

Health - Subject Overviews – MYP 4

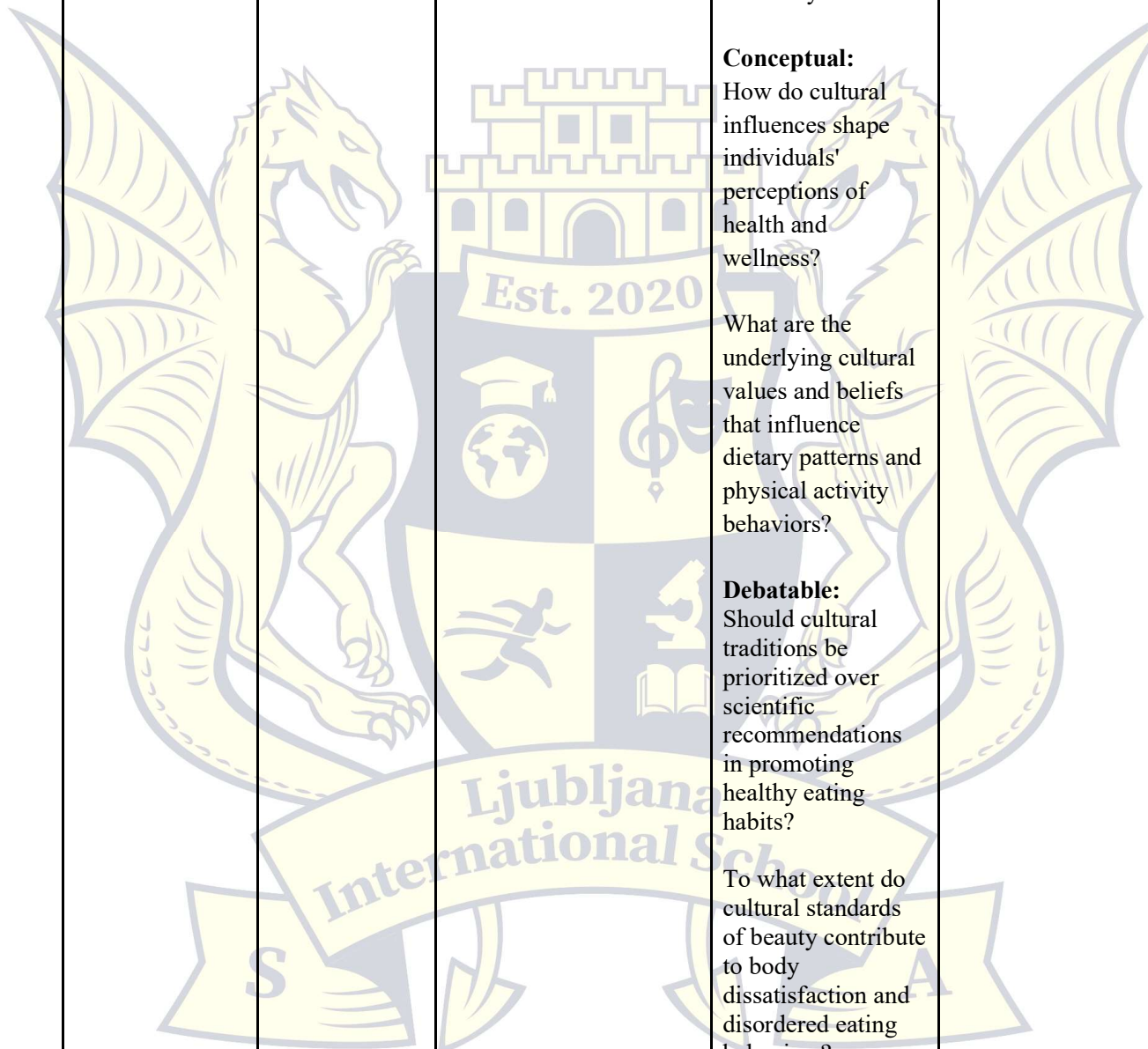


* All units taught in grades 6 to 10 are continuously being developed and improved to best meet the needs of the students at LIS. Therefore, the following Subject Overview is only a reflection of current plans for the course. Some changes to this Scope and Sequence may occur as a result of planning done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

MYP 4	Unit	Concepts	Global Context	Statement of Inquiry	Inquiry Questions	MYP Objectives ATL Skills	Content
Unit 1	Building the Foundation for Adolescent Wellness	Development Space, Choice	Identities and Relationships Status	Personal wellness requires a space to safely develop our identity, make healthier lifestyle choices, and monitor our health status.	<p>Factual: What is Maslow's Hierarchy of Needs?</p> <p>Conceptual: How do growth mindset and self-concept contribute to resilience and well-being during adolescence?</p> <p>Debatable: 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>Criterion A: i, ii, iii</p> <p>ATL Skills Collaboration Organization Affective Reflection 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>

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

					<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>Debatable: 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>Collaboration Organization Affective 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>
Unit 4	Cultural Influences on Nutrition and Body Image	Change Energy Movement	<p>Personal and cultural expression</p> <p>Cultural influences on health</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>Factual: What are the main macronutrients and micronutrients essential for maintaining optimal energy levels and overall health?</p>	<p>Criterion B: i, ii</p> <p>ATL Skills Communication Information literacy 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>What is body neutrality?</p> <p>Conceptual: 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>Debatable: 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>
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