Johan de Witt scholengroep

Middle Years Programme 3

Schooljaar 2026 - 2027

Leerjaar 2

Vakcode	ll_ne
Vaknaam	Language and literature Dutch

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
1	110	PW1	2	*3.1 P1 Fiction versus non-fiction: stories based on real live events*	1, 2, 6, 8, 9	Creativity

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 created with style the reflection of reality may be enhanced
MYP subject specific objective(s)	A i, ii, iii, iv, B i, ii, iii, Cii, iii
ATL skills	Communication skills, reflection skills, Information literacy skills, transfer skills
Content (topics, knowledge, skills)	By the end of this unit, students realize that beauty can be created by adding creativity, style, and structure to a real-life situation. They learn the difference between fiction and non-fiction, recognize the distinction, and are able to work with both types of sources. Kern(book): grammar, spelling, numo

Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	yes	N/A		Practical exam	1	8

Vakcode	ll_ne
Vaknaam	Language and literature Dutch

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
1	111	PW1	2	*3.1 P1 Fiction versus non-fiction: stories based on real live events*	1, 2, 6, 8, 9	Creativity

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 created with style the reflection of reality may be enhanced
MYP subject specific objective(s)	A i, ii, iii, iv , C iii, D iii, iv
ATL skills	Communication skills, reflection skills, Information literacy skills, transfer skills
Content (topics, knowledge, skills)	By the end of this unit, students will understand that beauty can be created by adding creativity, style, and structure to a real-life situation. They will learn to distinguish between fiction and non-fiction, recognize the difference, and work effectively with both types of sources. Kern(book): grammar, spelling, numo

Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	yes	60		Written exam	1	8

Vakcode	ll_ne
Vaknaam	Language and literature Dutch

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
2	210	PW2	2	*3.2 P2 Media literacy and focused reading and writing*	1, 2, 4 , 6, 7, 8, 9	Communications

Related concept(s)	Audience imperatives, Point of view, 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 puspose of a text.
MYP subject specific objective(s)	A i, iii, iv, B i, ii, iii, C i, iii, Di, ii, v
ATL skills	Media literacy skills, communication skills, reflection skills, Information literacy skills, transfer skills
Content (topics, knowledge, skills)	Online and offline sources are endless; however, the value of information is not the same across all sources. Sources must be evaluated and critically examined in order to determine which are useful. Students learn the difference between misinformation and reliability in both online and offline contexts. Kern(book): grammar, spelling, numo

Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	yes	N/A		Practical exam	1	8

Vakcode	ll_ne
Vaknaam	Language and literature Dutch

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
2	211	PW2	2	*3.2 P2 Media literacy and focused reading and writing*	1, 2, 4 , 6, 7, 8, 9	Communications
Related concept(s)	Audience imperatives, Point of view, 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 puspose of a text.					
MYP subject specific objective(s)	A i, iii, iv, C iii, D iii, iv					
ATL skills	Media literacy skills, communication skills, reflection skills, Information literacy skills, transfer skills					
Content (topics, knowledge, skills)	Online and offline sources are endless; however, the value of information is not the same across all sources. Sources must be evaluated and critically examined in order to determine which are useful. Students learn the difference between misinformation and reliability in both online and offline contexts. Kern(book): grammar, spelling, numo.					
Weegfactor	**Herkansing**	**Tijdsduur**		**Afnamevorm**	**Minimum cijfer**	**Maximum cijfer**
1	yes	60		Written exam	1	8

Vakcode	ll_ne
Vaknaam	Language and literature Dutch

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
3	310	PW3	2	*3.3 P3 Meaningful use of words, framing and metaphors*	1, 3, 5, 6, 7	Perspective

Related concept(s)	Context, Style
Global context	Style/Context
Focus of exploration	Orientation in Space in Time
Statement of inquiry	The meaning of language and words is connected to the the historic development of civilizations and cultures.
MYP subject specific objective(s)	A i, iv, C i, D iii, iv
ATL skills	Communication skills, collaboration skills, reflection skills, media literacy skills, information literacy skills
Content (topics, knowledge, skills)	Students explore how language originates from history, how language and words evolve, and how the choice of words can influence others. They learn to expand their vocabulary through word-guessing strategies, etymology, and by recognizing frames and metaphors. Kern(book): grammar, spelling, numo

Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	no	60		Written exam	1	8

Vakcode	ll_ne
Vaknaam	Language and literature Dutch

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
3	311	PW3	2	*3.3 P3 Meaningful use of words, framing and metaphors*	1, 3, 5, 6, 7	Perspective

Related concept(s)	Context, Style
Global context	Style/Context
Focus of exploration	Orientation in Space in Time
Statement of inquiry	The meaning of language and words is connected to the the historic development of civilizations and cultures.
MYP subject specific objective(s)	A ii, Bi, ii, C ii, D i, ii, v
ATL skills	Communication skills, collaboration skills, reflection skills, media literacy skills, information literacy skills
Content (topics, knowledge, skills)	Students explore how language originates from history, how language and words evolve, and how the choice of words can influence others. They learn to expand their vocabulary through word-guessing strategies, etymology, and by recognizing frames and metaphors. Kern(book): grammar, spelling, numo.

Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	no	15		Oral exam	1	8

Vakcode	la_en
Vaknaam	Language acquisition English

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
2	210	PW2	1	*3.2 P2 Quests*	13,14,15,17	Communication
Related concept(s)	Function, Word choice					
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. Examining the relationships between individuals and the societies in which they live from personal, local and global perspectives.					
MYP subject specific objective(s)	Ai,Aii,Aii, Bi, Bii, Biii, Di, Dii, Diii,					
ATL skills	Self management, organisational skills					
Content (topics, knowledge, skills)	Unit vocabulary, theme-based texts, reading, speaking, listening, writing stories speaking about choices and goals, past tenses, sequence words, and modal verbs.					
Weegfactor	**Herkansing**	**Tijdsduur**		**Afnamevorm**	**Minimum cijfer**	**Maximum cijfer**
1	yes	60		Written exam	0	8

Vakcode	la_en
Vaknaam	Language acquisition English

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
2	211	PW2	1	*3.2 P2 Quests*	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. Examining the relationships between individuals and the societies in which they live from personal, local and global perspectives.					
MYP subject specific objective(s)	Ci, Cii, Ciii, Civ					
ATL skills	Self management, organisational skills					
Content (topics, knowledge, skills)	Unit vocabulary, theme-based texts, reading, listening, speaking, writing about choices and goals, past tenses, sequence words, and modal verbs.					
Weegfactor	**Herkansing**	**Tijdsduur**		**Afnamevorm**	**Minimum cijfer**	**Maximum cijfer**
1	yes	nvt		Practical assessment	0	8

Vakcode	la_en
Vaknaam	Language acquisition English

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
3	310	PW3	1	*3.3 P3 How do you see the world?*	13, 14, 15, 18	Communication
Related concept(s)	Point of view, Empathy, Bias					
Global context	Scientific and technical innovation					
Focus of exploration	Science and perception, different ways of seeing, language, stories, communication and empathy					
Statement of inquiry	Science has shown us that although we all see the world differently we can still communicte and empathise.					
MYP subject specific objective(s)	Ai, Aii, Aiii, Bi, Bii, Biii, Di, Dii, Diii, Div					
ATL skills	Creative thinking skills, reflection skills					
Content (topics, knowledge, skills)	Unit vocabulary, theme-based texts, reading, speaking, listening, writing, Gramamr: future forms, present perfect, compound and complex sentences, relative clauses and linking. words.					
Weegfactor	**Herkansing**	**Tijdsduur**		**Afnamevorm**	**Minimum cijfer**	**Maximum cijfer**
1	no	60		Written exam	0	8

Vakcode	la_en
Vaknaam	Language acquisition English

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
3	311	PW3	1	*3.3 P3 How do you see the world?*	13, 14, 15, 18	Communiction
Related concept(s)	Point of view, Empathy, Bias					
Global context	Scientific and technical innovation					
Focus of exploration	Science and perception, different ways of seeing, language, stories, communication and empathy					
Statement of inquiry	Science has shown us that although we all see the world differently we can still communicte and empathise.					
MYP subject specific objective(s)	Ci,Cii, Ciii,Civ					
ATL skills	Creative thinking skills, reflection skills					
Content (topics, knowledge, skills)	Unit vocabulary, theme-based texts, reading, speaking, listening, writing, Gramamr: future forms, present perfect, compound and complex sentences, relative clauses and linking words.					
Weegfactor	**Herkansing**	**Tijdsduur**		**Afnamevorm**	**Minimum cijfer**	**Maximum cijfer**
1	no	nvt		Practical assessment	0	8

Vakcode	la_fr
Vaknaam	Language acquisition French

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
1	110	PW1	2	*3.1 P1 How do other people live?/ Qu'est-ce qu'il y a autour de moi?*	11 12 13 14	Communication

Related concept(s)	Context
Global context	Identities & Relationships
Focus of exploration	Identity formation
Statement of inquiry	As we learn a new language, we establish connections that not only enrich our communities but also situate our culture within the context of our surroundings and the era we live in.
MYP subject specific objective(s)	A, B
ATL skills	Communication/Collaboration/Reflection skills
Content (topics, knowledge, skills)	Vocabulary related to housing, location. Grammar: être, avoir, aller, verbes en -ER au présent de l'indicatif (révision) et au passé composé. La négation, le futur proche, le passé récent. Prepositions of place (prépositions et adverbes- devant, entre, derrière, à gauche, etc.). Les adjectifs possessifs.

Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	yes	60		written exam	0	8

Vakcode	la_fr
Vaknaam	Language acquisition French

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
1	111	PW1	2	*3.1 P1 How do other people live?/ Qu'est-ce qu'il y a autour de moi?*	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)	C, D
ATL skills	Communication/Collaboration/Reflection skills
Content (topics, knowledge, skills)	Vocabulary related to housing, location. Grammar: être, avoir, aller, verbes en -ER au présent de l'indicatif (révision) et au passé composé. La négation, le futur proche, le passé récent. Prepositions of place (prépositions et adverbes- devant, entre, derrière, à gauche, etc.). Les adjectifs possessifs.

Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	yes	N/A		practical exam	0	8

Vakcode	la_fr
Vaknaam	Language acquisition French

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
2	210	PW2	2	*3.2 P2 Do you like traditions?/ Aimes-tu les fêtes et les traditions?*	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, D
ATL skills	Organisation, reflection
Content (topics, knowledge, skills)	Verbes en IR au présent et au passé composé. Verbes FAIRE et ALLER. Traditions accross the world, food, practices, clothes, etc. Le pluriel des nom et des adjectifs. La fréquence.

Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	yes	60		written exam	0	8

Vakcode	la_fr
Vaknaam	Language acquisition French

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
3	310	PW3	2	*3.3 P3 What do you like doing?/Qu'est-ce que tu aimes faire?*	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)	C
ATL skills	Communication/Collaboration/Organisation
Content (topics, knowledge, skills)	Hobbies, life style, food, health, good & bad habits. Pouvoir, vouloir, devoir (modal verbs), articles contractés (au, aux, du, des). Passé récent (venir + de). Imparfait

Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	no	10		oral exam	0	8

Vakcode	la_sp
Vaknaam	Language acquisition Spanish

Cijferperiode	**Kolomnummer**	**Kolomkop**	**Leerjaar**	**Unit title**	**SLO kerndoelen**	**Key concept**
1	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 D					
ATL skills	Communication, empathy					
Content (topics, knowledge, skills)	Present tense. Ir + a + infinitive (toekomende tijd). Adjectives. GUSTAR. Ir a, ir de, ir en. Pretérito perfecto. Vocabulario.					
Weegfactor	**Herkansing**	**Tijdsduur**		**Afnamevorm**	**Minimum cijfer**	**Maximum cijfer**
1	yes	60		written exam	1	8

Vakcode	la_sp
Vaknaam	Language acquisition Spanish

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
1	111	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)	C					
ATL skills	Communication, empathy					
Content (topics, knowledge, skills)	Present tense. Ir + a + infinitive (toekomende tijd). Adjectives. GUSTAR. Ir a, ir de, ir en. Pretérito perfecto. Vocabulario. SER vs. ESTAR. HAY. Vocabulario					
Weegfactor	**Herkansing**	**Tijdsduur**		**Afnamevorm**	**Minimum cijfer**	**Maximum cijfer**
1	yes	N/A		practical exam/ videovlog	1	8

Vakcode	la_sp
Vaknaam	Language acquisition Spanish

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
2	210	PW2	2	*3.2 Traditions, food & culture*	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
ATL skills	Communication, transfer
Content (topics, knowledge, skills)	Pretérito Imperfecto and its temporal markers. Constructions with ENTONCES, AUNQUE, POR ESO. SER vs. ESTAR. HAY. Vocabulario.

Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	yes	60		written exam	1	8

Vakcode	la_sp
Vaknaam	Language acquisition Spanish

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
2	211	PW2	2	*3.2 Traditions, food & culture*	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)	C
ATL skills	Communication, transfer
Content (topics, knowledge, skills)	Pretérito Imperfecto and its temporal markers. Constructions with ENTONCES, AUNQUE, POR ESO. SER vs. ESTAR. HAY. Vocabulario.

Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	yes	10		oral exam	1	8

Vakcode	la_sp
Vaknaam	Language acquisition Spanish

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
3	310	PW3	2	*3.3 Media & Communities*	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)	D
ATL skills	Literacy skills
Content (topics, knowledge, skills)	Pretérito indefinido and its temporal markers. Adverbs of frequency. GUSTAR + verbs about giving opnions. ADJECTIVES. Revision: Present tense. Comparisons. Vocabulario.

Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	no	60		written exam	1	8

Vakcode	la_ge
Vaknaam	Language acquisition German

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
1	110	PW1	2	*1.1 P1 Das bin ich: Familie, Freunde, Schule*	12,13,17	Identity
Related concept(s)	Context, Conventions					
Global context	Identities and relationships					
Focus of exploration	Identity formation					
Statement of inquiry	Identity shapes how we live together and prepare for the future.					
MYP subject specific objective(s)	B, D					
ATL skills	Communication/Give and receive meaningful feedback					
Content (topics, knowledge, skills)	Family, friends and school vocabulary, introducing oneself in simple sentences, describing ones schoolday, interview peer					
Weegfactor	**Herkansing**	**Tijdsduur**		**Afnamevorm**	**Minimum cijfer**	**Maximum cijfer**
1	yes	60		written exam	0	8

Vakcode	la_ge
Vaknaam	Language acquisition German

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
1	111	PW1	2	*1.1 P1 Das bin ich: Familie, Freunde, Schule*	12,13,17	Identity
Related concept(s)	Context, Conventions					
Global context	Identities and relationships					
Focus of exploration	Identity formation					
Statement of inquiry	Identity shapes how we live together and prepare for the future.					
MYP subject specific objective(s)	A, C					
ATL skills	Communication/Give and receive meaningful feedback					
Content (topics, knowledge, skills)	Family, friends and school vocabulary, introducing oneself in simple sentences, describing ones schoolday, interview peer Literatur: Kleider machen Leute					
Weegfactor	**Herkansing**	**Tijdsduur**		**Afnamevorm**	**Minimum cijfer**	**Maximum cijfer**
1	no	nvt		practical exam	0	8

Vakcode	la_ge
Vaknaam	Language acquisition German

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
2	210	PW2	2	*1.2 P2Das bin ich: Freizeit und Sport*	12,13,17	Identity
Related concept(s)	Context, Conventions					
Global context	Personal and cultural expression					
Focus of exploration	lifestyle choices, health and well-being					
Statement of inquiry	Media and free time shape how we think, feel, and live.					
MYP subject specific objective(s)	B, D					
ATL skills	Communication/Collaborate with peers using a variety of digital environments and media					
Content (topics, knowledge, skills)	Vocabulary: free time & hobbies, food, sports. Making a poster, listening and speaking about healthy habits					
Weegfactor	**Herkansing**	**Tijdsduur**		**Afnamevorm**	**Minimum cijfer**	**Maximum cijfer**
1	yes	60		written exam	0	8

Vakcode	la_ge
Vaknaam	Language acquisition German

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
2	211	PW2	2	*1.2 P2Das bin ich: Freizeit und Sport*	12,13,17	Identity
Related concept(s)	Context, Conventions					
Global context	Personal and cultural expression					
Focus of exploration	lifestyle choices, health and well-being					
Statement of inquiry	Media and free time shape how we think, feel, and live.					
MYP subject specific objective(s)	A, C					
ATL skills	Communication/Collaborate with peers using a variety of digital environments and media					
Content (topics, knowledge, skills)	Vocabulary: free time & hobbies, food, sports. Making a poster, listening and speaking about healthy habits					
Weegfactor	**Herkansing**	**Tijdsduur**		**Afnamevorm**	**Minimum cijfer**	**Maximum cijfer**
1	no	nvt		practical exam	0	8

Vakcode	la_ge
Vaknaam	Language acquisition German

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
3	310	PW3	2	*1.3 P3 Das bin ich: Wohnen, Festen, Tradtionen*	11,12,13,15,16,17	Culture
Related concept(s)	Conventions					
Global context	Personal and cultural expression					
Focus of exploration	intercultural understanding					
Statement of inquiry	Cultural perspectives shape how we live together and care for our world.					
MYP subject specific objective(s)	A, B, D					
ATL skills	Communication/ Use intercultural understanding to interpret communication					
Content (topics, knowledge, skills)	Vocabulary: Holidays, Traditions, Living, Shopping. Investigate difference in culture, mini-presentation, describing ones home and shopping behaveviour					
Weegfactor	**Herkansing**	**Tijdsduur**		**Afnamevorm**	**Minimum cijfer**	**Maximum cijfer**
1	no	60		written exam	0	8

Vakcode	math
Vaknaam	Mathematics

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
1	110	PW1	2	*3.1 P1 Number Systems and Equivalence*	19,21,22,23	Form
Related concept(s)	Equivalence, Systems					
Global context	Fairness and development					
Focus of exploration	Inequality in the distribution of resources					
Statement of inquiry	Understanding equivalence and proportion allows us to evaluate fairness in the distribution of resources.					
MYP subject specific objective(s)	A, D					
ATL skills	Critical Thinking, Research, Organization skills					
Content (topics, knowledge, skills)	Fractions, (rational numbers), negative numbers, scientific notation, percentages, square roots, algebra with letters, lineair equations					
Weegfactor	**Herkansing**	**Tijdsduur**		**Afnamevorm**	**Minimum cijfer**	**Maximum cijfer**
2	yes	60		written exam	1	8

Vakcode	math
Vaknaam	Mathematics

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
1	111	PW1	2	*3.1 P1 Number Systems and Equivalence*	19,21,22,24	Form
Related concept(s)	Equivalence, Systems					
Global context	Fairness and development					
Focus of exploration	Inequality in the distribution of resources					
Statement of inquiry	Understanding equivalence and proportion allows us to evaluate fairness in the distribution of resources.					
MYP subject specific objective(s)	C					
ATL skills	Organization and Communication skills					
Content (topics, knowledge, skills)	Fractions, (rational numbers), negative numbers, scientific notation, percentages, calculations with square roots, algebra with letters, lineair equations					
Weegfactor	**Herkansing**	**Tijdsduur**		**Afnamevorm**	**Minimum cijfer**	**Maximum cijfer**
1	no	N/A		practical exam	1	8

Vakcode	math
Vaknaam	Mathematics

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
2	210	PW2	2	*3.2 P2 Connecting Patterns Through Algebra and Graphs*	19, 25,27	Relationships

Related concept(s)	Representation, Modeling
Global context	Scientific and Technical Innovation
Focus of exploration	Mathematical modeling and representation of real-world systems
Statement of inquiry	Different forms of representation help us understand and solve relationships between changing quantities.
MYP subject specific objective(s)	B, C, D
ATL skills	Thinking Skills, Organization and Communication skills
Content (topics, knowledge, skills)	Linear formulas, graphs and equations Solving equations using balancing method, Intersection of two lines, Quadratic fornulas and equations, Drawing a parabola Solving quadratic equations using factorisation

Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
2	yes	60		written exam	1	8

Vakcode	math
Vaknaam	Mathematics

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
3	310	PW3	2	*3.3 P3 The Geometry of Space: From Angles to Volume*	20,24,26	Form
Related concept(s)	Measurement, Space					
Global context	Orientation in Space and Time					
Focus of exploration	Natural and human landscapes and resources					
Statement of inquiry	By exploring form and space through measurement, we can understand how physical environments are shaped and navigated.					
MYP subject specific objective(s)	A, B					
ATL skills	Critical & Creative Thinking, Research Skills					
Content (topics, knowledge, skills)	Lines, triangles, Pythagoras Theorem, Perimeters, areas and volume.					
Weegfactor	**Herkansing**	**Tijdsduur**		**Afnamevorm**	**Minimum cijfer**	**Maximum cijfer**
2	no	60		written exam	1	8

Vakcode	math
Vaknaam	Mathematics

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
3	311	PW3	2	*3.3 P3 The Geometry of Space: From Angles to Volume*	20,24,26	Form

Related concept(s)	Measurement, Space
Global context	Orientation in Space and Time
Focus of exploration	Natural and human landscapes and resources
Statement of inquiry	By exploring form and space through measurement, we can understand how physical environments are shaped and navigated.
MYP subject specific objective(s)	C, D
ATL skills	Research Skills, Self menagement
Content (topics, knowledge, skills)	Lines, triangles, Pythagoras Theorem, Perimeters, areas and volume.

Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	no	N/A		practical exam	1	8

Vakcode	i&s
Vaknaam	Individuals and societies

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
1	110	PW1	2	*3.1 P1 Systemen*	29, 30, 31, 37, 39, 40	Systems
Related concept(s)	Causailty					
Global context	Orientation in space and time					
Focus of exploration	Natural and human resources					
Statement of inquiry	Changes in human and natural resources lead to shifts in systems					
MYP subject specific objective(s)	Ai, Aii, Di, Dii, Diii, Div					
ATL skills	Thinking skills: Analyse complex information (interpret graphs and maps, explain causes and consequences within systems)					
Content (topics, knowledge, skills)	ECO: What is money, exchange, scarcity, good times/bad times, household economics, Boom consumption, unemployment trends, verzekeringen. GES: social/political systems. AK system: Climate system, Wind and currents, ENSO, cycles, orkanen.					
Weegfactor	**Herkansing**	**Tijdsduur**		**Afnamevorm**	**Minimum cijfer**	**Maximum cijfer**
1	yes	90		written exam	1	8

Vakcode	i&s
Vaknaam	Individuals and societies

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
1	111	PW1	2	*3.1 P1 Systemen*	29, 30, 31, 37, 39, 40	Systems
Related concept(s)	Causailty					
Global context	Orientation in space and time					
Focus of exploration	Natural and human resources					
Statement of inquiry	Changes in human and natural resources lead to shifts in systems					
MYP subject specific objective(s)	Bi, Bii, Biii, Biv, Ci, Cii, Ciii,					
ATL skills	-					
Content (topics, knowledge, skills)	ECO: What is money, exchange, scarcity, good times/bad times, household economics, Boom consumption, unemployment trends, verzekeringen. GES: social/political systems. AK system: Climate system, Wind and currents, ENSO, cycles, orkanen.					
Weegfactor	**Herkansing**	**Tijdsduur**		**Afnamevorm**	**Minimum cijfer**	**Maximum cijfer**
1	no	0		practical exam	1	8

Vakcode	i&s
Vaknaam	Individuals and societies

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
2	210	PW2	2	*3.2 P2 Ontdekkingsreizen*	28, 29, 37, 38, 39, 40, 41, 45, 47	Global interaction

Related concept(s)	Causality, globalization
Global context	Orientation in space and time
Focus of exploration	Peoples, boundaries, exchange and interaction
Statement of inquiry	Exploration affects global interactions
MYP subject specific objective(s)	Ai, Aii, Bi, Bii, Biii, Biv, Ci, Cii, Ciii, Di, Dii,
ATL skills	Communication skills: Provide respectful, meaningful feedback during collaborative investigations
Content (topics, knowledge, skills)	GES: Voyages of Discovery, ECO: trade monopolies, colonial extraction, unequeal exchange, resource flows, multinationals, World Trade, AK: Development of a World System through Colonial Times (time-space compression), Core-Periphery Relations, development indicators

Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	no	N/A		practical exam	1	8

Vakcode	i&s
Vaknaam	Individuals and societies

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
3	310	PW3	2	*3.3 P3 Van overleven naar leven*	35, 36, 37, 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, Di, Dii, Diii, Div
ATL skills	Thinking: Generate multiple new ideas, solutions and inquiries
Content (topics, knowledge, skills)	GES: Industrial Revolution, ECO: factories, labor division and production + AI, mechanisation, production and business, salary calculation (wages), unemployment, labor shortages, productivity. AK: urbanization, livability (city) and population & space, future of the cities

Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	no	90		written exam	1	8

Vakcode	sci
Vaknaam	Sciences

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
1	110	PW1	2	*P1 3.1.1 Matter, molecules, atoms and elements*	28, 30, 31, 32	Systems
Related concept(s)	Form, Models					
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**		**Afnamevorm**	**Minimum cijfer**	**Maximum cijfer**
1	yes	N/A		oral exam	0	8

Vakcode	sci
Vaknaam	Sciences

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
1	111	PW1	2	*P1 3.1.2 The circle of life*	29, 30, 21, 32, 35	Change
Related concept(s)	Interaction, Patterns					
Global context	Identities and relationships					
Focus of exploration	Competition and cooperation Human 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					
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**		**Afnamevorm**	**Minimum cijfer**	**Maximum cijfer**
1	yes	60		written exam	0	8

Vakcode	sci
Vaknaam	Sciences

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
1	112	PW1	2	*P1 3.1.2 The circle of life*	29, 30, 21, 32, 35	Change

Related concept(s)	Interaction, Patterns
Global context	Identities and relationships
Focus of exploration	Competition and cooperation Human 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)	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		Afnamevorm	Minimum cijfer	Maximum cijfer
1	yes	N/A		practical exam	0	8

Vakcode	sci
Vaknaam	Sciences

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
2	210	PW2	2	*P2 3.2.1 How do we make it work?*	28, 29, 30, 31, 32, 35	Change
Related concept(s)	Energy, Movement					
Global context	Scientific and technical innovation					
Focus of exploration	explore simple machines for doing work and how they make work moree fficient, 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**		**Afnamevorm**	**Minimum cijfer**	**Maximum cijfer**
1	yes	60		written exam	0	8

Vakcode	sci
Vaknaam	Sciences

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
2	211	PW2	0	*P2 3.2.2 How does the human body work? (IDU with PHE)*	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)	Ai, A ii, A iii					
ATL skills	Transfer skills					
Content (topics, knowledge, skills)	Photosynthesis Metabolism Respiratory system					
Weegfactor	**Herkansing**	**Tijdsduur**		**Afnamevorm**	**Minimum cijfer**	**Maximum cijfer**
1	yes	60		written exam	0	8

Vakcode	sci
Vaknaam	Sciences

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
2	212	PW2	0	*P2 3.2.2 How does the human body work? (IDU with PHE)*	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)	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

Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	yes	N/A		practical exam	0	8

Vakcode	sci
Vaknaam	Sciences

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
3	310	PW3	0	*P3 3.3 How do we respond to our world?*	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, Ciii, Civ, Cv, Di, Dii
ATL skills	Creative-thinking skills
Content (topics, knowledge, skills)	Senses, nerves, muscles, forces, electricity Making reports (FA)

Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	no	60		written exam	0	8

Vakcode	art
Vaknaam	Arts

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
1	110	PW1	2	*3.1 P1 Who is IB?*	48, 49, 50, 51, 52	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)	Ai, Aii, Bi, Bii, Ci, Di, Dii
ATL skills	Communication and collaboration skills
Content (topics, knowledge, skills)	Students research the IB culture at school and translate their findings into an artwork that reflects who they are.

Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	yes	90		practical exam	0	8

Vakcode	art
Vaknaam	Arts

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
2	210	PW2	2	*3.2 P2 Protest Art*	48, 49, 50, 51, 52	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)	Ai, Aii, Bi, Bii, Ci, Di, Dii
ATL skills	Critical-thinking skills
Content (topics, knowledge, skills)	Students create protest art with the goal of making a meaningful impact on society and present it in a location where it has the power to drive real change.

Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	yes	90		practical exam	0	8

Vakcode	art
Vaknaam	Arts

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
3	310	PW3	2	*3.3 P3 Unheard*	48, 49, 50, 51, 52	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)	Ai, Aii, Bi, Bii, Ci, Di, Dii					
ATL skills	Media literacy skills					
Content (topics, knowledge, skills)	Through poetry, text, and/or theatrical performance, students bring to life the voice of someone who is seldom given the chance to be heard.					
Weegfactor	**Herkansing**	**Tijdsduur**		**Afnamevorm**	**Minimum cijfer**	**Maximum cijfer**
1	no	90		practical exam	0	8

Vakcode	des
Vaknaam	Design

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
1	110	PW1	2	*3.1 Protest (VVN)*	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	Protest! Kijk kritisch naar een onderwerp en deel je mening om dit eerlijker te maken
MYP subject specific objective(s)	A: i + ii, B: i + iv, C: iii + iv, D: iii + iv
ATL skills	Communication, Organization, Media literacy, Creative-thinking
Content (topics, knowledge, skills)	Students research protest movements and design their own vector-style symbol. Based on this, they devise a protest around a theme relevant to their school.

Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	no	180		practical exam	0	8

Vakcode	des
Vaknaam	Design

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
2	210	PW2	2	*3.2 Emoticons & Illustrations (MDS)*	n.v.t.	Communities

Related concept(s)	Sustainability, Adaptation
Global context	Identities and relationships
Focus of exploration	Digital life, virtual environments and the Information Age
Statement of inquiry	Illustration can influence emotions and perspectives through visual storytelling and expressive design choices.
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	Critical-thinking, Creative-thinking, Communication, Collaboration, Reflection
Content (topics, knowledge, skills)	Students explore how illustration can influence emotions and perspectives through expressive imagery, symbolism and storytelling. They develop composition, color and visual communication skills while creating emotionally impactful illustrations.

Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	no	180		practical exam	0	8

Vakcode	des
Vaknaam	Design

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
3	310	PW3	2	*3.3 Speakerbox (NOM)*	n.v.t.	Form

Related concept(s)	Form, Function, Innovation
Global context	Scientific and technical innovation
Focus of exploration	Products, processes and solutions
Statement of inquiry	Door creativiteit en technische innovaties te combineren, kunnen we functionele en duurzame ontwerpen creëren die zowel persoonlijke voorkeuren als praktische behoeften vervullen
MYP subject specific objective(s)	A: iii + iv, B: ii + iii, C: i + ii, D: i + ii
ATL skills	Critical-thinking skills
Content (topics, knowledge, skills)	Onderzoeken hoe vorm, functie en innovatie samenkomen in een duurzaam en functioneel ontwerp van een speakerbox

Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	no	180		practical exam	0	8

Vakcode	PHE
Vaknaam	Physical and health education

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
1	110	PW1	2	*3.1 P1 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					
ATL skills	information literacy skills					
Content (topics, knowledge, skills)	Collaboration processing information to form a task					
Weegfactor	**Herkansing**	**Tijdsduur**		**Afnamevorm**	**Minimum cijfer**	**Maximum cijfer**
0	yes	N/A		Practical exam	0	8

Vakcode	PHE
Vaknaam	Physical and health education

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
1	111	PW1	2	*3.1 P1 Stick sports*	53, 56	Communication
Related concept(s)	environment, space					
Global context	Scientific and tecnical innovation					
Focus of exploration	Analyse in sports					
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					
ATL skills	critical thinking					
Content (topics, knowledge, skills)	Analyse a sports match					
Weegfactor	**Herkansing**	**Tijdsduur**		**Afnamevorm**	**Minimum cijfer**	**Maximum cijfer**
0	yes	60		Written exam	0	8

Vakcode	PHE
Vaknaam	Physical and health education

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
2	210	PW2	2	*3.2 P2 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 korfball Planbased work					
Weegfactor	**Herkansing**	**Tijdsduur**		**Afnamevorm**	**Minimum cijfer**	**Maximum cijfer**
0	yes	N/A		Practical exam	0	8

Vakcode	PHE
Vaknaam	Physical and health education

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
2	211	PW2	2	*3.2 P2 Healthy development, How does the human body work*	58	Development
Related concept(s)	Energie					
Global context	Fairness and Development					
Focus of exploration	Imagening a hopefull furture					
Statement of inquiry	How does the function of nutrition and exercise contribute from different perspectives to sustainable development towards a balanced and healthy society?					
MYP subject specific objective(s)	Bi, Bii & Di, Dii, Diii					
ATL skills	transfer skills combine knowledge					
Content (topics, knowledge, skills)	how to create a healthier world around me					
Weegfactor	**Herkansing**	**Tijdsduur**		**Afnamevorm**	**Minimum cijfer**	**Maximum cijfer**
0	yes	60		Written exam	0	8

Vakcode	PHE
Vaknaam	Physical and health education

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
3	310	PW3	2	*3.3 P3 Movement composition i like to move it*	53, 54	Change
Related concept(s)	Movement, refinement					
Global context	Personal and cutural 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					
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**		**Afnamevorm**	**Minimum cijfer**	**Maximum cijfer**
0	no	N/A		Practical exam	0	8

Vakcode	PHE
Vaknaam	Physical and health education

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
3	311	PW3	2	*3.3 P3 Hit and Run 2.0*	53	Development

Related concept(s)	Interaction, Strategy
Global context	identities and relationships
Focus of exploration	Roles and relationships
Statement of inquiry	Developing strategies and effective interaction within a team promotes cooperation and performance, leading to a stronger understanding of individual roles and relationships within sporting contexts.
MYP subject specific objective(s)	Ci, Cii, Ciii
ATL skills	Collaboration skills
Content (topics, knowledge, skills)	Strategies for effective collaboration

Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
0	no	60		Written exam	0	8