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International Classes

Year 7 (MYP 1) Course Guides

2026-2027



	UNIT TITLE	KEY CONCEPT	RELATED CONCEPT	GLOBAL CONTEXT	STATEMENT OF INQUIRY	ATL SKILLS	OBJECTIVES
	Unit 2 The Fertile Crescent	Civilization	Structure and causality	Fairness in development	What were the causes for the first civilizations to rise and develop in The Fertile Crescent?	Literacy Skills. a. Skimming, scanning, and in-depth reading. b. Text-to-text, text-to-self, and text-to world. c. Three close reads. d. Six steps for proper citation. Thinking skills. a. Critical analysis. b. Transfer knowledge. c. Hypothesis vs. theory. d. Perspectives & conclusions.	A. 1. Use vocabulary in context. 2. Demonstrate knowledge and understanding of subject specific content and concepts, using descriptions, explanations and examples. D. 1. Identify the main points of ideas, events, visual representations 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 A look at the neolithic revolution and the transition from hunter-gatherer communities to complex societies. Formative assessments explore different archaeological sites throughout the area known as the fertile crescent, modern day Iraq, Turkey, Syria, Lebanon, Israel, Palestine and Egypt. Summative assessment presents a set of articles and images of material culture as sources for the students to answer a set of research questions. The theme for the summative assessment could focus in one of the many sites discussed during the lessons or the cultures and civilizations that b loomed in the area at the end of the neolithic period. The Sumerian city-state of Ur is the focus for the first term.					

	UNIT TITLE	KEY CONCEPT	RELATED CONCEPT	GLOBAL CONTEXT	STATEMENT OF INQUIRY	ATL SKILLS	OBJECTIVES
	Unit 3 The City	System	Change	Globalization and sustainability	How do we build, shape and share the city we live in?	Self-management skills a. Structure information for an oral presentation. b. Present your opinion in a clear manner. c. Understand the importance of body language.	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.
	Content An overview of Oslo's history, from its foundation in the Middle Ages to our days, paying close attention to the different historical roles of the city as a case study to understand how cities develop and change throughout time. Lessons will be dedicated to discussing themes such as demographics, migration, quality of life, rent per capita, etc. Systems and changes are the main concepts for the unit. Formative assessments will deal with tests in the vein of quizzes and comparisons between the then and now of the city. Summative assessment will be an oral presentation on one related topic of the student's choice.						

	UNIT TITLE	KEY CONCEPT	RELATED CONCEPT	GLOBAL CONTEXT	STATEMENT OF INQUIRY	ATL SKILLS	OBJECTIVES
	Unit 4 Activism	Communication	Cooperation	Identities and relationships	How can we become a proactive member within our community throughout cooperation?	Communication Skills. a. Raise awareness. b. Form valid arguments for debate. c. Approach topics from different points of view. d. Acknowledge a variety of perspectives.	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. 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 The students can write a text on their own about any given topic affecting their immediate community with the objective of raising awareness among their peers. The use of sources is a must. Formative assessments should be presented as milestones for the students to steadily and regularly work on their text, with the summative assessment being the text itself. Weekly debates are to be held as a proving ground for sharpening their critical thinking and communication skills.					

LANGUAGE AND LITERATURE 2026-2027	UNIT TITLE	KEY CONCEPT	RELATED CONCEPT	GLOBAL CONTEXT	STATEMENT OF INQUIRY	ATL SKILLS	OBJECTIVES
	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.	Communication skills Collaboration skills	A: Analysing B: Organising, C: Producing text D: Using language
		Content 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 the role of the superhero.					
	UNIT TITLE	KEY CONCEPT	RELATED CONCEPT	GLOBAL CONTEXT	STATEMENT OF INQUIRY	ATL SKILLS	OBJECTIVES
	2. What makes a life worth writing about? – Autobiography Unit	Communication	Genre/Context	Identities and relationships	The genre of biography not only enables us to preserve and communicate individual histories as writers, but allows us as readers to develop an understanding of how our social context and relationships with others can play a key role in shaping our identities.	Research skills Organisation skills	A: Analysing D: Using Language
		Content Students will learn about what biographies are and how to write them. They will explore why we should read and write biographies and what we can learn from them. They will reflect on what makes a life worth writing about and about whether a writer or artist's biography can give us a better understanding of their work?					

	UNIT TITLE	KEY CONCEPT	RELATED CONCEPT	GLOBAL CONTEXT	STATEMENT OF INQUIRY	ATL SKILLS	OBJECTIVES
	3. Is all the world a stage? – A Shakespeare Unit	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: Analysing C: Producing text D: Using language
	Focus text: <i>Twelfth Night or what you will</i>	Content 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.					
	UNIT TITLE	KEY CONCEPT	RELATED CONCEPT	GLOBAL CONTEXT	STATEMENT OF INQUIRY	ATL SKILLS	OBJECTIVES
	4. Do you believe in magic?	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: Analysing B: Organising D: Using language
		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 TITLE	KEY CONCEPT	RELATED CONCEPT	GLOBAL CONTEXT	STATEMENT OF INQUIRY	ATL SKILLS	OBJECTIVES
	Unit 2: Acids and bases	Systems	Consequences Evidence	Globalisation and sustainability: an exploration into human impacts on the environment	There is evidence that changes to pH in the environment caused by human activities are having serious consequences.	A and D – Taking action to tackle acid rain problems C (i and ii) – Making an indicator C – Baking soda and vinegar reaction B and C – Treatment of acid lakes D – Reducing acid rain problems	Critical thinking – Evaluate the scientific method and evidence. Affective – Learn to cope with distractions.
		Understand what an acid is and its key properties. Understand the formation and consequences of acid rain. Understand what a base is and its key properties. Know the definition of an alkali and an alkaline solution. Know the safety precautions that should be taken when handling acids and bases. Know what the pH scale is and how it is used to measure the acidity of substances. Know what an indicator is and some examples of commonly used indicators, including their colours. Be able to give examples of common acids, bases and neutral substances. Know what concentrated and dilute acids are, and the difference between the two. Know what the word 'neutralised' means and how acids are neutralised. Explain how acids affect your life; for example, acid erosion of teeth, use of acids in swimming pools. Describe some of the reactions that acids undergo and some observations that could be made for each. Safely handle appropriate acids and bases in the school lab under teacher supervision. Use a pH probe to identify the pH of a variety of substances. Use indicators to identify the pH of a variety of substances. Use the pH scale to measure the acidity of substances. Classify substances as acidic, basic or neutral based on their properties and pH. Conduct experiments to observe the reactions of acids. Identify the parts of a Bunsen burner. Correctly set up and lights a Bunsen burner.					

	UNIT TITLE	KEY CONCEPT	RELATED CONCEPT	GLOBAL CONTEXT	STATEMENT OF INQUIRY	ATL SKILLS	OBJECTIVES
	Unit 3: Forces and safety	Change	Balance Movement Evidence	Identities and relationships: an exploration into how knowledge of forces can be used to improve safety in sports and our daily life	Understanding forces can improve safety in sports and in our lives generally.	A – Unit knowledge questions B and C – How much friction? B, C and D – The use and design of safety helmets for cyclists. Case study Fabio Casartelli C – Mass and weight C – Ramps and gravity D – Safety and Sports, improvements through time	Critical thinking – Evaluate the scientific method and evidence. Affective – Learn to cope with distractions.
		Knowledge Understand the concept of force as a push or a pull, and the definition of the unit of force, the newton (N). Explain how unbalanced forces create a change in motion, while balanced forces do not. Identify examples of different forces in sports and real life: gravitational, frictional, electrostatic, magnetic, buoyancy, air resistance. Describe these forces and give evidence of their effects: gravitational, frictional, electrostatic, magnetic, buoyancy, air resistance. Create pictures showing accurate force arrows. Describe and be able to calculate average speed. Understand that force is measured in newtons and weight in kilograms. Carry out a full scientific investigation.					

	Discuss health issues associated with Indigenous peoples. Discuss conservation approaches and rights of local indigenous peoples.						
MATHEMATICS 2026-2027	UNIT TITLE	KEY CONCEPT	RELATED CONCEPT	GLOBAL CONTEXT	STATEMENT OF INQUIRY	ATL SKILLS	OBJECTIVES
	Unit 1: What patterns are hidden in numbers?	Logic	Generalization; Patterns	Scientific and technical innovation	Using logic to explore mathematical patterns allows us to develop generalizations and reliable methods.	Thinking - Critical-thinking skills: Draw reasonable conclusions and generalizations; Test generalizations and conclusions.	Criterion A: Knowing and understanding Criterion B: Investigating patterns
		Integers on number lines; comparing and ordering integers; all four integer operations; order of operations; properties of operations; factors and multiples; prime and composite numbers; prime factorization; HCF and LCM; square numbers and square roots; positive integer powers; rounding, estimation and reasonableness.					
	UNIT TITLE	KEY CONCEPT	RELATED CONCEPT	GLOBAL CONTEXT	STATEMENT OF INQUIRY	ATL SKILLS	OBJECTIVES
	Unit 2: How can different forms represent the same amount?	Logic	Equivalence; Quantity; Simplification	Fairness and development	Equivalent representations and proportional reasoning support fair and informed decisions about quantities.	Communication skills: Understand and use mathematical notation. Thinking - Transfer skills: Apply skills and knowledge in	Criterion C: Communicating Criterion D: Applying mathematics in real-life contexts

						unfamiliar situations.	
		Fraction equivalence and all four operations; mixed and improper fractions; decimal operations; FDP conversion; percentages of quantities; one amount as a percentage of another; simple equivalent ratios.					
	UNIT TITLE	KEY CONCEPT	RELATED CONCEPT	GLOBAL CONTEXT	STATEMENT OF INQUIRY	ATL SKILLS	OBJECTIVES
	Unit 3: How can patterns help us predict?	Relationships	Patterns; Generalization; Equivalence	Scientific and technical innovation	Recognizing patterns allows relationships to be generalized and represented symbolically.	Thinking - Critical-thinking skills: Draw reasonable conclusions and generalizations; Test generalizations and conclusions.	Criterion A: Knowing and understanding Criterion B: Investigating patterns
		Content Term-to-term and accessible position rules; variables and expressions; substitution; like terms; one- and two-step equations; simple inequalities on number lines; flowcharts for calculation routines.					
	UNIT TITLE	KEY CONCEPT	RELATED CONCEPT	GLOBAL CONTEXT	STATEMENT OF INQUIRY	ATL SKILLS	OBJECTIVES
	Unit 4: How can data tell a trustworthy story?	Logic	Representation; Models; Validity	Fairness and development	Valid representations of data help communities communicate evidence and make justified decisions.	Research - Information literacy skills: Collect, record and verify data. Communication - Communication skills: Organize and depict	Criterion C: Communicating Criterion D: Applying mathematics in real-life contexts

						information logically.	
		Questions and data types; surveys and frequency tables; sampling fairness; bar and pie charts; stem-and-leaf plots; interpreting pictograms; mean, median, mode and range; bias and reliability.					

PHYSICAL HEALTH EDUCATION	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.	Planning and executing an overnight camping trip

							B. Reflecting and improving performance	Using maps and compasses to navigate
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	UNIT TITLE	KEY CONCEPT	RELATED CONCEPT	GLOBAL CONTEXT	STATEMENT OF INQUIRY	ATL SKILLS	OBJECTIVES
	Visual Arts Unit 2 Making an Impression LINOCUTS	Change	Connections Communities	Fairness and development	Art is as effective means of expression which raises awareness about critical issues.	Affective skills: Practice focus and concentration Reflection skills: Develop new skills, techniques and strategies for effective learning Creative- thinking skills: Consider multiple alternatives, including those that might be unlikely or impossible	C Creating D Evaluating
		Students explore the technique of linoleum printing					

	UNIT TITLE	KEY CONCEPT	RELATED CONCEPT	GLOBAL CONTEXT	STATEMENT OF INQUIRY	ATL SKILLS	OBJECTIVES
	UNIT 2 Lights! Tea light-holder of clay	Communities	Connections Identity	Personal and Cultural Expression	Communities benefit from the sustainable projects based on personal and cultural expression.	Organization skills: Create plans to prepare for summative assessments Plan short- and long-term assignments, meet deadlines Keep and use a weekly planner for assignments Communication skills: Use appropriate forms of writing for different purposes and audiences	A. Inquiring and analyzing. B. Developing ideas.
		Students work with clay and learn how to use a slab technique. They make a tea light- holder.					

	UNIT TITLE	KEY CONCEPT	RELATED CONCEPT	GLOBAL CONTEXT	STATEMENT OF INQUIRY	ATL SKILLS	OBJECTIVES
	Unit 3 Nature of Design	System	Function	Scientific and technical innovation	Design functions within a system comprising four interconnecting areas	Communication skills - Organise and depict information logically.	A. Inquiring and analyzing. B. Developing ideas.
		Introduction to design and its nature: Students will learn about the Design Cycle and its areas using the evolution of commercial aviation throughout the 20th century as a case of study.					
	UNIT TITLE	KEY CONCEPT	RELATED CONCEPT	GLOBAL CONTEXT	STATEMENT OF INQUIRY	ATL SKILLS	OBJECTIVES
	Unit 4 Design in action	Communities	Collaboration	Fairness and development	Protocols are designed to be dormant sets of measures set in place to avoid or achieve a desired outcome.	Thinking skills Planning skills	C. Creating the solution. D. Evaluating.
		Development, implementation, and Evaluation: Students will develop, implement and evaluate protocols for evacuating the building in which their lessons take place.					

NORWEGIAN	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.		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: Grammar for Clear and Connected Communication” 	Communication, purpose 	Form — how language is structured (grammar, sentence patterns) Structure — how ideas are organized in speech and writing	Personal and Cultural Expression - Perfect for understanding how spoken and written language reflect identity, style, and creativity. 	By exploring how grammar shapes meaning, learners can effectively translate spoken messages into organized written forms. Ved å utforske hvordan grammatikk former mening, kan elevene effektivt omgjøre muntlige budskap til en strukturert skriftlig form.	Communication Skills- Convert spoken language into structured written form. Thinking Skills: Critical Thinking - Analyze how grammatical choices affect meaning in both speech and writing. Self-Management Skills	A B C D	Verbs tenses: Present Tense Past Tense Future Tense Vocabulary Audience Awareness ** Utforskning av grammatikk – form og struktur: Elevene analyserer korte muntlige og skriftlige tekster for å identifisere grammatiske mønstre (f.eks. verbtider, bindeord, setningsstruktur).

	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: Eating smart and lifestyle choices	Connection	Context	Personal and cultural expression	Understanding the context of communication helps people connect with different meanings and perspectives. Connections between language and culture influence how meaning is created and interpreted.	Social skills, Communication	B: Synthesizing C: Reflecting	Students explore healthy food choices and lifestyle habits, discuss their effects on well-being, and share their opinions in the target language.
	L1 - Unit 3 Multimodale tekster	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: Tekster som påvirker	Creativity	Purpose, Audience, Perspective, Communication	Personal and cultural expression	Creative choices in texts influence how audiences understand ideas, perspectives, and issues.	Communication Critical thinking Creative thinking Research	B: Organizing C: Producing text D: Using language	Persuasive texts Argumentation -Rhetorical devices : ethos, pathos, logos Audience and purpose Structure and organization Analyse av reklamer, taler, kronikker, kampanjer, sosiale medier og litterære tekster Produksjon av en egen tekst som skal påvirke en bestemt målgruppe

	L1 - Unit 4:	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	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
	Den fiktive verdenen						B	
							C	
							D	