

**DE
JOHANWITT**

MAKEN WE SAMEN
STAAT MIDDEN IN DE WERELD
BIEDT UITSTEKEND ONDERWIJS

Middle Years Programme 3

**Schooljaar
2024 - 2025**

Leerjaar 2

Vakcode	ll_ne
Vaknaam	Language acquisition Dutch

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R1	110	PW1	2	<i>Fictie versus non-fictie</i>	1, 2, 3, 4, 5, 8, 10	Aesthetics
Related concept(s)	Pupose, structure, style					
Global context	Personal & Cultural expression					
Focus of exploration	Artistry/craft/Creation/Beauty/Critical literac/Langages/Linguistic Systems					
Statement of inquiry	When beauty is crreated with style the reflection of reality may be enhanced					
MYP subject specific objective(s)	A i, ii, iii, iv / B iii /D iii					
ATL skills	Communication skills, reflection skill, Information literacy skills, transfer skills					
Content (topics, knowledge, skills)	Aan het einde van deze unit zien leerlingen in dat schoonheid gecreëerd kan worden door middel van het toevoegen van creativiteit, stijl en structuur aan een waargebeurde situatie.					
Weegfactor	Herkansing	Tijdsduur	Toetsvorm	Afnamevorm	Minimum cijfer	Maximum cijfer
1	ja	60	Theoretische toets en praktische opdracht	klassikaal	1	8

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R2	210	PW2	2	<i>Mediawijsheid en betrouwbaarheid in teksten - Media Literacy en doelbewust lezen & schrijven</i>	1, 3, 4, 5, 6, 8, 9, 10	Communications / connections/ Form
Related concept(s)	Audience Imperatives/ Point of view/ Genre/ Purpose / Structure					
Global context	Scientific and technical innovation & Globalization and sustainability					
Focus of exploration	Digital life, virtual environments and the Information.					
Statement of inquiry	In a world full of information (on- and offline) pupils need to be able to weigh the validity and reliability of information and recognize the message a writer has based on the form and purpose of a text.					
MYP subject specific objective(s)	A i, ii, iii, iv / B i, ii, iii /C iii / D i, ii, iii, iv, v					

Vakcode	ll_ne					
Vaknaam	Language acquisition Dutch					
ATL skills	Media literacy skills, communication skills, reflection skill, Information literacy skills, transfer skills					
Content (topics, knowledge, skills)	On- en offline bronnen zijn eindeloos, echter is de waarde van informatie niet in alle bronnen gelijk. Bronnen moeten worden gewogen en kritisch worden bekeken om te kijken welke bronnen nuttig zijn.					
Weegfactor	Herkansing	Tijdsduur	Toetsvorm	Afnamevorm	Minimum cijfer	Maximum cijfer
1	ja	60	Theoretische toets en praktische opdracht	klassikaal	1	8

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R3	310	PW3	2	<i>Betekenisvol gebruik van woorden, framing en beeldspraak</i>	1, 2, 3, 4, 5, 6, 7, 8, 10	Perspective
Related concept(s)	Global Interactions/ Change					
Global context	Style/Context					
Focus of exploration	Orientation in Space in Time					
Statement of inquiry	Indegenous Understanding / Civilizations and social histories					
MYP subject specific objective(s)	B i, ii / C i, ii / d i, ii, iii, iv, v					
ATL skills	Communication skills, collaboration skills, reflection skills, media literacy skills, information literacy skills					
Content (topics, knowledge, skills)	Leerlingen ontdekken hoe taal voorkomt uit de geschiedenis, hoe taal en woorden zich ontwikkelen en hoe de keuze van woorden anderen kan beïnvloeden. Leerlingen leren hun woordenschat uit te breiden door woordraadstrategieën, etymology en door het herkennen van frames en metaforen.					
Weegfactor	Herkansing	Tijdsduur	Toetsvorm	Afnamevorm	Minimum cijfer	Maximum cijfer
1	ja	60 +15	Theoretische toets en mondeling	klassikaal en individueel	1	8

Vakcode	la_en
Vaknaam	Language acquisition English

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R1	110	PW1	2	3.1 <i>Digital Communication</i>	13, 14, 15, 16	Creativity
Related concept(s)	Conventions					
Global context	How do we understand the world in which we live?					
Focus of exploration	0					
Statement of inquiry	There are conventions we should use when we communicate but still be creative in our use of language, especially when you use social media.					
MYP subject specific objective(s)	Reading, Listening, Writing					
ATL skills	Communication skills					
Content (topics, knowledge, skills)	What are emoticons? What are emoji? How can we use both emoticons and emoji appropriately and creatively? Why do we need rules and etiquette when communication on social media? Can communication take place if we do not have conventions for speaking and writing?					
Weegfactor	Herkansing	Tijdsduur	Toetsvorm	Afnamevorm	Minimum cijfer	Maximum cijfer
1	ja	60 + 15	Theoretische toets en mondeling	klassikaal	1	8

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R2	210	PW2	2	3.2 <i>Quests</i>	13, 14, 15, 17	Communication
Related concept(s)	Function					
Global context	Orientation in time and space					
Focus of exploration	0					
Statement of inquiry	Stories about quests involve journeys, turning points and realisations. Through these stories we can examine the relationships between individuals and the societies in which they live from personal, local and global perspectives.					
MYP subject specific objective(s)	Reading, Writing, Speaking					

Vakcode	la_en					
Vaknaam	Language acquisition English					
ATL skills	Consider ideas from multiple perspectives.					
Content (topics, knowledge, skills)	What is a quest? Can a story have more than one meaning? What are important elements of a quest story? What elements should a good quest story contain?					
Weegfactor	Herkansing	Tijdsduur	Toetsvorm	Afnamevorm	Minimum cijfer	Maximum cijfer
1	ja	60 + 15	Theoretische toets en mondeling	klassikaal	1	8

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R3	310	PW3	2	3.3 <i>They changed the world.</i>	13, 14, 15, 18	Creativity
Related concept(s)	Message					
Global context	Scientific and technical innovations					
Focus of exploration	0					
Statement of inquiry	The scientific and technical innovations's purpose and message are determined and defined by a creative mind.					
MYP subject specific objective(s)	Reading, Speaking, Listening					
ATL skills	Research					
Content (topics, knowledge, skills)	Past Simple / Past Continuous / Talented people / The famous firsts / Past inventions					
Weegfactor	Herkansing	Tijdsduur	Toetsvorm	Afnamevorm	Minimum cijfer	Maximum cijfer
1	nee	60 + 15	Theoretische toets en mondeling	klassikaal	1	8

Vakcode	la_fr
Vaknaam	Language acquisition French

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R1	110	PW1	2	3.1 <i>How do other people live?</i>	11 12 13 14	Communication
Related concept(s)	Context					
Global context	Identities & Relationships					
Focus of exploration	Identity formation					
Statement of inquiry	As we learn a new language, we establish connections that not only enrich our communities but also situate our culture within the context of our surroundings and the era we live in.					
MYP subject specific objective(s)	A, B, C, D					
ATL skills	Communication/Collaboration/Reflection skills					
Content (topics, knowledge, skills)	Vocabulary related to housing, location, community development. Grammar: prepositions of place, verbs ending in ER in the Present Tense.					
Weegfactor	Herkansing	Tijdsduur	Toetsvorm	Afnamevorm	Minimum cijfer	Maximum cijfer
1	ja	60	Theoretische toets	g entries + 2 comments on a classmate's bl	1	8

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R2	210	PW2	2	3.2 <i>Do you like traditions?</i>	11 12 13 14	Culture
Related concept(s)	Context, Purpose					
Global context	Personal & cultural expression					
Focus of exploration	Philosophies & ways of life					
Statement of inquiry	The purpose of traditions depends on the different philosophies, ways of life, and beliefs within a specific cultural context.					
MYP subject specific objective(s)	A, B, C, D					
ATL skills	Organisation, reflection					

Vakcode	la_fr					
Vaknaam	Language acquisition French					
Content (topics, knowledge, skills)	Past Tense, Future Tense (Ir+faire), word order. Traditions across the world, food, practices, clothes, etc.					
Weegfactor	Herkansing	Tijdsduur	Toetsvorm	Afnamevorm	Minimum cijfer	Maximum cijfer
1	ja	60	Theoretische toets	Project (video) and oral interaction	1	8

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R3	310	PW3	2	3.2 <i>What do you like doing?</i>	11 12 13 14	Culture
Related concept(s)	Form, models					
Global context	Identities & Relationships					
Focus of exploration	Identity formation, teams, role models					
Statement of inquiry	Through language and its models we can express the personal and cultural influences on our hobbies and passions					
MYP subject specific objective(s)	A, B, C, D					
ATL skills	Communication/Collaboration/Organisation					
Content (topics, knowledge, skills)	Verbs "IR" in Present Simple; prepositions "en", "de", "a"; prepositions of space; Imperative - verbs "ER". Hobbies, life style, food, health, good & bad habits					
Weegfactor	Herkansing	Tijdsduur	Toetsvorm	Afnamevorm	Minimum cijfer	Maximum cijfer
1	nee	60	Theoretische toets	Test	1	8

Vakcode	la_sp
Vaknaam	Language acquisition Spanish

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R1	110	PW1	2	3.1 <i>Free time, hobbies and sports</i>	11, 12, 13, 14	Connections
Related concept(s)	Context and prupose					
Global context	Personal and cultural expression					
Focus of exploration	Hobbies and sports, healthy lifestyles and food. Revision Year 1.					
Statement of inquiry	Hobbies and sports as forms of personal and cultural expression. Facilitate connections with others.					
MYP subject specific objective(s)	A B C D					
ATL skills	Communication, empathy					
Content (topics, knowledge, skills)	PRESENTE PERFECTO, IR A, IR DE. PARA AND POR.					
Weegfactor	Herkansing	Tijdsduur	Toetsvorm	Afnamevorm	Minimum cijfer	Maximum cijfer
1	ja	90	Praktische opdracht	klassikaal	1	8

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R2	210	PW2	2	3.2 <i>Do you like traditions</i>	11, 12, 13, 15	Culture
Related concept(s)	Meaning, context, purpose					
Global context	Identity and relationships					
Focus of exploration	Celebrations and traditions from around the world. Food and culture.					
Statement of inquiry	Festivals highlight different aspects of the values and forms of expression of cultures					
MYP subject specific objective(s)	A B C D					
ATL skills	0					
Content (topics, knowledge, skills)	Pretérito Imperfecto and its temporal markers. Constructions with ENTONCES, AUNQUE, POR ESO.					
Weegfactor	Herkansing	Tijdsduur	Toetsvorm	Afnamevorm	Minimum cijfer	Maximum cijfer

Vakcode	la_sp					
Vaknaam	Language acquisition Spanish					
1	ja	60	Theoretische toets	klassikaal	1	8

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R3	310	PW3	2	3.3 <i>Media & Communities</i>	11, 12, 13, 16	Communication
Related concept(s)	Message, meaning, conventions					
Global context	Orientation in time and space					
Focus of exploration	Media and social media. Influencers and influenced. News. Fake news. Local politics and projects. My country. Advantages a					
Statement of inquiry	Through media and social media, we communicate with others, learn, and inform ourselves.					
MYP subject specific objective(s)	A B C D					
ATL skills	Literacy skills					
Content (topics, knowledge, skills)	Pretèrito indefinido and its temporal markers. Adverbs of frequency. Prepositions. Gerundio. Revision: Present tense. Comparisons.					
Weegfactor	Herkansing	Tijdsduur	Toetsvorm	Afnamevorm	Minimum cijfer	Maximum cijfer
1	nee	60 + 15	Theoretische toets en mondeling	klassikaal	1	8

Vakcode	la_ge
Vaknaam	Language acquisition Spanish

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R1	110	PW1	2	3.1 <i>Family/ Friendship</i>	11 12 13 14	Communication/ Culture
Related concept(s)	Context/ Structure/ Word choice					
Global context	Identities & Relationships					
Focus of exploration	Identity formation					
Statement of inquiry	Introducing and describing oneself, friends and your family is an essential form to discover and express personal ideas, feelings, nature, culture, beliefs and values of an individual.					
MYP subject specific objective(s)	B, C, D					
ATL skills	Communication/Collaboration/Reflection skills/ Critical thinking					
Content (topics, knowledge, skills)	Family and friends vocabulary, introducing oneself en describing other people, 'haben' and 'sein'					
Weegfactor	Herkansing	Tijdsduur	Toetsvorm	Afnamevorm	Minimum cijfer	Maximum cijfer
1	ja	60	Theoretische toets	Test (digital)	1	8

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R2	210	PW2	2	3.2 <i>Free time</i>	11 12 13 14	Communications/ Connections
Related concept(s)	Meaning/ Message/ Pronunciation					
Global context	Identities & Relationships					
Focus of exploration	Identity formation/health and well-being					
Statement of inquiry	Leisure is an essential form to discover and express personal ideas, feelings, nature, culture, beliefs and values of an individual.					
MYP subject specific objective(s)	A, C					
ATL skills	Communicator/ Inquirer					
Content (topics, knowledge, skills)	Hobbies, Vocabulary free time & hobbies, question words, verbs, articles					

Vakcode	la_ge					
Vaknaam	Language acquisition Spanish					
Weegfactor	Herkansing	Tijdsduur	Toetsvorm	Afnamevorm	Minimum cijfer	Maximum cijfer
1	ja	60	Theoretische toets	Vlog + Test (digital)	1	8

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R3	310	PW3	2	3.3 School Life	11 12 13 14	Communication
Related concept(s)	Context/ Structure/ Word choice					
Global context	Personal and cultural expression					
Focus of exploration	Identity formation					
Statement of inquiry	Different countries have different school systems					
MYP subject specific objective(s)	A, B, D					
ATL skills	Communicator/ Inquirer/ Thinkers					
Content (topics, knowledge, skills)	School objects/classroom materials, school subjects, telling time, timetable, culture: schools in Germany (differences and similarities in subjects, time, school day,...)					
Weegfactor	Herkansing	Tijdsduur	Toetsvorm	Afnamevorm	Minimum cijfer	Maximum cijfer
1	nee	60	Theoretische toets	Test (digital)	1	8

Vakcode	math
Vaknaam	Mathematics

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R1	110	PW1	2	3.1 <i>Foutloos Rekenen</i>	19, 20, 22	nvt
Related concept(s)	nvt					
Global context	nvt					
Focus of exploration	nvt					
Statement of inquiry	nvt					
MYP subject specific objective(s)	A					
ATL skills	Thinking and transfer skills					
Content (topics, knowledge, skills)	Getalbegrip, rekenen, automatiseren, rekenrecepten toepassen					
Weegfactor	Herkansing	Tijdsduur	Toetsvorm	Afnamevorm	Minimum cijfer	Maximum cijfer
1	ja	60	Theoretische toets	klassikaal	1	8

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R2	210	PW2	2	3.2 <i>Measure the happiness of students</i>	24, 26, 27	Form
Related concept(s)	Measurement					
Global context	Personal and Cultural expression					
Focus of exploration	Modeling and Measurement					
Statement of inquiry	Artistry and creativity are enhanced through an understanding of how measurement helps to define forms					
MYP subject specific objective(s)	Ai, Aii, Bi, Bii, Ci, Cii, Ciii, Civ, Di, Dii, Diii, Div, Dvi					
ATL skills	Thinking and communication skills					
Content (topics, knowledge, skills)	Coordinate System Graphs, Angles and Symmetry					
Weegfactor	Herkansing	Tijdsduur	Toetsvorm	Afnamevorm	Minimum cijfer	Maximum cijfer

Vakcode	math					
Vaknaam	Mathematics					
1	ja	60	Theoretische toets	klassikaal	1	8

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R3	310	PW3	2	3.3 <i>The Power of Numbers: Exploring Formulas, Shapes, and Measurement</i>	20,25	Relationship
Related concept(s)	Generalization and Measurement					
Global context	Globalization and sustaninabilitiy					
Focus of exploration	Modeling and Measurement					
Statement of inquiry	Generalizing the relationship between measurements can influence desicions that impact the environment					
MYP subject specific objective(s)	Bi, Bii, Ci, Cii, Di, Dii, Diii, Div, Dvi					
ATL skills	Communication Skills Thinking Skills Research Skills					
Content (topics, knowledge, skills)	Formulas and letters, Plane figures, Reduction, powers and Measurement					
Weegfactor	Herkansing	Tijdsduur	Toetsvorm	Afnamevorm	Minimum cijfer	Maximum cijfer
1	nee	60	Theoretische toets en praktische opdracht	klassikaal	1	8

Vakcode	sci
Vaknaam	Sciences

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R1	110	PW1	2	<i>3.1a Matter, molecules, atoms and elements</i>	28, 30, 31, 32	Systems
Related concept(s)	FormModels					
Global context	Identities & Relationships					
Focus of exploration	Explore the patterns in the properties of substances					
Statement of inquiry	Models that can be used to understand form and systems undergo improvement					
MYP subject specific objective(s)	A i, B iii, B iv, C i, C ii, C v, D iii, D iv					
ATL skills	communication skills					
Content (topics, knowledge, skills)	investigate the different properties of different elements, such as metals and non-metals, the way the different 'states', diffuse explains to classmates the history of some successive models; how do they undergo transitions in the way that form and systems can be understood? 1) States and properties of matter, 2) Metals & non-metals, 3) periodic table & 4) Atomic structure research several models regarding matter					
Weegfactor	Herkansing	Tijdsduur	Toetsvorm	Afnamevorm	Minimum cijfer	Maximum cijfer
1	ja	90	Praktische opdracht	klassikaal	1	8

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R1	111	PW1	2	<i>3.1b The circle of life</i>	29, 30, 21, 32, 35	Change
Related concept(s)	InteractionPatterns					
Global context	Identities and relationships					
Focus of exploration	Competition and cooperationHuman nature and human dignity					

Vakcode	sci					
Vaknaam	Sciences					
Statement of inquiry	How do interactions between individuals, environments, and systems give rise to patterns of change?					
MYP subject specific objective(s)	A i, A ii, B i, B ii, C ii, D iii, D iv					
ATL skills	Critical-thinking skills					
Content (topics, knowledge, skills)	How do the mechanisms of reproduction, genetic variation, and evolutionary processes interact to produce discernible patterns of change in species over time, and how can these patterns illuminate the fundamental principles underlying the evolution of life on Earth?					
Weegfactor	Herkansing	Tijdsduur	Toetsvorm	Afnamevorm	Minimum cijfer	Maximum cijfer
1	ja	60	theoretische toets	klassikaal	1	8

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R2	210	PW2	2	3.2a <i>How do we make it work?</i>	28, 29, 30, 31, 32, 35	Change
Related concept(s)	EnergyMovement					
Global context	Scientific and technical innovation					
Focus of exploration	explore simple machines for doing work and how they make work more efficient, the use of energy resources globally, and problems with fossil fuels					
Statement of inquiry	Machines have revolutionized life by making it easier to change energy from stored forms to movement and back again					
MYP subject specific objective(s)	A ii, A iii, B i, B ii, C iii, C iv, D i, D ii					
ATL skills	collaboration skills critical-thinking skills					
Content (topics, knowledge, skills)	Energy, movement, machines, efficiency, fossil and other fuels, conservation of energy, work, power, pressure, balance, fulcrum, lever, moment, pulleys					
Weegfactor	Herkansing	Tijdsduur	Toetsvorm	Afnamevorm	Minimum cijfer	Maximum cijfer
1	ja	60	theoretische toets	klassikaal	1	8

Vakcode	sci
Vaknaam	Sciences

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R2	211	PW2	2	3.2b <i>How does the human body work?</i>	29, 32, 33, 34	Development Systems
Related concept(s)	Energy Function					
Global context	Fairness and development					
Focus of exploration	Imagining a hopeful future					
Statement of inquiry	How do dynamic systems maintain a delicate balance between energy, function, and movement to drive the sustainable development of living organisms and ecosystems?					
MYP subject specific objective(s)	Sciences: A i, A ii, A iii, B iii, B iv, C i, C iii, C iv, C v, D iii, D iv Interdisiplanary: A i, A ii, B i, B ii, C i, C ii					
ATL skills	Transfer skills					
Content (topics, knowledge, skills)	Photosynthesis Metabolism Respiratory system Gas exchange Digestive system Healthy nutrition and food spoilage Blood and circulation Heart					
Weegfactor	Herkansing	Tijdsduur	Toetsvorm	Afnamevorm	Minimum cijfer	Maximum cijfer
1	ja	60	theoretische toets	klassikaal	1	8

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R3	310	PW3	2	3.3 <i>How do we respond to our world?</i>	29, 31, 32, 34, 35	Change

Vakcode	sci					
Vaknaam	Sciences					
Related concept(s)	Consequences					
Global context	Scientific and technical innovation					
Focus of exploration	Find out the systems and mechanisms that allow organisms to respond to their surroundings.					
Statement of inquiry	Scientific innovations designed to enhance our ability to perceive and respond to change in our surroundings have consequences on our survival.					
MYP subject specific objective(s)	Ai, Aii, Ci, Cii, Civ, Di, Dii					
ATL skills	Creative-thinking skills					
Content (topics, knowledge, skills)	Senses, nerves, muscles, forces, electricity Making reports (FA)					
Weegfactor	Herkansing	Tijdsduur	Toetsvorm	Afnamevorm	Minimum cijfer	Maximum cijfer
1	nee	60	theoretische toets	klassikaal	1	8

Vakcode	i&s
Vaknaam	Individuals and societies

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R1	110	PW1	2	3.1 Systemen	29, 30, 31, 38, 37, 39, 40	Systems
Related concept(s)	Causality					
Global context	Orientation in space and time					
Focus of exploration	Natural and human landscapes and resources					
Statement of inquiry	Changes in human and natural resources lead to shifts in systems					
MYP subject specific objective(s)	Ai, Aii, Bi, Bii, Biii, Biv, Ci, Cii, Ciii, Di, Dii, Diii, Div					
ATL skills	Organization skills					
Content (topics, knowledge, skills)	ECO: wat is geld, ruilen, schaarste, goede tijden/slechte tijden. GES: maatschappelijke/politieke systemen. AK systeem aarde landschap- klimaat					
Weegfactor	Herkansing	Tijdsduur	Toetsvorm	Afnamevorm	Minimum cijfer	Maximum cijfer
1	ja	90	Praktische opdracht	klassikaal	1	8

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R2	210	PW2	2	3.2 Ontdekkingsreizen	28, 29, 37, 38, 39, 40, 41, 45, 47	Global interaction
Related concept(s)	Causality, globalization					
Global context	Orientation in space and time					
Focus of exploration	Peoples, boundaries, exchange and interaction					
Statement of inquiry	Exploration affects global interactions					
MYP subject specific objective(s)	Ai, Aii, Bi, Bii, Biii, Biv, Ci, Cii, Ciii, Di, Dii,					
ATL skills	Collaboration skills					

Vakcode	i&s					
Vaknaam	Individuals and societies					
Content (topics, knowledge, skills)	GES: Ontdekkingsreizen, ECO: multinationals, wereldhandel, AK: ontstaan wereldsysteem door koloniale tijd (centrum-periferie verhoudingen) wind- en zeestromen					
Weegfactor	Herkansing	Tijdsduur	Toetsvorm	Afnamevorm	Minimum cijfer	Maximum cijfer
1	ja	n.v.t.	Praktische opdracht	individueel	1	8

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R3	310	PW3	2	3.3 <i>Van overleven naar leven</i>	35, 36, 37, 38, 39, 40, 42, 46	Development
Related concept(s)	Innovation and revolution					
Global context	Scientific and technical innovation					
Focus of exploration	Modernization, industrialisation and engineering					
Statement of inquiry	Innovation leads to revolution and development					
MYP subject specific objective(s)	Ai, Aii, Bi, Ci, Diii, Div					
ATL skills	Transfer skills					
Content (topics, knowledge, skills)	GES: Industriële revolutie, ECO: arbeid en productie, produceren en het bedrijfsleven AK: urbanisatie, leefbaarheid (stad) en bevolking & ruimte					
Weegfactor	Herkansing	Tijdsduur	Toetsvorm	Afnamevorm	Minimum cijfer	Maximum cijfer
1	nee	60	theoretische toets	klassikaal	1	8

Vakcode	art
Vaknaam	Arts

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R1	110	PW1	2	3.1 <i>Who is IB?</i>	54, 55, 56	Culture
Related concept(s)	Audience, Narrative, Culture					
Global context	Identities and relationships					
Focus of exploration	Identity of formation					
Statement of inquiry	Exploring your culture shows your narrative and your representation.					
MYP subject specific objective(s)	A, B, C, D					
ATL skills	Communication, collaboration					
Content (topics, knowledge, skills)	Summative assessment: Research who are we as IB school? Interviews with other students MYP Year 1 & 2 – JDW Filming documentary Presentation Documentary about 'Our IB' Reflection process documentary					
Weegfactor	Herkansing	Tijdsduur	Toetsvorm	Afnamevorm	Minimum cijfer	Maximum cijfer
1	ja	70	Mondeling	klassikaal	1	8

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R2	210	PW2	2	3.2 <i>Protest Art</i>	54, 55, 56	Perspective
Related concept(s)	Boundaries, Expression					
Global context	Fairness and development					
Focus of exploration	Inequality, difference and inclusion/ Justice, peace and conflict management					
Statement of inquiry	Experiencing inequality leads to a perspective where you strive for inclusion through fairness and development					

Vakcode	art					
Vaknaam	Arts					
MYP subject specific objective(s)	A, B, C, D					
ATL skills	Critical-thinking skills					
Content (topics, knowledge, skills)	<p>A: - word-phrase-sentence vanuit artikel Banksy/protestkunst (https://pz.harvard.edu/resources/word-phrase-sentence) - analyseopdracht: ga zelf op zoek naar protestkunst B. - maak individueel of in tweetallen protestkunst waarmee je iets wil veranderen / impact heeft op samenleving - maak een kunstwerk wat tot verandering aanzet C. - presenteer jouw protestkunst op de plek waar je het meest gehoord wordt / op een plek waarmee je verandering teweeg kan brengen. D. - Je reflecteert op jouw eigen leerproces in Toddle - Je evalueert het gemaakte eindwerk aan de hand van ZIEN-DENKEN-VERWONDEREN</p>					
Weegfactor	Herkansing	Tijdsduur	Toetsvorm	Afnamevorm	Minimum cijfer	Maximum cijfer
1	ja	70	Mondeling	klassikaal	1	8

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R3	310	PW3	2	3.3 <i>Change through stories</i>	54, 55, 56	Culture, Systems
Related concept(s)	Narrative					
Global context	Globalization and sustainability					
Focus of exploration	Impact of stories on society					
Statement of inquiry	You can change through stories					
MYP subject specific objective(s)	A, B, C, D					
ATL skills	Media literacy skills					
Content (topics, knowledge, skills)	<p>CRITERIA A Analyse tekst kunstvorm Analyse stories social media</p> <p>CRITERIA B Van beeld naar verhaal Van woord naar beeld Opdrachten creatief schrijven</p>					

Vakcode	art					
Vaknaam	Arts					
Weegfactor	Herkansing	Tijdsduur	Toetsvorm	Afnamevorm	Minimum cijfer	Maximum cijfer
1	nee	70	Mondeling	klassikaal	1	8

Vakcode	des
Vaknaam	Design

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R1	110	PW1	2	3.1 Geef een schat	n.v.t	Communities

Related concept(s)	Adaptation, Collaboration
Global context	Globalization and sustainability
Focus of exploration	Markets, commodities and commercialization
Statement of inquiry	Creëer een esthetisch cadeau door markten en trends in verschillende gemeenschappen te onderzoeken om deel te nemen aan globalisering.
MYP subject specific objective(s)	A:ii + iv B:i + iv C:i + iii D:ii+iii
ATL skills	Practise empathy, Interpret data, Use brainstorming and visual diagrams to generate new ideas and inquiries
Content (topics, knowledge, skills)	<ul style="list-style-type: none"> - Onderzoek binnen verschillende thema's hoe een wereld kan worden opgebouwd dmv een onderzoeksmatrix. - Maak een schets van een schoenendoos gebruik maken van een kleurcontrast in verschillende aanzichten. - Maak duo's door een complementaire link te leggen. - Ontwerp een knuffel welke past bij de door jou ontworpen wereld. - Verbeter de schoenendoos naar jou ontwerp. - Naai met de naaimachine de knuffel. - Presenteer het door jou gemaakte ontwerp en vertel waarom deze iemand blij kan maken.

Weegfactor	Herkansing	Tijdsduur	Toetsvorm	Afnamevorm	Minimum cijfer	Maximum cijfer
1	ja	180	Praktijktoets	klassikaal	1	8

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R2	210	PW2	2	3.2 Protest	n.v.t.	Communication

Related concept(s)	Evaluation, Perspective
Global context	Fairness & Development
Focus of exploration	Rights, law, civic responsibility and the public sphere

Vakcode	des					
Vaknaam	Design					
Statement of inquiry	Protesteer! Kijk kritisch naar een onderwerp en deel je mening om dit eerlijker te maken					
MYP subject specific objective(s)	A:i + iii B:ii + iii C:ii + iii D:i + iv					
ATL skills	Communication, Organization, Media literacy, Creative-thinking					
Content (topics, knowledge, skills)	<ul style="list-style-type: none"> - Ontwerpen van een eigen symbool/icoon in vectoren. - In de ontwerpfase een onderzoeksmatrix maken over verschillende protesten. - Vanuit deze matrix gaan ze nieuwe ideeën/ontwerpen creëren voor een echt protest. 					
Weegfactor	Herkansing	Tijdsduur	Toetsvorm	Afnamevorm	Minimum cijfer	Maximum cijfer
1	ja	180	Praktijktoets	klassikaal	1	8

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R3	310	PW3	2	3.3 Fooddesign	n.v.t.	Systems
Related concept(s)	Form, Function					
Global context	Personal and cultural expression					
Focus of exploration	Artistry, craft, creation, beauty					
Statement of inquiry	Door onderzoek naar systemen, vorm en kleur in voedsel ontstaat persoonlijke en culturele expressie					
MYP subject specific objective(s)	A:ii + iv B:i+ii C:ii+iv D:i+iv					
ATL skills	Practise focus and concentration, Develop new skills, techniques and strategies for effective learning, Use brainstorming and visual diagrams to generate new ideas and inquiries					
Content (topics, knowledge, skills)	onderzoek naar systemen,vormen en kleur in voedsel. door onderzoek naar systemen,vorm en kleur in voedsel onstaat een culturele expressie. hoe kan eten er op een andere manier er uit zien					
Weegfactor	Herkansing	Tijdsduur	Toetsvorm	Afnamevorm	Minimum cijfer	Maximum cijfer
1	nee	180	Praktijktoets	klassikaal	1	8

Vakcode	PHE
Vaknaam	Physical and health education

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R1	110	PW1	2	<i>3.1a Duathlon Target games and endurance running</i>	53, 57	Relationships
Related concept(s)	Balance, interaction					
Global context	Orientation in space and time					
Focus of exploration	natural and human landscapes and resources					
Statement of inquiry	Interacting with fairness and balance when playing games can foster relationships					
MYP subject specific objective(s)	Ai,Aii,Aiii Ci					
ATL skills	information literacy skills					
Content (topics, knowledge, skills)	samenverband, informatie verwerken tot een opdracht					
Weegfactor	Herkansing	Tijdsduur	Toetsvorm	Afnamevorm	Minimum cijfer	Maximum cijfer
1	ja	90	Praktische opdracht	klassikaal	1	8

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R1	111	PW1	2	<i>3.1b Stick sports</i>	53, 56	Communication
Related concept(s)	environment, space					
Global context	Globalization and sustainability					
Focus of exploration	commercialization					
Statement of inquiry	The integration of digital life into sports is reshaping athletes' communication, impacting the environmental and global dynamics of sports.					
MYP subject specific objective(s)	Ai, Aii, Aiii & Ci, Cii, Ciii					
ATL skills	critical thinking					
Content (topics, knowledge, skills)	Create a sports commercial/promo					

Vakcode	PHE					
Vaknaam	Physical and health education					
Weegfactor	Herkansing	Tijdsduur	Toetsvorm	Afnamevorm	Minimum cijfer	Maximum cijfer
1	ja	90	Praktijktoets en praktische opdracht	klassikaal	1	8

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R2	211	PW2	2	3.2b Healthy development, How does the human body work	58	Development

Related concept(s)	Energie
Global context	Fairness and Development
Focus of exploration	Imagining a hopeful future
Statement of inquiry	How do dynamic systems maintain a delicate balance between energy, function, and movement to drive the sustainable development of living organisms and ecosystems?
MYP subject specific objective(s)	Bi, Bii
ATL skills	transfer skills combine knowledge
Content (topics, knowledge, skills)	how to create a healthier world around me

Weegfactor	Herkansing	Tijdsduur	Toetsvorm	Afnamevorm	Minimum cijfer	Maximum cijfer
1	ja	90	Praktijktoets en praktische opdracht	klassikaal	1	8

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R2	211	PW2	2	3.2b Healthy development, How does the human body work	58	Development

Related concept(s)	Energie
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Vakcode	PHE					
Vaknaam	Physical and health education					
Global context	Fairness and Development					
Focus of exploration	Imagening a hopefull furture					
Statement of inquiry	How do dynamic systems maintain a delicate balance between energy, function, and movement to drive the sustainable development of living organisms and ecosystems?					
MYP subject specific objective(s)	Bi, Bii					
ATL skills	transfer skills combine knowledge					
Content (topics, knowledge, skills)	how to create a healthier world around me					
Weegfactor	Herkansing	Tijdsduur	Toetsvorm	Afnamevorm	Minimum cijfer	Maximum cijfer
1	ja	90	Praktijktoets en praktische opdracht	klassikaal	1	8

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R3	310	PW3	1	3.3a Movement composition i like to move it	53, 54	Change
Related concept(s)	Movement, refinement					
Global context	Personal and catural expression					
Focus of exploration	Creation					
Statement of inquiry	Individuals can change and refine movement to express personal and cultural beliefs.					
MYP subject specific objective(s)	Bi, Bii & Di, Dii, Diii					
ATL skills	Thinking - Create original works and ideas; use existing works and ideas in new ways					
Content (topics, knowledge, skills)	create a movement composition					
Weegfactor	Herkansing	Tijdsduur	Toetsvorm	Afnamevorm	Minimum cijfer	Maximum cijfer
1	nee	90	Praktijktoets en praktische opdracht	klassikaal	1	8

Vakcode	PHE
Vaknaam	Physical and health education

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R3	311	PW3	1	3.3b Hit and Run 2.0	53	Development
Related concept(s)	Interaction, Strategy					
Global context	identities and relationships					
Focus of exploration	Rollen en relaties					
Statement of inquiry	De ontwikkeling van strategieën en effectieve interactie binnen een team bevordert samenwerking en prestaties, wat leidt tot een sterker begrip van individuele rollen en relaties binnen sportcontexten.					
MYP subject specific objective(s)	Ci, Cii, Ciii					
ATL skills	Effectieve samenwerking					
Content (topics, knowledge, skills)	Strategien die leiden tot effectieve samenwerking					
Weegfactor	Herkansing	Tijdsduur	Toetsvorm	Afnamevorm	Minimum cijfer	Maximum cijfer
1	nee	90	Praktijktoets en praktische opdracht	klassikaal	1	8