Johan de Witt scholengroep

Middle Years Programme 1

Schooljaar
2026 - 2027

Leerjaar 0

Vakcode	la_ne
Vaknaam	Language acquisition Dutch

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
1	110	PW1	0	*1.1 P1 Where we are in place and time*	11, 12 & 13	Communication

Related concept(s)	Meaning, patterns
Global context	Orientation in space and time
Focus of exploration	natural and human landscapes an resources
Statement of inquiry	By recognizing patterns in language, we can develop meaningful communication and use our vocabulary and grammar purposefully.
MYP subject specific objective(s)	Ai, Aii, Aiii, Bi, Bii, Biii, Di, Dii, Diii, Div
ATL skills	Communication skills, creative-thinking skills
Content (topics, knowledge, skills)	Students learn the grammar they need to write a story with the correct structure and reference words. Students learn the vocabulary they can use when writing a short story. They also learn how to spell words correctly.

Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	yes	60		Written exam	0	8

Vakcode	la_ne
Vaknaam	Language acquisition Dutch

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
2	210	PW2	0	*1.2 P2 Jouw verhaal*	PO: 10, 11 en 12 Onderbouw VO: 3, 4 en 6	Communication
Related concept(s)	conventions, structure					
Global context	Personal and cultural expression					
Focus of exploration	critical literacy, languages and linguistic systems					
Statement of inquiry	Students record a video in which they demonstrate the grammatical structures they have learned, including sentence structure and the correct conjugation of verbs.					
MYP subject specific objective(s)	Ci, Cii, Ciii, Civ,					
ATL skills	Communication skills					
Content (topics, knowledge, skills)	Sentence parts: subject, finite verb, direct object. Verb conjugation.					
Weegfactor	**Herkansing**	**Tijdsduur**		**Afnamevorm**	**Minimum cijfer**	**Maximum cijfer**
1	yes	0		Practical exam	0	8

Vakcode	la_ne
Vaknaam	Language acquisition Dutch

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
3	310	PW3	0	*1.3 P3 Het inoefenen*	5, 9, 10, 11 en 12	Creativity

Related concept(s)	idiom, message
Global context	Scientific and technical innovation
Focus of exploration	critical literacy, languages and linguistic systems
Statement of inquiry	Creativity helps us use idioms and messages to explore how scientific and technical innovation shapes our world
MYP subject specific objective(s)	Ai, Aii, Aiii, Bi, Bii, Biii, Ci, Cii, Ciii, Civ, Di, Dii, Diii, Div
ATL skills	Communication skills
Content (topics, knowledge, skills)	Students deliver and submit an argumentative that they have developed in collaboration with I&S. They are assessed on the spelling and grammatical components that have been coverd during this schoolyear.

Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	no	0		Practical exam	0	8

Vakcode	la_en
Vaknaam	Language acquisition English

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
1	110	PW1	0	*1.1 P1 Me and my family*	12,13,14, 17,18	Connections, Identity
Related concept(s)	Audience, purpose					
Global context	Identities and relationships					
Focus of exploration	Relationships					
Statement of inquiry	Understanding ourselves, our culture, and our families helps us connect with others and build strong relationships.					
MYP subject specific objective(s)	Bi, Bii, Biii, Di, Dii, Diii, Div					
ATL skills	Communication skills, organization skills, reflection skills, critical - and creative-thinking skills					
Content (topics, knowledge, skills)	Unit vocabulary, theme-based texts, reading, listening, speaking, Grammar: pronouns, present simple, WH-questions, and comparative/superlative forms, numbers					
Weegfactor	**Herkansing**	**Tijdsduur**		**Afnamevorm**	**Minimum cijfer**	**Maximum cijfer**
1	yes	60		Written exam	0	8

Vakcode	la_en
Vaknaam	Language acquisition English

Cijferperiode	**Kolomnummer**	**Kolomkop**	**Leerjaar**	**Unit title**	**SLO kerndoelen**	**Key concept**
1	111	PW1	0	*1.1 P1 Me and my family*	12,13,14, 17,18	Connections, Identity
Related concept(s)	Audience, purpose					
Global context	Identities and relationships					
Focus of exploration	Relationships					
Statement of inquiry	Understanding ourselves, our culture, and our families helps us connect with others and build strong relationships.					
MYP subject specific objective(s)	Ai, Aii, Aiii					
ATL skills	Communication skills, organization skills, reflection skills, critical - and creative-thinking skills					
Content (topics, knowledge, skills)	Unit vocabulary, theme-based texts, reading, listening,speaking, Grammar: pronouns, present simple, WH-questions, and comparative/superlative forms, numbers					
Weegfactor	**Herkansing**	**Tijdsduur**		**Afnamevorm**	**Minimum cijfer**	**Maximum cijfer**
1	yes	nvt		Practical assessment	0	8

Vakcode	la_en
Vaknaam	Language acquisition English

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
2	210	PW2	0	*1.2 P2 Eat to live, or live to eat?*	11,12,13, 15,16,18	Culture

Related concept(s)	Meaning, Audience, Purpose
Global context	Personal and cultural expression
Focus of exploration	Global interactions, change
Statement of inquiry	Our food choices are influenced by culture, health, and advertising, and we can share our opinions by explaining our ideas and giving reasons.
MYP subject specific objective(s)	Ai, Aii, Aiiii, Bi, Bii, Biii, Di, Dii, Diii,Div
ATL skills	Self management, organisational skills
Content (topics, knowledge, skills)	Unit vocabulary, theme-based texts, reading, listening, speaking, Grammar: past simple, past continuous, and singular/plural forms.

Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	yes	60		Written exam	0	8

Vakcode	la_en
Vaknaam	Language acquisition English

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
2	211	PW2	0	*1.2 P2 Eat to live, or live to eat?*	11,12,13, 15,16,18	Culture

Related concept(s)	Meaning, Audience, Purpose
Global context	Personal and cultural expression
Focus of exploration	Global interactions, change
Statement of inquiry	Our food choices are influenced by culture, health, and advertising, and we can share our opinions by explaining our ideas and giving reasons.
MYP subject specific objective(s)	Ci,Cii,Ciii,Civ
ATL skills	Self management, organisational skills
Content (topics, knowledge, skills)	Unit vocabulary, theme-based texts, reading, listening, speaking,Grammar: past simple, past continuous, and singular/plural forms.

Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	yes	nvt		Practical assessment	0	8

Vakcode	la_en
Vaknaam	Language acquisition English

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
3	310	PW3	0	*1.3 P3 Flying free*	11,13,14,16,17,18	Creativity

Related concept(s)	Form, Communication
Global context	Personal and Cultural expression
Focus of exploration	Expression
Statement of inquiry	Exploring real and imaginary flight can help us invent new ideas and write original stories.
MYP subject specific objective(s)	Ai,Aii,Aii, Bi, Bii, Biii, Di, Dii, Diii,Div
ATL skills	Thinking skills, Social skills, Communicaiton skills
Content (topics, knowledge, skills)	Unit vocabulary, 200 high freequency words, theme-based texts, reading, listening, speaking, verschil fiction/ non fiction, writing short stories, Grammar: pase simple, past continuous

Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	no	60		Written exam	0	8

Vakcode	la_en
Vaknaam	Language acquisition English

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
3	311	PW3	0	*1.3 P3 Flying free*	11,13,14,16,17,18	Creativity

Related concept(s)	Form, Communication
Global context	Personal and Cultural expression
Focus of exploration	Expression
Statement of inquiry	Exploring real and imaginary flight can help us invent new ideas and write original stories.
MYP subject specific objective(s)	Ci,Cii,Ciii, Civ
ATL skills	Thinking skills, Social skills, Communicaiton skills
Content (topics, knowledge, skills)	Unit vocabulary, 200 high freequency words, theme-based texts, reading, listening, speaking, verschil fiction/ non fiction, writing short stories, Grammar: pase simple, past continuous

Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	no	nvt		Practical assessment	0	8

Vakcode	math
Vaknaam	Mathematics

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
1	110	PW1	0	*1.1 P1 Basic skills*	23, 24, 25, 26, 32, 33	Form
Related concept(s)	Patterns, Quantity					
Global context	Identities and relationships					
Focus of exploration	Identity formation, self-esteem					
Statement of inquiry	By using the correct writing form and practice, we develop an understanding of quantities, proportions, and number structures.					
MYP subject specific objective(s)	Ai, Aii, Aiii, Bi, Bii, Biii					
ATL skills	reflection skills, critical thinking skills					
Content (topics, knowledge, skills)	The students learn and review basic skills with whole and decimal numbers and with fractions. They also practice with word problems					
Weegfactor	**Herkansing**	**Tijdsduur**		**Afnamevorm**	**Minimum cijfer**	**Maximum cijfer**
1	yes	60		written exam	0	8

Vakcode	math
Vaknaam	Mathematics

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
2	210	PW2	0	*1.2 P2 Maths*	23, 24, 25	Logic
Related concept(s)	models, space, validity					
Global context	orientation in space and time					
Focus of exploration	scale, duration, frequency, variability					
Statement of inquiry	Through the use of logic, students can develop mathematical models to analyze and present space, data, and numbers in a structured and meaningful way.					
MYP subject specific objective(s)	Ai, Aii, Aiii, Bi, Bii, Biii, Ci, Cii, Ciii, Civ, Di, Dii, Diii, Div, Dv					
ATL skills	collaboration skills, reflective skills, critical thinking skills, transfer skills					
Content (topics, knowledge, skills)	The students learn and reviewthe metric system, calculating perimeter, area and volume, and calculating percentages.					
Weegfactor	**Herkansing**	**Tijdsduur**		**Afnamevorm**	**Minimum cijfer**	**Maximum cijfer**
1	yes	60		written exam	0	8

Vakcode	math
Vaknaam	Mathematics

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
3	310	PW3	0	*1.3 P3 Mathematics for a Fair World*	23, 24, 25	logic
Related concept(s)	quantity, representation					
Global context	fairness and development					
Focus of exploration	structuur, orde en eerlijkheid					
Statement of inquiry	Mathematics is used through logical reasoning, representations, measurements, and numerical structures to organize situations in both the real and imagined world in a fair and structured way.					
MYP subject specific objective(s)	Ai, Aii, Aiii, Bi, Bii, Biii, Ci, Cii, Ciii, Civ, Di, Dii, Diii, Div, Dv					
ATL skills	collaboration skills, reflective skills, critical thinking skills, transfer skills					
Content (topics, knowledge, skills)	The students learn and review the conversion of fractions, percentages and decimal numbers, statistics, powers and roots, negative numbers, and the order of operations.					
Weegfactor	**Herkansing**	**Tijdsduur**		**Afnamevorm**	**Minimum cijfer**	**Maximum cijfer**
1	no	60		written exam	0	8

Vakcode	i&s
Vaknaam	Individuals and societies

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
1	110	PW1	0	*1.1 P1 The World Inside and Out*	49	Change
Related concept(s)	causality					
Global context	Orientation in space and time					
Focus of exploration	Natural and human landscapes and resources					
Statement of inquiry	The exogenous and endogenous forces of the Earth shape the surface and create unique features such as mountains and volcanoes, affecting the people who live there.					
MYP subject specific objective(s)	Ai, Aii,					
ATL skills	Organization skills, Refelection skills and inforrmation literacy skills.					
Content (topics, knowledge, skills)	Students learn about the structure of the Earth and can explain how certain landscapes were formed. They can describe this in Dutch for a new situation.					
Weegfactor	**Herkansing**	**Tijdsduur**		**Afnamevorm**	**Minimum cijfer**	**Maximum cijfer**
1	yes	60		written exam	0	8

Vakcode	i&s
Vaknaam	Individuals and societies

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
1	111	PW1	0	*1.1 P1 The World Inside and Out*	49	Change
Related concept(s)	causality					
Global context	Orientation in space and time					
Focus of exploration	Natural and human landscapes and resources					
Statement of inquiry	The exogenous and endogenous forces of the Earth shape the surface and create unique features such as mountains and volcanoes, affecting the people who live there.					
MYP subject specific objective(s)	Bi, Bii, Biii, Biv, Cii, Di					
ATL skills	Organization skills, Refelection skills and inforrmation literacy skills.					
Content (topics, knowledge, skills)	Students learn about the structure of the Earth and can explain how certain landscapes were formed. They can describe this in Dutch for a new situation.					
Weegfactor	**Herkansing**	**Tijdsduur**		**Afnamevorm**	**Minimum cijfer**	**Maximum cijfer**
1	yes	N/A		Practical exam	0	8

Vakcode	i&s
Vaknaam	Individuals and societies

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
2	210	PW2	0	*1.2 P2 Citizens and Steam Engines*	36, 47, 50, 52	Change
Related concept(s)	causality, innovation, revolution					
Global context	scientific and technical innovation					
Focus of exploration	modernization, industrialisation, engineering					
Statement of inquiry	Scientific and technological innovations can drive societal changes that sometimes lead to revolutionary shifts in how people live and work.					
MYP subject specific objective(s)	Ai, Aii,					
ATL skills	Reflection skills, creative thinking skills, transfer skills					
Content (topics, knowledge, skills)	Students learn about the era of citizens and steam engines. They study the revolutionary changes of the 19th century, which are still noticeable today.					
Weegfactor	**Herkansing**	**Tijdsduur**		**Afnamevorm**	**Minimum cijfer**	**Maximum cijfer**
1	yes	60		written exam	0	8

Vakcode	i&s
Vaknaam	Individuals and societies

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
2	211	PW2	0	*1.2 P2 Citizens and Steam Engines*	36, 47, 50, 52	Change
Related concept(s)	causality, innovation, revolution					
Global context	scientific and technical innovation					
Focus of exploration	modernization, industrialisation, engineering					
Statement of inquiry	Scientific and technological innovations can drive societal changes that sometimes lead to revolutionary shifts in how people live and work.					
MYP subject specific objective(s)	Ci, Cii, Ciii, Di, Dii, Div					
ATL skills	Reflection, creative thinking, transfer					
Content (topics, knowledge, skills)	Students learn about the era of citizens and steam engines. They study the revolutionary changes of the 19th century, which are still noticeable today.					
Weegfactor	**Herkansing**	**Tijdsduur**		**Afnamevorm**	**Minimum cijfer**	**Maximum cijfer**
1	yes	N/A		Practical exam	0	8

Vakcode	i&s
Vaknaam	Individuals and societies

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
3	310	PW3	0	*1.3 P3 Dutch and European Government Structure and the Role of the Citizen*	47,48,50	Systems

Related concept(s)	choice, perpective
Global context	fairness and development
Focus of exploration	democracy, politics, government and social society
Statement of inquiry	Within political systems, different perspectives influence the choices of citizens and policymakers.
MYP subject specific objective(s)	Ai, Aii, Ci, Cii, Ciii, Di, Dii, Diii, Div
ATL skills	communcation skills, organization skills
Content (topics, knowledge, skills)	Students acquire knowledge about the political system in the Netherlands and Europe. They learn about citizens' rights and responsibilities. Students gain an understanding of democratic processes and develop critical thinking about politics.

Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	no	60		written exam	0	8

Vakcode	i&s
Vaknaam	Individuals and societies

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
3	311	PW3	0	*1.3 P3 Dutch and European Government Structure and the Role of the Citizen*	47,48,50	Systems

Related concept(s)	choice, perpective
Global context	fairness and development
Focus of exploration	democracy, politics, government and social society
Statement of inquiry	Within political systems, different perspectives influence the choices of citizens and policymakers.
MYP subject specific objective(s)	Ai, Aii, Bi, Bii, Biii, Ci, Cii, Ciii, Di, Dii, Diii, Div
ATL skills	communcation skills, organization skills
Content (topics, knowledge, skills)	Students campaign for their self-designed political party. They create a slogan, design a poster, write and deliver an argumentive speech, and take part in a debate.

Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	no	120		oral exam	0	8

Vakcode	sci
Vaknaam	Sciences

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
1	110	PW1	0	*1.1 P1 The Dynamics of the Earth: The Science of Volcanoes, Earthquakes, and Mountains.*	47	change
Related concept(s)	consequences en transformation					
Global context	Orientation in space and time					
Focus of exploration	natural and human landscapes and resources					
Statement of inquiry	The geological processes of volcanism, earthquakes, and mountain formation are examples of how the Earth changes through transformations that affect the landscape and the environment.					
MYP subject specific objective(s)	Ai, Aii, Aiii, Bi, Bii, Biii, Biv, Ci, Cii, Ciii, Civ, Cv					
ATL skills	organization, information literacy, media literacy, critical thinking, transfer					
Content (topics, knowledge, skills)	Students conduct a research on exogenic forces of a self selected environment.					
Weegfactor	**Herkansing**	**Tijdsduur**		**Afnamevorm**	**Minimum cijfer**	**Maximum cijfer**
1	yes	N/A		practical exam	0	8

Vakcode	sci
Vaknaam	Sciences

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
2	210	PW2	0	*1.2 P2 Steam Engines and Other Energy Sources*	42 t/m 45	systems
Related concept(s)	energy, function, transformation					
Global context	scientific and technical innovation					
Focus of exploration	systems, models, methods					
Statement of inquiry	The transition to renewable energy sources requires an understanding of the function of energy and how energy is converted from natural sources into usable electricity.					
MYP subject specific objective(s)	Ai, Aii, Aiii, Bi, Bii, Biii, Biv, Ci, Cii, Ciii, Civ, Cv, Di, Dii, Diii Div					
ATL skills	critical thinking, creative thinking					
Content (topics, knowledge, skills)	Students create a poster presenting a self-designed invention. This fictional invention must adres or improve a global issue. In the poster students demonstrate an understanding of the basic principles of how electricity functions and operates. They also show the ability to reflect on their own work and of their classmates.					
Weegfactor	**Herkansing**	**Tijdsduur**		**Afnamevorm**	**Minimum cijfer**	**Maximum cijfer**
1	yes	60		practical exam	0	8

Vakcode	sci
Vaknaam	Sciences

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
3	310	PW3	0	*1.3 P3 Plastic soup*	28 t/m 39	Systems

Related concept(s)	Consequences, enviroment
Global context	Globalization and sustainability
Focus of exploration	human impact on the enviroment
Statement of inquiry	If we look at how plastic pollutes the oceans, we understand how our behavior affects a large system of nature, people, and animals, and what consequences this has for the environment
MYP subject specific objective(s)	Ai, Aii, Aiii, Bi, Bii, Biii, Biv, Ci, Cii, Ciii, Civ, Cv, Di, Dii, Diii, Div
ATL skills	Knowledgeable, principal, caring
Content (topics, knowledge, skills)	Students learn about causes, consequences and risks of the plastic soup. They conduct research into plastic use in their local enviroment and based on their findings, make appropriate recommendations to reduce and improve plastic use.

Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	yes	60		practical exam	0	8

Vakcode	sci
Vaknaam	Sciences

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
3	311	PW3	0	*1.4 P3 Technolab lessons*	44 en 45	development

Related concept(s)	form en function
Global context	Personal and cultural expression
Focus of exploration	Products, systems and institutions
Statement of inquiry	The scientific and technological development of digital systems determines the structure and functioning of games, hackerspaces, and attractions, and influences how users interact and experience them.
MYP subject specific objective(s)	Aii, Aiii, Biv, Ci, Civ, Cv, Di, Dii
ATL skills	critical thinking, creative thinking, transfer skills.
Content (topics, knowledge, skills)	Students learn about hacking and hackers, the different types of hackers, and their intentions. They step into the shoes of a game designer, design their own game, and bring it to life. Students design an attraction and set it in motion. They learn about and discuss the ethical aspects of hacking and gaming.

Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	no	N/A		practical exam	0	8

Vakcode	art
Vaknaam	Arts

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
1	110	PW1	0	*1.1 P1 Spirit animal*	48, 49, 50, 51, 52	Identity

Related concept(s)	Play
Global context	Identities and relationships
Focus of exploration	Transitions
Statement of inquiry	We use playful artistic expression to understand and communicate our identity and how we relate to others.
MYP subject specific objective(s)	Ai, Aii, Bi, Bii, Ci, Di, Dii
ATL skills	Communication skills
Content (topics, knowledge, skills)	Students use visual interpretation to express identity and emotion by merging human and animal features.

Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	yes	60		Practical exam	0	8

Vakcode	art
Vaknaam	Arts

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
2	210	PW2	0	*1.2 P2 Culture & Patterns*	48, 49, 50, 51, 52	Communication, Identity

Related concept(s)	InterpretationNarrativePlay
Global context	Personal and Cultural expression
Focus of exploration	Ritual and play
Statement of inquiry	Stories and their expressive forms reveal underlying patterns of a culture.
MYP subject specific objective(s)	Ai, Aii, Bi, Bii, Ci, Di, Dii
ATL skills	Creative-thinking skills
Content (topics, knowledge, skills)	Students explore folk culture through analytical research, creative writing, dance, and theatrical performance, transforming traditional stories into contemporary artistic expressions.

Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	yes	60		Practical exam	0	8

Vakcode	art
Vaknaam	Arts

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
3	310	PW3	0	*1.3 P3 Media*	48, 49, 50, 51, 52	Communication

Related concept(s)	Audience, Visual culture
Global context	Personal and Cultural expression
Focus of exploration	Artistry, craft, creation, beauty
Statement of inquiry	Creation and craftsmanship shape digital media culture, enabling communication to reach audiences and convey meaning.
MYP subject specific objective(s)	Ai, Aii, Bi, Bii, Ci, Di, Dii
ATL skills	Critical-thinking skills
Content (topics, knowledge, skills)	Students discover that choices in digital media influence how a message is received and interpreted through different cultural and personal contexts.

Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	no	60		Practical exam	0	8

Vakcode	des
Vaknaam	Design

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
1	110	PW1	0	*1.1 P1 Who am I as a Designer? (MDS)*	n.v.t.	Communication

Related concept(s)	Form, Perspectives
Global context	Identities and Relationships
Focus of exploration	Artistry,craft, creation, beauty
Statement of inquiry	Door onderzoek naar identiteit en relaties, verbanden zoeken ‘tussen’ vormen en systemen.
MYP subject specific objective(s)	Aiii, Aiv, Bii, iii, Ci, Cii, Di ,ii
ATL skills	Communication skills
Content (topics, knowledge, skills)	Na deze unit kan de leerling zijn/haar identiteit omzetten in een grafisch patroon, vormen en kleuren herkennen, spellen en systemen herkennen

Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	no	180		Practical exam	0	8

Vakcode	des
Vaknaam	Design

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
2	210	PW2	0	*1.2 P2 Miniature Fair (MDS)*	n.v.t.	Systems
Related concept(s)	Adaptation, Resources					
Global context	Scientific & technical innovation					
Focus of exploration	Systems, models, methods					
Statement of inquiry	By applying systems and forms through innovative methods, we turn waste into resourceful designs					
MYP subject specific objective(s)	Ai, Aii, Bi, Biv, Ciii, Civ, Diii, Div					
ATL skills	Collaboration skills					
Content (topics, knowledge, skills)	group project: presentation of their own designed minitiature fair					
Weegfactor	**Herkansing**	**Tijdsduur**		**Afnamevorm**	**Minimum cijfer**	**Maximum cijfer**
1	no	180		Practical exam	0	8

Vakcode	des
Vaknaam	Design

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
3	310	PW3	0	*1.3 P3 Design a Character (MDS)*	n.v.t.	Relationships
Related concept(s)	Invention, collaboration					
Global context	Personal and cultural expression					
Focus of exploration	Attitudes, motivation, independence					
Statement of inquiry	Creative design can communicate identity, personality and emotions through visual form and symbolism.					
MYP subject specific objective(s)	Ai, Aii, Aiii, Aiv, Bi, Bii, Biii, Biv, Ci, Cii, Ciii, Civ, Di, ii, Diii, Div					
ATL skills	Creative thinking, visual research, communication, reflection					
Content (topics, knowledge, skills)	Students explore character design, identity and visual storytelling by creating a character based on aspects of themselves. They develop sketching, color, symbolism and presentation skills through the design process.					
Weegfactor	**Herkansing**	**Tijdsduur**		**Afnamevorm**	**Minimum cijfer**	**Maximum cijfer**
1	no	180		Practical exam	0	8

Vakcode	phe
Vaknaam	Physical and health education

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
1	110	PW1	0	*1.1 P1 Green games*	53,56	Relationships

Related concept(s)	Interaction
Global context	Identities and relationships
Focus of exploration	teams, affiliation and leadership
Statement of inquiry	The way we communicate and the choices we make during interactions in green games influence our identity and relationships within the community.
MYP subject specific objective(s)	Ai, Aii, Aiii & Di, Dii, Diii
ATL skills	Collaboration skills
Content (topics, knowledge, skills)	Students get to know themselves by participating in collaborative activities. They learn about their own preferences when working with others and how they approach problem-solving. Students learn to listen to one another, how to communicate effectively, and how to contribute to a team effort. Based on what they have learned about collaboration, students design a group task that requires teamwork and present this task to each other.

Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	yes	nvt		Practical exam	0	8

Vakcode	phe
Vaknaam	Physical and health education

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
1	111	PW1	0	*1.2 P1 Sport games \ Korfbal \ Frisbee \ Fairplay*	54, 56, 57	Communication
Related concept(s)	Adaptation					
Global context	fairness and development and issues in sport					
Focus of exploration	Competition and cooperation					
Statement of inquiry	Effective communication and the ability to adapt promote fairness and development in competitive and cooperative situations, helping individuals and teams create balanced and respectful sporting experiences.					
MYP subject specific objective(s)	Ci, Cii, Ciii					
ATL skills	Communication skills					
Content (topics, knowledge, skills)	Experience different games while playing with fairplay. What is fairplay and why is it so important? how do you improve the fairness in a group? and how do you develop a sustained sport participation					
Weegfactor	**Herkansing**	**Tijdsduur**		**Afnamevorm**	**Minimum cijfer**	**Maximum cijfer**
1	yes	60		Practical exam	0	8

Vakcode	phe
Vaknaam	Physical and health education

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
2	210	PW2	0	*1.3 P2 Create a choreo \ Dance & Rythm / Wrestling games*	53,54	development
Related concept(s)	systems					
Global context	fairness and development					
Focus of exploration	modernization, industrialisation, engineering					
Statement of inquiry	the development of choregraphy involves the creative exploration of systems to orient movement and expression in space and time.					
MYP subject specific objective(s)	Bi, Bii, Ci, Cii, Ciii, Di, Dii, Diii					
ATL skills	creative thinking					
Content (topics, knowledge, skills)	Students learn all aspects of the basic of gymnastics and, based on this knowledge, create their gymnastic demo.					
Weegfactor	**Herkansing**	**Tijdsduur**		**Afnamevorm**	**Minimum cijfer**	**Maximum cijfer**
1	yes	Nvt		Practical exam	0	8

Vakcode	phe
Vaknaam	Physical and health education

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
2	211	PW2	0	*1.4 P2Tag- and ThrowOff games*	55	Development

Related concept(s)	Movement
Global context	fairness and development.
Focus of exploration	natural resources and public goods
Statement of inquiry	Through the development of a personalized tag and throw-off game, students will explore how the movement of natural resources and the reuse of materials can contribute to sustainable solutions, promoting fairness and responsible development in our communities.
MYP subject specific objective(s)	Bi, Bii
ATL skills	Communication skills
Content (topics, knowledge, skills)	In practical lessons, students will develop movement skills, game strategies, and collaboration techniques while participating in a variety of tag and throw-off activities. They will reflect on how rules, equipment choices, and teamwork can promote fairness and inclusion. By the end of the unit, students will present and play their personalized games, demonstrating creativity, responsible thinking, and an understanding of sustainable solutions in everyday life.

Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	ja	60		Practical exam	0	8

Vakcode	phe
Vaknaam	Physical and health education

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
3	310	PW3	0	*1.5 P3 Rules & Refs.* \ *Athletics* \ *Football*	54, 56, 57	development

Related concept(s)	interaction, perspective
Global context	fairness and development
Focus of exploration	authority, security and freedom
Statement of inquiry	Experiencing sport from the perspective of a referee helps us develop an understanding of fair interaction and shared responsibility.
MYP subject specific objective(s)	Ai, Aii, Aiii, Ci, Cii, Ciii, Di, Dii, Diii
ATL skills	Communication, Affective, Collaboration, Information literacy, Critical thinking
Content (topics, knowledge, skills)	In different sports we have different rules. wich rules can be compared? We will practice refereeing, evaluate and give each other feedback. How does your intrepetation and perspective affects the fairness of the game. what happens when 2 teams have a different intrepetation of situations? How do you get players to take responsibility?

Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	No	60		Practical exam	0	8

Vakcode	ll_ne
Vaknaam	Language and literature Dutch

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
1	110	PW1	0	*1.1 P1 Your story*	PO: 8, 9, 11, and 12 VO: 34, 35 and 39	connections
Related concept(s)	character, structure					
Global context	personal and cultural expression					
Focus of exploration	critical literacy, languages and liguistic systems - Products, sustems en institutions					
Statement of inquiry	Connections between structure and character shape how people express themsleves through language, systems and cultural products.					
MYP subject specific objective(s)	Ai, Aii, Aiii, Aiv, Bi, Bii, Biii, Ci, Cii, Ciii, Di, Dii, Diii, Div					
ATL skills	organisation skills					
Content (topics, knowledge, skills)	Students read various books. They can create an alternative ending to a book they have read. They also do this using short stories. Students write a summary of an informative text.					
Weegfactor	**Herkansing**	**Tijdsduur**		**Afnamevorm**	**Minimum cijfer**	**Maximum cijfer**
1	yes	N/A		practical exam	0	8

Vakcode	ll_ne
Vaknaam	Language and literature Dutch

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
1	111	PW1	0	*1.1 P1 Your story*	PO: 8, 9, 11, and 12 VO: 34, 35 and 39	connections

Related concept(s)	character, structure
Global context	personal and cultural expression
Focus of exploration	critical literacy, languages and liguistic systems - Products, sustems en institutions
Statement of inquiry	Connections between structure and character shape how people express themsleves through language, systems and cultural products.
MYP subject specific objective(s)	Ai, Aii, Aiii, Aiv, Bi, Bii, Biii, Ci, Cii, Ciii, Di, Dii, Diii, Div
ATL skills	organisation skills
Content (topics, knowledge, skills)	Students read various books. They create summaries of two books. They also do this using short stories. Students write a summary of an informative text.

Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	yes	60		written exam	0	8

Vakcode	ll_ne
Vaknaam	Language and literature Dutch

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
2	210	PW2	0	*1.2 P2 writers and storytellers.*	5, 8, 9, 11 and 12	creativity

Related concept(s)	self-expression, style
Global context	personal and cultural expression
Focus of exploration	In the coming period, students may choose a story or book themselves, write a summary, create an alternative ending, write it out, and present it. Spelling will be practiced as part of this process.
Statement of inquiry	By using language, style, and self-expression creatively, we can convey unique messages that influence how others understand and experience our ideas.
MYP subject specific objective(s)	Ai, Aii, Aiii, Aiv, Bi, Bii, Biii, Ci, Cii, Ciii, Di, Dii, Diii, Div, Dv
ATL skills	communication skills
Content (topics, knowledge, skills)	Students rewrite a poorly structured text. Students write a short story or a column with a deliberate stylistic choice. Students write an opinion piece or an advertisement message. Students choose one of their own texts and analyze how style and form strengthen their message. Students choose one text from Wetenwaardig and write a summary.

Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	yes	60		written exam	0	8

Vakcode	ll_ne
Vaknaam	Language and literature Dutch

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
2	211	PW2	0	*1.2 P2 writers and storytellers.*	5, 8, 9, 11 and 12	creativity

Related concept(s)	self-expression, style
Global context	personal and cultural expression
Focus of exploration	In the coming period, students may choose a story or book themselves, write a summary, create an alternative ending, write it out, and present it. Spelling will be practiced as part of this process.
Statement of inquiry	By using language, style, and self-expression creatively, we can convey unique messages that influence how others understand and experience our ideas.
MYP subject specific objective(s)	Ai, Aii, Aiii, Aiv, Bi, Bii, Biii, Ci, Cii, Ciii, Di, Dii, Diii, Div, Dv
ATL skills	communication skills
Content (topics, knowledge, skills)	Students rewrite a poorly structured text. Students write a short story or a column with a deliberate stylistic choice. Students write an opinion piece or an advertisement message. Students choose one of their own texts and analyze how style and form strengthen their message. Students choose one text from Wetenwaardig and write a summary.

Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	yes	N/A		practical exam	0	8

Vakcode	ll_ne
Vaknaam	Language and literature Dutch

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
3	310	PW3	0	*1.3 P3 communicating with impact*	4, 5, 6, 7 en 8	Communication

Related concept(s)	Structure, Style
Global context	Identities and relationships
Focus of exploration	self-esteem
Statement of inquiry	Language and communication can be used to persuade people and influence societal decisions.
MYP subject specific objective(s)	Ai, Aii, Aiii, Aiv, Bi, Bii, Biii, Ci, Cii, Ciii, Di, Dii, Diii, Div
ATL skills	Writing for different purposes
Content (topics, knowledge, skills)	Students create a video message in wich they communicate effectively and persuasively. They submit the final video product develop a plan and a script. The content of the message align with the topic "grenzen en staatsinrichting"from individuals and societies (I&S).

Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	no	nvt		practical exam	0	8

Vakcode	ll_ne
Vaknaam	Language and literature Dutch

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
3	311	PW3	0	*1.3 P3 communicating with impact*	4, 5, 6, 7 en 8	Communication

Related concept(s)	Structure, Style
Global context	Identities and relationships
Focus of exploration	self-esteem
Statement of inquiry	Language and communication can be used to persuade people and influence societal decisions.
MYP subject specific objective(s)	Ai, Aii, Aiii, Aiv, Bi, Bii, Biii, Ci, Cii, Ciii, Di, Dii, Diii, Div
ATL skills	Communication, creative thinking
Content (topics, knowledge, skills)	Students create a political poster in wich they communicate effectively and persuasively. They create the product by developing a plan and a script.

Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	no	nvt		practical exam	0	8