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International Classes

# MYP 1 Program Of Inquiry

## 2021-2022



**INDIVIDUALS AND SOCIETIES 2021-2022**

| Unit title   | Key concept           | Related concept     | Global context                   | Statement of inquiry   | ATL skills  | Objectives  | Content   |
|--|-----------------------|---------------------|----------------------------------|--|---|-------------|---|
| What does it mean to be a global citizen?                      | Global interactions   | Power & Choice      | Globalisation & Sustainability   | Global problems are a reality, but individuals have power and choice to make a positive difference.  | <p>Communication skills – Use a variety of speaking techniques to communicate with a variety of audiences</p> <p>Critical-thinking skills – Gather and organise relevant information to formulate an argument</p> | B<br>C      | <p>Students will learn about human achievements. We will be looking at human rights issues (in general, facing children, as well as UN Sustainable Development goals. Students will learn about environmental impact in terms of plastic waste and deforestation.</p> <p>Add more current global issues:<br/>Pandemic</p> <p>Climate change (article)</p> <p>Pandemic</p> |
| How can maps provide us with a sense of time, place and space? | Time, place and space | Perspective & Scale | Orientation in space and time    | Maps provide insights into time, place and space and show how the world has changed over time, but they can be affected by different perspectives. | <p>Communication skills – Use and interpret a range of discipline-specific terms and symbols.</p> <p>Critical-thinking skills – Draw reasonable conclusions and generalisations</p>                               | A<br>D      | Students will learn about different types of maps, as well as how to use and read different types of maps. We will look at and consider maps as sources of information about time, place and space. The trustworthiness of maps is a question we will be considering.   |
| What do people believe in?                                     | Systems               | Identity & belief   | Personal and cultural expression | Belief systems provide guidance to people in different ways and can shape personal identity and culture.   | <p>Communication skills – Structure information in summaries, essays and reports.</p> <p>Critical-thinking skills – Gather and organise relevant information to formulate an argument.</p>                        | A<br>B<br>C | Students will learn about what the belief of the major world religions are: Buddhism, Islam, Hinduism, Christianity, Judaism. Students will also learn about indigenous belief and non-religious belief systems.  |

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|   |                       |                            |                                     |   |   | Information-literacy skills - Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions |  | We will look at APA 6th referencing in this unit. |
| What can we learn from different civilizations? | Time, place and space | Change and innovation      | Scientific and technical innovation | Civilizations have developed at different times and locations bringing about change and innovation that often influence how we view them today. | Critical-thinking skills – Gather and organise relevant information to formulate an argument.<br>Information literacy skills – Identify primary and secondary sources & Access information to be informed and to inform others. | A<br>C<br>D  | Students will learn about primary and secondary sources. Students will learn about different types of civilizations. We will be looking at river valley civilizations (Sumarian, Mesopotamia, Ancient Egypt). Ancient Greek and Roman civilization. Students will also learn about the Mayas and the Incas.  |   |
| Where do we live?                               | Change                | Sustainability & Causality | Globalisation & sustainability      | Sustainable, strategic, changes in urban infrastructure and planning have different causes and consequences.                                    | Communication skills – Structure information in summaries, essays and reports.<br>Critical-thinking skills – Draw reasonable conclusions and generalisations.   | A<br>C   | Students will learn about different types of settlements and their hierarchy: isolated dwelling, hamlet, village, town, city, megacity. We will discuss what are good locations for settlements and consider how settlements change over time. We will use case studies from Hong Kong, London and Mexico City. Students will learn about factors for urban growth and decline. We will use SWOT analysis (Strengths, Weaknesses, Opportunities and Threats) as a method. Students will also learn about sustainable development of settlements. |   |

| LANGUAGES AND LITERATURE (ENGLISH) 2021-2022 | Unit title                                 | Key concept   | Related concept                     | Global context                   | Statement of inquiry  | ATL skills  | Objectives          | Content  |
|--|--|---------------|-------------------------------------|----------------------------------|---|---|---------------------|--|
|  | 1. Myths and legends: A mirror of reality? | Perspective   | Genre<br>Purpose                    | Identities and relationships     | For centuries we have used the genre of myths and legends for the purpose of gaining a perspective on human behaviour and individual and cultural identities. | Creative-thinking skills<br><br>Collaboration skills                          | A<br><br>D<br><br>C | Students will be learning about myths and legends, looking at the conventions of these. The students will learn about mythical monsters, lessons from myths and myths in different cultures. We will look at stock characters and legends based on reality as well as myths in the modern world. We will also look into comic books and the role of the superhero. |
|  | 2. Do you believe in magic?                | Creativity    | Genres,<br>Theme,                   | Personal and cultural expression | In some genres, writers are able to use their creativity to transgress the bounds of space and time through exploring familiar themes in unfamiliar setting.  | Creative-thinking skills<br><br>Organization skills                           | A<br>B              | Students will learn about the genre fantasy and how this is different from other genres. We will be looking at how to write to grab a reader's interest and how to use language creatively. Perspectives we will be considering are ; fantasy as escape, identifying a fantasy story as well as fantasy and human imagination.                                     |
|  | 3. Is seeing always believing?             | Communication | Audience imperatives<br><br>Purpose | Personal and cultural expression | Through communication, directors create film to position audiences to respond in a particular way.  | Collaboration skills<br><br>Creative-thinking skills<br><br>Reflection skills | B<br>C              | Students will learn about different TV genres, looking at language in film and television. We will also consider the documentary as a genre and look at how real the reality is in a   |

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|  |                              |             |                                 |                               |  |  |        | documentary. The ethical issues in relations to these topics will be addressed.  |
|  | 4. Is this for real?         | Connections | Point of view,<br><br>Character | Orientation in space and time | Relationships between fictional characters guide the reader to interpret a theme and make text-to-world connections.   | Affective skills<br><br>Reflection skills                | B<br>D | Student will find out how realistic fiction can raise awareness of issues that are far too often 'hidden'. They will explore a realistic fiction novel which is about people, their problems and the challenges they face, and consider how the characters' language and behaviour reflect the social and cultural aspects of the story. |
|  | 5. Is all the world a stage? | Connections | Genres,<br>Style,               | Orientation in space and time | Through the genre of drama, Shakespeare has made connections with audiences across the globe for centuries, demonstrating the power of literature to transcend space and time. | Creative thinking skills<br><br>Critical thinking skills | A<br>C | Students will read and learn about William Shakespeare. Was he a poet or playwright? Students will read Shakespeare's plays and consider these in relation to society. We will focus on the speeches in Shakespeare, relevance as well as considering what is lost in translation.   |

**INTEGRATED SCIENCES 2021-2022**

| Unit title                        | Key concept   | Related concept      | Global context               | Statement of inquiry   | ATL skills   | Objectives | Content.   |
|-----------------------------------|---------------|----------------------|------------------------------|--|--|------------|--|
| What do scientists do?<br>Pp 2-17 | Relationships | evidence             | Identities and relationships | Scientist gathers evidence about similarity and difference in nature and how they are related                | Critical- & creative-thinking. Collaboration. Media and information literacy | B, C       | How do scientists behave?<br>What do scientists look like?<br>What's the question?<br>Big and small questions – super foods!<br>Diet. Valid.<br>What is an experiment<br>Choosing the right question<br>How is a laboratory different?<br>Thinking about environmental impact.<br>Popular scientific misconceptions.<br>Prediction. Hypothesis. Evaluation.<br>Reflection  |
| What changes?<br>Pp 18-33         | Change        | Form, transformation | Fairness and development     | Science enables us to change the form of matter into useful materials that can make the world a better place | Creative- and critical-thinking. Transfer. Information literacy              | A, B, C, D | Natural and artificial materials. Identify. Classify. Demonstrate.<br>What are things made from?<br>What does purity mean in science?<br>States of matter Physical properties. Solids. Liquid. Gas.<br>Water for life. Dissolved. Solution. Suspension. Pressure. Solute. Solvent. Suspensions and solutions<br>Units of measurements.<br>Separating materials. Distilled water. Filtration. Microscopic. Absorbed. Capillary action. Chromatography.. Fermentation. ATL: Laboratory Making a chemical change happen |

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|  |                                     |               |                |                                  |   |  |            | What prevents us from giving access to pure water to everyone?  |
|  | How do living things work? Pp 44-69 | Relationships | Form, function | Globalization and sustainability | By understanding relationship between the necessities of life the specialized forms and functions of living things, we can make decisions and take actions for healthier and sustainable lifestyles | Communication. Media and information literacy. Critical-thinking | A, B, C    | How do living things work?<br>Sharing DNA. Similarities and differences. What the characteristics of living things? D. ATL: table 3.5. ATL: How to survive. Kingdoms. Characteristics of life. How fungi reproduce. Table 3.6. What are the necessities of life ATL: Survival (A). ATL: fig. 3.3. Act table 3.7 (A). How are the specialized forms and functions of living things? Inferences. Cell structures. D. ATL: Cell structures and functions. Table 3.8 (A). ATL: Where form matches function. ATL Table 3.9. (A). How can we use our understanding of living things to make decisions and take actions? D. ATL: it's that alive? T.3.10. Predictions. T.3.11. Variables. T.3.12. materials to use. T.3.13. Equipment. T.3.14. Method inv.1 T.3.15. Method inv.2. T.3.16. Method inv.3. Qualitative data T.3.17. Obs.inv.1. T.3.18. Obs. inv.2. T.3.19. Obs.inv.3. Conclusions T.3.20. Evaluations and improvements T.3.21. T.3.22. (B, C). ATL-TA: Opportunity to apply learning through action. (B, C). Reflection |
|  | What makes change happen?           | Change        | Energy         | Globalization & sustainability   | Through controlling energy we can make changes happen that have an impact on the way  | Communication. Collaboration. Critical-and                       | A, B, C, D | What makes change happens? TPS. What types of energy are there? ATL: Energy "learn & tell". A1: Physical energy. F.4.2. A2: Energy from chemical and physical change. F.4.3.  |

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|  | Pp 70-91                                     |         |                     |                                   | people's present and future live  | creative-thinking. Information literacy. Transfer                  |            | A3: Energy rays. A4: Hot matter. A5: Electric results. F4.4. Ext. Nitinol wire demo. Classify. Potential & kinetical energy. Chemical. Rays. Fossil fuel. Combustion. Thermal and hydroelectric power. Ext. Wind, tidal, nuclear, solar, geothermal power. ATL: reflecting on energy impacts. (D). ATL: energy match. T.4.1. (A). ATL: Energy rollercoaster. F.4.7. (C). How can we measure energy? F.4.9. ATL: What's hot and what's not? F.4.10 (A). Fixed points. ATL: High and low temperatures. T.4.2. ATL: Extreme temperatures. ATL: Waring up. F.4.11. (C). Heat. Bonds. Vibrate. Conduction. Convection. Infra-red radiation. ATL: Hot technology T.4.13. (A). ATL: Capture the Sun's energy. F.4.16. Prototype. Solar. How can we control energy? TSP. F.4.17. Conservation of energy. Thermal conductors. Insulators. How can we use energy efficiently. ATL: Heat race. (C). ATL: save money, save the planet. F.4.18, F.4.19. (A, D). CFL bulbs. ATL-TA: Keeping cool to keep well. (C, D). Reflection |
|  | How can we study the living world? Pp 92-113 | Systems | Balance Interaction | Scientific & technical innovation | Methods and tools developed to understand and maintain interactions keeping ecosystems in balance | Organization . Reflection. Information literacy. Creative-thinking | A, B, C, D | How can we understand the living world? Ecologists. Impacts. Factors. Sustainability. Mesocosm. How can we study ecosystems? Mesocosm. Model. ATL: understanding mesocosms T.5.1. ATL: Sustainability F.5.3. (A). ATL: Summative project. Part1. F.5.4. Part2. F.5.5. (B, C). What make up an   |

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|  |   |         |                     |                               |  |  | ecosystem. TPS. ATL: F.5.6-5.9. T.5.2. T.5.3. T.5.4. herbivory, predators, prey. Predation. Biotic. Abiotic. Ecosystems. Species. Mating. Habitat and population T.5.5. ATL: Biotic and abiotic factors. Biomes. Resilience. F.5.10. ATL: My home biome. T.5.6-5.8 (A). ATL: ecosystems examples. T.5.9. (A). D. What makes an ecosystem healthier. ATL: Building a successful group. F.5.12-5.13. A:3-2-1 bridge! T.5.11. T.5.12-14. Consumers. Producers. Mutualism vs parasitic. Nutrients, resources and processes. Photosynthesis. Footprint. Resilient. TSP. ATL: Healthy mesocosms. T5.15. How do scientific innovations help to keep ecosystems healthy? Ext. Ecology equipment. D. Ext. Eco-friendly technology. Cleantech, green & environmental tech. Ext: mesocosms examples. Ecological footprint. ATL: Designing and constructing your own mesocosm. (C). T.5.16. ATL: Technology in nature. TSP. Reflection |
|  | Where do we fit into the world?<br>Pp 114-149 | Systems | Environment, models | Orientation in space and time | Human impact on Earth's living systems. Space and modelling. | Collaboration.<br>Organization<br>Communication.<br>Information literacy.<br>Critical- and creative-thinking | A, B, C, D<br>Where do we fit into the world? STW. F.6.1-6.2. <what is in the solar systems. Altitude. Orbit. Solar system. Satellites. Space probes. ATL: The Sky in an app. F.6.4. D- ATL: Sorting the solar system. ATL: T.6.1. plane. Gravity. nuclear fission. Retrograde rotation. ATL: Spinning through space. (A). The Earth's systems. D. ATL: Identifying the spheres. F.6.8. Atmos-. Bios-. Lithos-. Ext. Geo-. Cryo-. Andro-. Hydrosphere.   |

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|  |  |  |  |  |  |  |  | ATL: evaluating our pact. F.6.9. ATL: Evaluating our impact. (A). What is the structure of our planet? F.6.10. air and oil pollution. Deforestation. Strip Mining. Deforestation. F.6.11-6.12. ATL: Chocolate Earth. F.6.13 (C). F.6.14. Seismometers. propagate. S-waves. P-waves. Magnetic field. Mantle. Crust. Tectonic plate. Magnetic field. ATL: How thin is the crust? Constructive and destructive boundaries. ATL: The Earth is moving. (A). Convergent Radioactive dating. Paleontology. NASA. Pressure. Pascals (Pa). Bar. Air and -spheres. Metabolic processes. Thermals. Glaciers. Aquifers. Viable. Saline. Hydrological cycle. Reflection. |
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MATHEMATICS 2021-2022

| Unit title  | Key concept | Related concept                     | Global context                      | Statement of inquiry   | ATL skills   | Objectives | Content   |
|---|-------------|-------------------------------------|-------------------------------------|--|--|------------|---|
| 1. Numbers and number systems: civilizations and human interactions         | Form        | Representation and systems          | Orientation in space and time       | Different systems and forms of representation develop as civilisations evolve and humans interact                                  | <p>Collaboration Skills: Listen actively to other perspectives and ideas</p> <p>Information Literacy Skills: Present information in a variety of formats and platforms</p> | A<br>B     | Students will learn about BODMAS, index notation, square numbers, cubic numbers, divisibility, powers, factors and prime numbers. Students will also learn about LCM/GF, multiples, reading decimals and expanding decimal numbers, how to construct decimal numbers and to use decimal number systems.   |
| 2. Fraction: Human connection<br><br>Percentages: inequality and difference | Logic       | Quantity and Simplification         | Fairness and development            | Using logic to simplify and manipulate quantities can help us explore human connections within families, communities and cultures. | <p>Critical thinking skills: Draw reasonable conclusions and generalisations</p> <p>Communication skills: Give and meaningful feedback</p>                                 | C<br>D     | Students will learn to compare decimal numbers, round decimal numbers, convert between decimals and fractions as well as adding and subtracting decimals. Students will multiply by whole numbers and divide by whole numbers. In terms of fractions, areas we will be learning about are fractions, fractions as division, proper and improper fractions, fractions of quantities, fractions on a number line, equal fractions, comparing fractions as well as adding and subtracting fractions. Students will also learn about percentages, converting between percentages and fractions as well as between percentages and decimals. Students will learn about one quantity as a percentage of another and to find percentages of quantities. Additionally time will be spent on reviewing topics. |
| 3. Algebraic expressions and equations: Patterns in nature                  | Logic       | Generalization, Models and Patterns | Scientific and technical innovation | A logical process helps to model and generalize patterns in the natural world.   | <p>Reflection skills: Practise asking the right questions</p> <p>Creative-thinking skills: Practise</p>  | A<br>B     | Students will be introduced to patterns and sequences. We will work with sequences, how to represent patterns with expressions, the nth term and evaluating algebraic patterns. Students will also learn about patterns as functions and equations.   |

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|   |               |                                  |                                  |   |  | visible thinking strategies and techniques |   |  |
| 4. Data management: trends in communities           | Relationships | Representation and justification | Identities and relationships     | Being able to represent relationships effectively can help justify characteristics and trends uncovered in communities. | Media literacy skills: Communicate information and ideas effectively to multiple audiences using a variety of media and formats<br><br>Critical-thinking skills: identify trends and forecast possibilities. | C<br>D                                     | Students will learn how to collect, classify and represent data. They will also learn to construct and interpret bar graphs. Histograms, pie charts and line graphs. We will also work with determining the best type of graph to use to represent given data. Additionally, we will learn how to apply mathematical strategies to solve problems involving statistics. |  |
| 5. Geometric constructions: artistry and creativity | Form          | Measurement                      | Personal and cultural expression | Artistry and creativity are enhanced through an understanding of how measurement helps to define forms.                 | Information literacy skills: Use memory techniques to develop long-term memory<br><br>Transfer skills: Make connections between subject groups and disciplines   | A  | Students will learn about points and lines. They will learn about angles and to put angles at a point or on a line, the angle relationships/intersecting line/supplementary/complementary angles, parallel lines and triangles.   |  |

| NORWEGIAN LANGUAGES AND LITERATURE 2021-2022 | Unit Title   | Key concept   | Related concept (s)  | Global context                 | Content focus  | ATL skills practise  | Objective s      | Assessment task (s)  |
|--|--|---------------|--|--------------------------------|--|--|------------------|--|
|  | Fortellinger som fenger- ulike noveller, intervju, dikt, reportasjer og kortere tekster. | Kreativitet   | Personskildring<br>Stil<br>Synspunkt<br>Oppbygning<br>Struktur | Personlig og kulturelt uttrykk | Formålet med ulike tekster; vite hvordan en tekst er konstruert og kunne identifisere ulike litterære konvensjoner | Kreativ tenkning<br>Refleksjon over tekster  | A<br>B<br>C<br>D | Lese utvalgte utdrag og identifisere virkemidler<br>Skrive en reportasje |
|  | Argumenterende tekster og kildebruk  | Kommunikasjon | Kontekst<br>Formål<br>Stil<br>Publikum                         | Orientering i tid og sted      | Konvensjonene til ulike typer sakprosa tekster og kunne bruke ulike typer argumenter i argumenterende tekster      | Kildebruk ved hjelp av TONE (troverdig, objektiv, nøyaktig, egnethet)<br><br>Sosiale ferdigheter: jobbe i grupper med å utvikle argumenter | A<br>B<br>C<br>D | Skrive og holde et debattinnlegg   |
|  | En tidsreise i drama og skuespill<br><br>Besøk til Nationaltheateret                     | Kreativitet   | Stil<br>Struktur<br>Uttrykke seg selv                          | Identitet og forhold           | Kjennetegnene ved drama i realismen<br><br>Hvordan skrive en fordypningsoppgave                                    | Kreativ tenkning: skrive et manuskript eller skuespill<br><br>Kildebruk: fordype seg i et tema og analysere                                | A<br>B<br>C<br>D | Skrive en fordypningsoppgave og ha digital presentasjon                  |

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|   |               |                                       |                                |   | verdien av kildene  |                  |  |
| Hvorfor leser vi og hvilke holdninger har vi til språk? | Perspektiv    | Kontekst<br>Stil<br>Synspunkt<br>Tema | Orientering i tid og sted      | Historier kan være de samme uansett hvor i verden de er (universelle) og tidløse.<br><br>Språk uttrykker holdninger | Kommunikasjonsferdigheter:<br>Intervjue andre om deres holdninger til språk<br><br>Kritisk tenkning | A<br>B<br>C<br>D | Skrive en reflekterende tekst<br><br>Skrive en fagtekst om gruppespråk |
| Hvordan påvirker tekster og taler oss?                  | Kommunikasjon | Formål<br>Stil<br>Struktur<br>Sjanger | Personlig og kulturelt uttrykk | Påvirkningen tekster og sosiale medier har på identiteten vår<br><br>Språk er makt                                  | Kritisk tenkning: Evne til å bruke og forstå sosiale medier<br><br>Kommunikasjonsferdigheter        | A<br>B<br>C<br>D | Lage en reklameplakat<br><br>Skrive en tale eller et debattinnlegg     |

**NORWEGIAN LANGUAGE ACQUISITION 2021-2022**

| Unit topic                    | Key concepts  | Related concepts   | Global contexts                  | Statement of inquiry  | Assessment criteria | Assessment task   | Objectives, knowledge and skills  | ATL             |
|-------------------------------|---------------|--------------------|----------------------------------|---|---------------------|---|---|-----------------|
| Why communication matters     | Communication | Purpose<br>Context | Identities & Relationships       | Through focusing on how we communicate, the context for the communication and the function behind it, the students will learn to reflect on their own way of communicating. | D                   | Skriv en tekst der du reflekterer rundt verdien og nytten av kommunikasjon.<br><br>Kriterium: D   | Kommunikasjon står sentralt i alt vi gjør. Hvordan kan dårlig kommunikasjon oppstå? Hva kan man gjøre for å ha tydelig og god kommunikasjon? Hvordan er det å kommunisere med noen når man ikke snakker samme språk?<br><br>Refleksjon rundt verdien av kommunikasjon i hverdagen, og hvordan vi kan jobbe med å utvikle kommunikasjonsferdighetene våre.<br><i>Kompetansemål:</i> Elevene skal gi uttrykk for egne meninger skriftlig og muntlig.<br><i>Kompetansemål:</i><br>Elevene skal skrive og strukturere ulike tekster.<br><br>Elevene skal bruke et egnet ordforråd for kjente faglige emner. | Social skills   |
| Creative writing and thinking | Creativity    | Purpose<br>Context | Personal and cultural expression | Through discovering patterns and structures in creating texts, the students will enhance their ability to be creative in their writing and speaking.                        | D<br>C              | Lage en tegneserie.<br><br>Tegneserien må inneholde tekst, illustrasjoner og besvare oppgaven.<br><br>Kriterium: D<br><br>Eleven skal også ha muntlig vurdering/fagsamtale om en tegneserie.<br>Eleven skal lese og svare på spørsmål | Vi utforsker ulike tekster og ulike måter å skrive på. Vi ser på verdien av korrekt tegnsetting og hvordan det påvirker budskapet i tekster.<br><br>Vi lærer om tegneserier: hvordan en tegneserie er bygd opp, hvem som er mottakeren, hvordan kombinere kreativitet og meningsinnhold.<br><i>Kompetansemål:</i><br>Elevene skal skrive og strukturere ulike tekster   | Thinking skills |

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|  |                 |                       |                               |   |                      |   | om tegneserien.<br>Kriterium: B og C.  |                 |  |
| Norwegian culture and language history | Culture         | Patterns<br>Meaning   | Identities & Relationships    | By focusing on the purpose and the words we use when we speak and write, students will be able to identify cultures in different settings.          | D<br>C               | Lag et leserinnlegg om en liten del av norsk språkhistorie.<br>Kriterium: D<br><br>Formell diskusjon om språkhistorien.<br>Kriterium: C                             | Muntlighet vs skriftlighet, ulike måter å formidle budskap på.<br>Leserinnlegg.<br>Språk og kultur – hvordan det norske språket ble til.<br><i>Kompetansemål:</i><br>Elevene skal skrive og strukturere ulike tekster.<br>Elevene skal samtale om språklig variasjon og mangfold i Norge.<br>Elevene skal samtale om hvordan språk kan uttrykke og skape holdninger.   | Research skills |  |
| Speeches can impact the world          | Place and Space | Structure<br>Audience | Orientation in space and time | Exploring speeches and speech technique will improve the students ability to focus on who the recipients are and what the meaning of the speech is. | C<br>D<br><br>A<br>B | Skrive og framføre en tale. Kriterium: C og D<br><br>Elevene skal lese taler høyt, reflektere rundt språkvalg, mottaker og kontekst for talen.<br>Kriterium: A og B | Infinitiv, presens, preteritum. Skrive i nåtid og fortid.<br>Jobbintervju, jobbsøknad vs. Send sms, være med venner.<br>Hvem er mottaker av talen, hvor ble talen holdt, hvorfor ble den skrevet, hva er målet med talen.<br><i>Kompetansemål:</i><br>Elevene skal samtale om hvordan språk kan uttrykke og skape holdninger.<br>Elevene skal lese og formidle innholdet i ulike skjønnlitterære og faglige tekster.<br>Elevene skal delta i samtaler om hverdagslige og faglige kjente emner.<br>Elevene skal forstå og samtale om hovedinnholdet i muntlige tekster. | Thinking skills |  |

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|  |  |             |                        |                                  |  |             |   | Elevene skal uttale ord og setninger på en forståelig måte med funksjonell bruk av trykk og intonasjon.   |                      |
|  | Creating connections through story telling | Connections | Message<br>Word choice | Personal and cultural expression | Connecting with different people is based on the ability to create meaning and to be understood, correct pronunciation is therefore essential. | A<br>B<br>C | Elevene skal fortelle et eventyr ved bruk av muntlig fortellingsteknikk, Kriterium: A, B og C | <p>Fortellinger</p> <p>Vi leser ulike fortellinger, både norske og utenlandske. Vi diskuterer hvordan et eventyr er bygd opp og hvorfor eventyr har spilt en rolle i både Norge og utlandet.</p> <p>Elevene velger et norsk eventyr som de skal lære seg utenat og formidle foran klassen.</p> <p><i>Kompetansemål:</i></p> <p>Elevene skal lese og formidle innholdet i ulike skjønnlitterære og faglige tekster.</p> <p>Elevene skal forstå og samtale om hovedinnholdet i muntlige tekster.</p> <p>Elevene skal uttale ord og setninger på en forståelig måte med funksjonell bruk av trykk og intonasjon.</p> | Communication skills |

**DESIGN 2021-2022**

| Unit title                  | Key concept   | Related concept           | Global concept                      | Statement of Inquiry   | Attitude to Learning (ATL) skills   | Objective  | Content  |
|-----------------------------|---------------|---------------------------|-------------------------------------|--|---|--|--|
| Introduction to Design      | System        | Function                  | Scientific and Technical Innovation | Exploring how design functions within a system<br>And how it can help innovation                               | Communication skills: organise and depict information logically.  | Criterion B:<br>Developing ideas<br><br>Criterion C:<br>Creating the solutions | Students will learn about Design cycle. They will create the cover for notebook following all the stages of the design cycle. Additionally: sketches, drafts, annotations, elements and principles of graphic design.                  |
| Sustainable Design          | Communication | Sustainability Evaluation | Globalisation and Sustainability    | Communication is key in raising awareness on everybody's rights and responsibilities regarding sustainability. | Communication skills: Exchange thoughts, messages and information effectively through interaction: Interpret and use effectively modes of non-verbal communication. | Criterion C:<br>Creating the solution<br><br>Criterion D:<br>Evaluating        | Students will create a poster for sustainability using PowerPoint programme. They will learn about the role of the "third teacher" – physical environment.<br>What is sustainability?<br>What are copyrights?<br>How do we use images? |
| Design and Redesign: Sewing | Development   | Invention                 | Globalisation and sustainability    | The development of solutions through design and redesign brings to innovation.                                 | Communication skills<br>Self-management skills  | Criterion A:<br>Knowing and understanding<br><br>Criterion D:<br>Evaluating    | Students will learn how to use sewing machines, They will design and sew aprons, and/or bags.  |

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|  | How can we best create a living space to suit an individual's needs? | Communities | Collaboration, Function | Fairness and development | The most important thing about our systems is that they function correctly, where and when they are needed. | Thinking skills<br>Social skills | Criterion: A:<br>Knowing and understanding<br><br>Criterion B:<br>Developing ideas | Students will create a model for a refuge shelter. Questions which will be discussed: What are the problems that homeless people face? |
|--|--|-------------|-------------------------|--------------------------|---|----------------------------------|--|--|

**THE ARTS (VISUAL ARTS AND MUSIC) 2021-2022**

| Unit title           | Key concept | Related concept            | Global concept                   | Statement of inquiry  | ATL skills   | Objective  | Content   |
|----------------------|-------------|----------------------------|----------------------------------|---|--|--|---|
| Me, Myself and I     | Identity    | Expression, Representation | Personal and Cultural Expression | Identity can be represented visually through personal and cultural expressions. | Communication skills: Exchange thoughts, messages and information effectively through interaction. | A: Knowing and understanding<br>B: Developing skills | Students will learn about self-portrait as a means to express/represent one's identity. They will make their own symbolical self-portrait consisting of things that symbolise the many aspects of what makes them themselves. It is a pencil drawing on A4, in which they show how much students have learned about different mark making techniques by adding depth/shading to the work. |
| Making an Impression | Change      | Composition, Innovation    | Orientation in Space and Time    | (Technical) Changes in the composition of space used, lead to innovation.       | Communication skills   | C: Thinking creatively<br>B: Responding              | Students will make linocuts.<br>They will learn the elements of art Identifying printed materials around them;<br>Learn about different print making techniques;<br>Experiment with print making techniques;<br>Make conscious changes in the compositions/designs of their work by making  |

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|  |   |                 |                     |  |   |  |   | changes in an element of art   |
|  | Music, as a communication form, depends on the relation between its genre and its audience. | Communication.  | Audience and Genre. | Identities and relationships.<br><i>Identities as traits of genres and audiences, relationships between music and audiences.</i> | Music, as a communication form, depends on the relation between its genre and its audience. | Communication Skills.<br><br>Give and receive meaningful feedback.<br><br>During our weekly lessons.<br><br>Use a variety of speaking techniques to communicate with a variety of audiences.<br><br>During our weekly lessons and as a closure for the unit in the form of a presentation. | Knowing and understanding.<br><br>A1. Understanding of the art form studied, including concepts, processes and subject specific terminology.<br><br>A2. Understanding of the role of the art form in original and displaced contexts.<br><br>D. Responding.<br><br>D1. Construct meaning and transfer learning to new settings. | <ol style="list-style-type: none"> <li>1. Music theory: Relation between the time signature and the tempo mark.</li> <li>2. Music theory: Musical dynamics and the importance of beat and volume to communicate and create emotions.</li> <li>3. Music history: Genres.</li> <li>4. Music history: Pop music.</li> <li>5. Music history: Traditional music.</li> <li>6. Debates.</li> <li>7. Presentations.</li> </ol> |
|  | Music has its own organized and structured written  | Interpretation. | Structure.          | Orientation in space and time.   | Music has its own organized and structured written  | Developing the skills of a musician.   | Knowing and understanding.  | Music theory: Treble clef and bass clef.   |

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|  | language, and it is ruled by its own norms. |  |  |  | language, and it is ruled by its own norms. | Researching skills.<br><i>After feedback.</i> | <p>A1. Understanding of the art form studied, including concepts, processes and subject specific terminology.</p> <p>Developing skills.</p> <p>B1. Demonstrate the acquisition and development of the skills and techniques of the art form studied.</p> | <p>Music theory: Notes location.</p> <p>Music theory: Grand Stave.</p> <p>Music practice: Count the beat.</p> <p>Music practice: Singing.</p> <p>Music practice: Playing.</p> <p>Music practice: Solo and choral.</p> <p>Rehearsal.</p> <p>Performance.</p> |
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| PHYSICAL HEALTH EDUCATION 2021-2022 | Unit title                   | Key concept  | Related concept      | Global context                       | Statement of inquiry   | ATL skills  | Objectives   | Content   |
|-------------------------------------|------------------------------|--------------|----------------------|--------------------------------------|--|---|--|---|
|                                     | An introduction to routines. | Balanced.    | System and function. | Scientific and technical innovation. | Training methods and routines are essential to fully develop our physical abilities and aptitudes. | <p>Warming up Session: Organizing and planning.</p> <p>Training progress: Setting up goals and ways to achieve them.</p> <p>Give and receive meaningful feedback.</p>               | <p>A. Knowing and understanding.</p> <p>B. Planning for performing.</p>            | <p>Students will learn about how stretching and warming up routines are a must before and after working out. We will focus on training methods and routines to improve our physical abilities and aptitudes.</p> <p>Students will learn about nature talent and practice: The importance of repetition to hone our skills.</p>              |
|                                     | Aesthetics in movement.      | Movement.    | Space.               | Orientation in time and space.       | Movement within and around a team: Spatial awareness and adjustments in space and time.            | <p>Develop the basic techniques of a given sport: Volleyball.</p> <p>Use of the space within and around other members of the team.</p> <p>Review, reflect and redo in fairness.</p> | <p>C. Applying and performing.</p> <p>B. Reflecting and improving performance.</p> | <p>Students will learn about how movement is key for any physical activity involving space and time. We will be focusing on the use of negative space in ball games as well as spatial awareness and intelligence. Students will learn about muscle memory, technique and skill and the relation between doing, knowing and practicing.</p> |
|                                     | Players and their play.      | Environment. | Interaction.         | Identities and relationships.        | Nature of a team: Roles and duties of a team member.   | Attitudes, virtues and traits of a team player.   | <p>C. Applying and performing.</p> <p>B. Reflecting and improving performance.</p> | <p>There are team sports and individual sports, but what is a team? The ultimate goal of a team is to function as such, but what needs to be in place to function as a team? Students will set personal goals while in a team: Is it possible to be selfish while being part of a team? If yes, is it appropriate or desirable? These</p>   |



are perspectives we will be  
considering.