

**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 | 3.1 <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 | 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 | 2 | 3.2 Mediawijsheid en betrouwbaarheid in teksten - Media Literacy en doelbewust lezen & schrijven | 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 i, ii, iii / D i, ii, iii, iv, v | | | | | |
| 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 |

| | |
|----------------|----------------------------|
| Vakcode | ll_ne |
| Vaknaam | Language acquisition Dutch |

| Cijferperiode | Kolomnummer | Kolomkop | Leerjaar | Unit title | SLO kerndoelen | Key concept |
|--|--|-----------|---------------------------------|--|----------------------------|----------------|
| R3 | 310 | PW3 | 2 | 3.3 Betekenisvol gebruik van woorden, framing en beeldspraak | 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, iii/ 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 + 120 | 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 Digital Communication | 13, 14, 15, 16 | Creativity |
| Related concept(s) | Conventions | | | | | |
| Global context | How do we understand the world in which we live? | | | | | |
| Focus of exploration | Digital life, virtual environments and information | | | | | |
| 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) | A,B,D | | | | | |
| 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 ettiquette 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 | Theoretische toets | klassikaal | 1 | 8 |

| | |
|----------------|------------------------------|
| Vakcode | la_en |
| Vaknaam | Language acquisition English |

| 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 | Civilisations and social histories, heritage, pilgrimage, migration, displacement and exchange | | | | | |
| 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) | B,C,D | | | | | |
| 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 + 60 | Theoretische toets en mondeling | klassikaal | 1 | 8 |

| | |
|----------------|------------------------------|
| Vakcode | la_en |
| Vaknaam | Language acquisition English |

| 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 | Philosophies and ways of life | | | | | |
| 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) | A,B,C | | | | | |
| 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 + 60 | 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 How do other people live? | 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) | 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 |

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|----------------|-----------------------------|
| Vakcode | la_fr |
| Vaknaam | Language acquisition French |

| 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 | | | | | |
| ATL skills | Organisation, reflection | | | | | |
| 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 |

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|----------------|-----------------------------|
| Vakcode | la_fr |
| Vaknaam | Language acquisition French |

| 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, 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 Free time, hobbies and sports | 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) | 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 | 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 | 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 | | | | | |
| ATL skills | Communication, transfer | | | | | |
| 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 |
| 1 | ja | 60 + 60 | Theoretische toets + Mondeling | klassikaal | 1 | 8 |

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|----------------|------------------------------|
| Vakcode | la_sp |
| Vaknaam | Language acquisition Spanish |

| 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 and disadvantages of different places. | | | | | |
| Statement of inquiry | Through media and social media, we communicate with others, learn, and inform ourselves. | | | | | |
| MYP subject specific objective(s) | A B 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 | Theoretische toets | 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 Family/ Friendship | 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 |

| | |
|----------------|------------------------------|
| Vakcode | la_ge |
| Vaknaam | Language acquisition Spanish |

| 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 | | | | | |
| Weegfactor | Herkansing | Tijdsduur | Toetsvorm | Afnamevorm | Minimum cijfer | Maximum cijfer |
| 1 | ja | 60 | Theoretische toets | Vlog + Test (digital) | 1 | 8 |

| | |
|----------------|------------------------------|
| Vakcode | la_ge |
| Vaknaam | Language acquisition Spanish |

| Cijferperiode | Kolomnummer | Kolomkop | Leerjaar | Unit title | SLO kerndoelen | Key concept |
|--|--|-----------|--------------------|------------------------|----------------|----------------|
| R3 | 310 | PW3 | 2 | 3.3 <i>School Life</i> | 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 |

| | |
|----------------|-------------|
| Vakcode | math |
| Vaknaam | Mathematics |

| 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, Cv, Di, Dii, Diii, Div, Dv | | | | | |
| ATL skills | Thinking and communication skills | | | | | |
| Content (topics, knowledge, skills) | Meten, Meetkunde, 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 | 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, Ciii, Civ, Cv, Di, Dii, Diii, Div, Dvi | | | | | |
| ATL skills | Communication Skills Thinking Skills Research Skills | | | | | |
| Content (topics, knowledge, skills) | Getallen en verbanden | | | | | |
| 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 | 3.1a Matter, molecules, atoms and elements | 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 | 60 | Theoretische toets | klassikaal | 1 | 8 |

| | |
|----------------|----------|
| Vakcode | sci |
| Vaknaam | Sciences |

| Cijferperiode | Kolomnummer | Kolomkop | Leerjaar | Unit title | SLO kerndoelen | Key concept |
|--|---|-----------|--------------------|--------------------------------|--------------------|----------------|
| R1 | 111 | PW1 | 2 | 3.1b <i>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 | | | | | |
| 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 |

| | |
|----------------|----------|
| Vakcode | sci |
| Vaknaam | Sciences |

| 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) | A i, A ii, A iii, B iii, B iv, C i, C iii, C iv, C v, D iii, D iv | | | | | |
| 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 |

| | |
|----------------|----------|
| Vakcode | sci |
| Vaknaam | Sciences |

| 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 |
| 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 | 180 | Praktische opdracht | presentatie | 1 | 8 |

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|----------------|---------------------------|
| Vakcode | i&s |
| Vaknaam | Individuals and societies |

| Cijferperiode | Kolomnummer | Kolomkop | Leerjaar | Unit title | SLO kerndoelen | Key concept |
|--|--|-----------|---------------------|------------------------------|------------------------------------|--------------------|
| R2 | 210 | PW2 | 2 | 3.2 <i>Ontdekkingsreizen</i> | 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 | | | | | |
| 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 | 60 | Praktische opdracht | individueel | 1 | 8 |

| | |
|----------------|---------------------------|
| Vakcode | i&s |
| Vaknaam | Individuals and societies |

| 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 Who is IB? | 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 | 90 | Mondeling | klassikaal | 1 | 8 |

| | |
|----------------|------|
| Vakcode | art |
| Vaknaam | Arts |

| 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 | | | | | |
| 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)</p> <p>- analyseopdracht: ga zelf op zoek naar protestkunst</p> <p>B. - maak individueel of in tweetallen protestkunst waarmee je iets wil veranderen / impact heeft op samenleving</p> <p>- 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</p> <p>- Je evalueert het gemaakte eindwerk aan de hand van ZIEN-DENKEN-VERWONDEREN</p> | | | | | |
| 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 | 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> <p>CRITERIA C Presentatie performance gebaseerd op tekst (spoken word, hiphop, rap, teksttoneel etc)</p> <p>CRITERIA D Reflectie</p> | | | | | |
| 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 | 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 |

| | |
|----------------|--------|
| Vakcode | des |
| Vaknaam | Design |

| Cijferperiode | Kolomnummer | Kolomkop | Leerjaar | Unit title | SLO kerndoelen | Key concept |
|--|---|-----------|---------------|--------------------|----------------|----------------|
| R2 | 210 | PW2 | 2 | 3.2 <i>Protest</i> | n.v.t. | Communication |
| Related concept(s) | Evaluation, Perspective | | | | | |
| Global context | Fairness & Development | | | | | |
| Focus of exploration | Rights, law, civic responsibility and the public sphere | | | | | |
| 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:i + ii + iii + civ D:i + ii + 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 |

| | |
|----------------|--------|
| Vakcode | des |
| Vaknaam | Design |

| 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) | Ai + ii + iii + iv B:i+ii+iii+biv C:ii+iv D:i+iii+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 | 3.1a Duathlon Target games and endurance running | 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 |

| | |
|----------------|-------------------------------|
| Vakcode | PHE |
| Vaknaam | Physical and health education |

| Cijferperiode | Kolomnummer | Kolomkop | Leerjaar | Unit title | SLO kerndoelen | Key concept |
|--|--|-----------|--------------------------------------|-------------------|----------------|----------------|
| R1 | 111 | PW1 | 2 | 3.1b Stick sports | 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 | | | | | |
| Weegfactor | Herkansing | Tijdsduur | Toetsvorm | Afnamevorm | Minimum cijfer | Maximum cijfer |
| 1 | ja | 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 |
|--|---|-----------|--------------------------------------|---------------------|----------------|----------------|
| R2 | 210 | PW2 | 2 | 3.2a Shoot the hoop | 53, 55 | change |
| Related concept(s) | adaptation, choice | | | | | |
| Global context | identities and relationships | | | | | |
| Focus of exploration | lifestyle choices | | | | | |
| Statement of inquiry | adaptation across context changes thinking and influences choices that impact physical and social well being. | | | | | |
| MYP subject specific objective(s) | Cii, Ciii, Di, Dii, Diii | | | | | |
| ATL skills | reflection skills | | | | | |
| Content (topics, knowledge, skills) | reflective basketball korfbal Planbased work | | | | | |
| Weegfactor | Herkansing | Tijdsduur | Toetsvorm | Afnamevorm | Minimum cijfer | Maximum cijfer |
| 1 | ja | 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 |
|--|--|-----------|--------------------------------------|--|----------------|----------------|
| R2 | 211 | PW2 | 2 | 3.2b Healthy development, How does the | 58 | Development |
| Related concept(s) | Energie | | | | | |
| 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 |

| | |
|----------------|-------------------------------|
| Vakcode | PHE |
| Vaknaam | Physical and health education |

| 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 cultural 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 |