

# Diploma Programme Year Plan

<b>Name of the DP subject</b>	Language B Dutch	
<b>Level</b>	<b>Higher v</b>	<b>Standard v</b>
<b>YEAR 1</b>		
<b>UNIT</b>	<b>TOPIC/CONCEPT</b>	<b>ASSESSMENT COMPONENTS</b>
<b>Nederlandse cultuur</b>	<p>In this unit, students will be introduced to a variety of Dutch typical cultural habits, customs and traditions. They will take a look at specific celebrations, special dates, clothing, music, dress, etc. They will also take a look at different dialects throughout the Netherlands and the (former) Dutch Kingdom, and they will do this whilst keeping in mind Bloom's taxonomy and the ATL skills.</p> <p>The SL students will work from <i>Nederlands in Actie</i>, and the HL students will use <i>Nederlands op Niveau</i>.</p> <p>At the end of this unit, students should be able to:</p> <ol style="list-style-type: none"> <li>1. show, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures.</li> <li>2. show understanding of the relationship between the languages and cultures with which they are familiar.</li> <li>3. show a basis for further study, work and leisure through the use of an additional language.</li> </ol>	<p><b>Formative assessment verbs: spelling and conjugation (grade 1, weight 10%)</b></p> <p><b><u>HL only:</u> Submit reflection <i>Sonny Boy</i> van Annejet van der Zijl (as paper 1, 450-600 words, book 1)</b></p> <p><b>Summative assessment H1. Reading comprehension, vocabulary, grammar, prepositions (90 minutes, grade 2, weight 20%)</b></p> <p><b>Submit: informerende folder voor leerlingen die in Nederland willen gaan studeren. (paper 1, SL 250-400 words, HL 450-600 words, grade 3, weight 10%)</b></p>

UNIT	TOPIC/CONCEPT	ASSESSMENT COMPONENTS
<p><b>Sinterklaas en zwarte Piet</b></p>	<p>During this unit, students get an insight into the Dutch Sinterklaas celebration and look critically at the arguments of proponents and opponents. Is the Sinterklaas celebration racist? Should it be abolished, or can it remain, whether in existing form or otherwise? Is it a cultural expression that shouldn't change?</p> <p>The students also will experience what it is like to celebrate Sinterklaas. They make 'surprises' and poems which they share with their classmates during the Sinterklaas celebration, which is a cross-curricular collaborative project.</p> <p>At the end of this unit, students should be able to:</p> <ol style="list-style-type: none"> <li>1. communicate in the language they have studied in a range of contexts and for a variety of purposes.</li> <li>2. show, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures.</li> <li>3. show intellectual engagement and the development of critical- and creative-thinking skills through language learning and the process of inquiry.</li> <li>4. show a basis for further study, work and leisure through the use of an additional language.</li> </ol>	<p><b>Exam: Reading comprehension, vocabulary, grammar, prepositions (90 minutes, grade 4, weight 20%)</b></p> <p><b>HL = chapter 2 <i>Nederlands op Niveau</i></b></p> <p><b>SL = chapter 4 <i>Nederlands in Actie</i></b></p>

UNIT	TOPIC/CONCEPT	ASSESSMENT COMPONENTS
<b>Discriminatie en Stereotypering</b>	<p>In this unit the students will learn about different types of discrimination, such as gender, race or sexual preference. We will also discuss stereotyping in history and in modern mass media. Students will do all of this with the use of the Dutch language, bearing in mind cultural implications.</p> <ol style="list-style-type: none"> <li>1. communicate in the language they have studied in a range of contexts and for a variety of purposes.</li> <li>2. show, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures.</li> <li>3. show, through language learning and the process of inquiry, intellectual engagement and the development of critical- and creative-thinking skills.</li> </ol>	<p><b>HL only: Submit reflection <i>De overgave van Arthur Japin</i> (as paper 1, 450-600 words, book 2)</b></p> <p><b>Summative assessment H3. Reading comprehension, vocabulary, grammar: verbs, prepositions, om-(te)+infinitief (grade 5, 90 minutes, weight 20%)</b></p> <p><b>Commercial stereotypen (group project, grade 6, weight 10%)</b></p> <p><b>Paper 1: Dagboekfragment/ blog (grade 7, 90 minutes, SL 250-400 words, HL 450-600 words, weight 10%)</b></p>
<b>Examenvorbereiding</b>	<p>Students will finish <i>Nederlands in Actie</i> chapter 5 and 6. They will review everything we have done so far:</p> <ul style="list-style-type: none"> <li>• Course outlines term 1 and 2 2022-2023 IB year 1 + units in ManageBac + 5 general themes Language B</li> </ul> <p>At the end of this unit, students should be able to:</p> <ol style="list-style-type: none"> <li>1. communicate in the language they have studied in a range of contexts and for a variety of purposes.</li> <li>2. show awareness of the importance of language in relation to other areas of knowledge.</li> <li>3. show, through language learning and the process of inquiry, intellectual engagement and the development of critical- and creative-thinking skills.</li> </ol>	<p><b>HL only: Formative assessment Individual Oral (30 minutes, weight 10%)</b></p> <p><b>Summative assessment Reading comprehension, vocabulary, grammar, prepositions (grade 8, 90 minutes, weight 20%)</b>  <b>HL = chapter 4 <i>Nederlands op Niveau</i></b>  <b>SL = chapter 5 <i>Nederlands in Actie</i></b></p> <p><b>Exam week: Final examination</b>  <b>Rubric Paper 1 – Writing skills (1 hour 15 minutes)</b></p>

	<p><b>SL:</b></p> <ul style="list-style-type: none"> <li>• <i>Nederlands in Actie</i> Herhaling grammatica hoofdstuk 1, 3, 4, 5, 6:</li> </ul> <p><b>H1:</b> structuur hoofdzin, conjuncties, structuur bijzin, indirecte rede  <b>H3:</b> te+infinitief, om-te+infinitief  <b>H4:</b> scheidbare werkwoorden  <b>H5:</b> er  <b>H6:</b> relatief pronomen (1 en 2)</p> <p><b>HL:</b></p> <ul style="list-style-type: none"> <li>• <i>Nederlands op Niveau</i> Herhaling grammatica hoofdstuk 1 t/m 4:</li> </ul> <p><b>H1:</b> Conjuncties en adverbia  <b>H2:</b> Passivum: <i>het</i> en <i>er</i> in passieve zinnen + modale werkwoorden  <b>H3:</b> het gebruik van <i>er</i>  <b>H4:</b> Werkwoordstijden</p> <p>Algemeen: zou-zouden, preposities en onregelmatige werkwoorden.</p> <p>They will also practice with specimen papers for the final exams:</p> <p><b>Paper 1 (SL: 1 hour 15 minutes, HL: 1 hour 30 minutes)</b>  Productive skills—writing (30 marks)</p> <p>One writing task of 250–400 words (SL) or 450-600 words (HL) from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.</p> <p><b>Paper 2 (SL: 1 hour 45 minutes, HL: 2 hours)</b>  Receptive skills—separate sections for listening and reading (65 marks)</p> <p>Listening comprehension (SL: 45 minutes, HL: 1 hour) (25 marks)  Reading comprehension (1 hour) (40 marks)</p> <p>Comprehension exercises on three audio passages and three written texts, drawn from all five themes.</p>	<p><b>Rubric Paper 2 – Reading comprehension (no listening) (1 hour)</b>  remembering, understanding, applying, analyzing, creating</p>
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	<p>* Academic honesty, Inclusive Education and Differentiation will all be addressed in these units.</p> <p>* The language B curriculum guide (first exam 2020) provides a list of recommended topics for each theme that are appropriate for students to achieve the aims and objectives of the course. The recommended topics are to be considered indicative content, not prescribed content, for the language B course. The themes are prescribed, but the recommended topics and possible questions for each theme are not prescribed. The five prescribed <b>themes</b> are:</p> <p><b>Identities, Experiences, Human ingenuity, Social organization and Sharing the planet.</b></p>	
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All Diploma Programme courses are designed as two-year learning experiences.