Cornerstone International Academy - Weekly Outlook February 9 - February 13

Visual Arts Weekly Outlook

Content / Context, / Concepts	**Key Vocabulary / Blooms Taxonomy**	**Assessment Objectives / Assessment Criteria**	**Sample Questions and Worksheets**	**Resources**
Unit Title: Forming Earth: Crafting Culture Through Clay **Topic:** Introduction to Ceramics and Culture **Factual:** What are ceramics made from? What are some common uses of ceramic objects in different cultures? What visual features (shape, pattern, texture) are commonly found in ceramic artifacts?	Ceramics Clay Function Form Culture	**A-INVESTIGATING** In order to achieve the aims of arts, students should be able to: i. investigates a movement(s) or genre(s) in their chosen arts discipline, related to the statement of inquiry **B-DEVELOPING** In order to achieve the aims of arts, students should be able to: ii. present a clear artistic intention for the final artwork or performance in line with the statement of inquiry. **C- CREATING**	Why do you think almost every culture has developed ceramic objects? How might the purpose of a ceramic object influence its shape or design? What can we learn about people's daily lives by studying their ceramic artifacts?	https://youtu.be/K-WY8VjsKZM?si=f__A-4aXbLF9mucA https://youtu.be/K-WY8VjsKZM?si=f__A-4aXbLF9mucA

Conceptual: How do form and decoration help ceramic objects communicate cultural meaning? **Debatable:** Are ceramic objects more valuable as functional items or as works of art?		In order to achieve the aims of arts, students should be able to: i. create or perform an artwork **D-EVALUATING** In order to achieve the aims of arts, students should be able to: ii. reflect on their development as an artist.		

French

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Unité 4: A quoi sert l'école? **Factuelles :** Que fais-tu pendant la	la biologie la chimie l'éducation physique la géographie l'histoire	Criterion A Criterion B	Que fais-tu pendant la journée? Qu'est-ce que tu étudies	"Jouffrey, Catherine, and Rémy Lamon. MYP by Concept 4 & 5: French Language Acquisition. Hodder Education, an Hachette

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journée ? Qu'est-ce que tu étudies à l'école ? **Conceptuelles :** À quoi sert l'école et les études ? **Invitant au débat :** L'éducation offre-t-elle la même chance à tous ? **Maintenant partage et compare** tes réponses à ces questions avec ton voisin ou la classe.	la physique les arts visuels les mathématiques les sciences la bibliothèque la cafétéria le laboratoire de science	Criterion C	à l'école?	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 5…BIOMES (IMPACT ON NATURAL ENVIRONMENT) **Factual:** Where are different environments located? What are the characteristics of natural environments? How do humans impact natural environments? **Conceptual:** Can resources ever be exploited sustainably? **Debatable:** To what extent is globalization a driver for development, and to what extent a driver for destruction?	climate habitat Sustainability Globalisation environments	Criterion A: Knowing and Understanding Criterion B: Investigating Criterion C: Communicating Criterion D: Critical Thinking	1. Mini-Summative on Population Dilemma 2. Unit 5 Overview 3. Answer all inquiry questions on the unit.	IB MYP by Concept 4&5 Individuals and Societies Textbook, Andy Dailey et al.

Performing Arts

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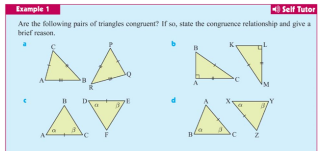
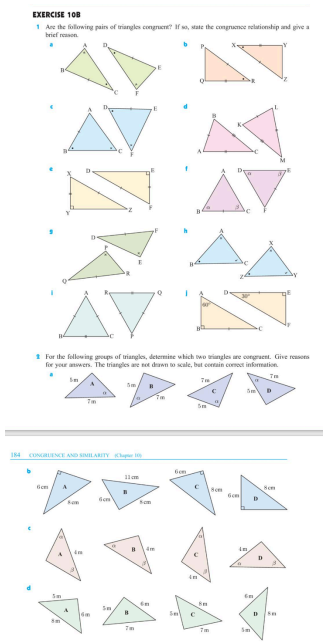
Unit title: Site specific Theatre Lesson: Meaning and themes in Site-specific Theatre Lesson: Ethics, Logistics and impact	Site Specific Space	Criterion C	Students will go through the process of ethics, logistics and impact for a site-specific theatre.	Spaces on our campus.

Standard Math

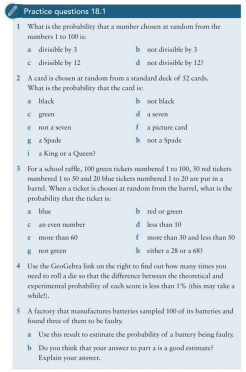
Content / Context, / Concepts	**Key Vocabulary and Blooms Taxonomy**	**Assessment Objectives / Assessment Criteria**	**Sample Questions and Worksheets (Formatives)**	**Resources**
1. Content / Context • Definition: Congruent figures have the same shape and size; triangles are congruent when one maps onto another by rigid motions (translation,	• Vocabulary: congruent, corresponding sides/angles, SSS, SAS, ASA, AAS, RHS, CPCTC, rigid motion, reflection, rotation, translation, construction. • Bloom-aligned	Criterion A		• Short explainer video (5–8 min) on congruence and CPCTC. • Reference textbook section or handout summarizing criteria with examples.

rotation, reflection). ● Focus: triangle congruence criteria (SSS, SAS, ASA, AAS, RHS) and CPCTC (corresponding parts of congruent triangles are equal). ● Context: proofs, solving for unknown sides/angles, geometric constructions, real-world design and engineering problems. 2. Concepts ● Rigid motions preserve distances and angles. ● Correspondence:	verbs: Remember: define congruence, list criteria. Understand: explain why a criterion guarantees congruence. Apply: test triangles for congruence using criteria. Analyze: identify corresponding parts and choose the correct test. Evaluate: justify congruence in proofs. Create: construct a congruent triangle given		 EXERCISE 10B 1 Are the following pairs of triangles congruent? If so, state the congruence relationship and give a brief reason. 2 For the following groups of triangles, determine which two triangles are congruent. Give reasons for your answers. The triangles are not drawn to scale, but contain correct information. 184 CONGRUENCE AND SIMILARITY (Chapter 10)	

matching vertices, sides, angles. ● Congruence tests: SSS, SAS, ASA, AAS, RHS — when each applies and why. ● Using congruence to deduce equal parts (CPCTC). ● Difference between congruence and similarity.	specifications.			

Extended Math

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

Content / Context • Review core probability ideas: sample space, outcomes, events, complements, mutually exclusive vs independent. • Emphasise two approaches: theoretical probability (model-based equally likely outcomes) and experimental probability (empirical relative frequency from trials). • Context: short calculations, class experiments	• Vocabulary: probability, sample space, outcome, event, favourable outcome, complement, mutually exclusive, independent, theoretical probability, experimental probability, frequency, trial, Law of Large Numbers. • Bloom-aligned verbs Remember: define probability terms. Understand: explain the difference between	Criterion A and D	 Practice questions 18.1 1 What is the probability that a number chosen at random from the numbers 1 to 100 is: a divisible by 3 b not divisible by 3 c divisible by 12 d not divisible by 12? 2 A card is chosen at random from a standard deck of 52 cards. What is the probability that the card is: a black b not black c green d a seven e not a seven f a picture card g a Spade h not a Spade i a King or a Queen? 3 For a school raffle, 100 green tickets numbered 1 to 100, 50 red tickets numbered 1 to 50 and 20 blue tickets numbered 1 to 20 are put in a barrel. When a ticket is chosen at random from the barrel, what is the probability that the ticket is: a blue b red or green c an even number d less than 10 e more than 60 f more than 30 and less than 50 g not green h either a 28 or a 68? 4 Use the GeoGebra link on the right to find out how many times you need to roll a die so that the difference between the theoretical and experimental probability of each score is less than 1% (this may take a while). 5 A factory that manufactures batteries sampled 100 of its batteries and found three of them to be faulty. a Use this result to estimate the probability of a battery being faulty. b Do you think that your answer to part a is a good estimate? Explain your answer.	• Physical: coins, pairs of dice, deck(s) of cards, tally sheets, calculators. • Digital: GeoGebra/online simulators for coin/dice, spreadsheet template for tallies & computations. • Media: short video on Law of Large Numbers (3–6 min). • Printed: starter quiz, guided worksheet, lab recording sheet, exit ticket, teacher answer key.

(coins/dice/cards), interpretation using Law of Large Numbers. Concepts ● Sample space and counting outcomes. ● Theoretical probability formula: ● Experimental probability formula:	theoretical and experimental probability. Apply: compute theoretical probabilities for dice/coin/cards. Analyze: compare experimental results with theoretical expectations. Evaluate: judge whether discrepancies are due to chance or bias. Create: design a short experiment to estimate a probability			

Design

Content / Context,	**Key Vocabulary**	**Assessment**	**Sample Questions**	**Resources**

/ Concepts	**and Blooms Taxonomy**	**Objectives / Assessment Criteria**	**and Worksheets (Formatives)**	
Unit: Gamifying Fitness for Motivation **Conceptual:** How can structure and styling improve user experience in fitness websites? **Debatable:** Can well-designed websites motivate users more effectively than basic information alone?	- HTML page structure - Semantic tags (header, nav, section, footer) - CSS layout (flexbox / basic grid) - Classes vs IDs - Colour palettes - Typography	**Criterion C: Creating the Solution** i. construct a logical plan, which outlines the efficient use of time and resources, sufficient for peers to be able to follow to create the solution. ii. demonstrate excellent technical skills when making the solution.	- How does semantic HTML improve website readability and accessibility? - Apply CSS classes to style navigation bars and content sections. - How does layout affect how users interact with your fitness website? - What changes can you make to improve clarity, motivation, or usability? - Peer feedback checklist on layout and styling.	**Text Book -** - Dutton, Lenny. Design for the IB MYP 4 & 5. Hodder Education, 2021, p. 116 - 135 **Coding tutorials -** - *MDN Web Docs – HTML & CSS reference and guides* https://developer.mozilla.org/en-US/docs/Web **Self Study Platforms -** - *Codecademy – Learn HTML & CSS* https://www.codecademy.com/learn/paths/build-websites-with-html-css - *freeCodeCamp – Responsive Web Design Certification* https://www.freecodecamp.org/learn/ - *Khan Academy – Intro to HTML/CSS: Making webpages* https://www.khanacademy.org/computing/computer-programming/html-css - *W3Schools – HTML & CSS tutorials* https://www.w3schools.com/

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 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?	**Perspective** **Ethos** **Pathos** **Logos** **Focus:** 1. **Cultural Assumption** 2. **The Power Of Persuasion**	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 of your new friend ● performing in some way in front of an audience	Language and Literature for the IB MYP 4&5: *by Concept* James Stacy in The … https://youtu.be/8K9Gg164Bsw. Everything Counts! … How To Make A Gre… Literary works: The diary of a young girl Makola - 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 / Connected with Our Surroundings **Theme**: Mi hogar y mi comunidad / My Home and My Community **Factual:** ¿Qué lugares y servicios hay en un barrio o comunidad? What places and services are found in a neighborhood or community? **Conceptual:** ¿Cómo usamos el lenguaje para describir nuestra comunidad y expresar acciones responsables hacia el entorno? How do we use language to describe our community and express responsible actions toward the environment? **Debatable:** ¿La forma	**Remembering:** Identify vocabulary related to neighborhoods, community places, and environmental actions. **Understanding:** Interpret spoken and visual descriptions of neighborhoods and community life. **Applying:** Use *hay*, *está*, *tiene*, and location phrases to describe a neighborhood. **Vocabulary.** **Lugares del vecindario:** el barrio · la calle · el parque · la plaza · la tienda · el supermercado · la escuela · la biblioteca **Vida urbana y rural:** la ciudad · el campo · tranquilo · ruidoso · moderno · pequeño **Acción y medio**	**Criterion A** — Comprehending spoken and visual text **Criterion C** — Communicating **Criterion D** — Writing	Listening comprehension comparison chart (**Criterion A**) Paired neighbourhood description. (**Criterion C**) Short written paragraph (**Criterion D**)	Spanish MYP by Concept, Emergent Phases 1&2 — Hodder Education.

en que cuidamos nuestra comunidad depende del lugar donde vivimos? Does the way we care for our community depend on where we live	**ambiente:** reciclar · cuidar · ayudar · compartir · limpiar · proteger			

Biology

Content / Context, / Concepts	**Key Vocabulary and Bloom's Taxonomy**	**Assessment Objectives / Assessment Criteria**	**Sample Questions and Worksheets (Formatives)**	**Resources**
Unit Title: **How do organisms sustain themselves?** **Content (What students will be assessed on):** ● Balanced diet and nutrients ● Digestion in humans (organs, enzymes, absorption)	**Key Vocabulary:** ● Balanced diet, nutrients, carbohydrates, proteins, fats, vitamins, minerals ● Digestion, ingestion, absorption, assimilation, egestion ● Enzymes (amylase,	**Criterion A – Knowing and Understanding** Students will be able to: ● Recall scientific knowledge related to human nutrition and body systems ● Explain processes such as digestion,	1. Define a balanced diet. 2. Compare diffusion and osmosis using examples from the human body. 3. Evaluate how understanding gas exchange can influence lifestyle decisions, such as exercise or smoking.	**Textbook: *MYP Biology by Concept – Hodder Education*** ***Lesson powerpoints***

• Food tests (testing for starch, sugars, proteins, fats) • Circulation in humans (heart, blood vessels, blood components) • Gas exchange in humans (lungs, alveoli, diffusion) • Movement of substances in and out of cells (diffusion, osmosis, active transport)	protease, lipase), bile • Taste buds, receptors, stimulus • Heart, arteries, veins, capillaries, plasma, red blood cells • Lungs, alveoli, diffusion, oxygen, carbon dioxide • Cell membrane, diffusion, osmosis, active transport	gas exchange, circulation, and transport in cells • Use correct scientific terminology **Command terms:** define, describe, explain, outline **Criterion C – Processing and Evaluating** Students will be able to: • Interpret diagrams, tables, or simple data related to body systems • Analyze information about diets, digestion, or gas exchange		

		• Evaluate the effectiveness of certain diets or lifestyle choices **Command terms:** analyze, interpret, compare, evaluate **Criterion D – Reflecting on the Impacts of Science** Students will be able to: • Explain how scientific knowledge of nutrition and body systems impacts health • Discuss the importance of balanced diets and healthy choices		

		• Apply scientific understanding to real-life situations **Command terms:** discuss, explain, evaluate, apply		

Chemistry

Content / Context, / Concepts	**Key Vocabulary and Blooms Taxonomy**	**Assessment Objectives / Assessment Criteria**	**Sample Questions and Worksheets (Formatives)**	**Resources**
Unit 5: What are the impacts of chemical industry **Subtopics** Writing balanced chemical equations **Inquiry Questions** **Factual:** How can I distinguish acids and bases? What do the symbols of a chemical equation show?	**Keywords:** Acid Neutralize Precipitate Product Reaction Salt Reactant Product Chemical reaction Chemical change Physical change Chemical equation Word equation Balanced equation	**Criterion A: Knowing and Understanding** i. describe types of chemical reactions (synthesis, decomposition, single displacement, double displacement, combustion, neutralization) and identify reactants, products, and word/chemical	Read on; How products are formed from reactants Consider the following word equations and write the chemical equation for this reaction 1. Magnesium + oxygen → magnesium oxide	MYP 4 Chemistry Hodder Education

Conceptual: Why must a chemical equation be balanced? How do symbols summarize the interactions of atoms during chemical change? How do atoms and their compounds persist in the environment? **Debatable:** What is the fairest way to use our chemical resources?	Coefficient Subscript State symbols	equations. **ii.** use their understanding of reaction types to write and balance chemical equations from word equations and predict products of reactions in new situations. **iii.** analyze chemical equations to determine the type of reaction taking place and justify their classification using evidence from the reactants and products.	2. Hydrogen + oxygen → water 3. Sodium + chlorine → sodium chloride 4. Iron + sulfur → iron sulfide 5. Calcium carbonate → calcium oxide + carbon dioxide Identify the type of chemical reactions below 1. $2Mg + O_2 \rightarrow 2MgO$ 2. $CaCO_3 \rightarrow CaO + CO_2$ 3. $Zn + 2HCl \rightarrow ZnCl_2 + H_2$ 4. $AgNO_3 + NaCl \rightarrow AgCl + NaNO_3$ 5. $CH_4 + 2O_2 \rightarrow CO_2 + 2H_2O$ 6. $2KClO_3 \rightarrow 2KCl + 3O_2$ 7. $Fe + CuSO_4 \rightarrow FeSO_4 + Cu$ 8. $HCl + NaOH \rightarrow NaCl + H_2O$	

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** Moments Unit review	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: Net Games (Advance Volleyball) **Context:** Volleyball Skills (serving, passing, setting, spiking, and blocking) **Concepts:** Development	**Remembering** *Recall basic knowledge and facts* ● Identify the **main objectives of volleyball** ● List different **Skills** (e.g. serving, passing) ● Name the **six court positions** in volleyball ● Recall basic **rotation rules** **Applying** *Use knowledge in practical situations* ● Perform different **skills** during practice drills	Criterion A Criterion C Criterion D	Skill performance drills assessments	-

	• Apply correct **rotations** during small-sided games • Demonstrate correct **positioning** on the court during serve and receive • Use appropriate skills in game situations			