



Oslo kommune
Utdanningsetaten

Manglerud skole

Phone: +47 22 75 73 10

Plogveien 22, 0681 OSLO, NORWAY <https://manglerud.osloskolen.no/> manglerud@ude.oslo.kommune.no

International Classes

Year 10 (MYP 4) Course Guides

2022-2023



10 INDIVIDUALS AND SOCIETIES 2022-2023	UNIT TITLE	KEY CONCEPT	RELATED CONCEPT	GLOBAL CONTEXT	STATEMENT OF INQUIRY	ATL SKILLS	OBJECTIVES	CONTENT
	Unit 1: Why do societies experience revolution?	Change	Causality, Significance	Orientation in space and time	At different times and locations, societies can experience revolutionary change, due to a variety of causes and often with long-lasting consequences.	Critical-thinking skills Creative-thinking skills	A, C, D	Students will find out about the reasons why societies experience revolution and the different types that can occur. They will be exploring examples of political and social revolutions. More specifically, The Civil Rights Movement in the USA and The Chinese Revolution.
	Unit 2: What impact do humans have on the natural environment?	Time, place, and space.	Perspective sustainability	Globalization and sustainability	Human choices, through time and in different places, have led to global environmental change that may make our current way of life unsustainable.	Social skills Communication Skills Critical Thinking skills	C,D	Students will find out about the characteristics of major natural environments and explore how human actions can threaten natural environments.
	Unit 3: Conflict in the 20 th century	Global interactions	Causality, conflict	Orientation in space and time	Significant global events of the past connect to our present and will continue to affect our future.	Critical Thinking skills Communication skills Information literacy Media literacy	A, B, D	Students will study various conflicts of the past such as the Second World War and evaluate the causes and consequences of these. They will also explore and evaluate how these conflicts have, and still are, affecting individuals and societies.

	<p>Unit 4: How does population change affect individuals and societies?</p>	Change	Equity	Globalization and sustainability	The population of human societies changes due to a variety of processes, and sustainable development can help to promote more equity in these societies.	<p>Communication skills</p> <p>Critical thinking skills</p> <p>Information literacy skills</p>	B,C,D	Students will find out about how the world population has changed over time and which processes allow this to happen. They will also explore the ways of modelling population change and look at case studies of social issues in different societies due to these changes. Students will also engage in the question of how sustainable development can promote equity in societies?
	<p>Unit 5: How have innovations and ideas changed the world?</p>	Change	Casualtiy, innovation and revolution	Personal and cultural expression	Innovations and ideas are developed by a variety of causes and can bring about lasting chance to individuals and societies.	<p>Communication skills</p> <p>Critical Thinking Skills</p>	A, D	Students will find out about examples of ideas and innovations from history and explore the time periods of the Renaissance and the Enlightenment and look at some of the main ideas and innovations. They will be looking into case studies of specific ideas and innovations and evaluate their impact.

10 LANGUAGE AND LITERATURE 2022-2023	UNIT TITLE	KEY CONCEPT	RELATED CONCEPT	GLOBAL CONTEXT	STATEMENT OF INQUIRY	ATL SKILLS	OBJECTIVES	CONTENT
	Unit 1: How can poetry be used for protest?	Perspective	Style, purpose, point of view	Personal and cultural expression	Persuasive communication uses aspects of style for the purpose of expressing personal and cultural ideas, feelings, beliefs and values, which can help challenge or alter other people's point of view.	Communication skills Collaboration skills	A,B,C,D	Students will find out about issues poets have felt moved to protest about, and techniques used in poetry to persuade those who read or hear it to experience particular emotions and form certain points of view.
	Unit 2: What do healthy relationships look like?	Connections	Context	Identities and relationships	Context can influence the ways in which people connect with each other, and the nature of the relationships they form	Communication skills Creative thinking skills Transfer skills	A,C,D	Students will find out, through considering relationships presented particularly in Shakespeare's <i>Much Ado About Nothing</i> different ways in which close relationships might be perceived as "healthy", and what factors may be involved in that.
	Unit 3: Should we always be able to say what we want, when we like?	Communication	Point of view, audience imperatives	Fairness and development	The rights and responsibilities of communication are important to consider, particularly in terms of the point of view being expressed, the purpose of expressing it and the audience to which it is expressed.	Information literary skills Media literacy skills Critical-thinking skills	B, C	Students will find out different ways in which communication might both help and harm in different situations, what constitutes propaganda, why it might be used and ways in which it may be identified. They will also explore situations in

								which communication might have an impact.
	Unit 4: Narration, Memory and Reconciliation	Creativity	Character, Setting, Style	Personal and cultural expression	Stylistic features such as narrative, characterization and setting can be used to problematize and express thoughts and ideas concerning how memory of the past effects the present.	Critical-thinking skills Communication skills	A,B,C,D	Students will read various novels written by South African authors post- apartheid. They will explore how the novels communicate life in South Africa post-apartheid and evaluate how the author interact and comment on topics such as memory and reconciliation through stylistic features such as narrative technique and characterization.

10 INTEGRATED SCIENCES 2022-2023	UNIT TITLE	KEY CONCEPT	RELATED CONCEPT	GLOBAL CONTEXT	STATEMENT OF INQUIRY	ATL SKILLS	OBJECTIVES	CONTENT
	Unit 1 How do we organize the natural world?	Relationships	Patterns; Form	Scientific and technical innovations	Pioneering discoveries can challenge conventional wisdom and open pathways toward deeper understanding.	Research Thinking	B C	Periodic table Bonding Chemical formulas
	Unit 2 Do you feel electric?	Systems	Functions; Interaction	scientific and technical innovation	The relationship between electrical energy and magnetism has led to useful inventions.	Research Thinking	A D	Magnetic field Amperes Electric voltage Electromagnetism Energy: renewable and non renewable
	Unit 3: What makes a material world?	Change	Form; Models	Scientific and technical innovations	Changing the form of atoms and molecules has consequences for our environment.	Self-management (affective skills - keep a journal to record reflections) Communication skills Critical Thinking (TBD)	C D	Chemical bonds chemical equations and reactions forces
	Unit 4: How do humans impact the environment?	Change	Environment; Consequences	Globalization and sustainability	Scientists have developed models and tools to understand and maintain the interactions that keep ecosystems in balance.	Communication (organize and depict information logically). Social (collaborating with others)	A C	Ecosystems; food chains and food webs; pollution.

	<p>Unit 5: How do machines make our lives better?</p>	Systems	Movement	Scientific and technical innovations	Physical health is dependent upon the form and functions of different body systems.	<p>Communication (communication skills) Use a variety of organizers for academic writing tasks Research (information literacy skills) Access information to be informed and inform others</p>	B	Human musculoskeletal system; mechanics; human body; machines; force, motion; robots; AI.
--	--	---------	----------	--------------------------------------	---	---	---	---

10 MATHEMATICS 2022-2023	UNIT TITLE	KEY CONCEPT	RELATED CONCEPT	GLOBAL CONTEXT	STATEMENT OF INQUIRY	ATL SKILLS	OBJECTIVES	CONTENT
	Unit 1: Linear Systems: Social entrepreneurship	Relationships	Representation, models	Fairness and development	Representing relationships with models can promote and support social entrepreneurship	Communication, Collaboration skills	A, B	Algebraic expansion Linear equations Linear inequalities Simultaneous equations
	Unit 2: Number: Being Specific	Form	Simplification, representation, approximation	Globalisation and sustainability	Representing numbers in different forms to simplify them can help understand human-made systems	Organisation, communication, critical thinking	C, D	Laws of exponents, including integer and negative exponents Standard form (Scientific notation) Surds, roots and radicals, including simplifying
	Unit 3: Formulae and proportion: What comes next?	Form	Patterns and change	Scientific and technical innovation	Representing patterns and change in a variety of forms has helped humans apply their understanding of scientific principles	Critical thinking skills, transfer skills.	A, B	Changing the subject of a formula Finding the constant of proportionality Setting up direct and indirect proportion Graphing direct and indirect proportion
	Unit 4: Probability: Mathematically speaking	Logic	Validity, representation	Identities and relationships	Understanding health and validating lifestyle choices results from using logical representations and systems	Communication	C, D	Sets, including notation and operations up to three sets Probability with Venn diagrams, tree diagrams and sample spaces Mutually exclusive events

								Combined events
	Unit 5: 3D geometry: Spacious interiors	Form	Representation, space	Personal and cultural expression	Representing transformed objects and studying their form help us enjoy their creativity in space	Creative thinking		Length and perimeter Area Surface area Volume Capacity

10 PHYSICAL HEALTH EDUCATION 2022-2023	UNIT TITLE	KEY CONCEPT	RELATED CONCEPT	GLOBAL CONTEXT	STATEMENT OF INQUIRY	ATL SKILLS	OBJECTIVES	CONTENT
	Unit 1: Team sports	Development	Space Systems	Fairness and development	Team sports are dependent on collaboration, communication and agreed upon systems of fairness	Communication skills	A. Knowing and understanding. C. Applying and performing.	How to improve a team How to communicate in a team Fair play Collaborating
	Unit 2: International sports	Identity	Function Perspectives	Identities and relationships	Sports around the world have different functions and can help foster identity and community	Research skills	B. Planning for performing	Researching international sports Creating a plan for teaching the sport
	Unit 3: Dancing	Asthetics	Balance Energy	Personal and cultural expression	Dance is an expression of self and culture	Thinking skills	C. Applying and performing	Researching dance routines and types Creating a dance routine Choreography
	Unit 4: Individual sports and individual health	Connections	Movement Function	Identities and relationships	Health is individual and informed by nutritional and health sciences	Research skills	A. Knowing and understanding. B. Reflecting and improving performance	Nutrition Food planning Setting individual exercise goals
	Unit 5:	Culture	Interaction	Orientation in space and time		Self-management skills	A. Knowing and understanding.	Planning and executing an overnight camping trip

	Nature and outdoor life		Systems		Survival in nature is about preparedness		B. Reflecting and improving performance	Using maps and compasses to navigate
--	-------------------------	--	---------	--	--	--	---	--------------------------------------

10 THE ARTS: VISUAL AND MUSICAL ARTS 2022-2023	UNIT TITLE	KEY CONCEPT	RELATED CONCEPT	GLOBAL CONTEXT	STATEMENT OF INQUIRY	ATL SKILLS	OBJECTIVES	CONTENT
	Music Unit 1 Connections	Aesthetics	Structure	Identities and Relationships	Harmony and rhythm are fundamental aspects of music that define the aesthetics, determine the relationships and state the identity of every musical note on a stave.	Organization Transfer	A. Investigating. B. Developing. C. Performing. D. Responding.	Musical language: Students will explore the many aspects of musical notation and composition, paying close attention to the harmonic elements of intervals and the use of the circle of fifths in combination with the aesthetics of rhythm.
	Music Unit 2 The music industry: a look at formats and habits of consume.	Change	Audience	Fairness and Development	Music industry impose specific consumer habits in modern day listeners throughout distribution and format.	Communication	A. Investigating. D. Responding.	Musical awareness: Students will develop a timeline presenting the many physical formats used to record, distribute, and sell music along the most common way of listening it when a specific format was the norm and standard. Music appreciation: Students will develop an appreciation for the role of the musicians as entertainers, chroniclers, and storytellers.

	Visual Arts Unit 1 Work of art from your culture	culture	Interpretation, visual culture	Identities and relationships	How we interpretate culture depends on our identity and relation that we have to it.	Thinking skills; Research skills Communication skills	A, B	Students choose a work of art or a style, period in art history from their culture, do research about it and present in class. Possibly students present some task for the peers, as their role is not only investigate but to teach
	Visual Arts Unit 2 Media: making artfie	Communication	Representation/Interpretation	Personal and cultural expression	Communication and interpretation provide you opportunities for personal and cultural expression	Research skills Communication skills Social skills	C, D	Students will choose a painting to develop it into the artfie or further develop it into video thus visually interpreting and further developing the message of the painting.
	Visual Arts Unit 3: Tentative: applied arts: making a book which is used as Visual arts Journal	Identity	Presentation	Personal and cultural expression	Personal and cultural expression allows to express one's identity and presentation.	Self-management skills	C, D	Students will explore their creativity in keeping their Visual arts Journal, decide on its organization and use. They will make their art journal themselves which allow them to express their creativity and identity.

10 NORWEGIAN: LANGUAGE & LITERATURE 2022-2023	UNIT TITLE	KEY CONCEPT	RELATED CONCEPT	GLOBAL CONTEXT	STATEMENT OF INQUIRY	ATL SKILLS	OBJECTIVES	CONTENT
	Unit 1: Overbevisende tekster	Communication	Bias, purpose, stylistic choices	Personal and cultural expression	Persuasive texts, specifically in marketing and politics, use language intended to influence our behaviour and decisions.	Communication skills Thinking skills	A B C D	Muntlig presentasjon/argumenterende, diskusjoner
	Unit 2: Rapport, CV	Communication				Self-management skills	A B C D	CV, søknad, rapport, brev, essay
	Unit 3: Skuespill, film	Creativity	Audience imperatives, meaning, purpose	Personal and cultural expression	Directors create films to position audiences to respond in a particular way	Social skills	A B C D	Skrive manus og lage en film som en gruppeoppgave
	Unit 4: Dive into the historical fiction	Perspective	Context, point of view, style	Orientation in space and time	Critical readers understand that historical context and authors' perspectives affect readers' interpretations of literary texts and of the concept of truth.	Research skills	A B C D	Analyse Sammenligning av skjønnlitteratur Fagsamtaler

10 NORWEGIAN: LANGUAGE ACQUISITION 2022-2023	UNIT TITLE	KEY CONCEPT	RELATED CONCEPT	GLOBAL CONTEXT	STATEMENT OF INQUIRY	ATL SKILLS	OBJECTIVES	CONTENT
	Muntlig og skriftlig kommunikasjon	Communication	Audience Context	Identities and relationships	Public speaking requires attention to audience and rhetoric matching audiences and purpose	Thinking skills	A B C D	Hvordan framføre muntlig Hvordan uttrykke meningen sin muntlig Delta aktivt i samtaler og diskusjoner Uttrykke egne meninger og argumentere saklig Tilpasse språket til uformelle og formelle situasjoner Hvordan uttrykke seg skriftlig Forskjellen på sakprosa og skjønnlitteratur
	Ta ansvar, vær kritisk!	Development	Purpose Structure	Globalisation and sustainability	Nonfiction texts raise critical questions	Self-management skills	D	Fordypningsoppgave (sakprosa) Å bygge opp en skriftlig fordypningsoppgave Refleksjon over egen læring Sammenligning av ulike temaer/ bøker
	Opplev skuespill	Culture	Point of view Form	Identities and relationships	Plays are shaped and formed by the interpretation of the directors' and actors point of views and cultural understandings of a text	Communication skills	A B C	Lesing av skuespill Dramatisere et skuespill Tolke roller og scener
	Filmens verden	Perspective	Theme Conventions	Orientation in space and time	Critical readers understand that historical context and authors' perspectives affect readers' interpretations of literary texts and of the concept of truth.	Research skills	A B C	Være kritisk til film Kunne vurdere og anmelde en film Skrive filmanmeldelse Lage en trailer til egen film

	Lyrikk og litteratur	Identity	Message Word choice	Personal and cultural expression	Poetry is a personal and cultural expression	Communication skills	A B C D	Dikt Tolkning og analyse av dikt Hvordan sette sammen dikt med musikk og bilder Lese norsk litteratur
--	----------------------	----------	------------------------	--	---	-------------------------	------------------	---