (body temperature) Relationship between circulation and respiration	justify, assess effectiveness • **Creating:** design, model, and propose solutions	• Interpret results and identify patterns • Evaluate the reliability of the data collected **Criterion D: Reflecting on the Impacts of Science** • Explain how knowledge of circulation supports human health • Discuss the impact of circulatory diseases on individuals and society • Evaluate lifestyle		

		choices that affect circulatory health		

Chemistry

Content / Context, / Concepts	**Key Vocabulary and Blooms Taxonomy**	**Assessment Objectives / Assessment Criteria**	**Sample Questions and Worksheets (Formatives)**	**Resources**
Unit title: How do atoms bond? **Content** Periodic properties Electronegativity Using valency to balance compounds **Inquiry questions** **Factual:** ● What does the IUPAC name of a chemical compound tell you? ● How is valency used to balance the atoms in a compound? **Conceptual:**	**Keywords:** Attract Bond Repel Bonding Chemical bond Atom Element Compound Molecule Valence electrons Outer shell Stability Octet rule Covalent Ionic Metallic	Criterion A: Knowing and Understanding Use correct chemical terminology when describing bonding and structure. Apply bonding knowledge to identify bond types in familiar substances Compare and evaluate ionic, covalent, and metallic bonding in terms of structure and properties.	**Sample questions** 1. Describe the trend in **atomic radius**: ● across a period (left → right) ● down a group 2. Explain why the **atomic radius decreases across a period**. 3. Describe the trend in **ionization energy**: ● across a period ● down a group	Hodder Education MYP 4 & 5 Chemistry https://www.youtube.com/watch?v=5gEWOh630b8

● How do differences in chemical bonding contribute to the physical properties of its compounds? ● How do electrons of atoms contribute to the chemistry of their compounds? ● How does the difference in electronegativity of their elements determine the type of chemical bond in a compound? **Debatable:** ● To what extent can ionic, metallic and covalent bonds be manipulated to create compounds with unique properties?			4. Explain why **ionization energy increases across a period**. 5. Describe the trend in **metallic character**: ● across a period ● down a group	

Physics

Content / Context, / Concepts	**Key Vocabulary and Blooms Taxonomy**	**Assessment Objectives / Assessment Criteria**	**Sample Questions and Worksheets (Formatives)**	**Resources**
UNIT 3: Amazing Structures; how have we learned to use force? **Topics** Resultant force. Parallelogram of forces.	Balance Resultant force Equilibrium Static equilibrium Strain Vector Stationary Parallelogram of forces Deformation Elasticity Fulcrum	**Criterion A:** Analysing force systems, calculating resultant force. **Criterion B:** Investigating deformation and stretch in a bungee elastic. **Criterion C:** Presenting, interpreting and analysing data, evaluating hypotheses about structures. **Criterion D:** Reflecting on the impacts of science.	Question 1 on page 53 of physics textbook. Sample questions provided on the website: https://www.phyley.com/find-resultant-force	https://www.phyley.com/find-resultant-force MYP 4 By Concept Hodder Education Physics.

PHE

Content / Context, / Concepts	**Key Vocabulary and Blooms Taxonomy**	**Assessment Objectives / Assessment Criteria**	**Sample Questions and Worksheets (Formatives)**	**Resources**
Unit title: My fitness Journey Exploring different methods for tracking progress (fitness trackers, journals, apps).	**Remembering** Students will be able to: ● List different methods used to track fitness progress ● Recall basic terms such as steps, heart rate, reps, duration, and intensity. **Applying** Students will be able to: ● Use one tracking method to record a short workout session. ● Demonstrate how to log fitness data accurately using	Criterion C Criterion D	Students would design a fitness tracker of their choice and monitor their fitness over a period of time.	**Do Fitness Tracke…**

	a journal or app. ● Apply tracking tools to monitor one component of fitness (e.g., cardiovascular endurance). **Analyzing** Students will be able to: ● Compare different tracking methods based on accuracy, convenience, and cost. ● Analyze their recorded data to identify patterns or improvements. ● Distinguish which tracking method is most suitable for different types of users (athletes vs beginners).			

	Evaluating Students will be able to: ● Justify which tracking method is most effective for their personal fitness goals. ● Reflect on how tracking progress can influence motivation and consistency. **Creating** Students will be able to: ● Design a simple fitness tracking plan using a method of their choice. ● Create a one-week tracking template (journal page, app log, or			

	tracker plan). ● Propose improvements or adaptations to an existing fitness tracking method.			