

MYP 5 Course overview 2023. /2024.

Unit title	Key concept	Related concepts	Global context	Statement inquiry	Objectives	Assessment tasks	ATL skills	Content
Unit 1 September-October, 2023. Fitness and nutrition	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 B C D	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. Students will need to devise a workout and implement it.	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.	Students will learn how to create a workout plan for a certain person.

<p>November, December 2023.</p> <p>Unit 2</p> <p>Volleyball</p>	<p>Relationship</p>	<p>Balance</p> <p>Interaction</p> <p>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 team</p>	<p>C</p> <p>D</p>	<p>understanding of different positions and roles during the game and demonstrate them</p> <p>reflecting on their performance after 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. 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.</p>	<p>Students will learn technical elements, which are necessary for an efficient game: serving, passing, setting, attack options, blocking. 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.</p>
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<p>Unit 3</p> <p>Basketball</p> <p>January-February 2024.</p>	<p>Communication</p>	<p>Movement</p> <p>Choice</p> <p>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 and defence</p>	<p>C</p> <p>D</p>	<p>– Making a strategy for winning the game</p> <p>reflecting on their performance after game</p>	<p>Thinking (critical thinking) skills:</p> <p>Observing opponents` defence in order to recognize their strengths and weaknesses. According to that, making an appropriate strategy for attack.</p> <p>Communication skills:</p> <p>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 technical elements which are necessary for an efficient game: shooting, dribbling, defending, pivoting and passing, ect.</p> <p>They will also learn tactical skills in order to play in a game of 5 people successfully. 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>
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<p>Unit 4</p> <p>Track and field</p> <p>March-April 2024..</p>	<p>Athleticism</p>	<p>Balance</p> <p>Coordinati on</p> <p>Speed</p>	<p>Students will explore roles of specific ABC drills and positions</p>	<p>Sophisticated track and field performance requires combination of qualities (such as speed, strength and agility) that are characteristic of an athlete.</p>	<p>B</p> <p>C</p> <p>D</p>	<p>Students must create their own athletic training program for the assigned track and field event</p>	<p>Thinking (critical thinking) skills: Use brainstorming to generate new ideas, create original routine according to their ideas</p>	<p>Students will learn some basic ABC drills after the teacher's demonstration. Examples of ABC running drills include ankle work, high knees and plyometrics. By practicing these movements, students will gain better control over their technique, eventually leading to better form, and a reduced risk of injury. They will compose their own training</p>
<p>Unit 5</p> <p>Badminton</p> <p>May-June 2024..</p>	<p>Relationship</p>	<p>Movement</p> <p>Choice</p> <p>Perspective</p>	<p>Students will explore roles of specific positions on the field and will try to identify with each of them</p>	<p>Considering multi, perspectives and making the right choices by evaluating the situation in the game are essential for successful movements in offence and defence</p>	<p>C</p> <p>D</p>	<p>Making strategy for winning the game.</p>	<p>Thinking (critical thinking) skills: observing opponents action in order to recognize their strength and weaknesses. According to that making an appropriate strategy for game.</p>	<p>Students will learn a different task such as: holding the racket, serving hand-eye coordination, basic shots and basic forehand and backhand grip.</p>

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

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