



Middle Years Programme 3

**Schooljaar
2026 - 2027**

Leerjaar 2

Vakcode	Il_ne
Vaknaam	Language acquisition 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	Il_ne
Vaknaam	Language acquisition 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)	Purpose, 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	Il_ne
Vaknaam	Language acquisition 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 purpose 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	Il_ne
Vaknaam	Language acquisition 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	Il_ne
Vaknaam	Language acquisition 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	Il_ne
Vaknaam	Language acquisition 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) Global context Focus of exploration Statement of inquiry MYP subject specific objective(s) ATL skills Content (topics, knowledge, skills)	Point of view, Empathy, Bias					
	Scientific and technical innovation					
	Science and perception, different ways of seeing, language, stories, communication and empathy					
	Science has shown us that although we all see the world differently we can still communicate and empathise.					
	Ai, Aii, Aiii, Bi, Bii, Biii, Di, Dii, Diii, Div					
	Creative thinking skills, reflection skills					
	Unit vocabulary, theme-based texts, reading, speaking, listening, writing, Grammar: 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	Communication
Related concept(s) Global context Focus of exploration Statement of inquiry MYP subject specific objective(s) ATL skills Content (topics, knowledge, skills)	Point of view, Empathy, Bias					
	Scientific and technical innovation					
	Science and perception, different ways of seeing, language, stories, communication and empathy					
	Science has shown us that although we all see the world differently we can still communicate and empathise.					
	Ci,Cii, Ciii,Civ					
	Creative thinking skills, reflection skills					
	Unit vocabulary, theme-based texts, reading, speaking, listening, writing, Grammar: 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) Global context Focus of exploration Statement of inquiry MYP subject specific objective(s) ATL skills Content (topics, knowledge, skills)	Form, models					
	Identities & Relationships					
	Identity formation, teams, role models					
	Through language and its models we can express the personal and cultural influences on our hobbies and passions					
	C					
	Communication/Collaboration/Organisation					
	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 <i>Free time, hobbies and sports</i>	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 <i>Traditions, food & culture</i>	11, 12, 13, 15	Culture
Related concept(s) Global context Focus of exploration Statement of inquiry MYP subject specific objective(s) ATL skills Content (topics, knowledge, skills)	Meaning, context, purpose					
	Identity and relationships					
	Celebrations and traditions from around the world. Food and culture.					
	Festivals highlight different aspects of the values and forms of expression of cultures					
	A B					
	Communication, transfer					
	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 <i>Traditions, food & culture</i>	11, 12, 13, 15	Culture
Related concept(s) Global context Focus of exploration Statement of inquiry MYP subject specific objective(s) ATL skills Content (topics, knowledge, skills)	Meaning, context, purpose					
	Identity and relationships					
	Celebrations and traditions from around the world. Food and culture.					
	Festivals highlight different aspects of the values and forms of expression of cultures					
	C					
	Communication, transfer					
	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 <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)	D					
ATL skills	Literacy skills					
Content (topics, knowledge, skills)	Pretérito indefinido and its temporal markers. Adverbs of frequency. GUSTAR + verbs about giving opinions. 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 <i>Das bin ich: Familie, Freunde, Schule</i>	12,13,17	Identity
Related concept(s) Global context Focus of exploration Statement of inquiry MYP subject specific objective(s) ATL skills Content (topics, knowledge, skills)	Context, Conventions					
	Identities and relationships					
	Identity formation					
	Identity shapes how we live together and prepare for the future.					
	A, C					
	Communication/Give and receive meaningful feedback					
	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, Traditionen	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 behaviour					
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					
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					
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 formulas 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 management					
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)	Causality					
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)	Causality					
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	0					
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, unequal 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	<i>P1 3.1.1 Matter, molecules, atoms and elements</i>	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	<i>P1 3.1.2 The circle of life</i>	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	<i>P1 3.1.2 The circle of life</i>	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	<i>P2 3.2.1 How do we make it work?</i>	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 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		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	2	<i>P2 3.2.2 How does the human body work? (IDU with PHE)</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)	Ai, A ii, A iii					
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		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	2	<i>P2 3.2.2 How does the human body work? (IDU with PHE)</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)	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		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	2	<i>P3 3.3 How do we respond to our world?</i>	29, 31, 32, 34, 35	Change
Related concept(s) Global context Focus of exploration Statement of inquiry MYP subject specific objective(s) ATL skills Content (topics, knowledge, skills)	Consequences					
	Scientific and technical innovation					
	Find out the systems and mechanisms that allow organisms to respond to their surroundings.					
	Scientific innovations designed to enhance our ability to perceive and respond to change in our surroundings have consequences on our survival.					
	Ai, Aii, Ci, Ciii, Civ, Cv, Di, Dii					
	Creative-thinking skills					
	Senses, nerves, muscles, forces, electricity Making reports (FA)					
Weegfactor	Herkansing	Tijdsduur	Afnamevorm		Minimum cijfer	Maximum cijfer
1	no	60	written exam	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) Global context Focus of exploration Statement of inquiry MYP subject specific objective(s) ATL skills Content (topics, knowledge, skills)	Sustainability, Adaptation					
	Identities and relationships					
	Digital life, virtual environments and the Information Age					
	Illustration can influence emotions and perspectives through visual storytelling and expressive design choices.					
	A: i + ii + iii + iv, B: i + ii + iii + iv, C: i + ii + iii + iv, D: i + ii + iii + iv					
	Critical-thinking, Creative-thinking, Communication, Collaboration, Reflection					
	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 <i>Speakerbox (NOM)</i>	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 technical 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 korfbal 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	Imagining a hopeful future					
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 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					
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