

MYP 5 Course overview 2022. /2023.

Unit title	Key concept	Related concepts	Global context	Statement inquiry	Objectives	Assessment tasks	ATL skills	Content
Unit 1 September-October, 2022. Personal trainer	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 essay.	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 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.
November, December 2022. Unit 2 Creative movement	Relationships	Interaction Refinement Environment	Personal and cultural expression Students will explore various dance techniques and dances from	For making a refined dance performance, group members must have a suitable interaction and consider different	B	Students will be expected to: B - design, explain and justify a plan for their	Thinking (creative thinking) skills: use brainstorming to generate new ideas and inquiries; consider multiple	Students will work in pairs and groups, cooperate with each – other and share ideas while making dance performances.

			different parts of the world	environment influences on each individual.	<p>group dance performance</p> <p>- analyse and evaluate the effectiveness of their plan based on the dance performance</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 for performance.</p> <p>C Students will be expected to:</p> <p>- demonstrate and apply a range of skills and techniques of their chosen dance</p> <p>- analyse and apply information from different dances to perform effectively</p> <p>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</p>	<p>alternatives for making their own dance performance.</p> <p>Social – collaboration skills: Give critical feedback on each member's input and ideas that will improve the performance.</p> <p>Self – management skills: create plan to prepare for summative assessment – a plan for dance performance,</p>	<p>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 organisation 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 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>
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					<p>the performance and choose appropriate music too.</p> <p>D Students will be expected to:</p> <ul style="list-style-type: none">- 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 <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>		
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Unit 3 Volleyball January-February 2023.	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 participants' 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 etc. 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 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	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	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, 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 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
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 opponent`s player`s .Recognize their weakness. Communication-between players ,team	Students will learn a different task dribbling; passing the ball, .They will play a game.

It will be probably changes in my curriculum, because of the space (3 classes have P.E),

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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