

**DE  
JOHANWITT**

MAKEN WE SAMEN  
STAAT MIDDEN IN DE WERELD  
BIEDT UITSTEKEND ONDERWIJS

# Middle Years Programme 4

**Schooljaar  
2024 - 2025**

**Leerjaar 3**

<b>Vakcode</b>	ll_ne
<b>Vaknaam</b>	Language acquisition Dutch

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R1	110	PW1	3	4.1 <i>Alles is liefde</i>	1, 2, 3, 4, 5, 8, 10	Connections
<b>Related concept(s)</b>	Theme, Style, Self-expressions					
<b>Global context</b>	Identities & relationships					
<b>Focus of exploration</b>	Peoples, boundaries, exchange & interaction					
<b>Statement of inquiry</b>	The theme of love has resonated with humans across the globe for centuries and for as long as we have loved, we have used poetic style and literature as a means of self expression as a way to make connections and to better understand our relationship with others					
<b>MYP subject specific objective(s)</b>	A ii/iv, B i/ii, C i/ii/iii D i/ii/v					
<b>ATL skills</b>	Communication Skills & Creative Thinking					
<b>Content (topics, knowledge, skills)</b>	Poetry, Lovesongs, Fiction, Films, Plays. Tekstdoelen, tekstsoorten, tekstverbanden, onderwerp, hoofdgedachte. Schrijven van informatieve tekst. Schrijven van brief.					
Weegfactor	Herkansing	Tijdsduur	Toetsvorm	Afnamevorm	Minimum cijfer	Maximum cijfer
1	ja	90	Theoretische toets en praktische opdracht	klassikaal	1	8

<b>Vakcode</b>	ll_ne
<b>Vaknaam</b>	Language acquisition Dutch

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R2	210	PW2	3	4.2 <i>Op avontuur: queestes en de reis van de held</i>	1, 2, 3, 6, 8	Creativity
<b>Related concept(s)</b>	Character, Setting, Style, Genre, Intertextuality					
<b>Global context</b>	(Personal & cultural expressions) Identities & Relationships (linked to role models)					
<b>Focus of exploration</b>	Roles & role models, Transitions					
<b>Statement of inquiry</b>	In stories all over the world and across genres figure characters as heroes in different settings and style who encounter obstacles and start a queeste to find universal solutions or answers to questions.					
<b>MYP subject specific objective(s)</b>	ABCD					
<b>ATL skills</b>	Communication Skills					
<b>Content (topics, knowledge, skills)</b>	Stories (books, films, series) about queestes in international and Dutch literature. Documentaires, kijk- en luisterstrategieën, schrijven met schrijfplan, leesstrategieën toepassen en samenvatten.					
Weegfactor	Herkansing	Tijdsduur	Toetsvorm	Afnamevorm	Minimum cijfer	Maximum cijfer
1	ja	90 + 90	Theoretische toets en praktische opdracht	klassikaal	1	8

<b>Vakcode</b>	ll_ne
<b>Vaknaam</b>	Language acquisition Dutch

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R3	310	PW3	3	4.3 <i>Don't believe the hype</i>	1, 2, 4, 5, 7, 9, 10	Perspective
<b>Related concept(s)</b>	Context, Point of view, setting, purpose, audience imperatives,					
<b>Global context</b>	Identities & relationships					
<b>Focus of exploration</b>	Lifestyle choices, Consciousness & minds					
<b>Statement of inquiry</b>	The information we chose to believe and spread, influences how we develop, operate and are perceived by tothers therefor awareness of the perspective of sources is important for personal growth.					
<b>MYP subject specific objective(s)</b>	A i/iii, B i/iii, C i/ii/iii, D i/iii/iv/v					
<b>ATL skills</b>	Communication Skills					
<b>Content (topics, knowledge, skills)</b>	Feitelijke en fictieve teksten. Informatieve / betogende versus amuserende bronnen (boek, krant, film, youtube etc). Argumenatieschema's, redeneren.					
Weegfactor	Herkansing	Tijdsduur	Toetsvorm	Afnamevorm	Minimum cijfer	Maximum cijfer
1	nee	90	Theoretische toets en praktische opdracht	klassikaal	1	8

<b>Vakcode</b>	la_en
<b>Vaknaam</b>	Language acquisition English

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R1	110	PW1	3	4.1 Global Citizenship	13, 14, 15, 16	Culture
<b>Related concept(s)</b>	Audience					
<b>Global context</b>	Globalization and sustainability					
<b>Focus of exploration</b>	Commonality, diversity and interconnection					
<b>Statement of inquiry</b>	Language plays an important role in promoting global citizenship, and is the key to participation in an interconnected world.					
<b>MYP subject specific objective(s)</b>	A, B, D					
<b>ATL skills</b>	Critical thinking					
<b>Content (topics, knowledge, skills)</b>	Global citizenship					
Weegfactor	Herkansing	Tijdsduur	Toetsvorm	Afnamevorm	Minimum cijfer	Maximum cijfer
1	ja	90	Theoretische toets	klassikaal	1	8

<b>Vakcode</b>	la_en
<b>Vaknaam</b>	Language acquisition English

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R2	210	PW2	3	4.2 First wave, second wave, and then?	13, 14, 15, 16	Culture
<b>Related concept(s)</b>	Context					
<b>Global context</b>	Orientation in time and space					
<b>Focus of exploration</b>	Civilizations and social histories, heritage, pilgrimage, migration, displacement and exchange					
<b>Statement of inquiry</b>	Writers use narratives to orientate the reader in journeys through time and space and to describe and reflect on the experiences of the travellers					
<b>MYP subject specific objective(s)</b>	A, B , C, D					
<b>ATL skills</b>	Research skills					
<b>Content (topics, knowledge, skills)</b>	Impact of Migration on society / Myths					
Weegfactor	Herkansing	Tijdsduur	Toetsvorm	Afnamevorm	Minimum cijfer	Maximum cijfer
1	ja	90 + 90	Theoretische toets en praktische opdracht	klassikaal	1	8

<b>Vakcode</b>	la_en
<b>Vaknaam</b>	Language acquisition English

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R3	310	PW3	3	4.3 <i>Europapa</i>	13, 14, 15, 16	Connections
<b>Related concept(s)</b>	Purpose					
<b>Global context</b>	Fairness and development					
<b>Focus of exploration</b>	Democracy, politics, government and civil society					
<b>Statement of inquiry</b>	Political systems and their development influence global connections, shaping the purpose and impact of societal progress					
<b>MYP subject specific objective(s)</b>	A, B, C, D					
<b>ATL skills</b>	Communication skills					
<b>Content (topics, knowledge, skills)</b>	European Union, how to start a bussiness, European trade					
Weegfactor	Herkansing	Tijdsduur	Toetsvorm	Afnamevorm	Minimum cijfer	Maximum cijfer
1	nee	90	Theoretische toets en praktische opdracht	klassikaal	1	8

<b>Vakcode</b>	la_fr
<b>Vaknaam</b>	Language acquisition French

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R1	110	PW1	3	4.1 <i>New technologies and global developments</i>	11 12 13 14	Communication
<b>Related concept(s)</b>	Function, goal, structure					
<b>Global context</b>	Scientific innovation and science					
<b>Focus of exploration</b>	Entrepreneurship Practice Competency					
<b>Statement of inquiry</b>	New technologies change the way we communicate with each other and learn a language.					
<b>MYP subject specific objective(s)</b>	A, B, C, D					
<b>ATL skills</b>	Communication Collaboration					
<b>Content (topics, knowledge, skills)</b>	Present tense, Imparfait, Modal verbs (POUVOIR, VOULOIR, DEVOIR, SAVOIR). Comparisons, superlative.					
Weegfactor	Herkansing	Tijdsduur	Toetsvorm	Afnamevorm	Minimum cijfer	Maximum cijfer
1	ja	90	Theoretische toets	Project and written test	1	8



<b>Vakcode</b>	la_fr
<b>Vaknaam</b>	Language acquisition French

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R2	210	PW2	3	4.2 Are we doing enough to protect the environment?	11 12 13 14	Connections
<b>Related concept(s)</b>	Function, goal, structure					
<b>Global context</b>	Equity and development					
<b>Focus of exploration</b>	Analysis and arguments					
<b>Statement of inquiry</b>	We can solve problems related to the environment through discussions and sharing of information in the languages that unite us.					
<b>MYP subject specific objective(s)</b>	A, B, C, D					
<b>ATL skills</b>	Collaboration Critical thinking					
<b>Content (topics, knowledge, skills)</b>	Future Simple Expression of cause and consequence Modal verbs.					
Weegfactor	Herkansing	Tijdsduur	Toetsvorm	Afnamevorm	Minimum cijfer	Maximum cijfer
1	ja	90	Theoretische toets	Project and written test	1	8

<b>Vakcode</b>	la_fr
<b>Vaknaam</b>	Language acquisition French

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R3	310	PW3	3	4.3 Diversity in the French-speaking world.	11 12 13 14	Culture
<b>Related concept(s)</b>	Word choice Structure					
<b>Global context</b>	Globalisation and sustainability					
<b>Focus of exploration</b>	Social constructions of reality					
<b>Statement of inquiry</b>	We connect with the culture and nature of a place when, through language, we understand texts about them and choose the right words to discuss them.					
<b>MYP subject specific objective(s)</b>	A, B, C, D					
<b>ATL skills</b>	Philosophies and ways of life					
<b>Content (topics, knowledge, skills)</b>	All tenses.					
Weegfactor	Herkansing	Tijdsduur	Toetsvorm	Afnamevorm	Minimum cijfer	Maximum cijfer
1	nee	90	Theoretische toets	Project and written test	1	8

<b>Vakcode</b>	la_sp
<b>Vaknaam</b>	Language acquisition Spanish

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R1	110	PW1	3	4.1 <i>New technologies</i>	11 12 13 14	Communication
<b>Related concept(s)</b>	Function, audience					
<b>Global context</b>	Scientific innovation and science					
<b>Focus of exploration</b>	Comparison Present & Past. Lifestyle changes due to technology. Internet/AI and education.					
<b>Statement of inquiry</b>	New technologies help us communicate with different audiences, impacting communities in different ways.					
<b>MYP subject specific objective(s)</b>	B, C, D					
<b>ATL skills</b>	Collaboration skills					
<b>Content (topics, knowledge, skills)</b>	Presente and Pretéritos. Direct and Indirect Object.					
Weegfactor	Herkansing	Tijdsduur	Toetsvorm	Afnamevorm	Minimum cijfer	Maximum cijfer
1	ja	90	Theoretische toets en Praktische opdracht	klassikaal	1	8

<b>Vakcode</b>	la_sp
<b>Vaknaam</b>	Language acquisition Spanish

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R2	210	PW2	3	4.2 Travelling & Sustainability	11 12 13 14	Connections
<b>Related concept(s)</b>	Audience , goal					
<b>Global context</b>	Orientation in time and space					
<b>Focus of exploration</b>	Different destinations and environments. Type of vacations and experiences. Give recommendations and advice. Environment					
<b>Statement of inquiry</b>	The information we create and communicate about our travels changes in meaning according to context.					
<b>MYP subject specific objective(s)</b>	A, B, C, D					
<b>ATL skills</b>	Research skills					
<b>Content (topics, knowledge, skills)</b>	Condicional. Basic conditional sentences. Futuro. Temporal markers.					
Weegfactor	Herkansing	Tijdsduur	Toetsvorm	Afnamevorm	Minimum cijfer	Maximum cijfer
1	ja	90 + 90	Theoretische toets + Mondeling	klassikaal	1	8

<b>Vakcode</b>	la_sp
<b>Vaknaam</b>	Language acquisition Spanish

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R3	310	PW3	3	4.3 Diversity in the Hispanic world	11 12 13 14	Connections
<b>Related concept(s)</b>	Context & meaning					
<b>Global context</b>	Globalisation and sustainability					
<b>Focus of exploration</b>	Countries, culture, traditions, food, similarities. Differences with students' own culture. Comparisons.					
<b>Statement of inquiry</b>	We connect with the culture and nature of a place when, through language, we understand texts about them and choose the right words to discuss them.					
<b>MYP subject specific objective(s)</b>	A, B, C					
<b>ATL skills</b>	Communication and transfer skills					
<b>Content (topics, knowledge, skills)</b>	All tenses. General revision.					
Weegfactor	Herkansing	Tijdsduur	Toetsvorm	Afnamevorm	Minimum cijfer	Maximum cijfer
1	nee	n.v.t.	Praktische opdracht	klassikaal	1	8

<b>Vakcode</b>	la_ge
<b>Vaknaam</b>	Language acquisition Spanish

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R1	110	PW1	3	4.1 <i>Weather and the environment</i>	11 12 13 14	Communication
<b>Related concept(s)</b>	Context/ Structure/ Word choice					
<b>Global context</b>	Orientation in time and space					
<b>Focus of exploration</b>	Health and well-being/ identity formation					
<b>Statement of inquiry</b>	Our environment impacts our choices					
<b>MYP subject specific objective(s)</b>	A, B, C, D					
<b>ATL skills</b>	Communication/Collaboration/Reflection skills/ Critical thinking					
<b>Content (topics, knowledge, skills)</b>	Weather, seasons, opinions, 'haben' en 'sein' in the past simple					
Weegfactor	Herkansing	Tijdsduur	Toetsvorm	Afnamevorm	Minimum cijfer	Maximum cijfer
1	ja	90	Theoretische toets	Test (digital)	1	8

<b>Vakcode</b>	la_ge
<b>Vaknaam</b>	Language acquisition Spanish

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R2	210	PW2	3	4.2 Health	11 12 13 14	Perspectives
<b>Related concept(s)</b>	Context/ Structure/ Word choice					
<b>Global context</b>	Identities and relationships					
<b>Focus of exploration</b>	Physical, psychological and social development/ happiness and the good life					
<b>Statement of inquiry</b>	Sports enhance health of body and mind.					
<b>MYP subject specific objective(s)</b>	A, C					
<b>ATL skills</b>	Communication/Collaboration/Reflection skills/ Critical thinking					
<b>Content (topics, knowledge, skills)</b>	Health, sport, talk about how you feel, 'modale werkwoorden' in the present simple					
Weegfactor	Herkansing	Tijdsduur	Toetsvorm	Afnamevorm	Minimum cijfer	Maximum cijfer
1	ja	90	Theoretische toets	Vlog + Test (digital)	1	8

<b>Vakcode</b>	la_ge
<b>Vaknaam</b>	Language acquisition Spanish

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R3	310	PW3	3	4.3 Transportation	11 12 13 14	Time, place and space
<b>Related concept(s)</b>	Context/ Structure/ Word choice					
<b>Global context</b>	Orientation in time and space					
<b>Focus of exploration</b>	Lifestyle choices					
<b>Statement of inquiry</b>	Some means of transportation are more suitable for our lifestyle.					
<b>MYP subject specific objective(s)</b>	B, C, D					
<b>ATL skills</b>	Communication/Collaboration/Reflection skills/ Critical thinking					
<b>Content (topics, knowledge, skills)</b>	Means of transportation, giving directions, 'modale werkwoorden' in the past simple					
<b>Weegfactor</b>	<b>Herkansing</b>	<b>Tijdsduur</b>	<b>Toetsvorm</b>	<b>Afnamevorm</b>	<b>Minimum cijfer</b>	<b>Maximum cijfer</b>
1	nee	90	Theoretische toets	Test (digital) + Mondeling	1	8



<b>Vakcode</b>	math
<b>Vaknaam</b>	Mathematics

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R1	110	PW1	3	4.1 Linear Lines and Curves In Nature	19,20,21	Logic, Relationship
<b>Related concept(s)</b>	Equivalence Generalization Models Systems					
<b>Global context</b>	Scientific and technical innovation					
<b>Focus of exploration</b>	Systems, models, methods, products, processes and solutions, Mathematical puzzles, principles and discoveries					
<b>Statement of inquiry</b>	Relationships between variables can be represented visually and algebraically to model and solve real-world problems.					
<b>MYP subject specific objective(s)</b>	Ai, Aii, Di, Dii, Diii, Div, Dvi					
<b>ATL skills</b>	Critical-thinking skills					
<b>Content (topics, knowledge, skills)</b>	Linear problems, drawing graph of linear formula. Quadratic problems. Quadratic Equations and Inequalities.					
Weegfactor	Herkansing	Tijdsduur	Toetsvorm	Afnamevorm	Minimum cijfer	Maximum cijfer
1	ja	90	Theoretische toets	Klassikaal	1	8

<b>Vakcode</b>	math
<b>Vaknaam</b>	Mathematics

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R2	210	PW2	3	4.2 <i>Where's the proof?</i>	19, 26,27	Relationship
<b>Related concept(s)</b>	Approximation Models Simplification					
<b>Global context</b>	Orientation in space and time					
<b>Focus of exploration</b>	Natural and human landscapes and resources					
<b>Statement of inquiry</b>	Understanding the relationships between angles, sides, and shapes allows us to navigate and solve problems related to space and structure in the real world.					
<b>MYP subject specific objective(s)</b>	A, B, C, D					
<b>ATL skills</b>	Communication skills, Information literacy skills, Critical-thinking skills					
<b>Content (topics, knowledge, skills)</b>	Properties of Similar Triangles Trigonometric Ratios Pythagoras Theorem					
Weegfactor	Herkansing	Tijdsduur	Toetsvorm	Afnamevorm	Minimum cijfer	Maximum cijfer
1	ja	90	Theoretische toets en praktische opdracht	Klassikaal	1	8

<b>Vakcode</b>	math
<b>Vaknaam</b>	Mathematics

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R3	310	PW3	3	<i>4.3 Making Informed Decisions with Percentages and Probability</i>	20,23, 25, 27	Relationships
<b>Related concept(s)</b>	Representation, Quantity, Generalization					
<b>Global context</b>	Globalization and Sustainability					
<b>Focus of exploration</b>	Patterns and Trends					
<b>Statement of inquiry</b>	Understanding patterns and relationships through percentages and probability enables us to make informed decisions in an uncertain world.					
<b>MYP subject specific objective(s)</b>	Ai, Aii, Bi, Bii, Ci, Cii					
<b>ATL skills</b>	Self-Management Skills, Research Skills, Thinking Skills					
<b>Content (topics, knowledge, skills)</b>	Percentages and Statistics Dispersion, Counting and Probability					
Weegfactor	Herkansing	Tijdsduur	Toetsvorm	Afnamevorm	Minimum cijfer	Maximum cijfer
1	ja	90	Theoretische toets en praktische opdracht	Klassikaal	1	8

<b>Vakcode</b>	sci
<b>Vaknaam</b>	Sciences

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R1	110	PW1	3	4.1 How do humans impact the natural world?	29, 30, 34, 35	Relationships
<b>Related concept(s)</b>	EnvironmentConsequencesFunction					
<b>Global context</b>	Fairness and development					
<b>Focus of exploration</b>	Investigating how our management of natural resources affects the environment and how our dietary choices impact our health, guided by scientific principles.					
<b>Statement of inquiry</b>	Exploring how our management of natural resources affects the environment and how our dietary choices impact our bodies, guided by scientific principles.					
<b>MYP subject specific objective(s)</b>	Aiii, Bi, Bii, Biii, Biv, Ci, Di, Dii, Diii					
<b>ATL skills</b>	Communication skills					
<b>Content (topics, knowledge, skills)</b>	environment, nature, resources, calories, diet, fats, nutrients, consume, energy, molecules Making reports					
Weegfactor	Herkansing	Tijdsduur	Toetsvorm	Afnamevorm	Minimum cijfer	Maximum cijfer
1	ja	180	Praktijktoets	individueel	1	8

<b>Vakcode</b>	sci
<b>Vaknaam</b>	Sciences

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R2	210	PW2	3	4.2 How do we obtain the energy we need	28, 29, 30, 31, 32, 33, 34, 35	Change
<b>Related concept(s)</b>	Energy					
<b>Global context</b>	Globalization and sustainability					
<b>Focus of exploration</b>	Find out how the concept of energy can be used to explain the processes we observe in nature and explore how we have learnt from these processes in order to make machines and solve problems.					
<b>Statement of inquiry</b>	Nature provides the energy we need and we should seek to use it by changing its form in ways that are sustainable.					
<b>MYP subject specific objective(s)</b>	A, B, C, D					
<b>ATL skills</b>	Information literacy skills Organization skills					
<b>Content (topics, knowledge, skills)</b>	Photosynthesis, Solids, Liquids, Gas, Force, Chemical reactions, Motion, Enzymes, Energy transformation					
Weegfactor	Herkansing	Tijdsduur	Toetsvorm	Afnamevorm	Minimum cijfer	Maximum cijfer
1	ja	90	Theoretische toets en praktische opdracht	klassikaal en individueel	1	8

<b>Vakcode</b>	sci
<b>Vaknaam</b>	Sciences

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R3	310	PW3	3	4.3 How do different chemical environmen	28, 29, 30, 33, 34,	Systems
<b>Related concept(s)</b>	BalanceEnvironment					
<b>Global context</b>	Fairness and development					
<b>Focus of exploration</b>	Investigate the reactions between acids and bases in food, their impact on taste and nutrition, predict the properties of resulting substances, and understand how these reactions aid digestion for promoting health. Additionally, raise awareness about global disparities in medical access and the health implications of inadequate nutrition.					
<b>Statement of inquiry</b>	If healthy lives are to be enjoyed by all, we must understand the fine balance of chemical systems both inside our bodies and with our environment.					
<b>MYP subject specific objective(s)</b>	Ai, Aii, Biii, Biv, Ci, Cii, Ciii, Civ, Cv, Dii, Diii, Div					
<b>ATL skills</b>	Reflection skills Transfer skills					
<b>Content (topics, knowledge, skills)</b>	Metabolism, equilibrium, digest, acids, bases,					
Weegfactor	Herkansing	Tijdsduur	Toetsvorm	Afnamevorm	Minimum cijfer	Maximum cijfer
1	nee	90	Theoretische toets en praktische opdracht	klassikaal en individueel	1	8

<b>Vakcode</b>	i&s
<b>Vaknaam</b>	Individuals and societies

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R1	110	PW1	3	4.1 Cooperation and conflict	36, 37, 38, 40, 43, 45, 47	Time, Place & Space
<b>Related concept(s)</b>	Causality					
<b>Global context</b>	Identities & Relationships					
<b>Focus of exploration</b>	Cooperation and conflict					
<b>Statement of inquiry</b>	Nations respond to conflict in a number of ways, which is determined by the TIME in which they exist, the PLACE which offers them opportunities, and the political/social SPACE in which they inhabit.					
<b>MYP subject specific objective(s)</b>	Ai, Aii, Ci, Cii, Di, Dii, Diii, Div					
<b>ATL skills</b>	Communication skills					
<b>Content (topics, knowledge, skills)</b>	Aardrijkskunde: grenzen & identiteit Geschiedenis: wereldoorlogen leiden tot samenwerking, europa en de wereld Economie: markt, welvaart en groei, samenwerken en onderhandelen, overheid en bestuur					
Weegfactor	Herkansing	Tijdsduur	Toetsvorm	Afnamevorm	Minimum cijfer	Maximum cijfer
1	ja	90	Theoretische toets	klassikaal	1	8

<b>Vakcode</b>	i&s
<b>Vaknaam</b>	Individuals and societies

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R2	210	PW2	3	4.2 Globalization	36, 37, 38, 40, 41, 43, 45, 46, 47	Global interaction
<b>Related concept(s)</b>	Equity & sustainability					
<b>Global context</b>	Globalization & Sustainability					
<b>Focus of exploration</b>	Markets					
<b>Statement of inquiry</b>	Global interactions can impact issues of equity and sustainability across cultures and societies.					
<b>MYP subject specific objective(s)</b>	A, B, C, D					
<b>ATL skills</b>	Critical-thinking skills					
<b>Content (topics, knowledge, skills)</b>	Aardrijkskunde: globalisering, arm en rijk Geschiedenis: europa en de wereld, Televisie en computer Economie: internationale ontwikkeling, welvaart en groei,					
Weegfactor	Herkansing	Tijdsduur	Toetsvorm	Afnamevorm	Minimum cijfer	Maximum cijfer
1	ja	90	Theoretische toets + praktische opdracht	klassikaal	1	8



<b>Vakcode</b>	i&s
<b>Vaknaam</b>	Individuals and societies

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R3	310	PW3	3	4.3 <i>Leven met water</i>	36, 37, 38, 39, 40, 41, 42, 44, 45,	Systems
<b>Related concept(s)</b>	causality					
<b>Global context</b>	Scientific and technical innovation					
<b>Focus of exploration</b>	solutions					
<b>Statement of inquiry</b>	Door te begrijpen hoe systemen werken (oorzaken en gevolgen), kunnen we betere oplossingen bedenken voor problemen.					
<b>MYP subject specific objective(s)</b>	Ai, Aii, Bi, Bii, Biii, Biv, Ci, Cii, Ciii, Di					
<b>ATL skills</b>	Creative-thinking skills					
<b>Content (topics, knowledge, skills)</b>	Aardrijkskunde: weer en klimaat, water Geschiedenis: geologische tijdschaal, geschiedenis water in NL Economie: belasting, overheid, samenwerken overheden, consumptiegedrag (klimaat- en milieuschade)					
Weegfactor	Herkansing	Tijdsduur	Toetsvorm	Afnamevorm	Minimum cijfer	Maximum cijfer
1	nee	n.v.t.	Praktische opdracht	individueel	1	8

<b>Vakcode</b>	art
<b>Vaknaam</b>	Arts

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R1	110	PW1	3	<i>4.1 Future City (part 1) - Project with the Local Authority</i>	54, 55, 56	Connections
<b>Related concept(s)</b>	Structure & movement					
<b>Global context</b>	Fairness & development					
<b>Focus of exploration</b>	Imagining a hopeful future & Social Entrepreneurs					
<b>Statement of inquiry</b>	Create movement by imagining a hopeful future					
<b>MYP subject specific objective(s)</b>	A, B, C, D					
<b>ATL skills</b>	Collaboration skills					
<b>Content (topics, knowledge, skills)</b>	Collaboration with city of The Hague. Students make an art work that can travel between different neighborhood that connect citizens of The Hague.					
Weegfactor	Herkansing	Tijdsduur	Toetsvorm	Afnamevorm	Minimum cijfer	Maximum cijfer
1	ja	90	Praktijktoets	klassikaal	1	8

<b>Vakcode</b>	art
<b>Vaknaam</b>	Arts

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R2	210	PW2	3	4.2 Expressions of a community	54, 55, 56	Communities
<b>Related concept(s)</b>	Narrative					
<b>Global context</b>	Identities & relationships					
<b>Focus of exploration</b>	Roles and rolemodels					
<b>Statement of inquiry</b>	Connecting with a narrative of a community may result in unexpected relationships					
<b>MYP subject specific objective(s)</b>	A, B, C, D					
<b>ATL skills</b>	Communication skills					
<b>Content (topics, knowledge, skills)</b>	Community project in the neighborhood where students make a work together with this community					
Weegfactor	Herkansing	Tijdsduur	Toetsvorm	Afnamevorm	Minimum cijfer	Maximum cijfer
1	ja	90	Praktijktoets	klassikaal	1	8

<b>Vakcode</b>	art
<b>Vaknaam</b>	Arts

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R3	310	PW3	3	4.3 Art-Community	54, 55, 56	Aesthetics
Related concept(s)	Presentation, Role					
Global context	Personal & cultural expression					
Focus of exploration	Artistry, craft, beauty					
Statement of inquiry	Authentic expression makes the performance/role.					
MYP subject specific objective(s)	A, B, C, D					
ATL skills	Transfer skills					
Content (topics, knowledge, skills)	Final presentation of the students where they work on a self chosen art work					
Weegfactor	Herkansing	Tijdsduur	Toetsvorm	Afnamevorm	Minimum cijfer	Maximum cijfer
1	nee	90	Praktijktoets	klassikaal	1	8

<b>Vakcode</b>	des
<b>Vaknaam</b>	Design

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R1	110	PW1	3	<i>4.1 Future City (part 1) - Project with the Local Authority</i>	n.v.t.	Connections
<b>Related concept(s)</b>	Structure & movement					
<b>Global context</b>	Fairness & development					
<b>Focus of exploration</b>	Imagining a hopeful future & Social Entrepreneurs					
<b>Statement of inquiry</b>	Create movement by imagining a hopeful future					
<b>MYP subject specific objective(s)</b>	Ai, Aii, Aiii, Aiv, Bi, Bii, Biii, Biv, Ci, Cii, Ciii, Civ, Di, Dii, Diii, Div					
<b>ATL skills</b>	Make unexpected or unusual connections between objects and/or ideas, Combine knowledge, understanding and skills to create products or solutions					
<b>Content (topics, knowledge, skills)</b>	Collaboration skills					
Weegfactor	Herkansing	Tijdsduur	Toetsvorm	Afnamevorm	Minimum cijfer	Maximum cijfer
1	ja	180	Praktijktoets	klassikaal	1	8

<b>Vakcode</b>	des
<b>Vaknaam</b>	Design

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R2	210	PW2	3	4.2 Cutlery	n.v.t.	Development
<b>Related concept(s)</b>	Ergonomics					
<b>Global context</b>	Identities and relationships					
<b>Focus of exploration</b>	Transitions					
<b>Statement of inquiry</b>	Door ergonomie te onderzoeken, ontwikkel je bestek dat jouw identiteit uitdrukt en nieuwe relaties creëert tussen mens en product.					
<b>MYP subject specific objective(s)</b>	A, B, C, D					
<b>ATL skills</b>	Change the context of an inquiry to gain different perspectives					
<b>Content (topics, knowledge, skills)</b>	Transfer skills, onderzoeken hoe wij op een andere manier kunnen eten door een eigen bestek te ontwerpen en maken van hout of metaal					
Weegfactor	Herkansing	Tijdsduur	Toetsvorm	Afnamevorm	Minimum cijfer	Maximum cijfer
1	ja	180	Praktijktoets	klassikaal	1	8

<b>Vakcode</b>	des
<b>Vaknaam</b>	Design

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R3	310	PW3	3	4.3 Light	n.v.t.	Systems
<b>Related concept(s)</b>	Innovation					
<b>Global context</b>	Personal and cultural expression					
<b>Focus of exploration</b>	Artistry, craft, creation, beauty					
<b>Statement of inquiry</b>	Development can support psychological and social well-being through specific shapes and functions					
<b>MYP subject specific objective(s)</b>	Aiii, Aiv, Biii, Biv, Ciii, Civ, Diii, Div					
<b>ATL skills</b>	Create novel solutions to authentic problems					
<b>Content (topics, knowledge, skills)</b>	In deze unit gaan we onderzoeken welke waarde licht heeft voor ons en anderen. Door de elementen die met licht te maken hebben te analyseren en te evalueren, zullen we een functionele oplossing creëren die psychologisch en sociaal welzijn ondersteunt en bevordert.					
Weegfactor	Herkansing	Tijdsduur	Toetsvorm	Afnamevorm	Minimum cijfer	Maximum cijfer
1	nee	180	Praktijktoets	klassikaal	1	8

<b>Vakcode</b>	PHE
<b>Vaknaam</b>	Physical and health education

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R1	110	PW1	3	4.1 Body And Health   Trefspelen   Turnen   Fitness	53, 56, 58	Relationships
<b>Related concept(s)</b>	Movement, Balance					
<b>Global context</b>	Identities and relationships					
<b>Focus of exploration</b>	Empowerment and Ethics					
<b>Statement of inquiry</b>	MMA embody aesthetic movement, shapes live balance, enhancing self confidence and empowerment, creates a strong identity and healthy relationships					
<b>MYP subject specific objective(s)</b>	Bi, Bii Ci, Cii, Ciii					
<b>ATL skills</b>	Affective Skills					
<b>Content (topics, knowledge, skills)</b>	Orientation in fight sports, discipline respect					
Weegfactor	Herkansing	Tijdsduur	Toetsvorm	Afnamevorm	Minimum cijfer	Maximum cijfer
1	ja	70	Praktijktoets	klassikaal	1	8



<b>Vakcode</b>	PHE
<b>Vaknaam</b>	Physical and health education

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R2	210	PW2	3	4.2 Adventure sports skeelers + longboarders   skien + snowboarders +	53, 55	Change
<b>Related concept(s)</b>	Choice, Adaptation					
<b>Global context</b>	Orientation in space and time					
<b>Focus of exploration</b>	Where and When					
<b>Statement of inquiry</b>	Can adventure activities adapt to a change in making choices for spending time in other places					
<b>MYP subject specific objective(s)</b>	A, B, C, D					
<b>ATL skills</b>	Reflection Skills					
<b>Content (topics, knowledge, skills)</b>	Creating a continuing active life					
Weegfactor	Herkansing	Tijdsduur	Toetsvorm	Afnamevorm	Minimum cijfer	Maximum cijfer
1	ja	70	Praktijktoets	klassikaal	1	8

<b>Vakcode</b>	PHE
<b>Vaknaam</b>	Physical and health education

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R3	310	PW3	3	4.3a Racket sports	53, 54	Development
<b>Related concept(s)</b>	Environment, Perspective					
<b>Global context</b>	Fairness and Development					
<b>Focus of exploration</b>	Fairness to highest level					
<b>Statement of inquiry</b>	Racketsports foster physical and personal development while promoting environmental awareness and fairness					
<b>MYP subject specific objective(s)</b>	Ai, Aii, Aiii, Ci, Cii, Ciii					
<b>ATL skills</b>	Information Literacy Skills					
<b>Content (topics, knowledge, skills)</b>	Orientation in world tournaments racketsport.					
Weegfactor	Herkansing	Tijdsduur	Toetsvorm	Afnamevorm	Minimum cijfer	Maximum cijfer
1	ja	nee	Praktijktoets	klassikaal	1	8

<b>Vakcode</b>	PHE
<b>Vaknaam</b>	Physical and health education

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
R3	311	PW3	3	4.3b create your own tournament / olympic games	53, 57	Communication
<b>Related concept(s)</b>	Interaction, System					
<b>Global context</b>	Personal and Cultural experience					
<b>Focus of exploration</b>	cultural expression					
<b>Statement of inquiry</b>	Traditional tournaments foster cultural exchange and interaction among diverse societies enriching personal and collective experiences					
<b>MYP subject specific objective(s)</b>	Bi, Bii, Di, Dii, Diii					
<b>ATL skills</b>	Collaboration Skills					
<b>Content (topics, knowledge, skills)</b>	Arts of collective experience					
Weegfactor	Herkansing	Tijdsduur	Toetsvorm	Afnamevorm	Minimum cijfer	Maximum cijfer
1	nee	70	Praktijktoets	klassikaal	1	8