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International Classes

MYP 2 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
Unit 1: How has globalisation shaped the world? (politics)	Change	Processes and Globalization	Globalization and sustainability	Globalisation has occurred due to a variety of processes that have changed the world, bringing both opportunities and challenges.	Communication Organization	A,C	Students will learn about globalisation, use usual organisers like SWOT analysis. We will focus on the causes of globalisation, changes in transport, communication, trade as well as labour availability. Students will learn about the effect of globalisation on languages, transnational cooperations. We will discuss the effects of globalisation on sports, gaming industry and the spread of diseases.
Unit 2: What was life like in the middle ages? (History)	Time, place, and space	Perspective; identity	Fairness and development	The identity and development of past societies can be explored through the perspectives of the people who lived there.	Communication Critical-thinking Creative-thinking	A, B, C	Students will learn about the different dynasties, empires, and nations of the Middle Ages. We will look at important features in terms of how society was structured in the Middle ages and discuss the impact of the decline of the Roman Empire. Students will learn which empires expanded their influence during the Middle Ages and how life was like in

								China during the Middle Ages.
	Unit 3: How can energy be produced sustainably? (economy)	Time, place, and space	Resources	Humans use resources in different ways around the world and use innovative methods to be sustainable.	Scientific and technical innovation; Social and political topics	Information literacy skills Communication skills Critical Thinking	B, D	Students will learn about renewable and non-renewable energy sources. How energy is used around the world and what is the most sustainable way to use energy dependant on where you are in the world. What are the arguments for and against different sources of energy production? Students will learn how to write a research paper and how to evaluate sources.
	Unit 4: How does exploration affect global interactions?(Social anthropology)	Global Interactions	Causality	In the past, humans explored the world, and continue to do so, for a variety of reasons. This exploration often affects global interactions in both positive and negative ways.	Orientation in space and time	Communication Skills, Information literacy skills, critical-thinking skills	A, B, D	Students will learn about how exploration affected early societies. We will discuss the causes and consequences of the Age of Exploration. We will look at how industrialisation affected exploration and discuss why people explore. What are the causes and consequences of exploration? Does exploration lead to exploitation?

LANGUAGES AND LITERATURE (ENGLISH) 2021-2022	Unit title	Key Concept	Related Concept	Global Context	Statement of Inquiry	ATL skills	Objectives	Content
	Unit 1: Magic in the Moonlight	Connections	Character Setting	Orientation in space and time	Drama explores and expresses the connection between characters and setting.	Creative thinking Information literacy	A,B,C,D	Students will read Shakespeare's "A Midsummer Night's Dream". They will learn about who Shakespeare was as well as the conventions of plays. How can Shakespeare's plays teach us about people and society? Are the themes explored in Shakespeare's plays as relevant today as when they were written?
	Unit 2: Can we ever escape the past?	Creativity	Genre, Audience Imperatives, Point of View	Personal and Cultural Expressions	Gothic literature is a testament to human creativity, and for centuries writers have used the genre as a vehicle through which we can explore and interrogate culture.	Communication Creative thinking	A,B,C,D	By reading and discussing various texts students will find out what the Gothic is and learn about the conventions of the genre. They will also explore how Gothic literature can be used to consider our relationship with the past.
	Unit 3: Women's Perspective	Creativity	Point of view Context	Orientation in space and time	Writers use writing to voice their point of view, creating turning points in society.	Reflection Creative thinking	A,B,C,D	Students will read a variety of fiction written by women throughout time. They will learn about how female writers have voiced their thoughts and opinions through the medium of novels, short stories and poetry. By doing so we will explore how these various

								texts can give us a greater understanding of women's rights and issues in the time these texts were written.
	Unit 4: Is knowledge Power?	Perspective	Context Theme	Fairness and Development	Films are a medium for promoting fairness and development and through exploring various themes, they give us a new perspective on things we take for granted.	Reflection Media literacy	A,B,C,D	Students will learn about film analysis and use this knowledge to analyze a specific film, exploring how the film deals with and portrays the topic of education. We will ask questions such as what is education and the global attitudes towards education.
	Unit 5: Raise your voice	Perspective	Purpose Audience imperatives	A powerful speech can have the ability to spark emotion and influence individuals' ideas and opinions.	Personal and cultural expression	Communication Critical thinking	A,B,C,D	Students will read and analyze various famous speeches throughout time. They will learn about rhetorical device and use these to discuss several well-known speeches. Students will also consider the historical context and the issues addressed in these speeches.

INTEGRATED SCIENCES 2021-2022

Unit title	Key concept	Related concept	Global context	Statement of inquiry	ATL skills	Objectives	Content.
Where are we now and where might we be going?	Relationships	Movements, models	Orientation in space and time	Through making models of the world we have understood how place and time relate to motion and we have made the world seem a smaller place	Critical- and creative-thinking. Collaboration. Media and information literacy	A, C, D	Humans in space and time. Determining distance and location. Human body as measure. Coordinate system. Longitude and latitude. GPS. 80 days with Phileas Fogg. Estimote. Speed. Acceleration. Light speed. Friction. Inertia. Calculus. Momentum. Forces. Tension. Balanced. Gravity. Environmental impact transportation. Reflection
How do we map matter?	Change	Models, patterns	Scientific & technical innovation	By changing matter we can identify patterns in properties that help us to make models, and the models help us invent new kinds of material.	Creative and critical thinking. Transfer. Information literacy	A, B, C, D	Substances pure and impure. Combination of substances. Physical and chemical properties. Bonded. Molecule. Electrolysis. Polymers. Chemical formula. Symbols. Ion. Atom. Electron. Electric fields. Calibration. Nucleus. Orbits. Absorb. Emit. Protons. Neutrons. Mendeleev's periodic table. Chemical reactions. Reactants. Products. REDOX. Water + metals. Displacement reactions. Atomic number and mass. Native deposits. Ores. Alloys. Steel. Coke. Combustion. Reduced. Limestone. Decomposes. Acid. Alkalis. Dilution. Acidic spices. Dissolving buildings. Indicator. Dye. pH. Moore's Law. Reflexion
Who are we?	Relationships	Evidence, patterns	Identities and relationships	Relationship between living organisms form and function and their specialization. Sustainable lifestyles	Reflection. Information literacy. Critical-,	A, D	DNA is universal. Gene pool. Double helix. Chromosome. Nitrogenous base. Melanin pigment. Enzymes. Mutated. Inheritable diseases. Reproduction. Offspring. Budding, fragmentation,

						Creative-thinking		parthenogenesis. Gametes. DNA replication. Mitosis. Meiosis. Differentiation. Epigenetics. Alleles. Traits. Hetero-. Homozygous. Gel electrophoresis. PCR. Reflection
	What does a wave tell us?	relationships	Form. Energy	Personal and cultural expression	Understanding the relationships between different forms of wave energy helps us better communicate and express our thoughts	Communication. Collaboration. Critical and creative thinking. Information literacy.	A, B, C, D	Seismic activity. Wave. Vibrations. Energy. Oscillation equilibrium position. Longitudinal & transverse oscillations. Wavelength. Frequency. Crest. Peak. Ray. Light. Camera obscura. Interference. Electromagnetic radiation. Propagation. Approximation. Apertura. Human eye system. Eye test. Rainbow. Prism. Time period. Deuteranopia. Refraction. Atmospheric scattering. Electromagnetic spectrum. Biological effects of radiation. UV. SPF. Compressions. Amplifier. Resonance. Ear auditive system. Vestibulocochlear nerve. Volume. Pitch. Sonar. Ultrasound. Noise. Reflection.
	How does our planet work?	Systems	Models. patterns	Globalization and sustainability	Modelling interactions between Earth's systems allows us to understand patterns that we can use to secure or improve human experiences	Organization. Critical- & Creative-thinking	A, B, C, D	Ecospheres. Magma. Core. Plates. Matte. Precipitation. Run-off. Water cycle. Cycles of matter. Erosion. Weathering. Climatograph. Properties. Currents. Altitude. Elevation. Topography. Windward. Leeward. Shadow effect. Tectonic plate theory. Divergent & Convergent boundary. Subduction zone. Fault lines. Transform boundary. Earthquakes. Volcanic hotspot. Pangea. Reflection.

	How do we respond to our world?	Change	Consequence	Scientific and technical innovation	Scientific innovations designed to enhance our ability to perceive and respond to change in our surroundings have consequences on our survival	Critical-, creative-thinking	A, D	Sense organs. Central nervous systems. Stimulus. Neurons; sensory, association, motor. Kingdom. Plant heat responses. Natural selection. Evolving. Adapted. Adaptation. Reflection.
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MATHEMATICS 2021-2022

Unit title	Key concept	Related concept	Global context	Statement of inquiry	ATL skills	Objectives	Content
Integers: Human exploration	Form	Quantity Representation	Orientation in space and time	Being able to represent different forms of quantities has helped humans explore and describe our planet	Transfer skills Reflective skills	C, D	Define integers Compare and order integers Perform the four operations (multiplication, division, addition, subtraction) with integers Solve problems involving integers Plotting points on a cartesian plane
Algebraic expressions and equations: puzzles and tricks	Form	Simplification and Equivalence	Scientific and technical innovation	Producing equivalent forms through simplification can help to clarify, solve and create puzzles and tricks	Communication skills Creative thinking skills	A, B	Write algebraic expressions Simplify algebraic expressions Collect like terms Evaluate algebraic expressions Use algebra to justify results Inverse operations Solving simple equations Solving equations variable appears more than once
Ratio and proportion: competition and cooperation	Logic	Equivalence, simplification and quantity	Fairness and development	Using a logical process to simplify and compare quantities can help analyse competition and equality.	Organisation skills Affective skills	B, C, D	Convert percentages to decimals and fractions Express one quantity as a percentage of another finding a percentage of a quantity, percentage change finding the original amount Simplify ratio Equal ratios Divide into ratio Proportionality

	2D and 3D geometry: human and natural landscapes	Relationships	Generalisation and measurements	Globalisation and sustainability	Generalising the relationship between measurements can help explore the formation of human and natural landscapes.	Creative thinking skills Reflection skills	A, B	Area of 2D shapes Generalising relationships: perimeter and area Perimeter and area of compound shapes Defining volume Surface area
	Probability games and play	Logic	Representation, systems and justification	Personal and cultural expression	A logical system of representation can help explore and analyse games that humans play	Critical thinking skills Communication skills	B, C	Represent probabilities as fractions, decimals and percentages Make and use sample space diagrams Calculate theoretical probability Use simulations to calculate experimental probability Compare theoretical probability and experimental probability

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)
	Problemer i pressen: Sannhet og usannhet i nyhetene	Kommunikasjon	Synspunkt Formål	Rettferdighet og utvikling	Kritisk og ærlig kommunikasjon kan hjelpe oss å skape en mer rettferdig verden.	Critical thinking skills Media literacy skills	A B D	Skrive leserinnlegg Analysere avisartikler
	Fortell, fortell: Eventyr og fantastiske fortellinger	Forbindelser	Sjanger Karakter	Orientering i rom og tid	Vi skaper forbindelser med karakterene vi leser i tekster i skjønnlitterære sjangre	Creative thinking skills Communication skills	A C D	Skrive en fantastisk fortelling
	Ord og ideer kan forandre verden: Overbevisende skriving	Kreativitet	Publikum imperativer Selvuttrykk	Rettferdighet og utvikling	Vi uttrykker oss kreativt for å kunne overbevise vårt publikum og skape en mer rettferdig verden.	Critical thinking skills Information literacy skills	A C D	Skrive et debattinnlegg Lage en muntlig presentasjon
	Syng meg en sang	Identitet	Synspunkt Intertekstualitet	Personlig og kulturelt uttrykk	Ord og lyd er med på å forandre våre	Creative thinking skills	A C	Skrive dikt Lage en tegneserie

					synspunkter og påvirke vår identitet	Media literacy skills	D	
	En tidsreise i språket	Kultur	Kontekst Formål	Identiteter og relasjoner	Historiske kontekster former språk og kultur	Information literacy skills	A B D	Skrive en fagartikkel

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
We all have a personal identity	Identity	Connections Purpose	Identities and relationships	Our identity have a purpose, and through our identity we create connections to others.	D	Skriv et dagbokinnlegg som inneholder innledning, hoveddel og avslutning. Elevene kan velge mellom tre ulike oppgaver. Teksten skal skrives i jeg-person og skal være skrevet i et personlig format.	Elevene skal lære om hvordan identiteten vår formes og utvikles, og hvordan identiteten vår skapes. Vi snakker om hvordan identiteten vår kommer til uttrykk gjennom måter vi kommuniserer på.	Thinking skills
Looking at things in different ways	Perspective	Message Point of view	Identities and Relationships; An exploration into personal beliefs, values and different cultures	The purpose of perspective is so that the speaker/writer can express different views and argue for those specific views.	C and D	Elevene skal skrive et leserinnlegg om et valgfritt tema. Elevene skal begrunne påstandene de kommer med, de skal skrive tydelig og det skal komme klart fram hva de mener og hvorfor de mener dette. Hver påstand må argumenteres for. Det skal skrives utdypende og forklarende, og være struktur og avsnitt i leserinnlegget.	Elevene skal lære om hvordan man argumenterer, hvilke ulike argumentstyper vi har og hvordan man skal begrunne påstander. Elevene skal jobbe med å begrunne sine meninger på en saklig og tydelig måte. Elevene skal jobbe med å bruke faglige begrep og uttrykk som passer til sjangeren i en muntlig form. De skal begrunne meningene sine og gi forklaringer på valg som er gjort når de skrev leserinnlegget i en muntlig samtale med faglærer.	Communication skills Research skills

							<p>Elevene skal også ha muntlig vurdering/fagsamtale om leserinnlegget sitt og begreper knyttet til sjangeren. Elevene skal svare på spørsmål om leserinnlegget sitt.</p>		
	Norwegian language history and connection to other languages	Connections	Function Purpose	Personal and cultural expression	Through function and purpose of connections the students will learn how connections evolves through time.	A, B, C and D	<p>Muntlig framføring om tema innenfor det norske språket sin utvikling</p> <p>Muntlig samtale om språk og bilder, snakke faglig ut ifra et bilde</p>	<p>Muntlige presentasjoner. Hvordan presentere et tema på norsk.</p> <p>Språk og kultur – hvordan det norske språket ble til.</p> <p><i>Kompetansemål:</i></p> <p>Elevene skal skrive og strukturere ulike tekster.</p> <p>Elevene skal samtale om språklig variasjon og mangfold i Norge.</p> <p>Elevene skal samtale om hvordan språk kan uttrykke og skape holdninger.</p>	Research skills
	Communication takes place in many forms	Communication	Audience Form	Orientation in space and time	Through focusing on how we communicate, who the audience is and the form of the communication, the students will learn to reflect on their own way of communicating.	A, B, C and D	<p>Skriv en tekst der du reflekterer rundt verdien og nytten av kommunikasjon.</p> <p>Elevene skal lage og delta i et rollespill der de skal vise hvordan dårlig kommunikasjon kan oppstå og</p>	<p>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?</p> <p>Refleksjon rundt verdien av kommunikasjon i hverdagen, og hvordan vi kan jobbe med å utvikle kommunikasjonsferdighetene våre.</p> <p><i>Kompetansemål:</i> Elevene skal gi uttrykk for egne meninger skriftlig og muntlig.</p>	Communication skills

							<p>hvordan kommunikasjonsproblemer kan løses.</p> <p>Elevene skal bruke fagbegreper når de snakker ut ifra et bilde som omhandler kommunikasjon, utestenging eller misforståelser.</p>	<p><i>Kompetansemål:</i></p> <p>Elevene skal skrive og strukturere ulike tekster.</p> <p>Elevene skal bruke et egnet ordforråd for kjente faglige emner.</p>	
	Culture is everywhere	Culture	Meaning Context	Personal and cultural expression	By looking at the meaning and context of culture we learn about ourselves and others.	A and B	<p>Du skal presentere en sammenligning av norsk kultur og et annet land sin kultur. Du skal fokusere på tre hovedmomenter:</p> <ul style="list-style-type: none"> - Tradisjonene - Normer og verdier <p>Språk og språkutvikling</p>	<p>Elevene skal lære om norsk kultur og normer, vi sammenligner norsk kultur med andre lands kulturer, vi tar utgangspunkt i de ulike kulturene som finnes i klassen.</p> <p>Vi ser på hvordan norsk kultur har utviklet seg og hvordan nye kulturer har bidratt til å forme det Norge vi har i dag.</p>	Social skills

DESIGN 2021-2022

Unit title	Key concept	Related concept	Global concept	Statement of Inquiry	Attitude to Learning (ATL) skills	Objective	Content
Brochure for the museum	Communication	Innovation, Invention	Personal and cultural expression	Through personal and cultural expression with application of the theory on elements and principles of graphic design we can communicate an inventive idea about museum as an educational arena.	Thinking skills (analyse product and suggest how to improve them). Self-management skills (Plan the creation of a solution)	Criterion C: Creating the solution Criterion D: Evaluating	Students will make a brochure for the Museum of Cultural History. They will learn about different museums, activities museums hold and museums' function apart from educational.
Architecture	Development	Form	Orientation in Space and Time	Development throughout time takes different forms.	Creative thinking; Organisation skills	Criterion A: Inquiring and analysing Criterion B: Developing ideas	Students will learn about architecture and different architectural styles. They will learn about perspective and make drawings of buildings in different architectural styles.
Design and Redesign: Sewing	Development	Invention	Globalisation and sustainability	The development of solutions through design and redesign brings to innovation.	Communication skills Self-management skills	Criterion A: Knowing and understanding Criterion D: Evaluating	Students will learn how to use sewing machines, They will design and sew aprons, and/or bags.

	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 Social skills	Criterion B: Developing ideas Criterion: C Creating the solution	Students will create a model for a refuge shelter. Questions which will be discussed: What are the problems that homeless people face?
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THE ARTS (VISUAL ARTS AND MUSIC) 2021-2022	Unit title	Key concept	Related concept	Global concept	Statement of inquiry	ATL skills	Objective	Content
	Landscape in watercolours	Aesthetics	Composition and Genre	Personal and Cultural Expression	Rules of composition help guide the aesthetics of personal and cultural expressions.	Communication skills: Exchange thoughts, messages and information effectively through interaction.	C: Thinking creatively B: Responding	Students will learn about landscapes in different art movement. They will learn about the history of landscape genre, as well as watercolour technique, history. They will create a landscape painting in one of the movements discussed. Student will learn about curatorial texts and practice writing curatorial texts themselves.
	Clay – a historical material	Change	Innovation	Orientation in Space and Time	Innovation throughout time and in different places throughout history has led to changes in the use of clay.	Reflection Creative thinking skills Reflection – Keep a journal to record reflections (documenting progress) Creativity and innovation – Apply existing	A: Knowing and understanding B: Developing skills	Students will learn about clay as material, its qualities, use and history of use. Students will learn about coil technique, how to be innovative using the old technique/material.

						<p>knowledge to generate new ideas, products or processes</p> <p>Create original works and ideas.</p>		
	Musical composition	Change.	Composition and interpretation.	Personal and cultural expression .	Music depends on the interpretation of the musician.	<p>Reflection – Building meaningful learning by documenting the creative process and reflecting on the outcomes.</p> <p>Creativity and innovation – Apply existing knowledge to</p>	<p>A. Knowing and understanding.</p> <p>D. Responding.</p>	<p>What does a musical composition look like? Students will learn about composition. We will also discuss if music is a universal language. How does music change? What makes music likeable? This will be an important topic for learning, and we will also consider what makes music popular.</p>

						<p>generate new ideas, products and processes</p> <p>Create original works and ideas.</p>		
	Theatre play	Interpretation.	Structure.	Personal and cultural expression	Performances depend on the interactions and relations in between the performers, their intention and their audiences.	<p>Thinking skills</p> <p>Musicianship skills</p>	<p>Thinking creatively.</p> <p>D. Responding</p>	The students will discuss the nature of any given performance to be able to tell the minimum raw elements needed for having one. We will focus on the artist's intentions, the relationship between the artists and their audiences and how the later understand and enjoy the performances. In addition, the students will dedicate a good portion of each lesson to play one musical instrument.

PHYSICAL HEALTH EDUCATION 2021-2022	Unit title	Key concept	Related concept	Global context	Statement of inquiry	ATL skills	Objectives	Content
	Training session: Aerobic and anaerobic exercises.	Form.	Function.	Scientific and technical innovation.	Training methods and routines depend on the desire outcome and the goals to achieve.	Self-management and research.	C. Applying and performing. D. Reflecting and improving performance.	Adjusting our training to our needs is key to achieve our goals. Different training methods and routines produce different outcomes. Why do patterns of movement need to change even though the end goal remains the same?
	Training session: Quickness.	Form	Function	Scientific and technical innovation.	Training methods and routines depend on the desire outcome and the goals to achieve.	Self-management	C. Applying and performing. B. Reflecting and improving performance.	Adjusting our training to our needs is key to achieve our goals. How to build and train quickness. Time reaction and reflexes. Precision.
	Strategy and tactics: The uses of the space.	Movement	Space	Orientation in time and space	Spatial awareness and adjustments in space and time are key to achieve victory.	Develop the spatial dynamics of a team player. Use of the space within and around other members of the team.	A. Knowing and understanding. B. Planning for performance. C. Applying and performing.	Developing and testing whiteboard tactics for several games and sports. Chess and the difference between strategy and tactics. Initiative and tempo.

						Review, reflect and redo in fairness.	D. Reflecting and improving performance.	
	Our surroundings.	Community Culture	Environment Interaction	Identities and relationships	Our cultural identity depends on the interactions and relationships that we maintain with our surroundings.	<p>Develop a sense of belonging and a relationship with the landscape.</p> <p>Understand the importance of the community.</p> <p>Know the place you live in.</p>	<p>A. Knowing and understanding.</p> <p>D. Reflecting and improving performance.</p>	<p>Reflect on our identities as students, citizens and active members of our community.</p> <p>Explore the place we live in.</p> <p>Getting familiar with our surroundings and how they affect our way of life.</p> <p>Knowing the marka.</p>