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International Classes

Year 9 (MYP 3) Course Overviews

2022-2023



9 INDIVIDUALS AND SOCIETIES 2022-2023	UNIT TITLE	KEY CONCEPT	RELATED CONCEPT	GLOBAL CONTEXT	STATEMENT OF INQUIRY	ATL SKILLS	OBJECTIVES	CONTENT
	Unit 1: How are societies governed?	Systems	Power, Ideology	Fairness and development	The governance of societies is organized by different systems that are used to distribute power, affecting fairness and development.	Critical Thinking Information literacy skills	A, C, D	Governance Threats to governance
	Unit 2: What are natural hazards and how do societies respond to them?	Systems	Resources	Time, place and space	Societies can be affected by different types of hazards and require innovative systems and resources in order to respond effectively to them.	Information literacy skills Transfer skills	A, B, C	Earth's structure Causes of Natural hazards Natural Hazard Preparedness
	Unit 3: The Age of Imperialism	Change	Innovation and revolution Culture Causality (causation and consequence)	Individuals and relationships	Economic changes, whether slow or fast, always involve cultural changes	Critical Thinking Communication skills	A, C, D	Imperialism Capitalist growth

	Unit 4: What is culture?	Personal and cultural expression	Culture, Identity	Time, place and space	Culture forms a part of our shared identity with others, often dependent on time, place and space, and can be expressed in many ways.	Creative-thinking skills Communication skills	C, D	Expression of culture Multiculturalism Threats to culture
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9 LANGUAGE AND LITERATURE 2022-2023	UNIT TITLE	KEY CONCEPT	RELATED CONCEPT	GLOBAL CONTEXT	STATEMENT OF INQUIRY	ATL SKILLS	OBJECTIVES	CONTENT
	Unit 1: The Romantics, selected poems of John Keats	Creativity	Style, purpose, point of view	Personal and cultural expression	Throughout history, poetry has been used to express one's creativity. By looking at the different styles of the Romantic poets, we can develop an understanding of the purpose of the era from the poets' point of view.	Communication skills Collaboration skills Creative thinking skills	A,B,C,D	Students will explore poems from the Romantic period, with focus on the poems of John Keats. They will find out about what Romantic poems were about and how it gave the readers a certain point of view in society. They will also explore about what can be learned from the different poems.
	Unit 2: Is it true that you are what you read?: The media	Communication	Purpose, Point of view, Audience imperatives	Fairness and development	Through communication, media channels produce content for the purpose of influencing audience point of view.	Communication skills Critical-thinking skills Media literacy skills	A,C,D	Students will learn about different media platforms and the extent of their influence upon a society. They will also explore the current viewing trends and the effectiveness of media to lead to change. Case studies to be explored: #metoo, The Johnny Depp/Amber Heard media trial and the War in Ukraine.
	Unit 3: Social critique through Victorian fiction	Communication	Point of view, Purpose,	Personal and cultural expression	The purpose of a text is often to present the point of view about something the writer feels strongly about. The text	Information literary skills	B, C	Students will study excerpts from different novels from the Victorian era to critically analyse

			audience imperatives		therefore becomes one of the few means a means for the writer in question to express themselves within the confines of the society.	Critical-thinking skills		how the novels subtly provide a commentary on the society at that time.
	Unit 4: Identity Crisis in Postcolonial Literature	Communication	Point of view, purpose	Identities and relationships	Postcolonial literature endeavours to reclaim the identity of the subdued voices of the colonial era, the purpose being to present their very own point of view instead of being represented by other voices which do not always paint an accurate picture.	Critical-thinking skills Communication skills	A,B,C,D	Students will explore different novels categorized as postcolonial novels from across the world. They will investigate and comment upon the common themes and purpose of the narrative despite being from different backgrounds. They will also study about the long term impact of colonialism on modern society and previously colonized people and their descendants.

9 INTEGRATED SCIENCES 2022-2023	UNIT TITLE	KEY CONCEPT	RELATED CONCEPT	GLOBAL CONTEXT	STATEMENT OF INQUIRY	ATL SKILLS	OBJECTIVES	CONTENT
	Unit 1: Biology Ecosystems and Interdependence	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 B D	Predator/prey; food chains and webs; habitats and ecosystems; photosynthesis; interdependency; competition, speciation, and extinction; owl pellets; energy transfer and cycles— nutrient, carbon, and nitrogen; natural selection; biodiversity; human influences—habitat change or destruction, overexploitation, pollution/conservation, and mitigation of the adverse effect
Unit 2: Biology Inheritance and Evolution Human reproductive systems	Change	Form and Function	identities and Relationships	Changes in DNA may alter the form and function of who we are.	Communication Social: Collaboration Thinking: Critical	A D	DNA, chromosomes, and genetics; mitosis and meiosis; inheritance; variation and selection; genetic engineering and modification; cloning; ethical implications; genome mapping and application; and 3D tissue and organ making; Male reproductive system; female reproductive system; sexual reproduction; fertilization	

								to birth; sex hormones; contraception; sexually transmitted diseases
	Unit 3: How do different chemical environments support life?	Systems	Balance; Environment	Fairness and development	The identities of substances change because the reactions they have with other substances changes their form.	Self-management Communication skills	B C	Acids; bases; salts; nutrition; digestion; pH
	Unit 4: Cells and Organization	Relationships	Form, Function	Globalization and sustainability	By understanding the relationship between the necessities of life and the specialized form and function of living things, we can develop processes that can enhance fairness.	Thinking skills: transfer Research: information literacy	B C	Characteristics of life; cells; tissues; organs; organ systems; structure and function; physiology; cell respiration— aerobic and anaerobic; diffusion; and osmosis
	Unit 5: Where are we now and where might we be going?	Relationships	Movement, 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 thinking: Analysis	A C	Position, displacement, distance, velocity, force, and linear motion; energy and force.

9 MATHEMATICS 2022-2023	UNIT TITLE	KEY CONCEPT	RELATED CONCEPT	GLOBAL CONTEXT	STATEMENT OF INQUIRY	ATL SKILLS	OBJECTIVES	CONTENT
	Unit 1 Number: decision making	Relationships	Change, models	Globalisation and sustainability	Decision making can be improved by using a model to investigate possible options	Self management, research	C, D	Financial mathematics Exponent notation The fundamental Theorem of Arithmetic Order of operations Absolute value Percentage increase and decrease Business calculations Appreciation and depreciation Simple and compound interest
	Unit 2 Triangles: Principles processes and solutions	Relationships	Generalisation Measurement	Scientific and technical Innovation	Generalising relationships between measurements can help develop principles, processes and solutions.	Critical thinking skills Communication skills	A, B	Pythagoras' theorem Pythagorean triples Problem solving Labelling right angled triangles The trigonometric ratios Finding side lengths Finding angles Problem solving Bearings
	Unit 3 Linear relationships: Impact of human decision making	Relationships	Representation Models	Fairness and development	Representing relationships with models can promote and support social entrepreneurship.	Communication skills Collaboration skills	A, C, D	The distance between two points Midpoints Gradient Parallel and perpendicular lines Using coordinate geometry Vertical and horizontal lines

								<ul style="list-style-type: none"> Points on a line Axes intercepts Graphing from a table of values Gradient-intercept form General form Finding the equation of a line
	<p>Unit 4 Geometric transformations: expressing beliefs and values</p>	Form	Pattern, Space	Personal and cultural expression	An understanding of patterns created by forms in space can enhance creativity and help express beliefs and values.	Reflection skills Communication skills	A, B	<ul style="list-style-type: none"> Translations Rotations Reflections Enlargements Combinations of transformations
	<p>Unit 5 Statistics: Numerical data</p>	Relationships	Models, quantities	Identities and relationships	Modelling the relationship between quantities can help highlight what it means to be human.	Media literacy skills, organisation skills		<ul style="list-style-type: none"> Types of data Discrete numerical data Continuous numerical data Describing the distribution of data Measures of centre Cumulative frequency graphs Measures of spread Box plots Comparing numerical data

9 PHYSICAL HEALTH EDUCATION 2022-2023	UNIT TITLE	KEY CONCEPT	RELATED CONCEPT	GLOBAL CONTEXT	STATEMENT OF INQUIRY	ATL SKILLS	OBJECTIVES	CONTENT
	Unit 1 Training session: Team sports	Connections	Interaction Movement	Identities and relationships	Collaboration in team sports requires connections and interactions with team players through movement.	Self-management Communication	A. Knowing and understanding B. Planning for performance C. Applying and performing D. Reflecting and improving performance	Collaborating, communicating and interacting with others are essential in team sports, as well as many other aspects in life. Developing the ability to “play each other good”, supporting each other and give constructive feedback is beneficial for the individual as well as the group. Learning about different team sports, what is the difference between them and what they have in common.
	Unit 2 Training session: Create your own PHE-lesson	Form	Function	Personal and cultural expression	Training methods and routines depend on the desire outcome and the goals to achieve.	Self-management Research Communication	A. Knowing and understanding B. Planning for performance C. Applying and performing D. Reflecting and improving performance	Through planning, creating, executing and evaluating your own PHE-lesson you will learn how to manage time, equipment, show leader and management skills, and the possibility of teaching your classmates something new. Reflecting and assessing your own lesson will provide important learning for next time you are in that situation.
	Unit 3 Training session:	Creativity	Balance Space	Orientation in space and time	Being creative with our own body requires physical and mental balance, and the	Thinking Research Social	A. Knowing and understanding	Adjusting our training to our ability and needs is key to achieve our goals.

	Alternative individual sports				ability to adjust to the space and its content.		B. Planning for performance C. Applying and performing D. Reflecting and improving performance	Different training methods and routines produce different outcomes. Exploring alternative individual sports/activities such as yoga, badminton, frisbee, running, "friidrett" etc.
	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.	Research Thinking	A. Knowing and understanding B. Planning for performance C. Applying and performing 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. Getting to know "marka". Understand the importance of the community, nature and our surroundings.
	Unit 5 Swimming and Life Saving on the water	Change	Function Choice	Scientific and technical innovation	Innovations in tehcniques allow us to respond and adapt to changing environments, challenges and situations		A C	2 day seaschool course including CPR, Swimming, Propulsion, Endurance, Diving

9 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	Music is used to create true impressions and make beautiful connections in our understanding	Organisation Transfer	Using Holst's Planets to gain a theoretical and practical knowledge of music. A B C D	Theory- basic skills in reading and writing and playing. Instruments of the Orchestra- timbre and other characteristics. Elements of Music including pitch, rhythm, dynamics, tempo, timbre, texture, genre, expression, form and structure. Analysing a score.
	Music Unit 2 Musicals	Change	Audience	Fairness and Development	The Arts are used in tandem to create the genre of musical.	Collaboration Communication	To recognise, interpret and understand the genre of Musical through listening, singing, analysis A B C D	Musicals- lyrics, performance. Theoretical concepts, composition for a scene.
	Visual Arts Unit 1 Call me by my name	Identity, Perspective	Audience, interpretation	Identities and relationships	Representation in works of art and literature exposes the issues concerning perspective and identity	Thinking skills; Research skills	Criterion C: Thinking creatively	Students will visit the exhibition at Munch Museum "Call me by my name", which deals with such issues as racism, identity, ethnic minorities; they will investigate into the

	Interdisciplinary unit (IDU) Visual art and English Literature					Communication skills	<p>Criterion D: Responding</p> <p>IDU Criteria:</p> <p>Criterion C: Communicating</p> <p>Criterion D: Reflecting</p>	problem from different perspectives through art and literature and create an art work which in creative way summarises and synthesises their ideas about the issues raised in the works discussed.
	Visual Arts Unit 2: Political and Social issues in art	Communication	Composition, Expression	Personal and cultural expression	A work of art can bear a social or political message which can change the world (influence the society).	<p>Research skills</p> <p>Thinking skills</p>	<p>Criterion A: Knowing and understanding</p> <p>Criterion B: Developing skills</p>	Students will learn about collage and make it. The theme for the art work will be social and political issues.

9 NORWEGIAN: LANGUAGE & LITERATURE 2022-2023	UNIT TITLE	KEY CONCEPT	RELATED CONCEPT	GLOBAL CONTEXT	STATEMENT OF INQUIRY	ATL SKILLS	OBJECTIVES	CONTENT
	Unit 1 Les mellom linjene	Perspektiv	Synspunkt Selvuttrykk	Rettferdighet og utvikling	Å kunne se ting fra ulike perspektiver kan hjelpe oss å løsrive oss fra fordommer og uttrykke våre synspunkter på en mer rettferdig måte.	Media literacy skills Critical thinking skills Reflection skills	A B C D	Lage en presentasjon av en nyhetssak
	Unit 2 Show! Don't tell!	Forbindelser	Sjanger Kontekst	Orientering i tid og rom	Skjønnlitterære tekster lar oss utvikle en forståelse av hvordan sosial kontekst og relasjoner med andre fungerer.	Creative thinking skills Communication skills	A C D	Skrive en novelle
	Unit 3 Lag deg en bildebok	Kommunikasjon	Intertekstualitet Struktur	Identiteter og relasjoner	Illustratører og forfattere skaper kommunikasjon...	Reflection skills Creative thinking skills	A C D	Lage en bildebok Lage en digital reklame
	Unit 4 Lyrikk er lek med ord	Kreativitet	Stil Selvuttrykk	Personlig og kulturelt uttrykk	Forfattere bruker kreativitet og stil for å uttrykke sine ideer og tanker.	Creative thinking skills	A C D	Skrive dikt Analysere dikt/sangtekster
	Unit 5 Er kunnskap makt?	Kommunikasjon	Publikum Formål Funksjon	Personlig og kulturelt uttrykk	Overbevisende tekster bruker et språk som påvirker vår atferd og valg.	Critical thinking skills Communication skills Media literacy skills	A B C D	Skrive debattinnlegg Lage en digital tale

9 NORWEGIAN: LANGUAGE ACQUISITION 2022-2023	UNIT TITLE	KEY CONCEPT	RELATED CONCEPT	GLOBAL CONTEXT	STATEMENT OF INQUIRY	ATL SKILLS	OBJECTIVES	CONTENT
	Unit 1 Voice your opinion	Communication	Argument Purpose	Personal and cultural expression	By using arguments and knowing the purpose behind communication, we can communicate our opinion clearer	Communication skills	C D	Express your opinion orally (debatt, diskusjon) Express your opinion in writing (argumenterende tekst)
	Unit 2 Interacting with others	Global interactions	Meaning Purpose	Identities and relationships	Meaning and purpose in texts is created by the relationship of the writer and the reader/listener	Thinking skills Social skills	D B C A	Brevvenn/ blogg/ podcast: late som du snakker med en person fra et annet sted i landet/ en som nettopp har flyttet til Norge
	Unit 3 Point of view in story writing	Perspective	Point of view Audience	Personal and cultural expression	Personal and cultural contexts shape perspectives and points of view when communicating	Communication skills	B C D	Skrive i 1.person, skrive i 3.person. Hvordan en tekst forandrer seg etter «hvem som forteller». Lese ulike eksempeltekster
	Unit 4 Norwegian dialects	Culture	Meaning Context	Identities and relationships	Dialects transform meaning in language and enrich cultural contexts and identities	Self-management skills Thinking skills	C D B	Dialekter Meme med dialekt
	Unit 5 Creating a news poster	Creativity	Form Stylistic choices	Orientation in space and time	Stylistic choices are influenced by the historical context and genre	Communication skills	A B C	Lage veggavis med én nyhetsartikkel, én tegneserie og én anmeldelse av film

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	UNIT TITLE	KEY CONCEPT	RELATED CONCEPT	GLOBAL CONTEXT	STATEMENT OF INQUIRY	ATL SKILLS	OBJECTIVES	CONTENT
9 DESIGN 2022-2023	Unit 1 Evolution of Commercial Aviation	System	Function	Scientific and technical innovation	Design functions within a system comprising four interconnecting areas	Communication skills - Organise and depict information logically.	A. Knowing and understanding. B. Developing ideas.	Introduction to design and its nature: Students will learn about Design cycle and its areas using the evolution of commercial aviation throughout the 20 th century as a case of study.
	Unit 2 Second Space Race	Communication	Sustainability Evaluation	Globalisation and Sustainability	Design has to be justified in relation to the desired outcome and the many challenges that separate the spark of an idea to the conclusion of an achievement.	Thinking skills – Critically and creatively organize ideas and present them in a logical way.	C. Creating the solution. D. Evaluating.	Exploring the possibilities and implications of designing a new future: Students will imagine first and project later a hypothetic and plausible second space race, justifying its need and presenting a tentative timeline for colonizing Mars.
	Unit 3 Civil Engineering	Development	Invention	Globalisation and sustainability	The impact of civil engineering in our everyday lives shapes our society and how we build it.	Self-management skills	A. Knowing and understanding C. Creating the solution	Creating the solution: Students will create a scale model of a bridge following a specific set of requirements and documenting the whole process in a journal.
	Unit 4 Protocols	Communities	Collaboration, Function	Fairness and development	Protocols are designed to be dormant sets of measures set in place to avoid or achieved a desired outcome.	Thinking skills Planning skills	B. Developing ideas D. Evaluating	Development, implementation, and Evaluation: Students will develop, implement and evaluate protocols for evacuate the building in which their lessons take place.

	<p>Unit 5</p> <p>Evolution of Commercial Aviation</p>	System	Function	Scientific and technical innovation	Design functions within a system comprising four interconnecting areas	Communication skills - Organise and depict information logically.	<p>A. Knowing and understanding.</p> <p>B. Developing ideas.</p>	<p>Introduction to design and its nature: Students will learn about Design cycle and its areas using the evolution of commercial aviation throughout the 20th century as a case of study.</p>
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