



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 8 (MYP 2) Course Overviews

2022-2023



8 INDIVIDUALS AND SOCIETIES 2022-2023	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 visual 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.

	<p>Unit 3: How can energy be produced sustainably? (economy)</p>	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.
	<p>Unit 4: How does exploration affect global interactions?(Social anthropology)</p>	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?

8 LANGUAGE AND LITERATURE 2022-2023	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,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: A Room of One's Own	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, 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: The Language of Persuasion	Communication	Audience Imperative, Purpose, Style	Fairness and Development	It is important in an age of mass information to consider how far creative use of language, context and bias can affect how far a text is telling the truth.	Reflection Media literacy Creative Thinking Skills	C,D	Students will learn about the seven propaganda techniques and identify and analyze these techniques in different types of text. They will also learn how to use these techniques when making their own propaganda posters.

8 INTEGRATED SCIENCES 2022-2023	UNIT TITLE	KEY CONCEPT	RELATED CONCEPT	GLOBAL CONTEXT	STATEMENT OF INQUIRY	ATL SKILLS	OBJECTIVES	CONTENT
	Unit 1: Physics Electricity and Magnetism	Relationships	Energy	scientific and technical innovation	The relationship between electrical energy and magnetism has led to useful inventions.	Research Thinking	B C	Magnet and electromagnetism. Electrical Currents Circuits Magnetic Poles
	Unit 2: Biology IDU: Health and Human Body, Nutrition and Metabolism	Systems	Balance Interactions	globalization and sustainability	Interactions between factors can help to create balance in ecosystems through the context of urban plant growing schemes.	Media literacy, analyzing, thinking And self-management skills.	A B C	Essential nutrients for the human body; testing food for biological molecules—carbohydrates, proteins, fats, and sugars; interpreting food labels; the effects of diet on sense of self; deficiency diseases; chemical and mechanical digestion, and enzymes; Nutrition; digestion; biochemistry; word and chemical equations; and enzymes
	Unit 3: Using Atoms for Change (Chemistry) Chemical Reactions	Change	Consequences Form	Globalization and sustainability	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	C	Chemical reactions and the conservation of mass; balancing equations; the mole concept, and chemical calculations; energy changes in reactions [includes physics topics]; endo/exothermicity; and combustion of fuels

	<p>Unit 4: Urban Plant Growing - Environmental</p>	Systems	Balance Interactions	Globalization and sustainability	Interactions between factors can help to create balance in ecosystems through the context of urban plant growing schemes.	Self management Communication	A D	<p>Process of photosynthesis; process of respiration our ecosystem (in oxygen/ carbon dioxide levels) stages of the plant life cycle (including pollination, fertilisation, seed dispersal, germination, and photosynthesis)</p>
	<p>Unit 5: Waves</p>	Systems	Movement and Energy	Scientific and Technical Innovation	Innovative systems harness wave energy and movement to create sounds and communication.	Research Thinking	A D	<p>General wave properties; energy transfer through waves; transverse and longitudinal; wavelength, frequency, amplitude, period, and speed; calculate wave speed, frequency, and wavelength using $v = f \times \lambda$; interpreting graphs.</p> <p>Sound transfers; a wave of compressions; sound intensity in dB ; pitch, frequency; amplitude ; representations of sound waves on an oscilloscope; musical instruments</p>

8 MATHEMATICS 2022-2023		UNIT TITLE	KEY CONCEPT	RELATED CONCEPT	GLOBAL CONTEXT	STATEMENT OF INQUIRY	ATL SKILLS	OBJECTIVES	CONTENT
		Unit 1: 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	Converting percentages into decimals and fractions Converting decimals and fractions into percentages Expressing one quantity as a percentage of another Finding a percentage of a quantity The unitary method for percentages Percentage increase or decrease Finding a percentage change Finding the original amount Ratio Equal ratios Lowest terms Proportions Using ratios to divide quantities
Unit 2: 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, C	Product notation Exponent notation Writing expressions Generalising arithmetic Algebraic substitution The language of algebra Collecting like terms Algebraic products Solutions of an equation Maintaining balance		

								Inverse operations Algebraic flowcharts Solving equations Equations with a repeated unknown Power equations
Unit 3: 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	A, B	Operations with negative numbers Exponent notation Introduction to standard form Order of operations Fractions Equal fractions Adding and subtracting fractions Multiplying fractions Dividing fractions	
Unit 4: 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	C, D	Length Perimeter Circumference Area Area formulae The area of a circle Areas of composite figures	
Unit 5: 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		Sample space Theoretical probability Independent events Experimental probability Probabilities from tabled data Probabilities from two-way tables Probabilities from Venn diagrams	

8 PHYSICAL HEALTH EDUCATION 2022-2023	UNIT TITLE	KEY CONCEPT	RELATED CONCEPT	GLOBAL CONTEXT	STATEMENT OF INQUIRY	ATL SKILLS	OBJECTIVES	CONTENT
	<p>Unit 1: Training session: Aerobic and anaerobic exercises.</p>	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.	<p>Adjusting our training to our needs is key to achieve our goals.</p> <p>Different training methods and routines produce different outcomes.</p> <p>Why do patterns of movement need to change even though the end goal remains the same?</p>
	<p>Unit 2: Training session: Quickness.</p>	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.	<p>Adjusting our training to our needs is key to achieve our goals.</p> <p>How to build and train quickness.</p> <p>Time reaction and reflexes.</p> <p>Precision.</p>
	<p>Unit 3: Strategy and tactics: The uses of the space.</p>	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.	<p>Developing and testing whiteboard tactics for several games and sports.</p> <p>Chess and the difference between strategy and tactics.</p>

						Review, reflect and redo in fairness.	D. Reflecting and improving performance.	Initiative and tempo.
	Unit 4: Our surroundings.	Community Culture	Environment Interaction	Identities and relationships	Our cultural identity depends on the interactions and relationships that we maintain with our surroundings.	Develop a sense of belonging and a relationship with the landscape. Understand the importance of the community. Know the place you live in.	A. Knowing and understanding. D. Reflecting and improving performance.	Reflect on our identities as students, citizens and active members of our community. Explore the place we live in. Getting familiar with our surroundings and how they affect our way of life. Knowing the marka.

8 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 Musical composition	Change.	Composition and interpretation.	Personal and cultural expression.	Music depends on the interpretation of the musician.	Reflection – Building meaningful learning by documenting the creative process and reflecting on the outcomes. Creativity and innovation – Apply existing knowledge to generate new ideas, products and processes. Create original works and ideas.	A. Knowing and understanding . B. Developing Skills.	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.
	Music Unit 2 Theatre play	Interpretation.	Structure.	Personal and cultural expression.	Performances depend on the interactions and relations in between the performers, their intention and their audiences.	Thinking skills Musicianship skills	C. Thinking creatively . D. Responding	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.
Visual Arts Unit 1 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.
Visual Arts Unit 2 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 knowledge to generate new ideas, products or processes Create original works and ideas.	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.

8 NORWEGIAN: LANGUAGE & LITERATURE 2022-2023	UNIT TITLE	KEY CONCEPT	RELATED CONCEPT	GLOBAL CONTEXT	STATEMENT OF INQUIRY	ATL SKILLS	OBJECTIVES	CONTENT
	Unit 1 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
	Unit 2 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
	Unit 3 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
	Unit 4 Syng meg en sang	Identitet	Synspunkt Intertekstualitet	Personlig og kulturelt uttrykk	Ord og lyd er med på å forandre våre synspunkter og påvirke vår identitet	Creative thinking skills Media literacy skills	A C D	Skrive dikt Lage en tegneserie
	Unit 5 Getting lost in a book	Perspektiv		Identiteter og relasjoner	Stories can change the way we think and perceive others	Information literacy skills Non-verbal communication skills	A D	Lese en roman Forberede seg til en fagsamtale

8 NORWEGIAN: LANGUAGE ACQUISITION 2022-2023	UNIT TITLE	KEY CONCEPT	RELATED CONCEPT	GLOBAL CONTEXT	STATEMENT OF INQUIRY	ATL SKILLS	OBJECTIVES	CONTENT
	Unit 1 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.	Thinking skills	D	<p>Elevene skal lære om hvordan identiteten vår formes og utvikles, og hvordan identiteten vår skapes.</p> <p>Vi snakker om hvordan identiteten vår kommer til uttrykk gjennom måter vi kommuniserer på.</p>
	Unit 2 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.	Communication skills Research skills	C D	<p>Elevene skal lære om hvordan man argumenterer, hvilke ulike argumentstyper vi har og hvordan man skal begrunne påstander.</p> <p>Elevene skal jobbe med å begrunne sine meninger på en saklig og tydelig måte.</p> <p>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.</p>
	Unit 3 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.	Research skills	A B C D	<p>Muntlige presentasjoner.</p> <p>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>	
	<p>Unit 4 Communication takes place in many forms</p>	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.	Communication skills	<p>A</p> <p>B</p> <p>C</p> <p>D</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> <p><i>Kompetansemål:</i> Elevene skal skrive og strukturere ulike tekster. Elevene skal bruke et egnet ordforråd for kjente faglige emner.</p>
	<p>Unit 5 Culture is everywhere</p>	Culture	Meaning Context	Personal and cultural expression	By looking at the meaning and context of culture we	Social skills	<p>A</p> <p>B</p>	<p>Elevene skal lære om norsk kultur og normer, vi sammenligner norsk kultur</p>

					learn about ourselves and others.			med andre lands kulturer, vi tar utgangspunkt i de ulike kulturene som finnes i klassen. Vi ser på hvordan norsk kultur har utviklet seg og hvordan nye kulturer har bidratt til å forme det Norge vi har i dag.
--	--	--	--	--	-----------------------------------	--	--	---

8 DESIGN 2022-2023	UNIT TITLE	KEY CONCEPT	RELATED CONCEPT	GLOBAL CONTEXT	STATEMENT OF INQUIRY	ATL SKILLS	OBJECTIVES	CONTENT	
		Unit 1 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.
		Unit 2 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.
		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 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?
	Unit 5 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.