Johan de Witt scholengroep

Middle Years Programme 5

Schooljaar 2026 - 2027

Leerjaar 4

Vakcode	ll_ne
Vaknaam	Language and literature Dutch

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
1	110	PW1	4	*5.1 P1 Tussen ketenen en pagina's: verscheidenheid in tekstsoorten*	Domein: A, C, E Ref.kader: 2, 3, 4	Perspective

Related concept(s)	Context, Purpose, Structure
Global context	Orientation in Space & Time
Focus of exploration	1. Civilizations and social histories, heritage, pilgrimage, migration, displacement and exchange 2. Peoples, boundaries, exchange and interaction
Statement of inquiry	The way texts are structured and the perspective from which they are written influence how we understand historical events such as slavery, and how these continue to shape our identity and relationships today.
MYP subject specific objective(s)	Ai, Aii, Aiv, Diii, Div
ATL skills	Communication, Organization, Affective, Media Literacy and Creative Thinking skills
Content (topics, knowledge, skills)	* Text types * KERN Communication * KERN Literature * One literary work: short story / poems / literary work

Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	yes	120		Written exam	0	8

Vakcode	ll_ne
Vaknaam	Language and literature Dutch

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
1	111	PW1	4	*5.1 P1 Tussen ketenen en pagina's: verscheidenheid in tekstsoorten*	Domein: A, C, E Ref.kader: 2, 3, 4	Perspective

Related concept(s)	Context, Purpose, Structure
Global context	Orientation in Space & Time
Focus of exploration	1. Civilizations and social histories, heritage, pilgrimage, migration, displacement and exchange 2. Peoples, boundaries, exchange and interaction
Statement of inquiry	The way texts are structured and the perspective from which they are written influence how we understand historical events such as slavery, and how these continue to shape our identity and relationships today.
MYP subject specific objective(s)	Aiii, Bi, Bii, Biii, Ci, Cii, Ciii, Di, Dii, Diii, Div
ATL skills	Communication, Organization, Affective, Media Literacy and Creative Thinking skills
Content (topics, knowledge, skills)	* Text types * KERN Communication * KERN Literature * One literary work: short story / poems / literary work

Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	no	N/A		Practical exam	0	8

Vakcode	ll_ne
Vaknaam	Language and literature Dutch

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
2	210	PW2	4	*5.2 P2 Zeg het met kracht: overtuigen in woord en schrift*	Domein: A, B, D, E Ref.kader: 1, 2, 4	Communication

Related concept(s)	Audience, Purpose, Style
Global context	Personal & Cultural Expression
Focus of exploration	Analysis and argument
Statement of inquiry	Effective communication uses argumentation, stylistic devices, and adaptation to audience and purpose to reinforce persuasion and to present personal or cultural interpretations of literature.
MYP subject specific objective(s)	Ai, Aii, Aiii, Aiv, Bii, Ci, Cii, Ciii, Dii
ATL skills	Communication, Media Literacy and Creative Thinking skills
Content (topics, knowledge, skills)	* Persuasive / argumentative texts * KERN Argumentation * KERN Literature * KERN presentation * Assignment: Trouble Speech and a reading comprehension test

Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	yes	120		Written exam	0	8

Vakcode	ll_ne
Vaknaam	Language and literature Dutch

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
2	211	PW2	4	*5.2 P2 Zeg het met kracht: overtuigen in woord en schrift*	Domein: A, B, D, E Ref.kader: 1, 2, 4	Communication

Related concept(s)	Audience, Purpose, Style
Global context	Personal & Cultural Expression
Focus of exploration	Analysis and argument
Statement of inquiry	Effective communication uses argumentation, stylistic devices, and adaptation to audience and purpose to reinforce persuasion and to present personal or cultural interpretations of literature.
MYP subject specific objective(s)	Aii, Bi, Bii, Ci, Cii, Ciii, Di, Dii, Dv
ATL skills	Communication, Media Literacy and Creative Thinking skills
Content (topics, knowledge, skills)	* Persuasive / argumentative texts * KERN Argumentation * KERN Literature * KERN presentation * Assignment: Trouble Speech and a reading comprehension test

Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	yes	10		Oral exam	0	8

Vakcode	ll_ne
Vaknaam	Language and literature Dutch

Cijferperiode	**Kolomnummer**	**Kolomkop**	**Leerjaar**	**Unit title**	**SLO kerndoelen**	**Key concept**
3	310	PW3	4	*5.3 P3 Non-fictie versus fictie: is what you see, what you get?*	Domein: A, B, C, E Ref.kader: 1, 2, 3, 4	Creativity

Related concept(s)	Intertextuality, Theme, Point of view
Global context	Identities & relationships
Focus of exploration	Physical, psychological and social development
Statement of inquiry	By examining how fiction and non-fiction, such as biographies or popular science works, structure and frame information, we discover how writers assign meaning to experiences and information, and how the chosen form influences the way the audience interprets them.
MYP subject specific objective(s)	Ai, Aii, Aiii, Aiv, Bi, Bii, Biii, Ci, Cii, Ciii, Di, Dii, Dv
ATL skills	Communication & Creative thinking skills
Content (topics, knowledge, skills)	* KERN Language * Literary concepts: including framing in literature * Assignment: select and analyze one literary fiction and one non literary work in a podcast

Weegfactor	**Herkansing**	**Tijdsduur**		**Afnamevorm**	**Minimum cijfer**	**Maximum cijfer**
1	no	N/A		Practical exam	0	8

Vakcode	la_en
Vaknaam	Language acquisition English

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
1	110	PW1	4	*5.1 P1 Raise your voice*	A, B, C	Communication, Connections, Creativity

Related concept(s)	Audience, Context, Purpose
Global context	Fairness and Development
Focus of exploration	Rights, law, civic responsibility, and justice
Statement of inquiry	How do people respond to unfair treatment through protests and social movements ?
MYP subject specific objective(s)	Ai,Aii, Aiii, Bi, Bii, Biii, Di, Dii, Diii, Div
ATL skills	Critical thinking, creative thinking, Communication Skills, Research Skills
Content (topics, knowledge, skills)	Find out what started the Black Lives Matter movement. Find out who Trayvon Martin and George Floyd were. Talk about gun violence in American schools. Discover why the March For Our Lives took place. Unit vocabulary, theme-based literary and non-literary texts, argumentation, analysis, evaluation, advanced linking words,tense revision, conjuctions, phrasal verbs.

Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	yes	120		Written exam	0	8

Vakcode	la_en
Vaknaam	Language acquisition English

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
1	111	PW1	4	*5.1 P1 Raise your voice*	A, B, C	Communication, Connections, Creativity
Related concept(s)	Audience, Context, Purpose					
Global context	Fairness and Development					
Focus of exploration	Rights, law, civic responsibility, and justice					
Statement of inquiry	How do people respond to unfair treatment through protests and social movements ?					
MYP subject specific objective(s)	Ci, Cii, Ciii, Civ					
ATL skills	Critical thinking, creative thinking, Communication Skills, Research Skills					
Content (topics, knowledge, skills)	Find out what started the Black Lives Matter movement. Find out who Trayvon Martin and George Floyd were. Talk about gun violence in American schools. Discover why the March For Our Lives took place. Unit vocabulary, theme-based literary and non-literary texts, argumentation, analysis, evaluation, advanced linking words,tense revision, conjuctions,phrasal verbs.					
Weegfactor	**Herkansing**	**Tijdsduur**		**Afnamevorm**	**Minimum cijfer**	**Maximum cijfer**
1	yes	NA		Practical assessment	0	8

Vakcode	la_en
Vaknaam	Language acquisition English

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
2	210	PW2	4	*5.2 P2 Fake news*	A, B, C	Communication

Related concept(s)	Bias, Audience, Context
Global context	Orientation in space and time
Focus of exploration	Media,Technology
Statement of inquiry	How does the way media presents information influence our understanding of reality and why is fact-checking essential in distinguishing truth from misinformation?
MYP subject specific objective(s)	Ai,Aii, Aiii, Bi, Bii, Biii, Di, Dii, Diii, Div
ATL skills	Research skills, Critical thinking skills, Media Literacy
Content (topics, knowledge, skills)	Find out about the alien media craze in the 1930s and 1940s. Research what happened on 9/11. Learn about fake news. Practise fact-checking articles. Make a podcast about fact-checking an article you have found, modal verbs, sequencing language, collocations

Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	yes	120		Written exam	0	8

Vakcode	la_en
Vaknaam	Language acquisition English

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
2	211	PW2	4	*5.2 P2 Fake news*	A, B, C	Communication

Related concept(s)	Bias, Audience, Context
Global context	Orientation in space and time
Focus of exploration	Media,Technology
Statement of inquiry	How does the way media presents information influence our understanding of reality and why is fact-checking essential in distinguishing truth from misinformation?
MYP subject specific objective(s)	Ci, Cii, Ciii, Civ
ATL skills	Research skills, Critical thinking skills, Media Literacy
Content (topics, knowledge, skills)	Find out about the alien media craze in the 1930s and 1940s. Research what happened on 9/11. Learn about fake news. Practise fact-checking articles. Make a podcast about fact-checking an article you have found. Modal verbs, Sequencing language, collocations

Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	yes	N/A		Practical assessment	0	8

Vakcode	la_en
Vaknaam	Language acquisition English

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
3	310	PW3	4	*5.3 P3 Time after Time*	A, B, C	Connections

Related concept(s)	Argument, Context, Idiom
Global context	Scientific and Technical Innovation
Focus of exploration	Digital life, virtual environments and the Information Age
Statement of inquiry	Connections between people, ideas and time are shaped through context as technological innovation changes how we imagine the past and the future
MYP subject specific objective(s)	Ai,Aii, Aiii, Bi, Bii, Biii, Di, Dii, Diii, Div
ATL skills	Communication skills, Social skills, Reflection skills
Content (topics, knowledge, skills)	Travel through time. Read, watch and listen about people who travel to the past or the future. Describe how you could prevent an event from the past. Create a video about your day in the year 2025. Future tenses, conditional sentences, reported speech

Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	no	120		Written exam	0	8

Vakcode	la_en
Vaknaam	Language acquisition English

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
3	311	PW3	4	*5.3 P3 Time after Time*	A, B, C	Connections

Related concept(s)	Argument, Context, Idiom
Global context	Scientific and Technical Innovation
Focus of exploration	Digital life, virtual environments and the Information Age
Statement of inquiry	Connections between people, ideas and time are shaped through context as technological innovation changes how we imagine the past and the future
MYP subject specific objective(s)	Ci, Cii, Ciii, Civ
ATL skills	Thinking skills, Self-management skills, Research skills
Content (topics, knowledge, skills)	Travel through time. Read, watch and listen about people who travel to the past or the future. Describe how you could prevent an event from the past. Create a video about your day in the year 2025. Future tenses, conditional sentences, reported speech

Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	no	10 each		Practical assessment	0	8

Vakcode	la_fr
Vaknaam	Language acquisition French

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
1	110	PW1	4	*5.1 P1 Migrations et identités*	A, B, D	Culture

Related concept(s)	Points of view, context
Global context	Identities and Relationships
Focus of exploration	Identity Formation
Statement of inquiry	Migration changes how people express who they are, connect with their culture, and adapt to a new environment through language.
MYP subject specific objective(s)	A, B, D
ATL skills	Communication skills
Content (topics, knowledge, skills)	Vocabulaire: migration, identité, origine, intégration. Verbes: être, avoir, aller (au présent et au passé composé), futur simple. Grammaire: adverbes-ment, pronoms relatifs simples, pronoms intérrogatifs (qui, que, où).

Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	yes	120		Written exam	0	8

Vakcode	la_fr
Vaknaam	Language acquisition French

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
1	111	PW1	4	*5.1 P1 Migrations et identités*	A, B, D	Culture

Related concept(s)	Points of view, context
Global context	Identities and Relationships
Focus of exploration	Identity Formation
Statement of inquiry	Migration changes how people express who they are, connect with their culture, and adapt to a new environment through language.
MYP subject specific objective(s)	C
ATL skills	Communication skills
Content (topics, knowledge, skills)	Vocabulaire: migration, identité, origine, intégration. Verbes: être, avoir, aller (au présent et au passé composé), futur simple. Grammaire: adverbes-ment, pronoms relatifs simples, pronoms intérrogatifs (qui, que, où).

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	4	*5.2 P2 Le monde numérique: moi en ligne*	A, C, D	Communication

Related concept(s)	Audience, Purpose
Global context	Personal and Cultural Expression
Focus of exploration	Social constructions of reality
Statement of inquiry	Digital communication influences how we express identity and how others see us.
MYP subject specific objective(s)	B, D
ATL skills	Media Literacy/Creative Thinking skills
Content (topics, knowledge, skills)	Vocabulaire: Apps, Emotions, Identité Grammaire : subjonctif, les pronoms relatifs composés, le futur antérieur. Savoir partager son opinion (par exemple: je pense que, à mon avis, je trouve que...). Cultural Focus: Les adolescents et les réseaux sociaux en France vs. aux Pays-Bas (par exemple: habitudes d'utilisation, préoccupations liées à la vie privée, expression de l'identité, plateformes populaires).

Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	yes	120		Written exam	0	8

Vakcode	la_fr
Vaknaam	Language acquisition French

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
2	211	PW2	4	*5.2 P2 Le monde numérique: moi en ligne*	A, C, D	Communication

Related concept(s)	Audience, Purpose
Global context	Personal and Cultural Expression
Focus of exploration	Social constructions of reality
Statement of inquiry	Digital communication influences how we express identity and how others see us.
MYP subject specific objective(s)	C
ATL skills	Media Literacy/Creative Thinking skills
Content (topics, knowledge, skills)	Vocabulaire: Apps, Emotions, Identité Grammaire : subjonctif, les pronoms relatifs composés, le futur antérieur. Savoir partager son opinion (par exemple: je pense que, à mon avis, je trouve que...). Cultural Focus: Les adolescents et les réseaux sociaux en France vs. aux Pays-Bas (par exemple: habitudes d'utilisation, préoccupations liées à la vie privée, expression de l'identité, plateformes populaires).

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

Vakcode	la_fr
Vaknaam	Language acquisition French

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
3	310	PW3	4	*5.3 P3 Consommer ou protéger?*	B, C, D	Connections

Related concept(s)	Stylistic choices, Empathy
Global context	Globalization and Sustainability
Focus of exploration	Human impact on the environment
Statement of inquiry	Our language reveals how we connect personal choices to global responsibilities.
MYP subject specific objective(s)	A
ATL skills	Organization/transfer skills
Content (topics, knowledge, skills)	Vocabulaire : milieu, consommation, gaspillage, réutilisation Grammaire : subjonctif pour le conseil (il faut que...), pronoms possessifs (le mien, le nôtre, les nôtres, etc.), le conditionnel présent Focus culturel : initiatives durables en France (par ex. Zéro Déchet).

Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	no	120		Written exam	0	8

Vakcode	la_sp
Vaknaam	Language acquisition Spanish

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
1	110	PW1	4	*5.1. P1 Mi futuro: trabajo, sueños y decisiones*	A, C, D, E, F	Communication

Related concept(s)	Context, Purpose
Global context	Orientation in Time and Space
Focus of exploration	Peoples, boundaries, exchange and interaction
Statement of inquiry	Communication about our future depends on context and purpose
MYP subject specific objective(s)	B, D
ATL skills	Commmunication/Reflection/Critical Thinking
Content (topics, knowledge, skills)	Vocabulary Structures & Grammar: Ir a + infinitive, simple future, conditional Complex sentences Discourse markers Cultural: Career choice expectations in Spain & Latin America; influence of family/society

Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	yes	120		Written exam	0	8

Vakcode	la_sp
Vaknaam	Language acquisition Spanish

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
1	111	PW1	4	*5.1. P1 Mi futuro: trabajo, sueños y decisiones*	C	Communication

Related concept(s)	Context, Purpose
Global context	Orientation in Time and Space
Focus of exploration	Peoples, boundaries, exchange and interaction
Statement of inquiry	Communication about our future depends on context and purpose
MYP subject specific objective(s)	C
ATL skills	Commmunication/Reflection/Critical Thinking
Content (topics, knowledge, skills)	Vocabulary Structures & Grammar: Ir a + infinitive, simple future, conditional Complex sentences Discourse markers Cultural: Career choice expectations in Spain & Latin America; influence of family/society

Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	yes	10		Oral exam	0	8

Vakcode	la_sp
Vaknaam	Language acquisition Spanish

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
2	210	PW2	4	*5.2. P2 ¿Quiénes somos? Identidad y redes sociales*	A, B, D	Communication

Related concept(s)	Audience, Point of view
Global context	Personal and Cultural Expression
Focus of exploration	Identity and expression
Statement of inquiry	Our identity is shaped by how and where we express ourselves
MYP subject specific objective(s)	A, B, D
ATL skills	Communication/ Creative thinking/ media literacy
Content (topics, knowledge, skills)	Vocabulary: identity, emotions, platforms, opinions Structures & Grammar: Present tense, reflexive verbs, comparatives Gustar-type verbs Informal vs. formal register Cultural: Social media in Spain and Latin America; identity in digital spaces

Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	yes	120		Written exam	0	8

Vakcode	la_sp
Vaknaam	Language acquisition Spanish

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
2	211	PW2	4	*5.2. P2 ¿Quiénes somos? Identidad y redes sociales*	C	Communication

Related concept(s)	Audience, Point of view
Global context	Personal and Cultural Expression
Focus of exploration	Identity and expression
Statement of inquiry	Our identity is shaped by how and where we express ourselves
MYP subject specific objective(s)	C
ATL skills	Communication/ Creative thinking/ media literacy
Content (topics, knowledge, skills)	Vocabulary: identity, emotions, platforms, opinions Structures & Grammar: Present tense, reflexive verbs, comparatives Gustar-type verbs Informal vs. formal register Cultural: Social media in Spain and Latin America; identity in digital spaces

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

Vakcode	la_sp
Vaknaam	Language acquisition Spanish

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
3	310	PW3	4	*5.3. P3 Tradiciones vivas: celebraciones del mundo hispano*	A, B, D	Connections

Related concept(s)	Context, Bias
Global context	Globalization and Sustainability
Focus of exploration	Consumption, conservation, scarcity
Statement of inquiry	Connections between our lifestule and the environment require awareness and responsibilty
MYP subject specific objective(s)	A, B, D
ATL skills	Transfer skills/organization skills
Content (topics, knowledge, skills)	Vocabulary: sustainability, housing, environment Structures & Grammar: Subjunctive for recommendations Passive voice (introduction) Cultural: Green living in Spanish-speaking cities; youth activism for climate

Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	no	120		Written exam	0	8

Vakcode	la_ge
Vaknaam	Language acquisition German

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
1	110	PW1	4	*3.1 P1 „Ich, meine Rolle und meine Zukunft: Wie finde ich meinen Weg?“*	A, C, D	Identity

Related concept(s)	Roll and choice
Global context	Identities and relationships
Focus of exploration	Roles and rolemodels
Statement of inquiry	Our identity guides how we live together and prepare for the future.
MYP subject specific objective(s)	B, D
ATL skills	Creative thinking skills/Use brainstorming and visual diagrams to generate new ideas and inqiuries
Content (topics, knowledge, skills)	Roles & identity, Schoolstress, internships

Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	yes	120		written exam	0	8

Vakcode	la_ge
Vaknaam	Language acquisition German

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
1	111	PW1	4	*3.1 P1 „Ich, meine Rolle und meine Zukunft: Wie finde ich meinen Weg?“*	A, C, D	Identity

Related concept(s)	Roll and choice
Global context	Identities and relationships
Focus of exploration	Roles and rolemodels
Statement of inquiry	Our identity guides how we live together and prepare for the future.
MYP subject specific objective(s)	A, C
ATL skills	Creative thinking skills/Use brainstorming and visual diagrams to generate new ideas and inqiuries
Content (topics, knowledge, skills)	Roles & identity, Schoolstress, internships

Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	no	N/A		practical exam	0	8

Vakcode	la_ge
Vaknaam	Language acquisition German

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
2	210	PW2	4	*3.2 P2 „Wie frei bin ich? Einfluss erkennen und Entscheidungen treffen“*	A, B, D	Communication

Related concept(s)	Persuasion, choice
Global context	Fairness and development
Focus of exploration	Power and privilege
Statement of inquiry	Understanding influence helps us make free choices.
MYP subject specific objective(s)	B, D
ATL skills	Critival thinking/recognize unstated asumptions and bias
Content (topics, knowledge, skills)	Influencing & Commercials, Stress and addiction

Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	yes	120		written exam	0	8

Vakcode	la_ge
Vaknaam	Language acquisition German

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
2	211	PW2	4	*3.2 P2 „Wie frei bin ich? Einfluss erkennen und Entscheidungen treffen“*	A, B, D	Communication

Related concept(s)	Persuasion, choice
Global context	Fairness and development
Focus of exploration	Power and privilege
Statement of inquiry	Understanding influence helps us make free choices.
MYP subject specific objective(s)	A, C
ATL skills	Critival thinking/recognize unstated asumptions and bias
Content (topics, knowledge, skills)	Influencing & Commercials, Stress and addiction

Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	no	N/A		practical exam	0	8

Vakcode	la_ge
Vaknaam	Language acquisition German

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
3	310	PW3	4	*3.3 P3 „Vergangenheit und Zukunft: Lektionen aus Geschichte und Umwelt“*	A, D, E	Time, place and space

Related concept(s)	Change, responsibility
Global context	Globilization and sustainability
Focus of exploration	Human impact on the environmet
Statement of inquiry	History teaches us to act responsibly for the environment.
MYP subject specific objective(s)	A, B, D
ATL skills	Tranfer/Combine knowlegde, understanding and skills to create products or lolutions
Content (topics, knowledge, skills)	History (WW2 and Cold war),Climatechange

Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	no	120		written exam	0	8

Vakcode	math
Vaknaam	Mathematics

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
1	110	PW1	4	*5.1 P1 From Explosions to Extinction: Modeling Change with Exponents*	B,C	Relationships

Related concept(s)	Change, Representation , Models
Global context	Scientific and Technical Innovation
Focus of exploration	Patterns and relationships in real-life exponential and logarithmic change Students explore how exponential growth and logarithmic decay reveal patterns in population, finance, technology, and nature.
Statement of inquiry	Mathematical models help us understand and predict patterns of change in real-world contexts. This statement emphasizes how functions like exponential and logarithmic models provide insight into dynamic systems that change over time.
MYP subject specific objective(s)	A, B
ATL skills	Research, Thinking
Content (topics, knowledge, skills)	Powers and exponents, Exponential functions, Logarithmic functions Real-life growth and decay models Exponential and logarithmic functions

Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
2	yes	120		Written exam	0	8

Vakcode	math
Vaknaam	Mathematics

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
1	111	PW1	4	*5.1 P1 From Explosions to Extinction: Modeling Change with Exponents*	B,C	Relationships

Related concept(s)	Change, Representation , Models
Global context	Scientific and Technical Innovation
Focus of exploration	Patterns and relationships in real-life exponential and logarithmic change Students explore how exponential growth and logarithmic decay reveal patterns in population, finance, technology, and nature.
Statement of inquiry	Mathematical models help us understand and predict patterns of change in real-world contexts. This statement emphasizes how functions like exponential and logarithmic models provide insight into dynamic systems that change over time.
MYP subject specific objective(s)	C,D
ATL skills	Research, Thinking
Content (topics, knowledge, skills)	Powers and exponents, Exponential functions, Logarithmic functions Real-life growth and decay models Exponential and logarithmic functions

Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	no	N/A		Practical exam	0	8

Vakcode	math
Vaknaam	Mathematics

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
2	210	PW2	4	*5.2 P2 From Shape to Shift :Geometry and the Birth of Calculus"*	C	Form

Related concept(s)	Measurement, Representation, Change
Global context	Scientific and Technical Innovation
Focus of exploration	Measurement and abstraction Students explore how precise geometric tools and algebraic techniques can describe shapes, motion, and change in both static and dynamic systems.
Statement of inquiry	Geometric reasoning and measurement allow us to model and predict spatial relationships and rates of change.
MYP subject specific objective(s)	A,B,C,D
ATL skills	Communication, Thinking
Content (topics, knowledge, skills)	Angles and distances, Trigonometry, Lines and circles in coordinate geometry Introduction to derivative

Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
2	yes	120		Written exam	0	8

Vakcode	math
Vaknaam	Mathematics

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
3	310	PW3	4	*5.3 P3 Statistics*	A,B,E	Logic

Related concept(s)	Patterns, Chance, Sytstems
Global context	Fairness and Development
Focus of exploration	Understanding and applying counting principles. Exploring the concepts of fairness and randomness and their implications in games, decision-making, and real-life scenarios. Developing skills to critically analyze probability models and reflect on fairness in uncertain situations. Introduction to statistics.
Statement of inquiry	Logical counting principles, probability models, and statistical analysis help us understand patterns of chance, interpret data trends, and make fair decisions in uncertain situations.
MYP subject specific objective(s)	A,B
ATL skills	Thinking, Communication, Self-Management, Research
Content (topics, knowledge, skills)	Statistics, Counting principles, Tree diagrams and tables and probability,Permutations and combinations,Fairness and randomness,

Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	no	120		Written exam	0	8

Vakcode	math
Vaknaam	Mathematics

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
3	311	PW3	4	*5.3 P3 Statistics in a data set*	A,B	Logic

Related concept(s)	Patterns, Chance, Sytstems
Global context	Fairness and Development
Focus of exploration	Understanding and applying counting principles. Distinguishing between permutations and combinations and applying them correctly in different contexts. Exploring the concepts of fairness and randomness and their implications in games, decision-making, and real-life scenarios. Developing skills to critically analyze probability models and reflect on fairness in uncertain situations.
Statement of inquiry	Logical counting principles, probability models, and statistical analysis help us understand patterns of chance, interpret data trends, and make fair decisions in uncertain situations.
MYP subject specific objective(s)	C,D
ATL skills	Thinking, Communication, Self-Management, Research
Content (topics, knowledge, skills)	Counting principles, ,probability, statistics.

Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	no	N/A		Practical exam	0	8

Vakcode	i&s
Vaknaam	Individuals and societies

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
1	110	PW1	4	*5.1 P1 Dynamic Earth: Risks from Below and Above*	Geography A, C	Time, place and space
Related concept(s)	Processes					
Global context	Scientific and technical innovation					
Focus of exploration	Adaptation, ingenuity and progress					
Statement of inquiry	Natural processes create risks and opportunities that societies respond to differently depending on time, place and space.					
MYP subject specific objective(s)	Ai, Aii, Cii, Di, Dii, Diii, Div					
ATL skills	Thinking skills: Practice visible thinking strategies and techniques (think-pair-share, think-pair-wonder ...)					
Content (topics, knowledge, skills)	Geography: Plate tectonics, earthquakes, volcanos, landslides, climate, atmospheric circulation, El Nino, Consequences of Climate Change, hazard management					
Weegfactor	**Herkansing**	**Tijdsduur**		**Afnamevorm**	**Minimum cijfer**	**Maximum cijfer**
1	yes	120		Written exam	0	8

Vakcode	i&s
Vaknaam	Individuals and societies

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
1	111	PW1	4	*5.2 P1 How are Societies governed?*	History A, B, C Economics A, E, H	Systems

Related concept(s)	Power
Global context	Fairness and Development
Focus of exploration	Democracy, politics, government and civil society
Statement of inquiry	The governance of societies is organized by different systems that are used to distribute power and wealth, affecting fairness and development.
MYP subject specific objective(s)	Ai, Aii, Bi, Bii, Biii, Biv, Ci, Cii, Ciii, Di, Dii, Diii, Div
ATL skills	Critical-thinking skills
Content (topics, knowledge, skills)	History & Economics: Types of leaders en governments, China, The Dutch Republic, The role of government in the economy, macroeconomics, Government finances and budgetary policy, Inflation, real vs nominal income, purchasing power, cost-of-living comparisons. Interest rates, borrowing, savings, state debt

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

Vakcode	i&s
Vaknaam	Individuals and societies

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
2	210	PW2	4	*5.3 P2 Conflict and cold war in the 20th century*	History A, B, C	Change

Related concept(s)	Perspective and resources
Global context	Orientation in time and space
Focus of exploration	Epochs, eras, turning points and “big history”
Statement of inquiry	Society's willingness to engage in warfare and violence is determined by society's perspective and resources.
MYP subject specific objective(s)	Ai, Aii, Di, Dii, Diii,Div
ATL skills	Information literacy skills
Content (topics, knowledge, skills)	History: First, Second World War & Cold War

Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	yes	120		Written exam	0	8

Vakcode	i&s
Vaknaam	Individuals and societies

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
2	211	PW2	4	*5.4 P2 Human development*	Geography A, B, Economy A, I	Global interactions

Related concept(s)	Development
Global context	Fairness and Development
Focus of exploration	Human capability and development
Statement of inquiry	Global interactions influence equity, opportunities and levels of human development.
MYP subject specific objective(s)	Ai, Aii, Bi, Bii, Biii, Biv, Ci, Cii, Ciii, Di, Dii, Diii, Div
ATL skills	Communication skills: Collaborate with peers using a variety of digital environments (infographic) + give and receive feedback (from other groups)
Content (topics, knowledge, skills)	Geography & Economics: Income distribution and wealth differences, GDP, GINI, Lorenz curve, Developing countries and economic growth, Population growth and demographic transition, core-periphery model, Human Development Index , Aging societies, pension pressure, shrinking labor force.

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

Vakcode	i&s
Vaknaam	Individuals and societies

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
3	310	PW3	4	*5.5 P3 The market*	Economics A, D	Systems

Related concept(s)	Choice/ Scarcity
Global context	Globalization and sustainability
Focus of exploration	markets, commodities and commercialization
Statement of inquiry	The way markets are structured determines how choices made by producers and consumers influence the price and availability of product
MYP subject specific objective(s)	Ai, Aii, Di, Dii, Div
ATL skills	Self-management skills
Content (topics, knowledge, skills)	Economics: Market demand, market supply, market mechanism, market structures, cost structure and revenues, consumer behaviour, producer behaviour. Market Failure, Government intervention, Advertising, consumer choice, profit maximization, Luxury vs necessity goods, price responsiveness Graph interpretation.

Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	no	120		Written exam	0	8

Vakcode	i&s
Vaknaam	Individuals and societies

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
3	311	PW3	0	*5.6 P3 Prelude to a globalized world economy: Imperialism, industrialisation and the advent of world trade*	Geography C, D History A, B, C	Trade
Related concept(s)	Power					
Global context	Globalization and Sustainability					
Focus of exploration	International trade					
Statement of inquiry	The more trade you do the more power you have					
MYP subject specific objective(s)	Ai, Aii, Ci, Cii, Ciii, Di, Dii, Diii, Div					
ATL skills	Thinking skills - identify connections (production chain maps and “best energy” pitch) Self-management: keep an organized and logical system of information files (make the file you will use in the test to be able to refer to it and quote it)					
Content (topics, knowledge, skills)	History & Geography: European expansion and colonialism, Industrial Revolution and World Trade, climate and resource geography, fossil fuels and energy transition, global trade routes and geopolitical choke points, economic/cultural/political globalization					
Weegfactor	**Herkansing**	**Tijdsduur**		**Afnamevorm**	**Minimum cijfer**	**Maximum cijfer**
1	no	N/A		practical exam	0	8

Vakcode	sci
Vaknaam	Sciences

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
1	110	PW1	4	*5.1 P1 Life in Motion: Exploring Genes, Movement, and Carbon Chains*	Bio: A, E - Nat: A, C, I -Schei: C	Systems

Related concept(s)	Function, Change, Movement, Structure
Global context	Scientific and Technical Innovation
Focus of exploration	Human impact on natural systems and the role of science in promoting sustainable solutions
Statement of inquiry	Understanding how systems of life, motion, and matter interact, helps us explain the continuity and complexity of living organisms.
MYP subject specific objective(s)	Ai t/m Aiii, Cii, Di
ATL skills	Transfer skills
Content (topics, knowledge, skills)	Cell, DNA, Ecosystem, Metabolism, Population, Cell Membrane, Enzymes, Chromosomes, Osmosis, Validity/Reliability, Mitosis, Meiosis, Sexual Reproduction, Genetic Variation, Hormones, Sex Hormones, Menstrual Cycle, Embryonic Development, Cell Differentiation, Stem Cells, Chromosomes, Genotype, Phenotype, Allele, Genetic Variation, Mutation, Monohybrid Cross, Dihybrid Cross, X-Linked, Linked Genes Mixtures, Pure substance, Reactions, Macro level, Micro level, Periodic Table, Atom, Metals, Molecular substances, Hydrocarbon, Petrochemical industry, Alkanes, Alkenes, Environmental requirements SI quantities and units, scientific notation, SI Prefixes, measurement uncertainty, significant figures, graphs and types of relationships, motion and velocity graphs, motion analysis, equations of motion, uniform motion, accelerated motion, free fall, gravitational acceleration

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

Vakcode	sci
Vaknaam	Sciences

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
1	111	PW1	4	*5.1 P1 Life in Motion: Exploring Genes, Movement, and Carbon Chains*	Bio: A, E - Nat: A, C, I -Schei: C	Systems

Related concept(s)	Function, Change, Movement, Structure
Global context	Scientific and Technical Innovation
Focus of exploration	Human impact on natural systems and the role of science in promoting sustainable solutions
Statement of inquiry	Understanding how systems of life, motion, and matter interact, helps us explain the continuity and complexity of living organisms.
MYP subject specific objective(s)	Ai t/m Aiii, Cii, Di
ATL skills	Transfer skills
Content (topics, knowledge, skills)	Cell, DNA, Ecosystem, Metabolism, Population, Cell Membrane, Enzymes, Chromosomes, Osmosis, Validity/Reliability, Mitosis, Meiosis, Sexual Reproduction, Genetic Variation, Hormones, Sex Hormones, Menstrual Cycle, Embryonic Development, Cell Differentiation, Stem Cells, Chromosomes, Genotype, Phenotype, Allele, Genetic Variation, Mutation, Monohybrid Cross, Dihybrid Cross, X-Linked, Linked Genes Mixtures, Pure substance, Reactions, Macro level, Micro level, Periodic Table, Atom, Metals, Molecular substances, Hydrocarbon, Petrochemical industry, Alkanes, Alkenes, Environmental requirements SI quantities and units, scientific notation, SI Prefixes, measurement uncertainty, significant figures, graphs and types of relationships, motion and velocity graphs, motion analysis, equations of motion, uniform motion, accelerated motion, free fall, gravitational acceleration

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

Vakcode	sci
Vaknaam	Sciences

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
1	112	PW1	4	*5.1 P1 Life in Motion: Exploring Genes, Movement, and Carbon Chains*	Bio: A, E - Nat: A, C, I -Schei: C	Systems

Related concept(s)	Function, Change, Movement, Structure
Global context	Scientific and Technical Innovation
Focus of exploration	Human impact on natural systems and the role of science in promoting sustainable solutions
Statement of inquiry	Understanding how systems of life, motion, and matter interact, helps us explain the continuity and complexity of living organisms.
MYP subject specific objective(s)	Ai t/m Aiii, Cii, Di
ATL skills	Transfer skills
Content (topics, knowledge, skills)	Cell, DNA, Ecosystem, Metabolism, Population, Cell Membrane, Enzymes, Chromosomes, Osmosis, Validity/Reliability, Mitosis, Meiosis, Sexual Reproduction, Genetic Variation, Hormones, Sex Hormones, Menstrual Cycle, Embryonic Development, Cell Differentiation, Stem Cells, Chromosomes, Genotype, Phenotype, Allele, Genetic Variation, Mutation, Monohybrid Cross, Dihybrid Cross, X-Linked, Linked Genes Mixtures, Pure substance, Reactions, Macro level, Micro level, Periodic Table, Atom, Metals, Molecular substances, Hydrocarbon, Petrochemical industry, Alkanes, Alkenes, Environmental requirements SI quantities and units, scientific notation, SI Prefixes, measurement uncertainty, significant figures, graphs and types of relationships, motion and velocity graphs, motion analysis, equations of motion, uniform motion, accelerated motion, free fall, gravitational acceleration

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

Vakcode	sci
Vaknaam	Sciences

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
1	113	PW1	4	*5.1 P1 Life in Motion: Exploring Genes, Movement, and Carbon Chains*	Bio: A, E - Nat: A, C, I -Schei: C	Systems

Related concept(s)	Function, Change, Movement, Structure
Global context	Scientific and Technical Innovation
Focus of exploration	Human impact on natural systems and the role of science in promoting sustainable solutions
Statement of inquiry	Understanding how systems of life, motion, and matter interact, helps us explain the continuity and complexity of living organisms.
MYP subject specific objective(s)	Ai, Aii, Bi t/m Biv, Ci t/m Cv
ATL skills	Transfer skills
Content (topics, knowledge, skills)	Cell, DNA, Ecosystem, Metabolism, Population, Cell Membrane, Enzymes, Chromosomes, Osmosis, Validity/Reliability, Mitosis, Meiosis, Sexual Reproduction, Genetic Variation, Hormones, Sex Hormones, Menstrual Cycle, Embryonic Development, Cell Differentiation, Stem Cells, Chromosomes, Genotype, Phenotype, Allele, Genetic Variation, Mutation, Monohybrid Cross, Dihybrid Cross, X-Linked, Linked Genes Mixtures, Pure substance, Reactions, Macro level, Micro level, Periodic Table, Atom, Metals, Molecular substances, Hydrocarbon, Petrochemical industry, Alkanes, Alkenes, Environmental requirements SI quantities and units, scientific notation, SI Prefixes, measurement uncertainty, significant figures, graphs and types of relationships, motion and velocity graphs, motion analysis, equations of motion, uniform motion, accelerated motion, free fall, gravitational acceleration

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

Vakcode	sci
Vaknaam	Sciences

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
1	114	PW1	4	*5.1 P1 Life in Motion: Exploring Genes, Movement, and Carbon Chains*	Bio: A, E - Nat: A, C, I -Schei: C	Systems

Related concept(s)	Function, Change, Movement, Structure
Global context	Scientific and Technical Innovation
Focus of exploration	Human impact on natural systems and the role of science in promoting sustainable solutions
Statement of inquiry	Understanding how systems of life, motion, and matter interact, helps us explain the continuity and complexity of living organisms.
MYP subject specific objective(s)	Bi t/m Biv, Ci, Ciii t/m Cv, Dii t/m iv
ATL skills	Transfer skills
Content (topics, knowledge, skills)	Cell, DNA, Ecosystem, Metabolism, Population, Cell Membrane, Enzymes, Chromosomes, Osmosis, Validity/Reliability, Mitosis, Meiosis, Sexual Reproduction, Genetic Variation, Hormones, Sex Hormones, Menstrual Cycle, Embryonic Development, Cell Differentiation, Stem Cells, Chromosomes, Genotype, Phenotype, Allele, Genetic Variation, Mutation, Monohybrid Cross, Dihybrid Cross, X-Linked, Linked Genes Mixtures, Pure substance, Reactions, Macro level, Micro level, Periodic Table, Atom, Metals, Molecular substances, Hydrocarbon, Petrochemical industry, Alkanes, Alkenes, Environmental requirements SI quantities and units, scientific notation, SI Prefixes, measurement uncertainty, significant figures, graphs and types of relationships, motion and velocity graphs, motion analysis, equations of motion, uniform motion, accelerated motion, free fall, gravitational acceleration

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

Vakcode	sci
Vaknaam	Sciences

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
2	210	PW2	4	*5.2 P2 Systems in Action: Understanding Forces, Reactions, and Responses*	Bio: A, B en D Nat: A, C, I Schei: A, B, C	Change

Related concept(s)	Function, Interaction, Movement, Form, Change
Global context	Scientific and Technical Innovation
Focus of exploration	The impact of scientific understanding on human behavior, technology, and the environment.
Statement of inquiry	Systems respond to internal and external changes through interactions that result in observable transformations in living organisms, physical forces, and chemical substances.
MYP subject specific objective(s)	Ai t/m Aiii, Cii, Di
ATL skills	Organizion skills
Content (topics, knowledge, skills)	Homeostasis, Feedback, Endocrine system, Nervous system, Neurons, Nerves, Reflexes, Impulse transmission, Muscles, Senses, (Stimulus) Threshold, Adequate stimulus, The eye, Natural Selection, Biodiversity, Species, Population, Genetic Variation, Mutations, Meiosis, Adaptation, Eukaryote, Endosymbiotic Theory Ions, Empirical formula, Dissolving salts, Detecting ions, Environment impact of salts, Mole & Chemical quantity, Significance, chemical calculation (solutions and reactions), Macro level, Micro level, solubility of substances properties of forces, drawing forces, force scale, frictional forces, resultant force, combining forces, resolving forces, forces in equilibrium, Newton's three laws of motion, law of the lever

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

Vakcode	sci
Vaknaam	Sciences

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
2	211	PW2	4	*5.2 P2 Systems in Action: Understanding Forces, Reactions, and Responses*	Bio: A, B en D Nat: A, C, I Schei: A, B, C	Change

Related concept(s)	Function, Interaction, Movement, Form, Change
Global context	Scientific and Technical Innovation
Focus of exploration	The impact of scientific understanding on human behavior, technology, and the environment.
Statement of inquiry	Systems respond to internal and external changes through interactions that result in observable transformations in living organisms, physical forces, and chemical substances.
MYP subject specific objective(s)	Ai t/m Aiii, Cii, Di
ATL skills	Organizion skills
Content (topics, knowledge, skills)	Homeostasis, Feedback, Endocrine system, Nervous system, Neurons, Nerves, Reflexes, Impulse transmission, Muscles, Senses, (Stimulus) Threshold, Adequate stimulus, The eye, Natural Selection, Biodiversity, Species, Population, Genetic Variation, Mutations, Meiosis, Adaptation, Eukaryote, Endosymbiotic Theory Ions, Empirical formula, Dissolving salts, Detecting ions, Environment impact of salts, Mole & Chemical quantity, Significance, chemical calculation (solutions and reactions), Macro level, Micro level, solubility of substances properties of forces, drawing forces, force scale, frictional forces, resultant force, combining forces, resolving forces, forces in equilibrium, Newton's three laws of motion, law of the lever

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

Vakcode	sci
Vaknaam	Sciences

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
2	212	PW2	4	*5.2 P2 Systems in Action: Understanding Forces, Reactions, and Responses*	Bio: A, B en D Nat: A, C, I Schei: A, B, C	Change

Related concept(s)	Function, Interaction, Movement, Form, Change
Global context	Scientific and Technical Innovation
Focus of exploration	The impact of scientific understanding on human behavior, technology, and the environment.
Statement of inquiry	Systems respond to internal and external changes through interactions that result in observable transformations in living organisms, physical forces, and chemical substances.
MYP subject specific objective(s)	Ai t/m Aiii, Cii, Di
ATL skills	Organizion skills
Content (topics, knowledge, skills)	Homeostasis, Feedback, Endocrine system, Nervous system, Neurons, Nerves, Reflexes, Impulse transmission, Muscles, Senses, (Stimulus) Threshold, Adequate stimulus, The eye, Natural Selection, Biodiversity, Species, Population, Genetic Variation, Mutations, Meiosis, Adaptation, Eukaryote, Endosymbiotic Theory Ions, Empirical formula, Dissolving salts, Detecting ions, Environment impact of salts, Mole & Chemical quantity, Significance, chemical calculation (solutions and reactions), Macro level, Micro level, solubility of substances properties of forces, drawing forces, force scale, frictional forces, resultant force, combining forces, resolving forces, forces in equilibrium, Newton's three laws of motion, law of the lever

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

Vakcode	sci
Vaknaam	Sciences

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
2	213	PW2	4	*5.2 P2 Systems in Action: Understanding Forces, Reactions, and Responses*	Bio: A, B en D Nat: A, C, I Schei: A, B, C	Change

Related concept(s)	Function, Interaction, Movement, Form, Change
Global context	Scientific and Technical Innovation
Focus of exploration	The impact of scientific understanding on human behavior, technology, and the environment.
Statement of inquiry	Systems respond to internal and external changes through interactions that result in observable transformations in living organisms, physical forces, and chemical substances.
MYP subject specific objective(s)	Bi t/m Biv, Ci t/m Ciii, Diii
ATL skills	Organizion skills
Content (topics, knowledge, skills)	Homeostasis, Feedback, Endocrine system, Nervous system, Neurons, Nerves, Reflexes, Impulse transmission, Muscles, Senses, (Stimulus) Threshold, Adequate stimulus, The eye, Natural Selection, Biodiversity, Species, Population, Genetic Variation, Mutations, Meiosis, Adaptation, Eukaryote, Endosymbiotic Theory Ions, Empirical formula, Dissolving salts, Detecting ions, Environment impact of salts, Mole & Chemical quantity, Significance, chemical calculation (solutions and reactions), Macro level, Micro level, solubility of substances properties of forces, drawing forces, force scale, frictional forces, resultant force, combining forces, resolving forces, forces in equilibrium, Newton's three laws of motion, law of the lever

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

Vakcode	sci
Vaknaam	Sciences

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
2	214	PW2	4	*5.2 P2 Systems in Action: Understanding Forces, Reactions, and Responses*	Bio: A, B en D Nat: A, C, I Schei: A, B, C	Change

Related concept(s)	Function, Interaction, Movement, Form, Change
Global context	Scientific and Technical Innovation
Focus of exploration	The impact of scientific understanding on human behavior, technology, and the environment.
Statement of inquiry	Systems respond to internal and external changes through interactions that result in observable transformations in living organisms, physical forces, and chemical substances.
MYP subject specific objective(s)	Bi t/m Biv, Ci - Ciii
ATL skills	Organizion skills
Content (topics, knowledge, skills)	Homeostasis, Feedback, Endocrine system, Nervous system, Neurons, Nerves, Reflexes, Impulse transmission, Muscles, Senses, (Stimulus) Threshold, Adequate stimulus, The eye, Natural Selection, Biodiversity, Species, Population, Genetic Variation, Mutations, Meiosis, Adaptation, Eukaryote, Endosymbiotic Theory Ions, Empirical formula, Dissolving salts, Detecting ions, Environment impact of salts, Mole & Chemical quantity, Significance, chemical calculation (solutions and reactions), Macro level, Micro level, solubility of substances properties of forces, drawing forces, force scale, frictional forces, resultant force, combining forces, resolving forces, forces in equilibrium, Newton's three laws of motion, law of the lever

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

Vakcode	sci
Vaknaam	Sciences

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
3	310	PW3	4	*5.3 P3 Transformations: Nature, Electricity, and Chemistry in Action*	Bio: A, B, C, D Nat: A, G, I Schei: A, B, C, D, E	Change

Related concept(s)	Interaction, Environment, Transformation, Function
Global context	Globalization and Sustainability
Focus of exploration	Sustainability and the impact of scientific understanding on global systems
Statement of inquiry	By exploring how biological, physical, and chemical systems interact, we can make informed and sustainable decisions about energy use, environmental impact, and resource management.
MYP subject specific objective(s)	Ai t/m Aiii, Cii, Di
ATL skills	Critical-thinking skills
Content (topics, knowledge, skills)	Behaviour, Response, Ethogram, Protocol, Key stimulus, Supernormal stimulus, Learning processes, Conflict behaviour, Selection pressure, Ecosystem, Biotic Factors, Abiotic Factors, Food Web, Energy Flow, Carrying Capacity, Succession, Producers, Consumers, Exotic Species, Carbon Cycle, Nitrogen Cycle, Eutrophication, Greenhouse Effect, Climate Change, Environmental Pollution, Sustainable Development, Overfishing, Deforestation, Consequences for Biodiversity Acids, Alkalines, acidity, acid-alkaline reactions, calculating pH levels, chemical equilibrium, collision theory and reaction rate electric voltage, electric current, electrical resistance, electric charge, electron, charged particles, electrical energy, electric power, voltage sources, direct current (DC), alternating current (AC), generator, voltmeter, ammeter, resistivity, series circuit, parallel circuit, efficiency, electrical power plant, electrical circuit diagrams, electrical symbols, electrical components, Ohm's law

Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	no	60		Written test Biology	0	8

Vakcode	sci
Vaknaam	Sciences

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
3	311	PW3	4	*5.3 P3 Transformations: Nature, Electricity, and Chemistry in Action*	Bio: A, B, C, D Nat: A, G, I Schei: A, B, C, D, E	Change

Related concept(s)	Interaction, Environment, Transformation, Function
Global context	Globalization and Sustainability
Focus of exploration	Sustainability and the impact of scientific understanding on global systems
Statement of inquiry	By exploring how biological, physical, and chemical systems interact, we can make informed and sustainable decisions about energy use, environmental impact, and resource management.
MYP subject specific objective(s)	Ai t/m Aiii, Cii, Di
ATL skills	Critical-thinking skills
Content (topics, knowledge, skills)	Behaviour, Response, Ethogram, Protocol, Key stimulus, Supernormal stimulus, Learning processes, Conflict behaviour, Selection pressure, Ecosystem, Biotic Factors, Abiotic Factors, Food Web, Energy Flow, Carrying Capacity, Succession, Producers, Consumers, Exotic Species, Carbon Cycle, Nitrogen Cycle, Eutrophication, Greenhouse Effect, Climate Change, Environmental Pollution, Sustainable Development, Overfishing, Deforestation, Consequences for Biodiversity Acids, Alkalines, acidity, acid-alkaline reactions, calculating pH levels, chemical equilibrium, collision theory and reaction rate electric voltage, electric current, electrical resistance, electric charge, electron, charged particles, electrical energy, electric power, voltage sources, direct current (DC), alternating current (AC), generator, voltmeter, ammeter, resistivity, series circuit, parallel circuit, efficiency, electrical power plant, electrical circuit diagrams, electrical symbols, electrical components, Ohm's law

Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	no	60		Written test Chemistry	0	8

Vakcode	sci
Vaknaam	Sciences

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
3	312	PW3	4	*5.3 P3 Transformations: Nature, Electricity, and Chemistry in Action*	Bio: A, B, C, D Nat: A, G, I Schei: A, B, C, D, E	Change

Related concept(s)	Interaction, Environment, Transformation, Function
Global context	Globalization and Sustainability
Focus of exploration	Sustainability and the impact of scientific understanding on global systems
Statement of inquiry	By exploring how biological, physical, and chemical systems interact, we can make informed and sustainable decisions about energy use, environmental impact, and resource management.
MYP subject specific objective(s)	Ai t/m Aiii, Cii, Di
ATL skills	Critical-thinking skills
Content (topics, knowledge, skills)	Behaviour, Response, Ethogram, Protocol, Key stimulus, Supernormal stimulus, Learning processes, Conflict behaviour, Selection pressure, Ecosystem, Biotic Factors, Abiotic Factors, Food Web, Energy Flow, Carrying Capacity, Succession, Producers, Consumers, Exotic Species, Carbon Cycle, Nitrogen Cycle, Eutrophication, Greenhouse Effect, Climate Change, Environmental Pollution, Sustainable Development, Overfishing, Deforestation, Consequences for Biodiversity Acids, Alkalines, acidity, acid-alkaline reactions, calculating pH levels, chemical equilibrium, collision theory and reaction rate electric voltage, electric current, electrical resistance, electric charge, electron, charged particles, electrical energy, electric power, voltage sources, direct current (DC), alternating current (AC), generator, voltmeter, ammeter, resistivity, series circuit, parallel circuit, efficiency, electrical power plant, electrical circuit diagrams, electrical symbols, electrical components, Ohm's law

Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	no	60		Written test Physics	0	8

Vakcode	sci
Vaknaam	Sciences

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
3	313	PW3	4	*5.3 P3 Transformations: Nature, Electricity, and Chemistry in Action*	Bio: A, B, C, D Nat: A, G, I Schei: A, B, C, D, E	Change

Related concept(s)	Interaction, Environment, Transformation, Function
Global context	Globalization and Sustainability
Focus of exploration	Sustainability and the impact of scientific understanding on global systems
Statement of inquiry	By exploring how biological, physical, and chemical systems interact, we can make informed and sustainable decisions about energy use, environmental impact, and resource management.
MYP subject specific objective(s)	Bii, Biv, Ci, Cii, Di t/m Div
ATL skills	Critical-thinking skills
Content (topics, knowledge, skills)	Behaviour, Response, Ethogram, Protocol, Key stimulus, Supernormal stimulus, Learning processes, Conflict behaviour, Selection pressure, Ecosystem, Biotic Factors, Abiotic Factors, Food Web, Energy Flow, Carrying Capacity, Succession, Producers, Consumers, Exotic Species, Carbon Cycle, Nitrogen Cycle, Eutrophication, Greenhouse Effect, Climate Change, Environmental Pollution, Sustainable Development, Overfishing, Deforestation, Consequences for Biodiversity Acids, Alkalines, acidity, acid-alkaline reactions, calculating pH levels, chemical equilibrium, collision theory and reaction rate electric voltage, electric current, electrical resistance, electric charge, electron, charged particles, electrical energy, electric power, voltage sources, direct current (DC), alternating current (AC), generator, voltmeter, ammeter, resistivity, series circuit, parallel circuit, efficiency, electrical power plant, electrical circuit diagrams, electrical symbols, electrical components, Ohm's law

Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	no	N/A		Practical exam Biology	0	8

Vakcode	sci
Vaknaam	Sciences

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
3	314	PW3	4	*5.3 P3 Transformations: Nature, Electricity, and Chemistry in Action*	Bio: A, B, C, D Nat: A, G, I Schei: A, B, C, D, E	Change

Related concept(s)	Interaction, Environment, Transformation, Function
Global context	Globalization and Sustainability
Focus of exploration	Sustainability and the impact of scientific understanding on global systems
Statement of inquiry	By exploring how biological, physical, and chemical systems interact, we can make informed and sustainable decisions about energy use, environmental impact, and resource management.
MYP subject specific objective(s)	Bi t/m Biv, Ci t/m Cv, Diii
ATL skills	Critical-thinking skills
Content (topics, knowledge, skills)	Behaviour, Response, Ethogram, Protocol, Key stimulus, Supernormal stimulus, Learning processes, Conflict behaviour, Selection pressure, Ecosystem, Biotic Factors, Abiotic Factors, Food Web, Energy Flow, Carrying Capacity, Succession, Producers, Consumers, Exotic Species, Carbon Cycle, Nitrogen Cycle, Eutrophication, Greenhouse Effect, Climate Change, Environmental Pollution, Sustainable Development, Overfishing, Deforestation, Consequences for Biodiversity Acids, Alkalines, acidity, acid-alkaline reactions, calculating pH levels, chemical equilibrium, collision theory and reaction rate electric voltage, electric current, electrical resistance, electric charge, electron, charged particles, electrical energy, electric power, voltage sources, direct current (DC), alternating current (AC), generator, voltmeter, ammeter, resistivity, series circuit, parallel circuit, efficiency, electrical power plant, electrical circuit diagrams, electrical symbols, electrical components, Ohm's law

Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	no	N/A		Practical exam Chemistry	0	8

Vakcode	art
Vaknaam	Arts

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
1	110	PW1	4	*5.1 P1 Crisis of Imagination*	A1/A2/B3/B4/C5/C6/C7/C8/D9/D10/D11	Communication

Related concept(s)	Innovation, Presentation
Global context	Globalization and sustainability
Focus of exploration	Human impact on the environment
Statement of inquiry	Imagination enables artists to respond to ecological crisis and inspire change.
MYP subject specific objective(s)	Ai/Aii/Bi/Bii/Ci/Di/Dii
ATL skills	Creative-thinking skills
Content (topics, knowledge, skills)	Students will: - Analyze solo performance as an artistic form - Investigate ecological issues through artistic research - Develop and rehearse an original solo performance (2–5 minutes) - Reflect on the role of imagination in times of crisis - Present a performance that expresses a personal artistic response to an ecological issue

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	4	*5.2 P2 The Artist as Changemaker*	A1/A2/B3/B4/C5/C6/C7/C8/D9/D10/D11	Change

Related concept(s)	Innovation, Boundaries
Global context	Orientation in space and time
Focus of exploration	Civilizations and social histories, heritage, pilgrimage, migration, displacement and exchange
Statement of inquiry	Artists throughout history have used their work to question power and propose new visions for society.
MYP subject specific objective(s)	Ai/Aii/Di/Dii
ATL skills	Critical-thinking skills
Content (topics, knowledge, skills)	Students will: - Overview of world art history in relation to protest, politics, and environment (e.g., Romanticism, Dada, Futurism, Guerrilla Girls, eco-artists today) - Researching a chosen art movement and its societal impact - Formulating a problem-based question - Essay writing on art and societal change - Presentation and evaluation

Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	no	90		Written exam	0	8

Vakcode	art
Vaknaam	Arts

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
2	211	PW2	4	*5.2 P2 The Artist as Changemaker*	A1/A2/B3/B4/C5/C6/C7/C8/D9/D10/D11	Change

Related concept(s)	Innovation, Boundaries
Global context	Orientation in space and time
Focus of exploration	Civilizations and social histories, heritage, pilgrimage, migration, displacement and exchange
Statement of inquiry	Artists throughout history have used their work to question power and propose new visions for society.
MYP subject specific objective(s)	Ai/Aii/Bi/Bii/Ci/Di/Dii
ATL skills	Critical-thinking skills
Content (topics, knowledge, skills)	Students will: - Analyzing artistic manifestos (e.g., Futurist Manifesto, Extinction Rebellion Art Group) - Creating an original manifesto (written, visual, or performative) - Presentation and evaluation

Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	no	90		Practical exam	0	8

Vakcode	art
Vaknaam	Arts

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
3	310	PW3	4	*5.3 P3 My Own Art Project*	A1/A2/B3/B4/C5/C6/C7/C8/D9/D10/D11	Identity

Related concept(s)	Communication, Perspective, Self-Expression
Global context	Personal and cultural expression
Focus of exploration	Belief systems and values
Statement of inquiry	Exploring personal artistic expression and individual style allows us to communicate diverse perspectives and understand how our identities are shaped by, and contribute to, human relationships and societal contexts.
MYP subject specific objective(s)	Ai/Aii/Bi/Bii/Ci/Di/Dii
ATL skills	(Creative)thinking skills Self-management skills
Content (topics, knowledge, skills)	Students will: - Explore different art forms -Concept own art work - Analyze an art work - Make art work - Present their art work within an exhibition

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

Vakcode	des
Vaknaam	Design

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
1	110	PW1	4	*5.1 Fabric of Identity (VVN)*	n.v.t.	Development

Related concept(s)	Sustainability
Global context	Identities and Relationships
Focus of exploration	Personal expression and identity
Statement of inquiry	By reimagining discarded materials, designers can create sustainable and meaningful products
MYP subject specific objective(s)	A: i + ii, B: i + iv, C: iii + iv, D: iii + iv
ATL skills	Research, Organization skills
Content (topics, knowledge, skills)	Students explore how textiles and clothing can be expressed as personal or cultural identity. They analyze fabric properties and sustainability, gather visual inspiration and develop a design that is meaningful to themselves or their surroundings. They use the sewing machine to create a functional product from recycled textiles. They document their process and choices in a digital portfolio following the MYP Design Cycle.

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	4	*5.2 Cultural Architecture (VVN)*	n.v.t.	Culture

Related concept(s)	Invention
Global context	Personal and cultural expression
Focus of exploration	Peoples, boundaries, exchange and interaction
Statement of inquiry	By exploring how function and form intersect in pavilion design, we can express and preserve cultural identity through architecture.
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	Communication, Information literacy, Creative-thinking skills
Content (topics, knowledge, skills)	Design a Cultural Architectural Pavilion Architectural Elements: Basic understanding of form, structure, space, and materials. Cultural Representation: How to research and integrate cultural symbols, colors, and values into the design. Design Process Skills: Investigating, developing ideas, creating prototypes, and evaluating outcomes (aligned with the MYP Design Cycle). Visual Communication: Sketching, modeling (physical or digital), and layout presentation. Critical Thinking: Justifying design decisions based on function and cultural meaning.

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	4	*5.3 THE Final Design (VVN)*	n.v.t.	Identity

Related concept(s)	Form
Global context	Personal and cultural expression
Focus of exploration	Artistry, craft, creation, beauty
Statement of inquiry	Designers communicate identity and culture through form, materials and creative choices
MYP subject specific objective(s)	A: iii + iv, B: ii + iii, C: i + ii, D: i + ii
ATL skills	Research, Creative Thinking, Self-Management
Content (topics, knowledge, skills)	Students explore how product design can express identity, culture, and personal meaning. Through sketching, prototyping, and material exploration, they develop a final product that combines function, aesthetics, and craftsmanship.

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	4	*5.1 P1 American being*	53 t/m 58	Relationships
Related concept(s)	Movement, system					
Global context	Fairness and Developement					
Focus of exploration	Rules and structures					
Statement of inquiry	Through collaboration within movement systems, athletes learn how relationships, fairness, and personal development are interconnected in sport.					
MYP subject specific objective(s)	A & C					
ATL skills	Transfer skills					
Content (topics, knowledge, skills)	Expansion of American sports. Focus on teamwork, tactics, game rules, and sportsmanship across different cultures. Applying game awareness and team roles. Practicing fair play and sports culture. Implementing with self-regulation.					
Weegfactor	**Herkansing**	**Tijdsduur**		**Afnamevorm**	**Minimum cijfer**	**Maximum cijfer**
1	yes	120		Practical exam	0	8

Vakcode	phe
Vaknaam	Physical and health education

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
2	210	PW2	4	*5.2 P2 The Challenge*	53 t/m 58	Communication
Related concept(s)	environment, space					
Global context	Globalization and Sustainability					
Focus of exploration	How do we work effectively together toward common goals in diverse world problems and creating awareness					
Statement of inquiry	Effective communication and mindful use of space and environment are essential for sustainable forms of cooperation in a globalized world.					
MYP subject specific objective(s)	A & B					
ATL skills	Collaboration skills					
Content (topics, knowledge, skills)	Participation in cooperative games. Learning about communication, group roles, and teamwork under pressure. Theory of group processes, leadership, and problem-solving. Global problem solving throuh sports. Reflection on collaboration and strategy.					
Weegfactor	**Herkansing**	**Tijdsduur**		**Afnamevorm**	**Minimum cijfer**	**Maximum cijfer**
1	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	4	*5.3 P2 About Moving*	53 t/m 58	Communication

Related concept(s)	Refinement, Interaction
Global context	Personal and Cultural Expression
Focus of exploration	Exploring how people express ideas, feelings, beliefs, and values through movement.
Statement of inquiry	Through refinement and interaction in movement, people can express their ideas, feelings, and cultural identity in a meaningful way.
MYP subject specific objective(s)	B & C
ATL skills	Creative Thinking skills
Content (topics, knowledge, skills)	Students explore how movement is used to express ideas and emotions. Introduction to / continuation of expressive forms. Learning routines, working on timing, refinement, and cooperation. Designing and presenting an expressive movement routine in groups. Reflection on interaction and performance.

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

Vakcode	phe
Vaknaam	Physical and health education

Cijferperiode	Kolomnummer	Kolomkop	Leerjaar	Unit title	SLO kerndoelen	Key concept
3	310	PW3	4	*5.4 P3 Coaching on performance*	53 t/m 58	Change

Related concept(s)	Adaptation, perspective
Global context	Scientific and Technical Innovation
Focus of exploration	Research into how technology and knowledge can enhance physical performance.
Statement of inquiry	Effective coaching and constructive feedback foster adaptation and shift athletes' perspectives, leading to improved performance.
MYP subject specific objective(s)	D
ATL skills	Reflection skills
Content (topics, knowledge, skills)	Exploring and applying the role of coach, trainer, and observer. Components of the decathlon. Technical analysis of technique with giving and receiving feedback. Use of coaching models and analytical tools. Focused on improving physical skills as well as coaching skills.

Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	yes	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	4	*5.5 P3 Fit for Life*	53 t/m 58	Developement

Related concept(s)	Balance, Choice
Global context	Identities and Relationships
Focus of exploration	Research into how choices about physical and mental health contribute to personal development and well-being.
Statement of inquiry	Making conscious choices in physical activity and lifestyle promotes the development of both physical and mental health.
MYP subject specific objective(s)	D
ATL skills	Organisation skills
Content (topics, knowledge, skills)	The student explores conscious decisions that affect present and future physical and mental well-being. Analysis of life factors and their impact on physical and mental health.

Weegfactor	Herkansing	Tijdsduur		Afnamevorm	Minimum cijfer	Maximum cijfer
1	no	120		Practical exam	0	8