

**DE
JOHANWITT**

MAKEN WE SAMEN
STAAT MIDDEN IN DE WERELD
BIEDT UITSTEKEND ONDERWIJS

Middle Years Programme 2

**Schooljaar
2024 - 2025**

Leerjaar 1

Vakcode	ll_ne
Vaknaam	Language acquisition Dutch

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R1	110	PW1	1	2.1 Lessons learned from <i>Le Petit Prince</i> / <i>Levenslessen van De Kleine Prins</i>	1, 2, 4, 5, 6, 8, 9	Connections
Related concept(s)	Character, Point of view, Theme					
Global context	Identity & Relationships					
Focus of exploration	Happiness & the good life /Human nature & human/ Dignity, physical, psychological/ Rules & roles models					
Statement of inquiry	We kunnen leren van de thema's en perspectieven in literatuur (hier De Kleine Prins) door verbinding met de wereld and reflectie op identiteit en relaties.					
MYP subject specific objective(s)	A: i, iii / B: i, iii /C i, iii / D: iii, iv, v.					
ATL skills	Communication skills, reflection skill, Information literacy skills, creative-thinking skills, transfer skills					
Content (topics, knowledge, skills)	Welke wijze levenslessen kun je leren van De Kleine Prins?					
Weegfactor	Herkansing	Tijdsduur	Toetsvorm	Afnamevorm	Minimum cijfer	Maximum cijfer
1	ja	nvt	Praktische opdracht	klassikaal	1	8

Vakcode	ll_ne
Vaknaam	Language acquisition Dutch

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R2	210	PW2	1	2.2 <i>Poetry as self expression</i>	1, 7, 8, 9	Creativity
Related concept(s)	Style, purpose, structure					
Global context	Personal and culturel expression					
Focus of exploration	Social constructs of reality					
Statement of inquiry	Purposeful use of style and structure helps writers creatively convey their perceptions of inner and outer reality.					
MYP subject specific objective(s)	Ai, Aii, AIV, Bii, Ci, CII, Di, Dii, Diii, Dv					
ATL skills	Communication, reflection, collaboration, creative skills					
Content (topics, knowledge, skills)	<p>Self expresion on poetry Know:</p> <ul style="list-style-type: none"> - The purpose of a poem - Structure of a variety of poems - What a writer's style is - What creativity is - What social constructions of realities are - The skill to compare and contrast poems - A variety offormer and new poetic devices, such as spoken word <p>Understand:</p> <ul style="list-style-type: none"> - how reality is perceived by a variety of perspectives in society - how a poem's tsructure helps convey purpose - how a poem's purpose impacts tone and mood - how creativity impacts a person's construction of reality - how poetic devices contribute to a poem's purpose and style - how comparing and contrasting poetry within and across forms contributes to understanding <p>Be able to:</p> <ul style="list-style-type: none"> - Develop understanding of poetry - Use appropriate thinking and brainstorming skills to compare and contrast between and across poetic forms effectively - Use appropriate brainstorming and planning skills to create poems using specific forms - Provide and use feedback from peers 					
Weegfactor	Herkansing	Tijdsduur	Toetsvorm	Afnamevorm	Minimum cijfer	Maximum cijfer
1	ja	60 + 15	Theoretische toets en praktische opdracht	klassikaal en individueel	1	8

Vakcode	ll_ne
Vaknaam	Language acquisition Dutch

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R3	310	PW3	1	2.3 <i>The power of a story</i>	1, 2, 3, 5, 7, 8, 9 en 10	Perspective
Related concept(s)	Theme, context, point of view, Audience, structure					
Global context	Orientation in space and time & Fairness & humanity					
Focus of exploration	Turning points in (big) history (and reception of a theme) & Personal and cultural expression					
Statement of inquiry	Perspective and context in a narrative influence the attitude to a theme & Structuring self expression in texts and respecting audience imperatives of cultures lead to effective (sensible) communication on fairness and humanity					
MYP subject specific objective(s)	Ai, Aii, Aiii, Aiv, Bi, Bii, Biii, Ci, Cii, Ciii, Di, Dii, div, Dv					
ATL skills	Critical-thinking and creative-thinking skills					
Content (topics, knowledge, skills)	De kunst van verhalen vertellen; Hoe kun je met een verhaal iets overbrengen; Hoe kan een boodschap mooi worden verpakt in een verhaal?					
Weegfactor	Herkansing	Tijdsduur	Toetsvorm	Afnamevorm	Minimum cijfer	Maximum cijfer
1	nee	60 + 15	Theoretische toets en praktische opdracht	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	1	2.1 <i>Friendship</i>	12-13-14-17-18	Culture
Related concept(s)	Meaning					
Global context	Identities and relationships					
Focus of exploration	lifestyle choices, happiness and the good life					
Statement of inquiry	Language is an essential tool that helps us to understand, reflect on and develop close personal, social, and cultural friendships in local and global contexts.					
MYP subject specific objective(s)	B, C, D					
ATL skills	social skills					
Content (topics, knowledge, skills)	friendship scenarios, interconnections					
Weegfactor	Herkansing	Tijdsduur	Toetsvorm	Afnamevorm	Minimum cijfer	Maximum cijfer
1	ja	60	Theoretische toets + PO	Klassikaal	1	8

Vakcode	la_en
Vaknaam	Language acquisition English

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R2	210	PW2	1	2.2 <i>My dream green school</i>	12, 15, 16, 18	Communication
Related concept(s)	Structure					
Global context	Globalization and sustainability					
Focus of exploration	Human impact on the environment					
Statement of inquiry	Language plays a very important role in promoting recycling in personal, local and wider communities					
MYP subject specific objective(s)	A, B, D					
ATL skills	communication skills					
Content (topics, knowledge, skills)	Sustainability, 3R (recycle, reuse, reduce)					
Weegfactor	Herkansing	Tijdsduur	Toetsvorm	Afnamevorm	Minimum cijfer	Maximum cijfer
1	ja	60	Theoretische toets	klassikaal	1	8

Vakcode	la_en
Vaknaam	Language acquisition English

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R3	310	PW3	1	2.3 <i>Life's opportunities</i>	11, 12, 13, 14, 18	Connections
Related concept(s)	Message and audience					
Global context	Identities and relationships					
Focus of exploration	Attitude, motivation , independence					
Statement of inquiry	When discussing personal and cultural matters, we can connect the way we present our message to our intended audience					
MYP subject specific objective(s)	A, B, C					
ATL skills	creative skills / reflection skills					
Content (topics, knowledge, skills)	0					
Weegfactor	Herkansing	Tijdsduur	Toetsvorm	Afnamevorm	Minimum cijfer	Maximum cijfer
1	nee	60 + 60	Theoretische toets + Mondeling	Klassikaal	1	8

Vakcode	la_fr
Vaknaam	Language acquisition French

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R1	110	PW1	1	2.1 Hello...it's me! And how are you?	11 12 13 14	Communication
Related concept(s)	Audience, Context					
Global context	Identities & Relationships					
Focus of exploration	Identity formation					
Statement of inquiry	Communication, adapted to audience and context, can build open-minded and caring relationships, based on one's identity.					
MYP subject specific objective(s)	Listening Speaking Reading Writing					
ATL skills	Communication/Collaboration/Reflection skills					
Content (topics, knowledge, skills)	Etre, avoir, aimer, detester, zich vorstellen, getalen, bijvoeglijke naamwoorden, school vakken en material. Adjectives, descriptions, family, friends, Present time.					
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

Vakcode	la_fr
Vaknaam	Language acquisition French

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R2	210	PW2	1	2.2 <i>What do you do all day?</i>	11 12 13 14	Culture
Related concept(s)	Communities, Time & place					
Global context	Personal & cultural expression					
Focus of exploration	Philosophies & ways of life					
Statement of inquiry	We use language with the purpose to express our culture through our daily routines, as part of a community, adapting to time and place.					
MYP subject specific objective(s)	Listening Speaking Reading Writing					
ATL skills	Organisation, reflection					
Content (topics, knowledge, skills)	Present Tense, daily routines, hobbies & activities, days, time telling					
Weegfactor	Herkansing	Tijdsduur	Toetsvorm	Afnamevorm	Minimum cijfer	Maximum cijfer
1	ja	60	Theoretische toets	Project (video) and oral interaction	1	8

Vakcode	la_fr
Vaknaam	Language acquisition French

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R3	310	PW3	1	2.3 <i>Where is home?</i>	11 12 13 14	Creativity
Related concept(s)	Form, purpose					
Global context	Orientation in time & space					
Focus of exploration	Natural and human landscapes					
Statement of inquiry	We can give form and purpose to our familiar places with creativity.					
MYP subject specific objective(s)	Listening Speaking Reading Writing					
ATL skills	Affective, communication					
Content (topics, knowledge, skills)	Verbs "IR" in Present Simple; prepositions "en", "de", "a"; prepositions of space; Imperative - verbs "ER".					
Weegfactor	Herkansing	Tijdsduur	Toetsvorm	Afnamevorm	Minimum cijfer	Maximum cijfer
1	nee	60	Theoretische toets	Test and oral presentation	1	8

Vakcode	la_sp
Vaknaam	Language acquisition Spanish

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R1	110	PW1	1	2.1 <i>All about you!</i>	11, 12, 13, 14	Communication
Related concept(s)	Audience, concept, patterns					
Global context	Identities and relationships					
Focus of exploration	Introducing yourself, personal information, school subjects and environment. Brief introduction to Spanish culture and language.					
Statement of inquiry	Communication adapted to audience and context can build open minded and caring relationships based in one's identity.					
MYP subject specific objective(s)	B, C, D					
ATL skills	Communication, transfer					
Content (topics, knowledge, skills)	Date, time, days, months, seasons. Personal pronouns, demonstrative objects. Presente SER, ESTAR, TENER. Números. PREFERIR, GUSTAR. PORQUE, PERO, TAMBIÉN.					
Weegfactor	Herkansing	Tijdsduur	Toetsvorm	Afnamevorm	Minimum cijfer	Maximum cijfer
1	ja	60	Theoretische toets + Praktische opdracht	klassikaal	1	8

Vakcode	la_sp
Vaknaam	Language acquisition Spanish

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R2	210	PW2	1	2.2 <i>What about the others?</i>	11, 12, 13, 15	Connections
Related concept(s)	Patterns					
Global context	Identities and relationships					
Focus of exploration	Your family and friends, relationships. Physical and character descriptions. Occupations, routines, hobbies and preferences.					
Statement of inquiry	By learning a new language we can define our identity in relation to the persons that surround us and the relationships we build with them.					
MYP subject specific objective(s)	A, B, C, D					
ATL skills	Communication, transfer					
Content (topics, knowledge, skills)	Personal pronouns, demonstrative objects, presente, frequency and quantity adverbs. (poco, mucho, demasiado, bastante).					
Weegfactor	Herkansing	Tijdsduur	Toetsvorm	Afnamevorm	Minimum cijfer	Maximum cijfer
1	ja	60	Theoretische toets + Praktische opdracht	klassikaal	1	8

Vakcode	la_sp
Vaknaam	Language acquisition Spanish

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R3	310	PW3	1	2.3 <i>Home sweet home.</i>	11, 12, 13, 16	Creativity
Related concept(s)	Message					
Global context	Orientation in time and space					
Focus of exploration	Housing and homes. My home and my neighborhood. Different sorts of environments, city, town, village, countryside. Descriptions and give directions.					
Statement of inquiry	Through language we produce creative messages about our homes.					
MYP subject specific objective(s)	A, B, C, D					
ATL skills	Creativity, communication					
Content (topics, knowledge, skills)	ESTAR+ LOCATION, HAY, PRESENTE IMPERATIVO. PODER, QUERER, PREFERIR+ INFINITIVE. PREPOSITIONS OF PLACE AND					
Weegfactor	Herkansing	Tijdsduur	Toetsvorm	Afnamevorm	Minimum cijfer	Maximum cijfer
1	nee	60 + 60	Theoretische toets + Praktische opdracht	individueel	1	8

Vakcode	la_ge
Vaknaam	Language acquisition Spanish

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R1	110	PW1	1	2.1 Me and my family	11 12 13 14 15 16 17 18	Communication, Culture
Related concept(s)	Context, Srtucture, Word choice					
Global context	Identities & Relationships					
Focus of exploration	Peoples, boundaries and interaction					
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)	Writing & Reading					
ATL skills	Communication/Collaboration/Reflection skills					
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

Vakcode	la_ge
Vaknaam	Language acquisition Spanish

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R2	210	PW2	1	2.2 School Life	11 12 13 14 15 16 17 18	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)	Reading, Listening & Speaking					
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	ja	60	Theoretische toets	Test (digital)	1	8

Vakcode	la_ge
Vaknaam	Language acquisition Spanish

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R3	310	PW3	1	2.3 <i>Free time</i>	11 12 13 14 15 16 17 18	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)	Listening, Speaking & Writing					
ATL skills	Communicator/ Inquirer					
Content (topics, knowledge, skills)	Hobbies, Vocabulary free time & hobbies, question words, verbs, articles					
Weegfactor	Herkansing	Tijdsduur	Toetsvorm	Afnamevorm	Minimum cijfer	Maximum cijfer
1	ja	60	Theoretische toets	Vlog + Test (digital)	1	8

Vakcode	math
Vaknaam	Mathematics

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R1	110	PW1	1	2.1 <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
0	0	60	Theoretische toets	klassikaal	1	8

Vakcode	math
Vaknaam	Mathematics

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R2	210	PW2	1	2.2 <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, B, C and D					
ATL skills	Thinking and communication skills					
Content (topics, knowledge, skills)	Meten, Meetkunde, Verbanden, Getallen					
Weegfactor	Herkansing	Tijdsduur	Toetsvorm	Afnamevorm	Minimum cijfer	Maximum cijfer
1	ja	60	Theoretische toets	klassikaal	1	8

Vakcode	math
Vaknaam	Mathematics

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R3	310	PW3	1	2.3 <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)	B, C, D					
ATL skills	Communication Skills, Thinking Skills and Research Skills					
Content (topics, knowledge, skills)	Verbanden en getallen					
Weegfactor	Herkansing	Tijdsduur	Toetsvorm	Afnamevorm	Minimum cijfer	Maximum cijfer
1	nee	60	Theoretische toets	klassikaal	1	8

Vakcode	sci
Vaknaam	Sciences

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R1	110	PW1	1	2.1 <i>How do living things work?</i>	29, 32, 33 en 34	Relationship
Related concept(s)	Form, Function					
Global context	Globalization and sustainability					
Focus of exploration	Commonality, diversity and interconnection					
Statement of inquiry	Door de relatie te begrijpen tussen de levensbehoeften en de gespecialiseerde vormen en functies van levende wezens, kunnen we beslissingen nemen en acties ondernemen voor een gezondere en duurzamere levensstijl.					
MYP subject specific objective(s)	A i, A ii, B i, B ii, C i, C ii, C iii, C iv, C v, D iii en D iv					
ATL skills	Communication skills, Critical thinking skills					
Content (topics, knowledge, skills)	Cells, celorganellen, signs of life, photosynthesis, metabolism in organisms					
Weegfactor	Herkansing	Tijdsduur	Toetsvorm	Afnamevorm	Minimum cijfer	Maximum cijfer
1	ja	60	Theoretische toets en praktische opdracht	klassikaal	1	8

Vakcode	sci
Vaknaam	Sciences

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R2	210	PW2	1	2.2 <i>How can we study the living world?</i>	29, 30, 31, 33 en 34	Systems
Related concept(s)	Balance, interaction					
Global context	Scientific and technical innovation					
Focus of exploration	Systems, models, methods					
Statement of inquiry	Wetenschappers hebben methoden en hulpmiddelen ontwikkeld om de interacties die ecosystemen in balans houden te begrijpen en te onderhouden.					
MYP subject specific objective(s)	A iii, B i, B iii, B iv, C iii, Cv, D i en D ii, Diii, Div					
ATL skills	Reflection skills, Creative-thinking skills					
Content (topics, knowledge, skills)	Ecosystems, levels of organization, (a)biotic factors					
Weegfactor	Herkansing	Tijdsduur	Toetsvorm	Afnamevorm	Minimum cijfer	Maximum cijfer
1	ja	nvt	Praktische opdracht	individueel	1	8

Vakcode	sci
Vaknaam	Sciences

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R3	310	PW3	1	2.3 <i>Materials make our world</i>	28, 30, 31	Change
Related concept(s)	Form, Transformation					
Global context	Fairness and development					
Focus of exploration	Experiments					
Statement of inquiry	Materials that make our world can be transformed and change their form.					
MYP subject specific objective(s)	Ai, A ii, Aiii, B ii, B iii, Biv, C i, C ii, C iv, Di, D ii					
ATL skills	Organization skills, Critical-thinking skills, Transfer skills					
Content (topics, knowledge, skills)	develop experimental practical skills					
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	1	2.1. Mens en Natuur: vrienden of vijanden?	29, 30, 36, 37, 38, 39, 41, 43, 47	Change, Relationships
Related concept(s)	Sustainability, Innovation and Revolution					
Global context	Globalization and sustainability					
Focus of exploration	Human impact on the environment					
Statement of inquiry	Change caused by innovation and revolution can be a challenge for sustainable relationships between humans and nature.					
MYP subject specific objective(s)	Ai, Aii, Ci, Cii, Di, Dii, Div					
ATL skills	Communication skills, Transfer skills					
Content (topics, knowledge, skills)	Landschapszones, klimaatfactoren, landdegradatie, perspectieven, prehistorie, van nomadische naar agrarische naar stedelijke samenleving, relaties mens en natuur (4x)					
Weegfactor	Herkansing	Tijdsduur	Toetsvorm	Afnamevorm	Minimum cijfer	Maximum cijfer
1	ja	nvt	Praktische opdracht	individueel	1	8

Vakcode	i&s
Vaknaam	Individuals and societies

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R2	210	PW2	1	2.2a <i>Grieken en Romeinen: appje uit de oudheid</i>	36, 37, 38, 40, 43, 44	Time, place & space
Related concept(s)	Culture					
Global context	Orientation in space and time					
Focus of exploration	Exchange and interaction					
Statement of inquiry	Cultures are shaped by the exchange and interaction of ideas across different times, places and spaces.					
MYP subject specific objective(s)	Ai, Bii, Biii, Biv, Cii, Diii					
ATL skills	Communication skills					
Content (topics, knowledge, skills)	Democratie, filosofie, architectuur, kalender (tijd), taal, heldenverhalen, recht, retorica					
Weegfactor	Herkansing	Tijdsduur	Toetsvorm	Afnamevorm	Minimum cijfer	Maximum cijfer
1	ja	nvt	Praktische opdracht	individueel	1	8

Vakcode	i&s
Vaknaam	Individuals and societies

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R2	211	PW2	1	2.2b <i>Natuurlijke gevaren</i>	29, 36, 37, 39, 40, 41	Systems
Related concept(s)	Resources					
Global context	Time, place and time					
Focus of exploration	Society					
Statement of inquiry	Societies can be affected by different types of natural hazards and require innovative systems and resources in order to respond effectively to them.					
MYP subject specific objective(s)	Ai, Aii, Bi, Ci, Ciii, Di, Dii, Div					
ATL skills	Organization skills					
Content (topics, knowledge, skills)	Opbouw van de aarde, gesteenten, platen tektoniek, aardbevingen, vulkaan, hazard management					
Weegfactor	Herkansing	Tijdsduur	Toetsvorm	Afnamevorm	Minimum cijfer	Maximum cijfer
1	ja	60	Theoretische toets	klassikaal	1	8

Vakcode	i&s
Vaknaam	Individuals and societies

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R3	310	PW3	1	2.3 <i>Wereldwijd</i>	35, 36, 37, 38, 39, 40, 41, 42, 43, 46	Global interactions
Related concept(s)	Identity					
Global context	Personal and cultural expression					
Focus of exploration	Migration and population					
Statement of inquiry	Global interactions can result in a cultural diverse population.					
MYP subject specific objective(s)	Bi, Bii, Biii, Biv, Cii, Diii					
ATL skills	Communication skills, Information-literacy skills					
Content (topics, knowledge, skills)	Multiculturalisme in heden en verleden, migratie, leefomgeving, religie					
Weegfactor	Herkansing	Tijdsduur	Toetsvorm	Afnamevorm	Minimum cijfer	Maximum cijfer
1	nee	90	Praktische opdracht	individueel	1	8

Vakcode	art
Vaknaam	Arts

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R1	110	PW1	1	2.1 Transformation	54, 55, 56	Identity
Related concept(s)	Composition, Transformation					
Global context	Personal and cultural expression					
Focus of exploration	Aristy, craft, creation, beauty, metacognition and abstract thinking					
Statement of inquiry	Your personal and cultural expression can transform visual and music compositions					
MYP subject specific objective(s)	A, B, C, D					
ATL skills	Communication, collaboration, organization, affective, reflection, creative-thinking, transfer					
Content (topics, knowledge, skills)	<ul style="list-style-type: none"> * Abstracte beeldend werken vanuit de emotie geïnspireerd op gegeven muziek * Eigen muziekcompositie (soundscape) geïnspireerd op bestaande dierbare muziek. (transformatie) * Eigen muziekcompositie vertalen in een beeldend werk (grafisch). * Beeldend en muziek samenbrengen in een totaalinstallatie. 					
Weegfactor	Herkansing	Tijdsduur	Toetsvorm	Afnamevorm	Minimum cijfer	Maximum cijfer
1	ja	90	mondeling	klassikaal	1	8

Vakcode	art
Vaknaam	Arts

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R2	210	PW2	1	2.2 <i>Change through play</i>	54, 55, 56	Change
Related concept(s)	Play, Expression, Presentation					
Global context	Orientation in space and time					
Focus of exploration	Self-esteem					
Statement of inquiry	Zelfvertrouwen voor jezelf en zelfvertrouwen van de groep kan zich ontwikkelen door verandering te ontdekken vanuit spelen met expressie en presentatie.					
MYP subject specific objective(s)	A, B, C, D					
ATL skills	Communication, collaboration, affective, reflection					
Content (topics, knowledge, skills)	Summative assessment: Leerling verzamelt werk wat ze hebben gemaakt de afgelopen periode Leerling bouwt groepstentoonstelling met het gemaakte werk Leerling kiest key moment en vertelt hierover Leerling maakt performance en kiest zelf opdracht uit lessen voor deze mini-performance					
Weegfactor	Herkansing	Tijdsduur	Toetsvorm	Afnamevorm	Minimum cijfer	Maximum cijfer
1	ja	90	mondeling	klassikaal	1	8

Vakcode	art
Vaknaam	Arts

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R3	310	PW3	1	2.3 Culture & Patterns	54, 55, 56	Culture
Related concept(s)	Interpretation, narrative, play, presentation, role					
Global context	Personal and cultural expression					
Focus of exploration	Ritual and play					
Statement of inquiry	Verhalen en expressieve uitingen laten onderliggende patronen zien van een cultuur.					
MYP subject specific objective(s)	A, B, C, D					
ATL skills	Communication, collaboration, organization, reflection, creative-thinking, transfer					
Content (topics, knowledge, skills)	Analytisch beschouwen kunstbron met een open blik. Verzamelen volksverhalen. Onderzoeken volkscultuur en patronen. Creatief schrijven: wegstreepopdracht volksverhalen tot een nieuwe vorm Omzetten van verhalen en onderzoek in dans. Ervaren van een theateraal maakproces. Theatervormgeving aansluitend op de inhoud. Meespelen/werken in/aan een theatrale presentatie.					
Weegfactor	Herkansing	Tijdsduur	Toetsvorm	Afnamevorm	Minimum cijfer	Maximum cijfer
1	nee	90	mondeling	klassikaal	1	8

Vakcode	des
Vaknaam	Design

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R1	110	PW1	1	2.1 How to Design a Game	n.v.t	Systems
Related concept(s)	Form, Resources					
Global context	Identities and Relationships					
Focus of exploration	attitudes, motivation, independence					
Statement of inquiry	Door onderzoek naar identiteit en relaties, verbanden zoeken tussen vormen en systemen					
MYP subject specific objective(s)	A: iii + iv. B: ii + iii, C: i + ii, D: i + ii					
ATL skills	Information & Organization skills, Creative & Critical-thinking skills					
Content (topics, knowledge, skills)	Onderzoeken van verschillende technieken en materialen om een product/spel te maken van onder andere hout.					
Weegfactor	Herkansing	Tijdsduur	Toetsvorm	Afnamevorm	Minimum cijfer	Maximum cijfer
1	ja	180	Praktische Opdracht	klassikaal	1	8

Vakcode	des
Vaknaam	Design

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R2	210	PW2	1	2.2 <i>Create your own Planet</i>	n.v.t.	Communities
Related concept(s)	Adaption, Collaboration					
Global context	Scientific and technical innovation					
Focus of exploration	Modernization, industrialization and engineering					
Statement of inquiry	Door connecties te leggen tussen een bestaande techniek en eigen nieuwe wereld een tijd, plaats en ruimte creëren.					
MYP subject specific objective(s)	A: i + ii + iv. B: i + iv. C: iii + iv. D: iii + iv					
ATL skills	Collaboration & Creative					
Content (topics, knowledge, skills)	Werken in tweetallen. In dit tweetal gaan ze een verdeling maken voor de volgende opdrachten: - Een nieuwe wereld/planeet ontwerpen en bouwen waar de mens gaat wonen samen met robots.					
Weegfactor	Herkansing	Tijdsduur	Toetsvorm	Afnamevorm	Minimum cijfer	Maximum cijfer
1	ja	180	Praktische Opdracht	klassikaal	1	8

Vakcode	des
Vaknaam	Design

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R3	310	PW3	1	2.3 Create your own neighborhood/house	n.v.t.	Development
Related concept(s)	Innovation, Sustainability					
Global context	Scientific and technical innovation					
Focus of exploration	Artistry, craft, creation, beauty					
Statement of inquiry	De toonaangevende architecten van de wereld gebruiken innovatieve modellen en methoden om het evenwicht tussen vorm en functie op een duurzame manier te ontwikkelen					
MYP subject specific objective(s)	A: i + ii +iii + iv. B: i + ii +iii + iv. C: i + ii +iii + iv. D: i + ii +iii + iv.					
ATL skills	Practise dealing with change, Use effective learning strategies in subject groups and disciplines					
Content (topics, knowledge, skills)	Onderzoek doen naar verschillende types architectuur en vorm en van daaruit een eigen architectonisch object ontwikkelen					
Weegfactor	Herkansing	Tijdsduur	Toetsvorm	Afnamevorm	Minimum cijfer	Maximum cijfer
1	nee	180	Praktische Opdracht	klassikaal	1	8

Vakcode	PHE
Vaknaam	Physical and health education

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R1	110	PW1	1	2.1 Hit and Run	53, 57	Relationships
Related concept(s)	Function					
Global context	Scientific and technical innovation					
Focus of exploration	Adaptation, ingenuity and progress					
Statement of inquiry	the function of ingenuine relationships shapes innovation.					
MYP subject specific objective(s)	Ai,Aii,Aiii & Di,Dii,Diii					
ATL skills	Collaboration skills transfer skills					
Content (topics, knowledge, skills)	tactiek en techniek van hit and run games, toepassen onbekende situaties.					
Weegfactor	Herkansing	Tijdsduur	Toetsvorm	Afnamevorm	Minimum cijfer	Maximum cijfer
1	ja	70	theoretische toets	klassikaal	1	8

Vakcode	PHE
Vaknaam	Physical and health education

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R2	210	PW2	1	2.2a Net Games	53, 55	development
Related concept(s)	movement					
Global context	identities and relationships					
Focus of exploration	Self esteem					
Statement of inquiry	practicing and exploring of physical skills and movements patterns in sports shapes identities and self-esteem across diverse cultures					
MYP subject specific objective(s)	Ci,Cii,Ciii & Di,Dii,Diii					
ATL skills	Organisation skills, Set goals that challenging and realistic					
Content (topics, knowledge, skills)	Leerlingen zullen leren over de technieken en tactieken. Hierbij zullen de leerlingen mondeling examen doen. in dit gesprek laten ze weten wat ze geleerd hebben					
Weegfactor	Herkansing	Tijdsduur	Toetsvorm	Afnamevorm	Minimum cijfer	Maximum cijfer
1	ja	nvt	mondeling	klassikaal	1	8

Vakcode	PHE
Vaknaam	Physical and health education

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R2	211	PW2	1	2.2b Gymnastics	53, 54	development
Related concept(s)	Refinement					
Global context	Fairness and Development					
Focus of exploration	Human capability and development					
Statement of inquiry	"Unlocking human capability by refining gymnastics fosters personal growth, enhancing physical abilities and promoting a well-rounded development."					
MYP subject specific objective(s)	Bi, Bii & Ci, Ciii					
ATL skills	create plans to prepare for SA					
Content (topics, knowledge, skills)	routine design and choreography					
Weegfactor	Herkansing	Tijdsduur	Toetsvorm	Afnamevorm	Minimum cijfer	Maximum cijfer
1	ja	nvt	Praktijktoets	klassikaal	1	8

Vakcode	PHE
Vaknaam	Physical and health education

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R3	310	PW3	1	2.3a Make healthy life choices	58	Changes
Related concept(s)	Balance, choice					
Global context	Personal and cultural expression					
Focus of exploration	Ways of life					
Statement of inquiry	"Through the exploration of healthy life choices, our objective is to transform thought patterns, fostering a commitment to sustaining a balanced lifestyle."					
MYP subject specific objective(s)	Bi, Bii & Dii					
ATL skills	Practicing dealing with change					
Content (topics, knowledge, skills)	lifestyle skills, impact healthy lifestyle					
Weegfactor	Herkansing	Tijdsduur	Toetsvorm	Afnamevorm	Minimum cijfer	Maximum cijfer
1	nee	nvt	Praktijktoets en mondeling	klassikaal	1	8

Vakcode	PHE
Vaknaam	Physical and health education

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R3	311	PW3	1	2.3b Invasion Games	53, 56	communication
Related concept(s)	interaction, system					
Global context	orientation in space in time					
Focus of exploration	Peoples, boundaries, exchange and interaction					
Statement of inquiry	"Teams gain their advantage in defensive and offensive strategies through improved communication and interaction."					
MYP subject specific objective(s)	Ai, Aii , Aiii & Cii					
ATL skills	Collaboration skills Take responsibility for one's actions					
Content (topics, knowledge, skills)	skillset invasion games.					
Weegfactor	Herkansing	Tijdsduur	Toetsvorm	Afnamevorm	Minimum cijfer	Maximum cijfer
1	nee	nvt	Praktijktoets	klassikaal	1	8