

MYP 4 Course overview 2021/2022.

Utrinka Mihelić Srdelić

Unit title	Key concept	Related concepts	Global context	Statement inquiry	Objectives	Assessment tasks	ATL skills	Content
Unit 1 Health September-October 2020.	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-being	Ai	explain physical and health education factual, procedural and conceptual knowledge	Self management Organization skill Plan short and long term assignments; meet deadlines Bring necessary equipment and supplies to class Reflection skills Demonstrate flexibility in the selection and use of learning strategies -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 warm ups. Learn how to properly exercise, and influence a certain muscle group..
Unit 2 Gymnastics November-	Aesthetics	Balance Space	Personal expression	Sophisticated gymnastic performance requires aesthetically pleasing integration of elements in	B i ii	develop goals to enhance performance design, explain and justify a plan to improve	Communication Communication skill Negotiate ideas and knowledge with peers and teachers Social Collaboration skill	Students will learn some basic gymnastic elements after the teacher's demonstration. They will learn

<p>December 2021.</p>				<p>movement routine (balance between different elements) and the opportunity to experience different gymnastic techniques and space.</p>	<p>C ii</p> <p>D ii</p> <p>iii</p>	<p>physical performance and health.</p> <p>demonstrate and apply a range of strategies and movement concepts effectively</p> <p>analyse and evaluate the effectiveness of a plan based on the outcome</p> <p>analyse and evaluate performance.</p>	<p>Help others to succeed Practice empathy thinking)skills: Self management Organization skill Create plans to prepare for summative assessments (exams and performances)</p>	<p>elements from rhythmic gymnastics and acrobatics which are appropriate for school gymnastics. I will show students videos from a prior year. They will learn basic elements from floor Gymnastics, basic elements with rope, and some movement with wooden sticks. They will compose their own exercise.</p>
<p>Unit 3 Volleyball January-February 2022.</p>	<p>Relationship</p>	<p>Balance Interaction systems</p>	<p>Identities and relationships Students will explore roles of specific positions on the field and will try to identify with each of them</p>	<p>Effective game play relies on participants' understanding of multiple systems which also requires a successful interaction between players and a balance in a</p>	<p>Ci</p>	<p>demonstrate and apply a range of skills and techniques effectively understanding of different positions and roles during the game</p>	<p>Communication Communication skill Negotiate ideas and knowledge with peers and teachers Social</p>	<p>Students will learn technical elements which are necessary for an efficient game: upper and lower pass, overhead and underarm serve, the reception of the</p>

				team.			<p>Collaboration skill</p> <p>Take responsibility for one's own actions</p> <p>Self management skill</p> <p>Organization skill</p> <p>Bring necessary equipment and supplies to class</p> <p>Reflection skill</p> <p>Identify strengths and weaknesses of personal learning strategies</p> <p>Managing state of mind</p> <p>Affective skills mindfulness</p> <p>Practice focus and concentration</p> <p>Emotional engagement</p> <p>Practice strategies to overcome impulsiveness and anger</p>	<p>serve ect.</p> <p>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.</p> <p>Students will play in a game as much as possible to learn different positions, how to communicate and cooperate effectively.</p>
--	--	--	--	-------	--	--	---	---

<p>Unit 4 Basketball routine</p> <p>March-April 2022.</p>	Communication	Movement Interaction	<p>Personal and cultural expression Student will explore their creativity creating a ball routine</p>	<p>For a pairs to function effectively ,pairs must communicate efficiently and cleraly</p>	<p>Bi</p> <p>Cii</p> <p>Diii</p>	<p>develop goals to enhance performance</p> <p>Demonstrate and apply a range of movement concepts effectively</p> <p>analyse and evaluate performance</p>	<p>Communication -communication -- Interpret and use effectively modes of non verbal commiunication negotitae ideas with peers and teacher</p> <p>Social Collaboration skill Practice enpathy Help others to succeed</p> <p>Self-management Skill Organzation Bring necessary Equipment to class Create plans for summatove assessment</p>	<p>During class Student will learn basic Basketball elements using Elements with ball and without the ball.</p> <p>Passing from the spot(from the chest, above head) Passing from the side, behind back.</p> <p>Passing in Movements Pairs -different exercise with one and two ball. Exercises with cons For practising Different dribbling's (slalom, forward, backwards.)</p>

<p>Unit 5 May/June 2022. Football</p>	<p>Communication</p>	<p>Adaptation Space</p>	<p>Orientation in space and time</p>	<p>All team members must communicate efficiently and clearly</p>	<p>C ii</p>	<p>demonstrate and apply a range of skills and techniques effectively</p>	<p>Social Collaboration skill Help others to succeed Take responsibility for one's own actions Encourage others to contribute Self-management skill Organization Bring necessary equipment and supplies to class Affective skill Practice strategies to overcome impulsiveness and anger</p>	<p>Different exercise For practising layup. Free shots from Different position. Basketball rules Are not applied. Only correct performance of chosen basketball elements.</p> <p>During class student will repeat in short different tasks (dribbling, stopping ball, shooting at the goal from a different Positon. After that they will split in teams and play.</p>
--	----------------------	-----------------------------	--	--	-------------	---	--	---

There will be changes in curriculum because of facilities, COVID and number of classes during P.&H.E.

DIFFERENTIATION

For students with

dyslexia and dysgraphia

- Bigger font in Serif, 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 peers
- 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
- Regularly 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

Hodgkin's disease

- Prolonging deadlines if needed
- Providing summaries if needed

MYP 5 Course overview 2021 ./.2022.

Utrinka Mihelić Srdelić

Unit title	Key concept	Related concepts	Global context	Statement inquiry	Objectives	Assessment tasks	ATL skills	Content
Unit 1 September- october2021. Personal trainer Boys Girls/October/ November, 2021.	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 iii	Students will be expected to: - explain basic fitness knowledge - - apply terminology effectively to communicate understanding Students will develop knowledge and understanding about the human body, physical activity, food and nutrition, energy and fitness training principles connected to working of body	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 connections with	Students will learn how to create a nutrition plan for a certain person.

						systems. They will demonstrate their knowledge through written essay .	Chemistry and Biology. Compare conceptual understanding across 3 different subjects (BIO, CHE, and P.E.).	
Unit 2 Creative movement October/ November 2021.	Aesthetics	Balance Space	Identities and relationship Student will explore identity through their own performance , human relationship (how they behave in a group, critical note, exchange opinions..) Who am I.? Can I express through movement	Aesthetically sophisticated dance performance requires a balance between the uses of appropriate sequence of gymnastic/dance elements and creating a suitable place.	B ii	ii analyse and evaluate the effectiveness of a plan based on the outcome Performance. Students will design a plan for aesthetically refined dance performance individually or in Groups. They will try to compose different dance Aesthetic movements and put them into their plan. They will be able to choose jazz dance	THINKING Transfer skills Combine knowledge, understanding and skills to create products or solutions: To create their dance routine students will be able to combine elements from different dances. Communication skills Communication Negotiate ideas and knowledge with peers and	Students will work in pairs and groups, cooperate with each – other and share ideas while making dance performances. 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 the dance they like the most or to put steps from different dances

					<p>aerobics, different group and solo</p> <p>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</p> <p>C ii</p> <p>C applying and performing</p> <p>Students will be expected to:</p> <p>ii. demonstrate and apply a range of strategies and movement concepts</p> <p>iii. analyse and apply information to perform effectively</p> <p>Students will demonstrate their dance performance to other students and a teacher, According to the the performance and choose an appropriate music</p>	<p>teachers</p> <p>: If students will work in groups, they will have to discuss ideas with other students in the group before making a performance. They will also have to consider knowledge of all group members</p> <p>Self – management skills</p> <p>Organization</p> <p>Create plan to prepare for summative assessment – a plan for dance performance. Students will have to be organized. They will be expected to prepare a plan for their performance and follow the deadlines</p> <p>Set goals that are challenging and realistic: Before making a plan students will have to think about goals. They will have to adjust their goals to</p>	<p>together. They will be able to give comments on other student’s performance too.</p> <p>At the end of unit(boys)will be demonstrate their own polygon -</p>
--	--	--	--	--	---	--	--

					<p>D iii</p> <p>too.</p> <p>D Reflecting and improving performance:</p> <p>Students will be expected to:</p> <p>iii. analyse and evaluate performance</p> <p>plan based on the outcome –dance routine</p> <p>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.</p>	<p>their skills and knowledge and considering all that they will choose elements which they are able to do to make aesthetically sophisticated dance</p>	
--	--	--	--	--	--	--	--

<p>Unit 3</p> <p>Volleyball December/ 2021/January 2022.</p>	Relationship	<p>Balance</p> <p>Interaction</p> <p>systems</p>	<p>Identities and relationships</p> <p>Students will explore roles of specific positions on the field and will try to identify with each of them</p>	<p>Effective game play relies on participants' understanding of multiple systems which also requires a successful interaction between players and a balance in a team.</p>	C iii	<p>understanding of different positions and roles during the game</p>	<p>Thinking (critical thinking) skills:</p> <p>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.</p> <p>Communication skills:</p> <p>Actively listen to verbal calls and observe verbal and non – verbal cues in order to understand teammates during game play.</p> <p>Social – collaboration skills: Give critical feedback on technical and tactical skills that will improve the performance of the whole team.</p>	<p>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.</p> <p>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.</p> <p>Students will play in a game as much as possible to learn different positions, how to communicate and cooperate effectively.</p>

<p>Unit 4</p> <p>Basketball February/March 2022.</p>	<p>Communication</p>	<p>Movement Choice Perspective</p>	<p>Fairness and development</p> <p>Students will explore tactical possibilities to play as successfully as they can in a team.</p>	<p>Considering multi perspectives and making the right choices by evaluating the situation in the game are essential for successful movements in offence.</p>	<p>Ciii</p>	<p>analyse and evaluate performance.</p> <p>– Making a strategy for winning the game</p>	<p>Thinking critical thinking skills: Practice observing carefully in order to recognize problems Observing opponents` defence in order to recognize their strengths and weaknesses. According to that, making an appropriate strategy for attack.</p> <p>Communication skills: Communication Negotiate ideas and knowledge with peers and teachers Actively listen to verbal calls and observe non – verbal cues in order to understand teammates during game play.</p> <p>Social collaboration skills: Give and receive meaningful feedback Give critical feedback on a game play of all members of your team that will improve the performance</p>	<p>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.</p> <p>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.</p> <p>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</p> <p>Students will learn a different task- dribbling ,passing the ball .They will play a game.</p>
---	----------------------	--	--	---	--------------------	--	---	---

<p>Unit 5 April/May2022.</p> <p>Football</p>	<p>Communication</p>	<p>Adaptation Space</p>	<p>Orientation in space and time</p>	<p>All team members must communicate efficiently and clearly</p>	<p>C ii</p>	<p>analyse and evaluate the effectiveness of a plan based on the outcome</p> <p>Making a strategies for winning the game</p>	<p>Thinking(critical thinking) Observing the opponent's player's .Recognize their weakness. Communication- between players ,team Self -management skills Organization skill Set goals that are challenging and realistic Reflection skill Try new approaches to learning and evaluate their effectiveness</p>	<p>Student will be split in teams and play. They will need to do some tactics ,apply rules ,and play</p>
<p>May/June 2022.</p> <p>Rope</p>	<p>Change</p>	<p>Movement energy</p>	<p>Personal and cultural expression</p>	<p>For making a exercise with the rope student need to respect their abilities, as well coordination, and agility</p>	<p>B iii</p>	<p>Students will be expected to: B</p> <p>ii design, explain and justify a plan to improve physical performance and health</p> <p>demonstrate and apply a range of strategies and</p>		<p>Students will perform individual their own rope routine, using different jumps, movements. At the end of the unit students will perform their routine according with plan and their</p>
					<p>C ii</p>			

					<p>Ciii</p> <p>analyse and apply information to perform effectively.</p>	<p>movement concepts effectively</p>		abilities.
					<p>D iii</p> <p>analyse and evaluate the effectiveness of a plan based on the outcome</p>			

There will be changes in curriculum because of facilities, COVID , and number of classes during P.&H.E.

DIFFERENTIATION

For students with

dyslexia and dysgraphia

- Bigger font in Serif, 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 peers
- 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
- Regularly 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

Hodgkin's disease

- Prolonging deadlines if needed
- Providing summaries if needed

