

Cornerstone International Academy - Study Guide Midterm Exam October 6 - October 10

MYP 4						
Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	08:00 - 09:00	Visual Arts/ Performing Arts	English Lang & Lit	Design	Standard Math	Extended Math
2	09:00 - 10:00					
Break	10:00 - 10:30					
3	10:30 - 11:30	I&S	Physics	Spanish/French	Chemistry	Biology
4	11:30 - 12:30					
Lunch	12:30 - 13:25					
5	13:25 - 14:25	Study Time				
Pick Up						

Visual Arts Study Guide

<u>Content / Context. / Concepts</u>	<u>Key Vocabulary / Blooms Taxonomy</u>	<u>Assessment Objectives / Assessment Criteria</u>	<u>Sample Questions and Worksheets</u>	<u>Resources</u>
<p>Unit Title: The Wave of Graffiti</p> <p>Topic: · Creation of Final Artwork (Graffiti for Change)</p> <p>Factual: What graffiti techniques must be included in the final masterpiece (tags, throw ups, and full piece)?</p> <p>What are three qualities that make a graffiti masterpiece stand out?</p> <p>Which social issues can students choose from for their final graffiti project?</p> <p>Conceptual: How can</p>	<p>Keywords</p> <ul style="list-style-type: none"> • Masterpiece • Social change • Expression • Technique • Identity 	<p>A-INVESTIGATING</p> <p>i. investigates a movement(s) or genre(s) in their chosen arts discipline, related to the statement of inquiry</p> <p>B-DEVELOPING</p> <p>i. practically explores ideas to inform development of a final artwork or performance</p> <p>C- CREATING</p> <p>i. creates or perform an artwork</p> <p>D-EVALUATING</p> <p>ii. reflect on their development as an artist.</p>	<p>How can color, shadows, and 3D fonts be used to emphasize the message of your graffiti artwork?</p> <p>In what ways can graffiti characters or tags strengthen the message of your social issue?</p> <p>Why might graffiti be more impactful for raising awareness than posters or speeches?</p>	<p>https://youtu.be/7ehulXueZvs?si=bRv8m0HMsnerIv8H</p>

<p>graffiti be used as a visual language to communicate messages about social issues?</p> <p>Debatable: Is graffiti one of the most powerful forms of art for driving social change in communities?</p>				
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French

<u>Content / Context. / Concepts</u>	<u>Key Vocabulary / Blooms Taxonomy</u>	<u>Assessment Objectives / Assessment Criteria</u>	<u>Sample Questions and Worksheets</u>	<u>Resources</u>
<p>Unité 1: Quelle est mon identité culturelle?</p> <p>Factuelles : Où parle-t-on français?</p> <p>Conceptuelles : Qu'est-ce qui permet de définir mon identité?</p> <p>Invitant au débat : Quelles sont les différences culturelles entre les pays</p>	<p>Culture,</p> <p>pays,</p> <p>croyance,</p> <p>repas,</p> <p>nationalité</p>	<p>Criterion B</p> <p>Criterion D</p>	<p>Savoir bien se présenter en Français</p> <p>Parler de sa culture, ses croyances et ses repas</p> <p>Savoir conjuguer le avoir et être au présent, imparfait et futur simple.</p>	<p>Jouffrey, Catherine, and Rémy Lamon. MYP by Concept 4-5: French Language Acquisition. Hodder Education, an Hachette UK Company, 2017.</p> <p>International Baccalaureate Organization. Language Acquisition Guide: For Use from September</p>

francophones? Maintenant partage et compare tes réponses à ces questions avec ton voisin ou la classe.			Parler des nationalités, des pays, des nom masculin et féminin Maîtriser l'usage des préposition: au, aux, et en Les adjectifs possessif	2020/January 2021.International Baccalaureate Organization, 2020
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Individuals and Societies

<u>Content / Context, / Concepts</u>	<u>Key Vocabulary and Blooms Taxonomy</u>	<u>Assessment Objectives / Assessment Criteria</u>	<u>Sample Questions and Worksheets (Formatives)</u>	<u>Resources</u>
UNIT 1: WHY DO INDIVIDUALS FORM SOCIAL GROUPS? Conceptual: How does the structure of social groups promote the participation of individuals? UNIT 2... WHY ARE EMPIRES FORMED? Factual: What are common	<ul style="list-style-type: none"> . mechanical solidarity . organic solidarity . moral density . Population density . knowledge gap . desirability gap 	<p>Criterion A...Knowing and Understanding</p> <p>Criterion CCommunicating</p> <p>Criterion D....Thinking critically</p>	<p>(a) Students should know the difference between the following terminologies (i) knowledge gap and the 'desirability gap (ii) mechanical solidarity and organic solidarity (iii) Population density and Moral Density (iv) what is Sustainability and what are its pillars</p> <p>(b) Students should know some common characteristics of Empires.</p>	Individuals and Societies MYP by concept 4&5.

characteristics of empires?			(c) Source analysis questions (OPVL) on pages 12 to 14 in the Individuals and Societies textbook.	
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Performing Arts (Drama)

<u>Content / Context. / Concepts</u>	<u>Key Vocabulary and Blooms Taxonomy</u>	<u>Assessment Objectives / Assessment Criteria</u>	<u>Sample Questions and Worksheets (Formatives)</u>	<u>Resources</u>
Process journal entry	Reflection Exploration Experimentation Refinement Outcome	Criteria A, B, C & D	Investigating & Planning <ul style="list-style-type: none">• What social issue did your group select, and why?• How did you research and gather inspiration?• What artistic works or real-life events influenced your performance? Creating & Performing <ul style="list-style-type: none">• How did you use drama, dance, and music to express your ideas?• What challenges did you face as a group, and how did you overcome them?• What was your personal role, and	A laptop, not a tablet/an iPad A powerpoint slide Images for each criterion should be inserted.

			<p>how did you contribute?</p> <p>Reflection & Evaluation</p> <ul style="list-style-type: none"> • How did your audience respond to the performance? • Did your piece effectively communicate your message about social change? Why or why not? • If you could perform it again, what would you improve or do differently? • What did you learn about the power of the arts in driving change? 	
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Standard Math

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

<p><u>Relations</u></p> <p>Making a connection between sets Representing relations using mapping diagram, tables and graphs</p> <p><u>Functions</u></p> <p>Definition of functions Domain and range Function notation Composite functions Identifying which graphs represent functions</p> <p><u>Inverse Functions</u></p> <p>Concept of invertible functions Identifying which graphs have inverse functions</p>	<p>Key Vocabulary: Relation, Function, Domain, Range, Function Notation, Composite Functions, Inverse Function, Piecewise Function,</p> <p>Bloom's Taxonomy Keywords: Identify, Describe, Define, Explain, Recognize, Determine, Calculate, Interpret, Use, Construct, Apply, Find, Derive, Verify, Analyze, Sketch, Evaluate, Rearrange, Solve.</p>	<ul style="list-style-type: none"> ● Criterion A: Knowing and Understanding Demonstrate knowledge of mathematical facts, concepts, and procedures related to functions and relations. ● Criterion B: Investigating Patterns Explore, analyze, and describe mathematical patterns and relationships, including function composition and inverses. 	<p>Criterion A: Knowing and Understanding</p> <ol style="list-style-type: none"> 1. Define a function. List the domain and range of a) ({(1, 2), (2, 3), (3, 4)}) b) ({(1, 2), (1, 3), (2, 3)}). 2. Determine whether the following relations are functions: a) ({(1, 2), (2, 3), (3, 4)}) b) ({(1, 2), (1, 3), (2, 3)}) 3. Write the composite function (f g)(x) if $f(x) = x - 1$ and $g(x) = 3x + 1$.. 4. Identify which of the given graphs represent functions and also have 	<ul style="list-style-type: none"> ● Textbook chapters on Functions and Relations ● Interactive worksheets on composite and inverse functions ● Practice quizzes and formative assessments
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Methods to find
inverses of functions

Piecewise Functions

Understanding
functions defined by
different expressions
over different intervals.

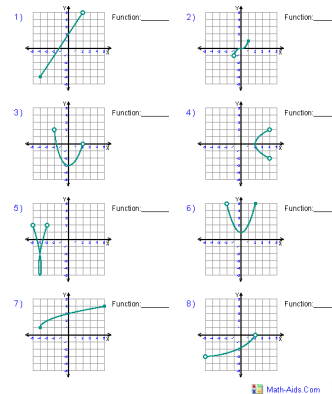
- **Criterion C:
Communicating**

Present
mathematical
ideas clearly
using appropriate
notation,
representations,
and explanations.

inverse functions

Name : _____ Score : _____
Teacher : _____ Date : _____

Identifying Functions From Graphs



Criterion B: Investigating Patterns

1. Given ($f(x) = 2x + 1$), find and verify the inverse function ($f^{-1}(x)$).
2. Investigate whether the composition ($f \circ g$) is commutative for ($f(x) = x + 1$) and ($g(x) = 2x$).
3. Analyze the effect on

			<p>the graph when finding the inverse of ($f(x) = 1/x$).</p> <p>Criterion C: Communicating</p> <ol style="list-style-type: none"> 1. Use function notation to express the function ($f(x) = 3x - 4$) and evaluate ($f(5)$). 2. Sketch the graph of the piecewise function given in Criterion B question 2. 3. Present a step-by-step explanation of how to find the inverse of ($f(x) = 2x + 3$). 4. Communicate whether a given graph is a function by using the vertical line test and justify your 	
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			answer.	
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Extended Math

<u>Content / Context, / Concepts</u>	<u>Key Vocabulary and Blooms Taxonomy</u>	<u>Assessment Objectives / Assessment Criteria</u>	<u>Sample Questions and Worksheets (Formatives)</u>	<u>Resources</u>
Quadratic Equations Solution by Factorising Solving Quadratics by Completing the Square Solving Quadratics by the Quadratic Formula Understanding the Discriminant and its significance The Graph of a Quadratic Function: shape, vertex, axis of symmetry, and roots or x intercepts	Key Vocabulary: Quadratic equation, factorising, completing the square, quadratic formula, discriminant, roots, vertex, axis of symmetry, parabola. Bloom's Taxonomy Keywords: Solve, Factorise, Complete, Apply, Calculate, Derive, Analyze, Interpret, Sketch, Explain.	Criterion A: Knowing and Understanding Demonstrate understanding of quadratic equation concepts and methods including solving by factorising, completing the square, and using the quadratic formula; interpret discriminant and graph properties. Criterion C: Communicating Present solutions and mathematical reasoning	Criterion A: Knowing and Understanding 1. Solve by factorising: $(x^2 - 5x + 6 = 0)$. 2. Complete the square to solve: $(x^2 + 6x + 5 = 0)$. 3. Use the quadratic formula to solve: $(2x^2 - 4x - 3 = 0)$. 4. Calculate the discriminant of $(x^2 + 4x + 5 = 0)$ and interpret the	<ul style="list-style-type: none"> Textbook chapters on Quadratic Equations and Graphs Interactive graphing tools (GeoGebra, Desmos) Video tutorials on solving quadratics by different methods Practice worksheets on discriminant

		<p>clearly using appropriate notation, terminology, and graphical representation.</p> <p>Criterion D: Applying Mathematics in Real-Life Contexts</p> <p>Apply quadratic equations to solve contextual problems, interpret results, and justify conclusions.</p>	<p>nature of the roots.</p> <p>5. Sketch the graph of ($y = x^2 - 4x + 3$), labeling vertex and roots.</p> <hr/> <p>Criterion C: Communicating</p> <p>1. Write a step-by-step explanation for solving ($x^2 - 6x + 8 = 0$) by completing the square.</p> <p>2. Use function notation to express and evaluate ($f(x) = 2x^2 - 3x + 1$) at ($x = 2$).</p> <p>3. Describe how the discriminant affects the shape</p>	<p>and quadratic graphs</p> <ul style="list-style-type: none"> Real-life problem sets applying quadratic functions
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			<p>and position of the quadratic graph.</p> <p>4. Communicate the meaning of the vertex and axis of symmetry in the graph of a quadratic function.</p> <hr/> <p>Criterion D: Applying Mathematics in Real-Life Contexts</p> <p>1. A ball is thrown upwards with height ($h = -5t^2 + 20t + 1$).</p> <p>a) Find the time when the ball reaches maximum height.</p> <p>b) Calculate the maximum height.</p> <p>c) Determine</p>	
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			<p>when the ball hits the ground ($h=0$)).</p> <p>2. A rectangular garden has area 50 m^2, and one side is (x) meters. Write a quadratic equation for the other side and solve for (x).</p> <p>3. Analyze a projectile's path given by a quadratic equation and interpret the real-world meaning of roots and vertex.</p>	
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Design

<u>Content / Context. / Concepts</u>	<u>Key Vocabulary and Blooms Taxonomy</u>	<u>Assessment Objectives / Assessment Criteria</u>	<u>Sample Questions and Worksheets (Formatives)</u>	<u>Resources</u>
<p>Unit: Threads of Culture</p> <p>Factual: What artefacts, customs and traditions demonstrate cultural heritage?</p> <p>What are examples of intangible cultural heritage?</p> <p>What materials and processes are used in garment construction?</p> <p>Conceptual:</p> <p>How can garments communicate identity or purpose?</p> <p>How can designers evoke a feeling, emotion or memory?</p>	<ul style="list-style-type: none"> • Culture • Garments • SWOT analysis • Fashion Illustration • Croqui • Hand and machine stitching • Seams • Sleeves • Flare • Gathers • Pleats 	<p>Criterion A: Inquiring and Analyzing</p> <p>i. explain and justify the need for a solution to a problem</p> <p>ii. construct a research plan, which states and prioritizes the primary and secondary research needed to develop a solution to the problem</p> <p>iv. develop a design brief, which presents the analysis of relevant research.</p> <p>Criterion B: Developing Ideas</p> <p>iii. present the chosen design and outline the reasons for its selection</p>	<ul style="list-style-type: none"> • Categorizing different types of garments. • Research on garments that represent a cultural identity. • Using the SWOT analysis, analyze a garment. • Draw 2 body figures, showing appropriate proportions and two garment ideas representing a selected culture (state the features of the garment idea and how they culturally represent. • Label the components of the different 	<p>Nyarko, E. K. Basic Design and Technology for Junior High Schools (Core Skills). Town & Country Books Services, 2018, p 34 - 55</p> <p>Tajuddin, Fatjri Nur. "Cultural and Social Identity in Clothing Matters "Different Cultures, Different Meanings."” <i>European Journal of Behavioral Sciences</i>, vol. 1, no. 4, 20 July 2018, www.dpublication.com/wp-content/uploads/2019/03/EJBS-V14_21-25.pdf , https://doi.org/10</p>

Debatable: To what extent can designers preserve culture?			features of a garment.	.33422/ejbs.2018.07.67. The Styleholic. How to draw fashion figures- Step by Step tutorial for beginners. Youtube: 2021, https://www.youtube.com/watch?v=i-bS6Z9cpys
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English Language and Literature

<u>Content / Context, / Concepts</u>	<u>Key Vocabulary and Blooms Taxonomy</u>	<u>Assessment Objectives / Assessment Criteria</u>	<u>Sample Questions and Worksheets (Formatives)</u>	<u>Resources</u>
UNIT : What Does Courage Look Like? Topics: <i>Differing Perspective</i> <i>Perspective In Text</i> <i>Biography</i> <i>Autobiography</i> <i>Report Writing</i> <i>Literary Device</i> Factual: What are non-fiction texts?	Autobiography Biography Report writing Literary devices	Criterion A Criterion B Criterion C	1. Malala's Perspective 2. Exposure by Wilfred Owen.	Language and Literature for the IB MYP 4&5: by Concept Look at the following sources to find more detailed information on the elements of a news report: • Video: https://youtu.be/8_NmVtnEEA8 how to write a news report:

<p>What are the characteristics of non-fiction texts? What is a biography?</p> <p>Conceptual: What factors might influence perspectives in texts? What do we mean when we want to consider the 'perspectives' presented in a non-fiction text?</p> <p>Debatable: How far can point of view in text influence a reader's perspective?</p>				▶ How to Write a N...
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Spanish

<u>Content / Context, / Concepts</u>	<u>Key Vocabulary and Blooms Taxonomy</u>	<u>Assessment Objectives / Assessment Criteria</u>	<u>Sample Questions and Worksheets (Formatives)</u>	<u>Resources</u>
<p>Content focus: Describing identity, culture, nature, food, traditions of a Hispanic country. Expressing pride in a country using simple Spanish.</p>	<p>Key Vocabulary Identity: me llamo, tengo, soy, vivo, amigos, profesores, personalidad Nature & places: montañas, playas, ríos, volcanes, selvas, reservas, animales</p>	<p>Criterion B (Reading): i. Identify explicit and implicit information (facts, opinions, details). ii. Analyse conventions (recognize how texts are structured: intro, nature,</p>	<p>Worksheets and Practice Questions in the study guide document.</p> <p>SPANISH STUDY GUI...</p>	<p>Spanish Emergent MYP 4&5 Phase 1-3, Hodder Education.</p> <p>SPANISH STUDY GUI...</p>

<p>Context: Global context: Identities and relationships / Personal and cultural expression. Real-life link: Students write and present why a country is a source of pride.</p> <p>Factual question (remembering / understanding): ¿Qué comidas típicas se mencionan en el texto sobre Carlos en México? (What typical foods are mentioned in the text about Carlos in Mexico?)</p> <p>Conceptual question (understanding / applying): ¿Por qué la cultura y la naturaleza son importantes para la identidad de un país? (Why are culture and nature important for the identity of a country?)</p> <p>Debatable question (evaluating / creating): ¿Un país es más especial por su gente o por sus paisajes? Defiende tu opinión. (Is a country more special because of its people or its landscapes? Defend your opinion.)</p>	<p>Culture: fiestas, tradiciones, música, baile, artesanía, museos, historia Food: platos típicos, bebidas, sabores, colores, delicioso/a Orgullo: orgullo, orgulloso/a de, herencia, inolvidable, único/a, especial.</p> <p>Remembering: Name foods Carlos likes. (¿Qué comida le gusta a Carlos?) Understanding: Explain why Carlos takes photos. (¿Por qué comparte fotos en Instagram?) Applying: Describe your own friend or country using the same structure. Analyzing: Compare the importance of food vs. music in culture. Evaluating: Judge if Mexico is more attractive for tourists for its food or its landscapes. Creating: Write your own “Orgullo Hispano” conclusion for a country of your choice.</p>	<p>culture, etc.).</p> <p>Criterion C (Speaking): i. Use topic vocabulary. iv. Communicate information clearly and effectively.</p> <p>Criterion D (Writing): i. Use a range of topic vocabulary. iii. Organize information effectively with basic connectors (y, también, porque). iv. Communicate information with clear sense of audience (tourists, classmates).</p>		
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Biology

<u>Content / Context, / Concepts</u>	<u>Key Vocabulary and Blooms Taxonomy</u>	<u>Assessment Objectives / Assessment Criteria</u>	<u>Sample Questions and Worksheets (Formatives)</u>	<u>Resources</u>
Content: <ul style="list-style-type: none"> • Characteristics of living things • Cell theory • Structure and function of plant and animal cells • Specialized cells and their adaptations • Levels of organization: cells → tissues → organs → systems → organism • Unicellular vs. multicellular 	Vocabulary: <ul style="list-style-type: none"> • Cell, nucleus, cytoplasm, mitochondria, cell wall, chloroplast, tissue, organ, system • Unicellular, multicellular, specialization, microscope • Taxonomy, classification, species, genus, binomial nomenclature • Kingdom, phylum, class, 	Criterion A (Knowing & Understanding): <ul style="list-style-type: none"> • Recall and describe key features of cells, levels of organization, and classification systems. • Apply scientific knowledge to explain differences in organisms and how they are grouped. Criterion C (Processing & Evaluating):	Summative worksheets could include: <ul style="list-style-type: none"> • Cell labeling exercises • Matching activity: organelle → function • Classification card-sorting activity (grouping organisms) • Dichotomous key practice sheet • Reflection prompt: “Why do 	Textbook: <i>MYP 4 & 5 Biology by Concept</i> (Hodder Education) pg.2-25

<p>organisms</p> <ul style="list-style-type: none"> • Classification of organisms. <p>Context:</p> <ul style="list-style-type: none"> • How scientists organize living organisms into groups to better understand biodiversity. • Use of classification in medicine, agriculture, and conservation. <p>Concepts:</p> <ul style="list-style-type: none"> • Key concept: Relationships • Related concepts: Patterns; Function • Global context: Identity and Relationships. 	<p>order, family, genus, species</p> <ul style="list-style-type: none"> • Prokaryote, eukaryote, autotroph, heterotroph <p>Bloom's Levels:</p> <ul style="list-style-type: none"> • Remembering: Recall cell organelles, recall the 7 levels of classification. • Understanding: Explain the basis of classification. • Applying: Classify given organisms using a dichotomous key. • Analyzing: Compare plant and animal classification groups. 	<ul style="list-style-type: none"> • Use and construct dichotomous keys. • Evaluate the strengths and limitations of different classification systems. <p>Criterion D (Reflecting on the Impacts of Science):</p> <ul style="list-style-type: none"> • Evaluate the impact of classification on biodiversity and conservation. • Reflect on how classification affects medicine, agriculture, and food security. 	<p><i>you think scientists need an international system of classification?"</i></p>	
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	<ul style="list-style-type: none"> ● Evaluating: Assess why classification is important in modern science. ● Creating: Design a simple dichotomous key for 5–6 given organisms. 			
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Chemistry

<u>Content / Context, / Concepts</u>	<u>Key Vocabulary and Blooms Taxonomy</u>	<u>Assessment Objectives / Assessment Criteria</u>	<u>Sample Questions and Worksheets (Formatives)</u>	<u>Resources</u>
Unit 1: What is Matter Inquiry Questions: Factual: What is matter? How can we measure properties of matter? What are some examples of physical and chemical properties of matter? Conceptual: How can we determine the nature of	Keywords: filter fuse gel solution compound iterative particle property pure reliability	Criterion A: Knowing and Understanding Answering some general questions on what matter is Strands: i, ii, iii Criterion B: Inquiring and Designing <i>(Design an experiment)</i> Strands: v	Key areas to take note of: Matter (definition, examples, states of matter, changes in states or matter) Density (calculations involving the density of substances), experiments to determine the density of other regular and	MYP 4 Hodder Education for Chemistry

<p>substances?</p> <p>Debatable: Has our ability to measure things more precisely changed our ideas about the material world?</p> <p>Unit 2 How do we use matter Inquiry Questions: Factual: What are the differences between pure substances and mixtures? Can mixtures consist of matter in more than one state? Can all mixtures be separated? Conceptual: How do separation techniques rely on physical properties? Which conditions result in the most effective separation process? Debatable: How have our ways of expressing ourselves developed along with our understanding of materials? Does understanding of the nature of mixtures</p>		<p>Criterion C: Processing and Evaluation <i>(Solving questions from a given set of data)</i> Strands: i, ii, iii, iv, v</p>	<p>irregular objects</p> <p>Pure substances and mixtures (differences, examples)</p> <p>Compounds, molecules, atoms, elements</p> <p>Mixtures (homogeneous and heterogeneous) Solutions, suspensions and colloids</p> <p>Measuring the volume of liquids (meniscus, cohesive and adhesive forces)</p> <p>Physical and Chemical Changes (differences between them and examples of processes that involve these changes)</p> <p>Separation of mixtures (Experiments to separate some common mixtures eg. filtration)</p>	
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improve our ability to express ourselves?				
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Physics

<u>Content / Context, / Concepts</u>	<u>Key Vocabulary and Blooms Taxonomy</u>	<u>Assessment Objectives / Assessment Criteria</u>	<u>Sample Questions and Worksheets (Formatives)</u>	<u>Resources</u>
<p>UNIT 1: How big is everything?</p> <p>UNIT 2: How do forces and matter interact?</p> <p>CHECKLIST Units of measurement Conversion of units for length Comparative sizes of objects Magnification Rationalism and Empiricism Arrangement of carbon atoms Force Newton's first law of motion Newton's second law of motion ($F=MA$)</p>	<p>Key Words:</p> <ul style="list-style-type: none"> • Magnification • Resolution • Rationalism • Empiricism • Magnification • Tetrahedron • Allotrope 	<p>Criterion A, D</p>	<p>Convert 8.9km to cm.</p> <p>Find the magnification if a 130 mm magnet is represented in an image that measures 89 cm. (<i>remember to convert before dividing</i>)</p> <p>How many 150 cm long graphite rods would fit in a container that is 12.5 m wide? (<i>remember to convert before dividing</i>)</p> <p>Distinguish between rationalism and empiricism.</p> <p>How does resolution affect the way we observe our universe?</p>	<p>MYP 4 By Concept Hodder Education Physics.</p>

			<p>State Newton's first law of motion</p> <p>Why is it necessary to use scientific notation in some contexts?</p>	
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PHE

<u>Content / Context, / Concepts</u>	<u>Key Vocabulary and Blooms Taxonomy</u>	<u>Assessment Objectives / Assessment Criteria</u>	<u>Sample Questions and Worksheets (Formatives)</u>	<u>Resources</u>
<p>Unit title: Introduction to football</p> <p>Factual: How many players are on a standard football (soccer) team during a match?</p> <p>Conceptual: Why is teamwork essential in football, and how does it affect game outcomes?</p> <p>Debatable: Should technology like VAR (Video Assistant Referee) be used in all</p>	<p>Positions, skills, shooting, dribbling, passing, attacking and defending, Sportsmanship.</p>	<p>Criterion A</p>	<p>Multiple-Choice Questions (MCQs)</p> <ul style="list-style-type: none"> Choose the best option. 	<p>https://www.adidas.co.uk/blog/on-the-pitch-football-positions-explained</p>

football matches, even
at amateur level?

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