

## Health - Subject Overviews – MYP 4



\* All units taught in grades 6 to 10 are continuously being developed and improved to best meet the needs of the students at LIS. Therefore, the following Subject Overview is only a reflection of current plans for the course. Some changes to this Scope and Sequence may occur as a result of planning done throughout the academic year.

| MYP 4  | Unit   | Concepts                             | Global Context                                 | Statement of Inquiry  | Inquiry Questions   | MYP Objectives<br>ATL Skills  | Content   |
|--------|--|--------------------------------------|--|---|---|---|---|
| Unit 1 | <b>Building the Foundation for Adolescent Wellness</b> | <b>Development<br/>Space, Choice</b> | <b>Identities and Relationships<br/>Status</b> | Personal wellness requires a space to safely develop our identity, make healthier lifestyle choices, and monitor our health status. | <p><b>Factual:</b> What is Maslow's Hierarchy of Needs?</p> <p><b>Conceptual:</b> How do growth mindset and self-concept contribute to resilience and well-being during adolescence?</p> <p><b>Debatable:</b> Should teenagers have greater autonomy in making their health-related decisions, or should there be more parental guidance and oversight? What are the advantages and disadvantages of each approach?</p> | <p><b>Criterion A:</b> i, ii, iii</p> <p><b>ATL Skills</b><br/>Collaboration<br/>Organization<br/>Affective<br/>Reflection<br/>Information literacy</p> | <p>Pillars of daily health</p> <p>Health dimensions of wellness</p> <p>Maslow's hierarchy of needs</p> <p>Adolescent development</p> <p>S.M.A.R.T. goal-setting</p> |

|                      |  |  |  |  |   |   |   |
|----------------------|--|--|--|--|---|---|---|
| <p><b>Unit 2</b></p> | <p><b>Storm-Proofing Adolescence with Emotional Intelligence and Effective Communication</b></p> | <p><b>Communication</b><br/><b>n</b><br/><b>Space, Systems</b></p> | <p><b>Orientation in space and time</b><br/><b>Interaction</b></p> | <p>Effective communication while interacting within a shared space is vital for the success of any system.</p> | <p><b>Factual:</b><br/>What are the components of emotional intelligence, and how do they contribute to personal well-being?</p> <p><b>Conceptual:</b><br/>How can effective communication and conflict resolution skills be applied to different aspects of one's life to promote emotional health and overall personal wellness.</p> <p><b>Debatable:</b><br/>Does emotional intelligence play a more significant role in maintaining personal wellness than physical health and fitness?</p> | <p><b>Criterion A:</b> i, ii, iii</p> <p><b>ATL Skills</b><br/>Communication<br/>Collaboration<br/>Affective<br/>Reflection</p> | <p>Emotional health</p> <p>Emotional intelligence (EQ)</p> <p>Communication styles</p> <p>Conflict resolution</p> |
| <p><b>Unit 3</b></p> | <p><b>Building Healthy Relationships</b></p>   | <p><b>Chance</b><br/><b>Balance</b></p>                            | <p><b>Fairness and Development</b><br/><b>Supportive</b></p>       | <p>Healthy relationships are based on making balanced choices and creating supportive</p>                      | <p><b>Factual:</b><br/>What is consent?</p> <p><b>Conceptual:</b></p>   | <p><b>Criterion A:</b> i, ii, iii</p>   | <p>Features of healthy, unhealthy, and abusive relationships</p>  |

|                      |   |                                      |  |   |  |  |   |
|----------------------|---|--------------------------------------|--|---|--|--|---|
|                      |   |                                      | <p><b>environments</b></p>   | <p>environments.</p>  | <p>How does the concept of consent contribute to fostering and maintaining healthy relationships, and what role does it play in shaping communication, trust, and mutual respect within these relationships?</p> <p><b>Debatable:</b><br/>How do cultural norms and societal expectations impact the development and sustainability of healthy relationships among adolescents, and what role can school play in promoting balanced, respectful connections?</p> | <p><b>ATL Skills</b><br/>Communication<br/>Collaboration<br/>Organization<br/>Affective<br/>Reflection</p>                     | <p>Assertive communication and “I-statements”</p> <p>Individual rights in relationships</p> <p>Consent</p> <p>Norms and societal expectations related to relationships</p> <p>Conflict resolution</p> |
| <p><b>Unit 4</b></p> | <p><b>Cultural Influences on Nutrition and Body Image</b></p> | <p><b>Change Energy Movement</b></p> | <p><b>Personal and cultural expression</b></p> <p><b>Cultural influences on health</b></p> | <p>Cultural influences on personal health can change the way we eat, the amount we move each day, our daily energy level, and our overall self-concept.</p> | <p><b>Factual:</b><br/>What are the main macronutrients and micronutrients essential for maintaining optimal energy levels and overall</p>   | <p><b>Criterion B:</b><br/>i, ii</p> <p><b>ATL Skills</b><br/>Communication<br/>Information literacy<br/>Critical-thinking</p> | <p>Nutrition</p> <p>Macronutrients and their influence on health and performance</p> <p>Micronutrients and their influence on health and performance</p>  |

|  |  |  |  |   |  |  |   |
|--|--|--|--|---|--|--|---|
|  |  |  |  |  | <p>health?<br/>What is body neutrality?</p> <p><b>Conceptual:</b><br/>How do cultural influences shape individuals' perceptions of health and wellness?</p> <p>What are the underlying cultural values and beliefs that influence dietary patterns and physical activity behaviors?</p> <p><b>Debatable:</b><br/>Should cultural traditions be prioritized over scientific recommendations in promoting healthy eating habits?</p> <p>To what extent do cultural standards of beauty contribute to body dissatisfaction and disordered eating behaviors?</p> |  | <p>Body image and body neutrality</p> <p>Cultural influence on nutrition and body image</p> |
|--|--|--|--|---|--|--|---|



