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International Classes

Year 10 (MYP 4) Course Guides

2026-2027



INDIVIDUALS AND SOCIETIES 2026-2027	UNIT TITLE	KEY CONCEPT	RELATED CONCEPT	GLOBAL CONTEXT	STATEMENT OF INQUIRY	ATL SKILLS	OBJECTIVES CONTENT
	Unit 1 Research for researchers	System	Function Form	Fairness and Development	Academia ensures the fair use of sources and information by implementing systems developed around authorship and honesty.	Communication skills a. Justify the relevance of your research and sources. b. Share effectively the findings of your research. Research skills	A. 1. Use vocabulary in context. 2. Demonstrate knowledge and understanding of subject specific content and concepts, using descriptions, explanations and examples. C. 1.Communicate information and ideas with clarity. 2. Organize information and ideas effectively for the task. 3. List sources of information in a way that follows the task instructions.
	Content A refreshment of all the strategies and procedures used throughout previous academic years to ensure the good practices and academic honesty values of our school. Focus on APA7th, OPVL and source analysis in preparation for the research that the Community Project requires.						

	UNIT TITLE	KEY CONCEPT	RELATED CONCEPT	GLOBAL CONTEXT	STATEMENT OF INQUIRY	ATL SKILLS	OBJECTIVES
	Unit 2 Social movements: from protests to revolutions	Change	Causality Significance	Orientation in space and time	Societies cannot escape change nor the factors that cause it and their significance.	Thinking skills. a. Critical analysis. b. Transfer knowledge. c. Hypothesis vs. theory.	B. 1. Explain the choice of research questions. 2. Follow an action plan to explore a research question. 3. Collect and record relevant information consistent with the research question. 4. Reflect on the process and results of the investigation D. 1. Identify the main points of ideas, events, visual representation, or arguments. 2. Use information to justify an opinion. 3. Identify and analyze a range of sources/data in terms of origin and purpose. 4. identify different views and their implications.
		Content An exploration of revolutions and the causes behind them. Individuals and collectives as societal factors of change. An approach to history based on the experiences of revolutionaries and social agents throughout the 20 th and 21 st century					

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	Unit 3 Ideologies in conflict	Global interactions	Causality and conflict	Identities and relationships	Significant global events of the past connect to our present and will continue to affect our future.	Critical Thinking skills a. Critical analysis. b. Transfer knowledge. c. Hypothesis vs. theory. Communication skills a. Justify the relevance of your research and sources. b. Share effectively the findings of your research. Literacy Skills. a. Skimming, scanning, and in-depth reading. b. Text-to-text, text-to-self, and text-to world.	A. 1. Use vocabulary in context. 2. Demonstrate knowledge and understanding of subject specific content and concepts, using descriptions, explanations and examples. B. 1. Explain the choice of research questions. 2. Follow an action plan to explore a research question. 3. Collect and record relevant information consistent with the research question. 4. Reflect on the process and results of the investigation C. 1. Communicate information and ideas with clarity. 2. Organize information and ideas effectively for the task. D. 1. Identify the main points of ideas, events, visual representation, or arguments. 2. Use information to justify an opinion. 3. Identify and analyze a range of sources/data in terms of origin and purpose. 4. identify different views and their implications.
		Content An overview of the historical and pivotal conflicts and the role that ideologies played on them. From the 1930s to our days. Themes such as independence, independentism, nation, nationalism, ideologies, politics, political parties, government, forms of government, etc... will be discussed. War, its causes, and consequences will be explored through the life stories of those that experience conflicts.					

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	Unit 4 Bodies and borders	Change	Equity Perspective	Globalization and sustainability	The globalization and the changes and challenges it imposes in our modern society demand a sustainable approach and mindset to ensure equal opportunities.	Communication skills a. Justify the relevance of your research and sources. b. Share effectively the findings of your research. Critical Thinking skills a. Critical analysis. b. Transfer knowledge. c. Hypothesis vs. theory.	A. 1. Use vocabulary in context. 2. Demonstrate knowledge and understanding of subject specific content and concepts, using descriptions, explanations and examples. C. 1. Communicate information and ideas with clarity. 2. Organize information and ideas effectively for the task.
		Content A discussion about the impact of human activities and presence. From the immediate environment and its use and or abuse, to the migratory crises and the intercultural mindedness required to understand them. Demographic and environmental stochasticity. Crisis as opportunities. Utopias as critique of today.					

	UNIT TITLE	KEY CONCEPT	RELATED CONCEPT	GLOBAL CONTEXT	STATEMENT OF INQUIRY	ATL SKILLS	OBJECTIVES
	Unit 2: Should 21st century learners still read poetry today?	Creativity	Self-expression, Purpose, Genre	Identities and relationships	Fostering individual creativity and self-expression can lead to a sense of purpose and increased personal efficacy and agency.	Critical thinking Creative thinking	A, D
		Content Students explore a range of poetic forms, genres and poets and examine how poetry enables creativity and self-expression. They develop understanding of form, style, tone, mood, rhyme, rhythm, metre, imagery, figurative language, symbolism, structure, purpose and audience. Students analyse how writers' linguistic and literary choices create meaning and affect audiences; compare and evaluate poems; develop analytical writing using textual evidence and appropriate terminology; and create original poetry using purposeful stylistic choices. Students also develop oral communication through poetry recital and presentation.					

	UNIT TITLE	KEY CONCEPT	RELATED CONCEPT	GLOBAL CONTEXT	STATEMENT OF INQUIRY	ATL SKILLS	OBJECTIVES
	Unit 3: How can growing and learning be portrayed in short stories?	Connections	Character, Plot, Theme, Intertextuality	Identities and relationships	Writers' use of plot and character across different texts reveal how challenges of different kinds are connected with/ may lead to the self-discovery, new learning and personal growth which help to form a person's identity.	Communication skills Critical Thinking Skills Creative thinking skills	A, C, D
		Content Students study the conventions and structure of short stories through The Most Dangerous Game by Richard Connell, Through the Tunnel by Doris Lessing and Split Cherry Tree by Jesse Stuart. They learn about exposition, inciting incident, rising action, climax, falling action and resolution; internal and external conflict and different forms of literary conflict; direct and indirect characterization; protagonist and antagonist; dynamic, static, round and flat characters; theme; setting; mood and atmosphere; suspense; foreshadowing and flashback. Students analyze how writers use plot, conflict and characterization to communicate themes of challenge, self-discovery, learning, growth and identity. They compare characters and texts, justify interpretations using textual evidence, and create their own short story using purposeful structural and stylistic choices.					

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	Unit 4: Social critique through Victorian fiction	Perspectives	Point of view, Purpose, audience imperatives	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 therefore becomes one of the few means a means for the writer in question to express themselves within the confines of the society.	Information literary skills Critical-thinking skills	B, C
		Content Students will study excerpts from different novels from the Victorian era to critically analyse how the novels subtly provide a commentary on the society at that time.					

	UNIT TITLE	KEY CONCEPT	RELATED CONCEPT	GLOBAL CONTEXT	STATEMENT OF INQUIRY	ATL SKILLS	OBJECTIVES
	UNIT 3 Motion and car safety 15–20 hrs	Relationships	Development Consequence Movement	Scientific and technical innovation – an exploration of how humans use understanding of scientific principles to improve the quality of their lives	Our understanding of Newton’s laws of motion has led to features to improve road safety.	A – Unit questions B and C – What affects the acceleration of a trolley? C – The effect of force on acceleration C – Creating motion graphs using motion sensors D – Debate or essay on why cars are not safer	CRITICAL THINKING: Become skilled in speaking publicly in situations such as debating. COLLABORATION: Use scientific language. What is the advantage to science, and commerce, of having the SI system of units? CREATIVE THINKING: Enjoy new challenges and the ingenuity involved in using new techniques. Did you try out the sensor on a moving person before using it for the experiment? REFLECTION: Self-monitor your own learning; approach tasks strategically. When given examples in textbooks, in most subjects, the best way to learn is by covering up the solution, solving it yourself, and then checking the complete solution.
		Understand the concept of, and know the units for, distance and displacement, speed and velocity, and acceleration. Know the difference between vector and scalar quantities, and be able to classify measurable quantities as vector or scalar. Apply distance-time and velocity-time graphs to problems involving one-dimensional motion. Interpret gradient and area under a graph. Understand instantaneous and average speed and velocity as well as instantaneous and average acceleration, and apply these to problems involving one-dimensional motion. Convert speeds in m/s to and from km/h. Solve problems involving constant acceleration, using the standard symbols and equations. Use reaction time, initial velocity, and braking deceleration to calculate braking times and stopping distances. Understand the concept of forces, and calculate net force. Use newtons as a unit of force. Understand Newton’s three laws of motion, including the concept of inertia (inertial mass), and apply them to safety features of vehicles. Explain why certain features make a vehicle safer while other features do not. Apply Newton’s second law to problems involving (net) force and acceleration. Understand the concept of crumple zone, or smash zone, and apply it to collisions between motor vehicles. Use motion sensors, if available to record motion and express it graphically on displacement-time graphs. Carry out experiments investigating displacement, velocity, force, and acceleration. Draw distance-time and velocity-time graphs from data.					

	UNIT TITLE	KEY CONCEPT	RELATED CONCEPT	GLOBAL CONTEXT	STATEMENT OF INQUIRY	ATL SKILLS	OBJECTIVES
	UNIT 4: Theories of Change	Change	Evidence Movement Transformation	Orientation in Space and Time an exploration of how world views change in the light of new interpretations of evidence	A synthesis of evidence has led to dramatic unifying theories of the history of the Earth and how life evolved its diversity	A – Unit questions D – An exploration of how we might be able to build on a tectonic plate boundary. B and C – Investigation into forces.	COMMUNICATION: Appropriate forms of communication for different purposes. Data visualisation: scientific information, particularly through measurement, is frequently collated in tables and spreadsheets. How important is presentation to supporting understanding, in graphs, tables.
	Age of the Earth and evidence for this value. Isotopes definition Radioactive decay Using half-lives to age rocks The nature of waves, longitudinal and transverse Seismic waves, primary and secondary waves Earthquake detection, epicentre and focus Richter scale Plate tectonics and the evidence associated with the development of this theory. Different plate boundaries, constructive (Mid Atlantic ridge), destructive (Subduction zones) and transform (San Andreas fault). Folding and Faulting in rocks Alfred Wegener and the theory of continental drift. Magnetic polarity in the rocks at the mid ocean ridges Theory of Evolution Fossil evidence in sedimentary rocks Earth's geological timeline Dating fossils and rocks Work of Charles Darwin and Russel Wallace						

	UNIT TITLE	KEY CONCEPT	RELATED CONCEPT	GLOBAL CONTEXT	STATEMENT OF INQUIRY	ATL SKILLS	OBJECTIVES CONTENT
	Unit 2: Can mathematics make chance fair?	Logic	Representation; Validity	Fairness and development	Situations and games based on chance can be approached logically to ensure the validity of decision making.	Social - Collaboration skills: Manage and resolve conflict, and work collaboratively in teams. Thinking - Critical-thinking skills: Evaluate and manage risk.	C, D
		Content Number sets and intervals; complements, union and intersection; Venn regions with up to three sets; sample spaces; mutually exclusive and independent events; tables and trees; dependent trials without replacement; experimental comparison.					

	UNIT TITLE	KEY CONCEPT	RELATED CONCEPT	GLOBAL CONTEXT	STATEMENT OF INQUIRY	ATL SKILLS	OBJECTIVES
	Unit 3: How can lines model a changing world?	Form	Change; Space	Orientation in space and time	Linear functions can be represented in various forms that allow us to orient ourselves in space and express relative change between quantities.	Critical-thinking skills: Test generalizations and conclusions. Communication skills: Organize and depict information logically.	A, B
		Content Gradient, distance and midpoint; parallel and perpendicular gradients; line graphs, intercepts, $y = mx + c$ and general form; equations from points; graphical systems; direct and inverse variation, including accessible power relationships.					

	UNIT TITLE	KEY CONCEPT	RELATED CONCEPT	GLOBAL CONTEXT	STATEMENT OF INQUIRY	ATL SKILLS	OBJECTIVES
	Unit 4: How can we predict exponential change?	Relationships	Approximation; Models	Scientific and technical innovation	Natural and economic situations can exhibit exponential behavior, and exponential models allow predictions based on relationships between quantities.	Thinking – Critical-thinking skills: Propose and evaluate a variety of solutions. Self-management- Reflection skills: Identify strengths and weaknesses of personal learning strategies (self-assessment).	C, D
		Content Exponent rules; zero and negative exponents; scientific notation and SI conversions; percentage and reverse-percentage retrieval; appreciation and depreciation; simple and compound interest; exponential growth and decay; graphs and accessible exponential equations.					

PHYSICAL	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	Aesthetics	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: Nature and outdoor life	Culture	Interaction Systems	Orientation in space and time	Survival in nature is about preparedness	Self-management skills	A. Knowing and understanding. B. Reflecting and improving performance	Planning and executing an overnight camping trip Using maps and compasses to navigate

THE ARTS: MUSIC AND VISUAL ARTS	UNIT TITLE	KEY CONCEPT	RELATED CONCEPT	GLOBAL CONTEXT	STATEMENT OF INQUIRY	ATL SKILLS	OBJECTIVES
	Music Unit 1 Moments and movements.	Aesthetics	Structure	Identities and Relationships	Music is a continuum built and structured on aesthetic sensibilities.	Organization Transfer	Acknowledge and understand the evolution of musical expression throughout history as an ongoing cultural process. A. Knowing and understanding B. Developing
	History of the art form studied, projecting a chronological overview of its evolution from medieval to present times. Focus on the contrast between the aesthetics of the cultural movements and vanguards and their reflection on the form and structure of the musical artworks of the time. Classical Music and its analysis. Similarities and differences with the popular genres of the 20th and 21st centuries. Is classical music made today?						

	UNIT TITLE	KEY CONCEPT	RELATED CONCEPT	GLOBAL CONTEXT	STATEMENT OF INQ UIRY	ATL SKILLS	OBJECTIVES
	Music Unit 2 Audiences and customers	Change	Audience	Fairness and Development	Music, as a product, changes depending on its audience.	Communicati on	To recognize and understand the many ways in which music could be enjoyed and consumed nowadays. C. Performing D. Responding
		Content Exploration of the music industry: from the composition process to the recording and publishing of said music and its reception and impact on the audiences. Formats and technologies involved in the creation, distribution, and consumption of music as entertainment products. The democratization of music.					

	UNIT TITLE	KEY CONCEPT	RELATED CONCEPT	GLOBAL CONTEXT	STATEMENT OF INQUIRY	ATL SKILLS	OBJECTIVES
	Music Unit 3 Musicians and musicianship	Communication	Interpretation	Personal and cultural expression	Artistic experimentation could lead to unique creations	Communication skills Organization skills Creative skills Improvisation skills Musicianship skills	To create and perform your own music. To evaluate your own music and development as an artist. A. Knowing and understanding B. Developing skills C. Performing D. Responding
	Content A term-long unit dedicated to the composition of an original piece of music and its performance.						

	UNIT TITLE	KEY CONCEPT	RELATED CONCEPT	GLOBAL CONTEXT	STATEMENT OF INQUIRY	ATL SKILLS	OBJECTIVES
	Visual Arts Unit 1 Scissors to Stitches: Matisse-Inspired Sewn Collage Bags	Aesthetics	Form, colour, creativity	Orientation in space and time	The manipulation of form, color, and composition constructs spatial orientation and emotional meaning, shaping how viewers interpret an artwork within its cultural and temporal context, space, movement, and historical context.	Critical and Creative Thinking skills Research skills Transfer skills	A. Knowing and understanding B. Developing skills C. Performing D. Responding
		Content Students create a design inspired by Henry Matisse and reproduce it on a self-sewn handle bag. Student use sewing machines.					

	UNIT TITLE	KEY CONCEPT	RELATED CONCEPT	GLOBAL CONTEXT	STATEMENT OF INQ UIRY	ATL SKILLS	OBJECTIVES
	Visual Arts Unit 2 Book Binding	Identity	Presentation	Personal and Cultural Expression	Art Journal is an aesthetic presentation of the visual culture through the personal and cultural expression.	Thinking skills Research skills Creative skills	C. Performing D. Responding
		Content Students make a notebook which they can use for sketches.					

	UNIT TITLE	KEY CONCEPT	RELATED CONCEPT	GLOBAL CONTEXT	STATEMENT OF INQ UIRY	ATL SKILLS	OBJECTIVES
	Visual Arts Unit 4 Pastel Painting	Communic ation	Connections	Orientation in Space and Time	Artists use pastel drawings to communicate ideas and shape how we understand space and time.	Information Literacy Skills Creative Thinking Skills	A. Knowing and understanding B. Developing skills C. Performing
		Content Students learn principle techniques in pastel drawing. They do a number of landscapes and still-life using pastel chalk.					

NORWEGIAN: LANGUAGE 2026-2027	UNIT TITLE	KEY CONCEPT	RELATED CONCEPT	GLOBAL CONTEXT	STATEMENT OF INQUIRY	ATL SKILLS	OBJECTIVES	CONTENT
	L3/L2 - Unit 1: Vis interesse – skriv et intervju	Communication	Audience, purpose, function, choice	Orientation in space and time: identities and relationships (interpersonal communication, building trust and connection)	Effective communication during interviews relies on clarity, active listening, ability to adapt conversation to different audiences, which helps build understanding and trust. The most important is to achieve meaningful connections with the interviewed part.	Communication, thinking, social, self-management, and research skills.	A B C D	Learn and practice new vocabulary Read and understand a short text Listen to a conversation in the target language Practice speaking with a partner Write a short paragraph Discuss questions related to the topic Complete a short research task Reflect on their learning Lære og øve på nytt ordforråd Lese og forstå en kort tekst Lytte til en samtale på målspråket Øve på muntlig kommunikasjon i par Skrive en kort tekst Diskutere spørsmål i grupper Gjennomføre en enkel oppgave der elevene finner informasjon Reflektere over egen læring

	L1 - Unit 1 Jeg og min familie	Culture	Words we need to talk about family as a building block of the society (purpose and context)	Cultural expression	Understanding texts about family structures, thinking about family relations, and why families can have different connotations. Producing texts (multi moral, audio, written) about families in their countries	Communication skills Thinking skills	A B C D	Reading texts, spoken and written exercises, explicit grammar instructions
	L3/L2 - Unit 2: Rapport, CV	Communication	Purpose, Audience, Style	Identities and relationships	Effective communication and creative choices allow us to present our identities and experiences for different purposes and audiences.	Communication: communicate information and ideas effectively; adapt language to different audiences and purposes. Self-management: organize information and manage the writing process. Critical thinking: select and evaluate relevant information.	A B C D	CV, søknad, rapport, brev, essay

	L1 - Unit 2 Jeg er nysgjerrig	Communication	Purpose, function, choice, audience	Relationships	Working with model interviews to learn how to listen and what kind of questions to ask, practicing the skills they learn, preparing their own interviews	Social, communicative and management skills	A B C D	Make an audio or video in pairs or groups podcast with the purpose of getting to know a person
	L3/L2 - 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 video/ film som en gruppeoppgave. En film som har både fiktive og dokumentariske elementer i seg samt et oppslag med passende tegninger, bilder og skrift på et A3-ark. På det arket kan dere ha tittelen og et motto som sier noe om filmens hovedbudskap.
	L1 - Unit 3	Creativity	Audience imperatives, meaning, purpose	Personal and cultural expression	Convey their ideas based on their audience using creative ways of expression by analyzing model texts	Social and communicative skills	A B C D	Make a multimodal text to convey an idea in a creative and expressive way
	L3/L2 - Unit 4: Norsk språkhistorie	Connections	Intertextuality, context	Orientation in space and time	By learning about the connections throughout history, we can	Research skills Thinking skills	A	Å kunne sammenligne språkhistoriske

					understand where we stand now.			begivenheter, perioder og debatter.
L1	L1 - Unit 4 Den fiktive verdenen	Culture	Perspectives, identity, form	Cultural expression	What makes fables in different countries and cultures similar to or different from one another, regarding their message or moral, form and content	Reading, thinking and analytical skills, writing skills	A B C D	Reading a short fable as a model text, analyzing the message or moral of the fable, discussing the fictional world and characters, students find a fable from their own country, with the help of their parents, if possible, talk about the story with their parents, write a comparison between the two stories they have read