

MYP 4 Course overview 2022/2023.

Unit title	Key concept	Related concepts	Global context	Statement inquiry	Objectives	Assessment tasks	ATL skills	Content
Unit 1 Health September-October 2022.	Relationship	Balance Refinement System	Globalisation 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	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 warm ups. Learn how to properly exercise, and influence a certain muscle group..
Unit 2 Gymnastics November-December 2023.	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 composing a performance practice strategies to develop mental focus, which is necessary while performing in front of the audience.	Students will learn some basic gymnastic elements after the teacher's demonstration. They will learn elements from rhythmic gymnastics and acrobatics, which are appropriate for school gymnastics. I will show students videos from a prior year.

								<p>They will learn basic elements from floor</p> <p>Gymnastics, basic elements with rope, and some movement with wooden sticks.</p> <p>They will compose their own exercise.</p>
<p>Unit 3</p> <p>Volleyball</p> <p>January-February 2023.</p>	Relationship	Balance Interaction systems	<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	<p>understanding of different positions and roles during the game</p>	<p>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.</p> <p>Communication skills: 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</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 etc.</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 etc.</p> <p>Students will play in a game as much as possible to learn different positions, how to</p>

							performance of the whole team.	communicate and cooperate effectively.
Unit 4 Basketball March-April 2023.	Communication	Movement Choice Perspective	Fairness and development Students will explore tactical possibilities to play as successfully as they can in a team.	Considering multi, perspectives and making the right choices by evaluating the situation in the game are essential for successful movements in offence.	C	– Making a strategy for winning the game	<p>Thinking (critical thinking) skills: Observing opponents' defence in order to recognize their strengths and weaknesses. According to that making an appropriate strategy for attack.</p> <p>Communication skills: Actively listen to verbal calls and observe non – verbal cues in order to understand teammates during game play.</p> <p>Social – collaboration skills: 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>

Unit 5 May, June 2023. Football	Communication	Adaptation Space	Orientation in space and time	All team members must communicate efficiently and clearly	C	Making a strategies for winning the game	Thinking(critical thinking) Observing the Opponents players .Recognize their weakness. Communication- between player s ,team	Students will learn a different task dribbling, passing the ball, They will play a game.
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There will probably be changes in my curriculum because of the space.

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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 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

Hodgkins disease

- Prolonging deadlines if needed
- Providing summaries if needed