



Oslo kommune
Utdanningsetaten

Manglerud skole

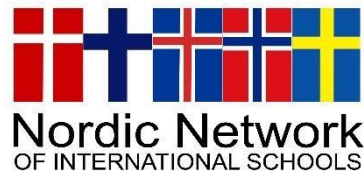
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International Classes

Year 7 (MYP 1) Course Overviews

2022-2023



7 INDIVIDUALS AND SOCIETIES 2022-2023	UNIT TITLE	KEY CONCEPT	RELATED CONCEPT	GLOBAL CONTEXT	STATEMENT OF INQUIRY	ATL SKILLS	OBJECTIVES	CONTENT
	Unit 1 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.	Communication skills – Use a variety of speaking techniques to communicate with a variety of audiences Critical-thinking skills – Gather and organise relevant information to formulate an argument	B C	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.
	Unit 2 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.	Communication skills – Use and interpret a range of discipline-specific terms and symbols. Critical-thinking skills – Draw reasonable conclusions and generalisations	A 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 an question we will be considering.
	Unit 3 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 identify and culture.	Communication skills – Structure information in summaries, essays and reports.	A B C	Students will learn about what the belief of the major world religions are: Buddhism, Islam, Hinduism, Christianity, Judaism. Students will also learn about

						<p>Critical-thinking skills – Gather and organise relevant information to formulate an argument.</p> <p>Information-literacy skills - Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions</p>		<p>indigenous belief and non-religious belief systems. We will look at APA 6th referencing in this unit.</p>
<p>Unit 4 What can we learn from different civilizations?</p>	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.	<p>Critical-thinking skills – Gather and organise relevant information to formulate an argument.</p> <p>Information literacy skills – Identify primary and secondary sources & Access information to be informed and to inform others.</p>	A C D	<p>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.</p>	
<p>Unit 5 Where do we live?</p>	Change	Sustainability & Causality	Globalisation & sustainability	Sustainable, strategic, changes in urban infrastructure and planning	Communication skills – Structure information in	A C	<p>Students will learn about different types of settlements and their hierarchy: isolated</p>	

					have different causes and consequences.	summaries, essays and reports. Critical-thinking skills – Draw reasonable conclusions and generalisations.		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.
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7 LANGUAGE AND LITERATURE 2022-2023	UNIT TITLE	KEY CONCEPT	RELATED CONCEPT	GLOBAL CONTEXT	STATEMENT OF INQUIRY	ATL SKILLS	OBJECTIVES	CONTENT
	Unit 1 Myths and legends: A mirror of reality?	Perspective	Genre 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 Collaboration skills	A D 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.
	Unit 2 Do you believe in magic? What makes a life worth writing about- autobiography	Creativity	Genres, 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 Organization skills	A 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.
	Unit 3 Is seeing always believing?	Communication	Audience imperatives	Personal and cultural expression	Through communication, directors create film to	Collaboration skills	B C	Students will learn about different TV genres, looking at language in

			Purpose		position audiences to respond in a particular way.	Creative-thinking skills Reflection skills		film and television. We will also consider the documentary as a genre and look at how real the reality is in a documentary. The ethical issues in relations to these topics will be addressed.
	Unit 4 Is this for real?	Connections	Point of view, 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 Reflection skills	B 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.
	Unit 5 Is all the world a stage? Twelfth Night	Connections	Genres, 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 Critical thinking skills	A 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.

7 INTEGRATED SCIENCES 2022-2023	UNIT TITLE	KEY CONCEPT	RELATED CONCEPT	GLOBAL CONTEXT	STATEMENT OF INQUIRY	ATL SKILLS	OBJECTIVES	CONTENT
	<p>Unit 1: What is a Scientist?</p>	Relationships	Evidence Patterns	Scientific and Technical Innovation	Scientists develop our understanding of the world by looking for patterns and carrying out experiments to gain evidence.	<p>Critical-thinking skills: Design scientific investigations Practice observing carefully in order to recognize problems</p> <p>Collaboration skills: Take responsibility for one's own actions</p>	B C	Students will explore the scientific method and way of thinking, as well as become familiar with laboratory safety, use of variables, hypotheses, and designing experiments; students will research known scientists and their experiments
<p>Unit 2: Chemistry It Matters! States of Matter and Separating Mixtures</p>	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.	Communication (communication skills) Self management (organisation skills) <i>Under review</i>	A D	Matter (states and properties of matter, particle/kinetic theory, diffusion [<i>includes physics topics</i>]); atomic structure (including isotopes); electron configuration and valency; pure and impure substances (types of mixtures [solutions, oils, alloys, emulsions]); and separation techniques (filtration, distillation [<i>including crude oil</i>], chromatography)	

	<p>Unit 3: Physics Force, Energy changes and transfers</p>	Change	Energy	Globalization and sustainability	Innovative devices transform matter and energy to satisfy human needs and desires.	<p>Critical thinking: Use models and simulations to explore complex systems and issues</p> <p>Information literacy skills: Critically evaluate information from the internet. (Students need to be aware of the type of sources found on the internet. For example, they should know if they are using a primary or a secondary source.)</p>	<p>A: Knowing and Understanding B: Inquiring and Designing C: Processing and evaluating</p>	Identifying energy; energy stores; kinetic and potential energy; temperature and heat; saving energy.
	<p>Unit 4: Biology Fighting disease Microbiology</p>	Change	Patterns Interaction	Orientation in Space and Time	Interactions between different epidemiological factors change patterns in the frequency and distribution of diseases in space and time.	<p>Self-management (organisation skills - planning assignments and meeting deadlines). Thinking Skills (critical</p>	<p>A D B</p>	Microbiology; infectious disease; the body's defenses; and preventing infectious disease

						thinking - consider ideas from multiple perspectives)		
	Unit 5: Chemistry Atoms and the Period table	Relationships	Patterns; Form	Scientific and technical innovations	Pioneering discoveries can challenge conventional wisdom and open pathways toward deeper understanding.	Research Thinking	A D	The history of the atom and the scientists who influenced our current understanding of atomic structure; Rutherford's gold foil experiment; and the periodic table

7 MATHEMATICS 2022-2023		UNIT TITLE	KEY CONCEPT	RELATED CONCEPT	GLOBAL CONTEXT	STATEMENT OF INQUIRY	ATL SKILLS	OBJECTIVES	CONTENT
		Unit 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	Collaboration Skills: Listen actively to other perspectives and ideas Information Literacy Skills: Present information in a variety of formats and platforms	A 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.
Unit 2 Fraction: Human connection 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.	Critical thinking skills: Draw reasonable conclusions and generalisations Communication skills: Give and meaningful feedback	C 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.
	Unit 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.	Reflection skills: Practise asking the right questions Creative-thinking skills: Practise visible thinking strategies and techniques	A 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.
	Unit 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 Critical-thinking skills: identify trends and forecast possibilities.	C 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.

	<p>Unit 5</p> <p>Geometric constructions: artistry and creativity</p>	Form	Measurement	Personal and cultural expression	<p>Artistry and creativity are enhanced through an understanding of how measurement helps to define forms.</p>	<p>Information literacy skills: Use memory techniques to develop long-term memory</p> <p>Transfer skills: Make connections between subject groups and disciplines</p>	A	<p>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.</p>
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7 PHYSICAL HEALTH EDUCATION 2022-2023	UNIT TITLE	KEY CONCEPT	RELATED CONCEPT	GLOBAL CONTEXT	STATEMENT OF INQUIRY	ATL SKILLS	OBJECTIVES	CONTENT
	<p>Unit 1 An introduction to routines.</p>	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>
	<p>Unit 2 Aesthetics in movement.</p>	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>
	<p>Unit 3 Players and their play.</p>	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?</p>

									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 are perspectives we will be considering.
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7 THE ARTS: VISUAL AND MUSICAL ARTS 2022-2023	UNIT TITLE	KEY CONCEPT	RELATED CONCEPT	GLOBAL CONTEXT	STATEMENT OF INQUIRY	ATL SKILLS	OBJECTIVES	CONTENT
	<p>Music Unit 1 Role of the arts</p>	Communication	Audience and genre.	<p>Identities and relationships.</p> <p><i>Identities as traits of genres and audiences, relationships between music and audiences.</i></p>	Music, as a communication form, depends on the relation between its genre and its audience.	<p>Communication Skills.</p> <p>Give and receive meaningful feedback.</p> <p>During our weekly lessons.</p> <p>Use a variety of speaking techniques to communicate with a variety of audiences.</p> <p>During our weekly lessons and as a closure for the unit in the form of a presentation.</p>	<p>A. Knowing and understanding.</p> <p>A1. Understanding of the art form studied, including concepts, processes and subject specific terminology.</p> <p>A2. Understanding of the role of the art form in original and displaced contexts.</p> <p>D. Responding.</p> <p>D1. Construct meaning and transfer learning to new settings.</p>	<p>Music theory: Relation between the time signature and the tempo mark.</p> <p>Music theory: Musical dynamics and the importance of beat and volume to communicate and create emotions.</p> <p>Music history: Genres.</p> <p>Music history: Pop music.</p> <p>Music history: Traditional music.</p> <p>Debates.</p> <p>Presentations.</p>

	<p>Music Unit 2</p> <p>Nature of the art form studied</p>	Interpretation.	Structure.	Personal and cultural expression.	Music has its own organized and structured written language, and it is ruled by its own norms.	Thinking skills Musicianship skills	<p>Knowing and understanding.</p> <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: Treble clef and bass clef.</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>
	<p>Visual Arts Unit 1</p> <p>Me, Myself and I</p>	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.	<p>A: Knowing and understanding</p> <p>B: Developing skills</p>	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.
	Visual Arts Unit 2 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 B: Responding	Students will make linocuts. They will learn the elements of art Identifying printed materials around them; Learn about different print making techniques; Experiment with print making techniques; Make conscious changes in the compositions/designs of their work by making changes in an element of art

7 NORWEGIAN: LANGUAGE & LITERATURE 2022-2023	UNIT TITLE	KEY CONCEPT	RELATED CONCEPT	GLOBAL CONTEXT	STATEMENT OF INQUIRY	ATL SKILLS	OBJECTIVES	CONTENT
	Hvorfor leser vi? + Fortellinger som fenger + Kriminelt bra	Creativity	Character Structure	Identities and relationships		Creative thinking	A B C D	<u>Summativ:</u> Skrive en krimfortelling <u>Formativ:</u> Skrive en reflekterende tekst om en novelle/fortelling/roman
	Spalteplass + Kilder med kritisk blikk + Språk og holdninger	Connections	Audience imperatives	Orientation in space and time		Critical thinking	A B C D	<u>Summativ:</u> Skrive en fagtekst <u>Formativ:</u> Lage en reportasje og skrive en nyhetsartikkel
	Kunsten å overbevise + Tale er gull	Perspective	Point of view Self-expression	Personal and cultural expression		Reflection skills	A B C D	<u>Summativ:</u> Lage en muntlig presentasjon om en sak og argumentere for sitt syn <u>Formativ:</u> Holde tale og skrive argumenterende tekster
	Drama + Tekster som påvirker	Communication	Audience Purpose	Personal and cultural expression		Research skills Collaboration skills	A B C D	<u>Summativ:</u> Analysere en reklame <u>Formativ:</u> Lage en sketsj av en vits

7 NORWEGIAN: LANGUAGE ACQUISITION 2022-2023	UNIT TITLE	KEY CONCEPT	RELATED CONCEPT	GLOBAL CONTEXT	STATEMENT OF INQUIRY	ATL SKILLS	OBJECTIVES	CONTENT
	Why communication matters	Communication	Purpose 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.	Social skills	D	<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> <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>
	Creative writing and thinking	Creativity	Purpose Context	Personal and cultural expression	Through discovering patterns and structures in creating texts, the students will enhance their ability to be	Thinking skills	D C	Vi utforsker ulike tekster og ulike måter å skrive på. Vi ser på verdien av korrekt

					creative in their writing and speaking.			<p>tegnsetting og hvordan det påvirker budskapet i tekster.</p> <p>Vi lærer om tegneserier: hvordan en tegneserie er bygd opp, hvem som er mottakeren, hvordan kombinere kreativitet og meningsinnhold.</p> <p><i>Kompetansemål:</i></p> <p>Elevene skal skrive og strukturere ulike tekster</p>
	Norwegian culture and language history	Culture	Patterns 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.	Research skills	D C	<p>Muntlighet vs skriftlighet, ulike måter å formidle budskap på.</p> <p>Leserinnlegg.</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>

	Speeches can impact the world	Place and Space	Structure 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.	Thinking skills	C D A B	<p>Infinitiv, presens, preteritum. Skrive i nåtid og fortid.</p> <p>Jobbintervju, jobbsøknad vs. Sende sms, være med venner.</p> <p>Hvem er mottaker av talen, hvor ble talen holdt, hvorfor ble den skrevet, hva er målet med talen.</p> <p><i>Kompetansemål:</i></p> <p>Elevene skal samtale om hvordan språk kan uttrykke og skape holdninger.</p> <p>Elevene skal lese og formidle innholdet i ulike skjønnlitterære og faglige tekster.</p> <p>Elevene skal delta i samtaler om hverdagslige og faglige kjente emner.</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>
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	Creating connections through story telling	Connections	Message 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.	Communication skills	A B 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> 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>
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	UNIT TITLE	KEY CONCEPT	RELATED CONCEPT	GLOBAL CONTEXT	STATEMENT OF INQUIRY	ATL SKILLS	OBJECTIVES	CONTENT
7 DESIGN 2022-2023	Unit 1 Introduction to Design	System	Function	Scientific and Technical Innovation	Exploring how design functions within a system And how it can help innovation	Communication skills: organise and depict information logically.	Criterion B: Developing ideas Criterion C: 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.
	Unit 2 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: Creating the solution Criterion D: Evaluating	Students will create a poster for sustainability using PowerPoint programme. They will learn about the role of the "third teacher" – physical environment. What is sustainability? What are copyrights? How do we use images?
	Unit 3 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.
	Unit 4 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: A: Knowing and understanding Criterion B:	Students will create a model for a refuge shelter. Questions which will be discussed: What are the problems that homeless people face?

							Developing ideas	
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