MYP 4 Course overview 2019./2020. Utrinka Mihelić Srdelić

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| **Unit title** | **Key concept** | **Related concepts** | **Global context** | **Statement inquiry** | **Objectives** | **Assessment tasks** | **ATL skills** | **Content** |
| Unit 1    **Health**  **September-**  **October**  **2019.** | Relationship | Balance  Refinement  System | Globalization  and sustainability  Students will explore their own physical shape and health, and improve condition | The refinement of individual’s life can  Positively impact the balance of body system that support physical and mental well- bing | A | Written work,  health | **Self management**  -what did I learn about health  -how can I improve my health and physical shape  -Thinking(critical thinking skills)  Evaluate your health according to BMI | Students will learn the reasons why and how to warm up safely and be able to work as a part of a group in order to conduct their own worm ups.  Learn how to properly exercise, influence on certain muscle group.. |
| Unit 2  **Gymnastics**  **November-**  **December**  **2019.** | Aesthetics | Balance  Space | Personal expression | Sophisticated gymnastic performance requires aesthetically pleasing integration of elements in movement routine (balance between different elements) and the opportunity to experience different gymnastic techniques and space. | B  C  D | Students will have to make their own ,or in group of two gymnastics routine, respecting space ,using different elements | **Thinking**(creative thinking)skills:  Use brainstorming to generate new ideas ,create original gymnastics routine  According to their ideas  **Self management**  **(affective skills)**  during composingof a performance practice strategies to develop mental focus, which is necessary needed while performing in front of the audience. | Students will learn some basic gymnastic elements after teacher’s demonstration. They will learn elements from rhythmic gymnastics and acrobatic which are appropriate for school gymnastics.  I will show students a videos from a prior year.  They will learn basic elements from floor  Gymnastics ,,basic elements with rope, and some movement with wooden stick.  They will compose their own exercise. |
| Unit 3  **Volleyball**  **January-February 2019.** | Relationship | Balance  Interaction  systems | Identities and relationships  Students will explore roles of specific positions on the field and will try to identify with each of them | Effective game play relies on participant`s understanding of multiple systems which also requires a successful interaction between players and a balance in a team. | C | understanding of different positions and roles during the game | **Thinking (critical thinking) skills:** Observing teammates` skills, technical and tactical skills in order to recognize personal and team strengths and weaknesses. According to that make a successful strategy for a game.  **Communication skills:** Actively listen to verbal calls and observe verbal and non – verbal cues in order to understand teammates during game play.  **Social – collaboration skills:** Give critical feedback on technical and tactical skills that will improve the performance of the whole team. | Students will learn technical elements which are necessary for an efficient game: upper and lower pass, overhead and underarm serve, the reception of the serve ect.  They will also learn some basic tactical skills in order to play in a game of 6 people successfully: how to pass in the attack, how to move on the field, how to defend ect.  Students will play in a game as much as possible to learn different positions, how to communicate and cooperate effectively. |
| Unit 4  **Basketball**  **March-April 2020.**  Unit 5  May,June 2020.  **Football** | Communication  Communication | Movement  Choice  Perspective  Adaptation  Space | Fairness and development  Students will explore tactical possibilities to play as successful as they can in a team.  Orientation in space and time | Considering multi perspectives and making the right choices by evaluating the situation in the game are essential for successful movements in offence.  All team members must communicate efficiently and clearly | C  C | – Making a strategy for winning the game  Making a strategies for winning the game | **Thinking (critical thinking) skills:** Observing opponents` defence in order to recognize their strengths and weaknesses. According to that making an appropriate strategy for attack.  **Communication skills:** Actively listen to verbal calls and observe non – verbal cues in order to understand teammates during game play.  **Social – collaboration skills:** Give critical feedback on a game play of all members of your team that will improve the performance  Thinking(critical thinking)  Observing the  Oponents players .Recognize their weakness.  Communication-between player s ,team | Students will learn some technical elements which are necessary for handling the ball: dribbling the ball, layup, passing the ball, throwing the ball, transition in leadership, etc.  They will also learn some basic tactical skills to play in a game of 3 people successfully: cutting, getting open, man to man defence etc..  They will play in a game as much as possible to get a feeling about playing, learn how to communicate in a team, develop tactical skills  Students will learn a different task-dribbling ,passing the ball ,..They will play a game. |

It will be probably changes in curriculum because of the space, especially in units (adjustment with national classes) 3 classes in the gym .

**DIFFERENTIATION**

**For students with**

**dyslexia and dysgraphia**

* Bigger font in Sarif, bigger space between rows
* Dividing text in tests, practise sheets and instruction papers in smaller sections
* More time for reading, checking if the text/questions are understood
* Tolerating writing mistakes
* for answers should be on the same page
* Allowing longer time for finishing a task if needed
* Working in a pair or a team with pears
* Check the ability of students to read maps and act according to that (more practise, allowing more time for map work)

**ADHD**

* Bigger font and space between rows
* Shorter paragraphs
* Avoid tables if needed
* Check which type of graphs/diagrams are suitable for the student
* Fewer questions in tests
* Frequent checking if a student is concentrated on the work
* Instead of complex questions with a, b, c..., create separate questions
* Questions and enough space for answers should be on the same page
* Work in pairs or small teams (up to four)
* Creating summary sheets if needed
* Encourage students to participate in class discussions
* Commend student on progress
* Regurarly make notes about progress in e-dnevnik
* Allowing the student to leave the classroom for a short time during the lesson if needed

**Hearing disability**

* Face the student during a lesson as often as possible
* Using PPT more often than writing on the board
* Check understanding of the content
* Check the notes in student's notebook
* Providing summaries for a unit or parts of it if needed
* Pay attention that the student is not disturbed by a variety of sounds (other students, films, outside noise...)
* Work in pairs and small groups

**Hodgkins disesase**

* Prolonging deadlines if needed
* Providing summaries if needed

MYP 5 Course overview 2019 ./2020. Utrinka Mihelić Srdelić

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Unit title** | **Key concept** | **Related concepts** | **Global context** | **Statement inquiry** | **Objectives** | **Assessment tasks** | **ATL skills** | **Content** |
| Unit 1  **Septemeber-october2019.**  **Personal trainer**  **Boys**  **Girls/October/**  **November,2019.** | Connection | Energy  Function  System | Scientific  and technical innovation | Positive changes in function of body systems are highly connected to appropriate input and use of energy and suitable fitness training principles | A | Students will be expected to:  - explain basic fitness knowledge  - - apply terminology effectively to communicate understanding  Students will develop knowledge and understanding about human`s body, physical activity, food and nutrition, energy and fitness training principles connected to working of body systems.  They will demonstrate their knowledge through written essey . | **Self management (affective) skills:** Demonstrate persistence and perseverance to fitness training.  **Thinking (critical thinking) skills:** Evaluate the benefits and limitations of training principles in fitness, food and changes made on body systems.  **Thinking (transfer) skills:** Make connection with Chemistry and Biology. Compare conceptual understanding across 3 different subjects (BIO, CHE, and P.E.). | Students will learn how to create a nutrition plan for a certain person. |
| Unit 2  **Creative movement-dance**  **girls**  **October/**  **November 2019.**  **Unit2**  **Group balances**  **(boys)** | Relationships | Interaction  Refinement  Environment | Personal and cultural expression  Students will explore various dance techniques and dances from different parts of the world | For making a refined dance performance, group members must have a suitable interaction and consider different environment influences on each individual. | B  C  D | Students will be expected to: B  - design, explain and justify a plan for their group dance performance  - analyse and evaluate the effectiveness of their plan based on the dance performance  All members of a group will together design a plan for aesthetically refined dance performance. They will try to compose different aesthetic movements and put them into their plan. Each member will have to contribute her ideas while designing a plan for performance.  C Students will be expected to:  - demonstrate and apply a range of skills and techniques of their chosen dance  - analyse and apply information from different dances to perform effectively  Students will demonstrate their dance performance to other students and a teacher, According to the plan they will have to consider different dance roles during the performance and choose an appropriate music too.  D Students will be expected to:  - explain and demonstrate strategies to enhance interpersonal skills in dance group  - develop goals and apply strategies to enhance dance performance  - analyse and evaluate dance performance  Students will analyse and evaluate their performance according to their plan. They will try to find deviations from the plan in the performance (if there will be any) and think about how to correct them. They will also reflect on their performance according to their skills. | Thinking (creative thinking) skills**:** use brainstorming to generate new ideas and inquires; consider multiple alternatives for making their own dance performance.  Social – collaboration skills: Give critical feedback on each member`s input and ideas that will improve the performance.  Self – management skills: create plan to prepare for summative assessment – a plan for dance performance, | Students will work in pairs and groups, cooperate with each – other and share ideas while making dance performance.  At the end of the unit they will have to perform their own dance, which will have to follow the plan and include specific elements in their own organization and will be given some feedback about it. They will have an opportunity to choose dance they like the most or to put steps from different dances together. They will be able to give comments to other student’s performance too.  At the end of unit(boys)will be demonstrate their own polygon - |
| Unit 3  **Volleyball**  **December/ January 2020.** | Relationship | Balance  Interaction  systems | Identities and relationships  Students will explore roles of specific positions on the field and will try to identify with each of them | Effective game play relies on participant`s understanding of multiple systems which also requires a successful interaction between players and a balance in a team. | C | understanding of different positions and roles during the game | Thinking (critical thinking) **skills:** Observing teammates` skills, technical and tactical skills in order to recognize personal and team strengths and weaknesses. According to that make a successful strategy for a game.  **Communication skills:** Actively listen to verbal calls and observe verbal and non – verbal cues in order to understand teammates during game play.  **Social – collaboration skills:** Give critical feedback on technical and tactical skills that will improve the performance of the whole team. | Students will learn technical elements which are necessary for an efficient game: upper and lower pass, overhead and underarm serve, the reception of the serve ect.  They will also learn some basic tactical skills in order to play in a game of 6 people successfully: how to pass in the attack, how to move on the field, how to defend ect.  Students will play in a game as much as possible to learn different positions, how to communicate and cooperate effectively. |
| Unit 4  **Basketball**  **February/March**  **2020.**  Unit 5  **April/May2020.**  **Football**  **May/June**  **Rope** | Communication  Communication | Movement  Choice  Perspective  Adaptation  Space  Space | Fairness and development  Students will explore tactical possibilities to play as successful as they can in a team.  Orientation in space and time  Orientation in space and time | Considering multi perspectives and making the right choices by evaluating the situation in the game are essential for successful movements in offence.  All team memebers must communicate efficiently and clearly  For making a exercise with the rope student need to respect their abilities, as well coordination, and agility | C  C  B  C  D | – Making a strategy for winning the game  Making a strategies for winning the game  Students will be expected to: B  - design, explain and justify a plan for rope exercise  - analyse and evaluate the effectiveness of their plan based on the rope performance  performance  reflection | Thinking (critical thinking) skills: Observing opponents` defence in order to recognize their strengths and weaknesses. According to that making an appropriate strategy for attack.  Communication skills: Actively listen to verbal calls and observe non – verbal cues in order to understand teammates during game play.  Social – collaboration skills: Give critical feedback on a game play of all members of your team that will improve the performance  Thinking(critical thinking)  Observing the oponents players .Recognize their weakness.  Communication-between playres ,team  Thinking (creative thinking) skills**:** use brainstorming to generate new ideas and inquires; consider multiple alternatives for making their own rope exercise | Students will learn some technical elements which are necessary for handling the ball: dribbling the ball, lay up, passing the ball, throwing the ball, transition in leadership, ect.  They will also learn some basic tactical skills to play in a game of 3 people successfully: cutting, getting open, man to man defence ect.  They will play in a game as much as possible to get a feeling about playing, learn how to communicate in a team, develop tactical skills  Students will learn a different task-dribbling ,passing the ball,. .They will play a game.  At the end of the unit student will perform their routine according with plan and their abilities. |

It will be probably changes in curriculum, especially in units, because of the adjustment in national program

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