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International Classes

Year 8 (MYP 2) Course Guides

2026-2027



INDIVIDUALS AND SOCIETIES 2026-2027	UNIT TITLE	KEY CONCEPT	RELATED CONCEPT	GLOBAL CONTEXT	STATEMENT OF INQUIRY	ATL SKILLS	OBJECTIVES
	Unit 1: How are societies governed? (Politics)	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	B: Investigating C : Communicating D : Thinking Critically
		Content Students will explore systems of governance and ask questions such as: what is a monarchy? How have modern democracies developed? What are threats against modern democracies? What are features of totalitarian states? What is a fair system of governance?					
	UNIT TITLE	KEY CONCEPT	RELATED CONCEPT	GLOBAL CONTEXT	STATEMENT OF INQUIRY	ATL SKILLS	OBJECTIVES
	Unit 2: Inequality in Society: Understanding and Addressing Social Divides"	Change	Equity, Power, Community	Fairness and Development	Inequality in society is driven by historical and contemporary changes in community structures, power dynamics, and access to equity, and addressing these divides requires a critical examination of how fairness and development can lead to more equitable societies.	Information literacy skills	A : Knowing and understanding C : Communicating
Content Students will explore the topic of inequality by examining different forms, including racial, gender, and economic inequality. They will develop their understanding of key sociological concepts such as <i>life chances</i> , <i>social stratification</i> , and <i>social mobility</i> . Through this, they will investigate how inequality affects individuals and societies, and consider ways it can be addressed.							

	UNIT TITLE	KEY CONCEPT	RELATED CONCEPT	GLOBAL CONTEXT	STATEMENT OF INQUIRY	ATL SKILLS	OBJECTIVES
	Unit 3: : What was life-like in the Middle Ages? (History)	Time, place, and space	Perspective; identity	Orientation in time and space	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: Knowing and understanding B: Investigating C: Communicating
		Content 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.					
	UNIT TITLE	KEY CONCEPT	RELATED CONCEPT	GLOBAL CONTEXT	STATEMENT OF INQUIRY	ATL SKILLS	OBJECTIVES
	Unit 4: How does exploration affect global interactions? (Social anthropology)	Global Interactions	Causality	Globalization and sustainability	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.	Communication Skills, Information literacy skills, critical-thinking skills	A: Knowing and understanding C: Thinking Critically
		Content 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?					

LANGUAGE AND LITERATURE 2026-2027	UNIT TITLE	KEY CONCEPT	RELATED CONCEPT	GLOBAL CONTEXT	STATEMENT OF INQUIRY	ATL SKILLS	OBJECTIVES
	Unit 1: How do the choices we make shape who we become?	Connections	Self-expression Style Theme	Fairness and Development	Stories use structure, character, and conflict to show how choices shape who we become.	Communication Skills Self-Management skills	A: Analyzing B: Organizing
		Content Through the study of <i>Jojo Rabbit</i> , Doris Lessing's "Through the Tunnel," and Langston Hughes's "Thank You, Ma'am," students will explore how choices, challenges, and relationships shape identity and personal growth. They will examine how characterization, structure, conflict, and theme contribute to meaning across different texts. Through discussion, students will share and support their interpretations while strengthening their analytical skills and learning to construct clear, well-supported analytical paragraphs.					
	UNIT TITLE	KEY CONCEPT	RELATED CONCEPT	GLOBAL CONTEXT	STATEMENT OF INQUIRY	ATL SKILLS	OBJECTIVES
	Unit 2: Gothic Visions: Interdisciplinary Unit with Visual arts	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 society.	Communication Creative thinking	C: Producing Text D: Using language
		Content Through the study of Gothic literature, students will explore how writers use literary techniques and genre conventions to construct vivid settings, unsettling atmospheres, develop compelling characters, and powerful emotional responses. They will identify and analyze these features, reflect on their effects, and develop their understanding through connections with visual arts.					

	UNIT TITLE	KEY CONCEPT	RELATED CONCEPT	GLOBAL CONTEXT	STATEMENT OF INQUIRY	ATL SKILLS	OBJECTIVES
	Unit 3: 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: Analyzing B: Organizing C: Producing text D: Using language
		Content Students will read Shakespeare's "A Midsummer Night's Dream". They will learn about conventions of Shakespearian comedy and how to identify these in Shakespeare's play. We will also touch upon questions such as: What 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 TITLE	KEY CONCEPT	RELATED CONCEPT	GLOBAL CONTEXT	STATEMENT OF INQUIRY	ATL SKILLS	OBJECTIVES
	Unit 4: 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: Analyzing B: Organizing D: Using language
		Content Students will read a variety of fiction written by female authors across different periods. They will learn how these writers have expressed their thoughts and opinions through novels, short stories, and poetry. In doing so, we will explore how these texts provide a deeper understanding of women's rights and issues during the times they were written.					

	UNIT TITLE	KEY CONCEPT	RELATED CONCEPT	GLOBAL CONTEXT	STATEMENT OF INQUIRY	ATL SKILLS	OBJECTIVES
	Unit 4: Forensic Science:	Evidence	Evidence Patterns Relationships	Scientific and technical innovation: an exploration into how scientists work to solve crime in our communities	Scientists apply their knowledge and use technology to uncover evidence, identify patterns and construct arguments, enabling them to solve crimes and make new discoveries.	A – Unit questions A – Gathering evidence: Plan of action and report B and C – Scientific investigation on paper chromatography C – Analysis: Identifying fingerprints C – Analysis: Soil D – Gathering evidence: Plan of action and report D – Genetic records debate	Communication – Express ideas clearly, precisely and persuasively to convince an audience Critical thinking – Apply previous knowledge, construct hypotheses and analyse evidence to identify patterns. Collaboration – Scientists often collaborate in experiments. Consider how well you collaborate.
		Content Identify different types of evidence from a crime scene. Identify the correct method of analysis for a given type of evidence. Formulate a plan for analysing evidence. Describe and interpret the outcome of different analysis tools such as: Observation Fingerprinting Impression Chromatography Separation techniques Blood typing Explain the science of how these tools work. Evaluate the strengths and limitations of each tool. Debate the merits of certain techniques.					

MATHEMATICS 2026-2027	UNIT TITLE	KEY CONCEPT	RELATED CONCEPT	GLOBAL CONTEXT	STATEMENT OF INQUIRY	ATL SKILLS	OBJECTIVES
	Unit 1: How can numbers help us make fair choices?	Relationships	Equivalence; Quantity; Representation	Globalization and sustainability	Representing relationships between quantities helps us make responsible and justified choices about resources.	Communication skills: Understand and use mathematical notation. Thinking - Critical-thinking skills: Draw reasonable conclusions and generalizations. Thinking - Transfer skills: Apply skills and knowledge in unfamiliar situations.	Criterion C: Communicating Criterion D: Applying mathematics in real-life contexts
	Fraction and decimal foundations: equivalence, simplification, all four fraction operations, mixed numbers, fractions of quantities, decimal operations and FDP connections; concise number properties and accuracy; ratios, sharing, scale, rates, unit rates, conversions and best-buy reasoning; percentage of a quantity, percentage change and multipliers.						

	UNIT TITLE	KEY CONCEPT	RELATED CONCEPT	GLOBAL CONTEXT	STATEMENT OF INQUIRY	ATL SKILLS	OBJECTIVES
	Unit 2: How can algebra make the unknown known?	Relationships	Equivalence; Generalization; Simplification	Scientific and technical innovation	Equivalent algebraic forms allow relationships to be communicated and problems to be solved efficiently.	Communication skills: Understand and use mathematical notation. Thinking - Critical-thinking skills: Propose and evaluate a variety of solutions.	Criterion A: Knowing and understanding Criterion B: Investigating patterns
		Expressions and substitution; like terms; multiplication and division of simple terms; single-bracket expansion; common-factor factorization; number tricks; one- and two-step and simple bracket equations; formula substitution; simple inequalities.					

	UNIT TITLE	KEY CONCEPT	RELATED CONCEPT	GLOBAL CONTEXT	STATEMENT OF INQUIRY	ATL SKILLS	OBJECTIVES
	Unit 3: How does geometry shape the space around us?	Form	Space; Measurement; Representation	Personal and cultural expression	Relationships between measurements and forms support accurate representation in space.	Thinking - Critical-thinking skills: Draw reasonable conclusions and generalizations. Communication skills: Understand and use mathematical notation.	Criterion A: Knowing and understanding Criterion B: Investigating patterns
		Angle relationships and parallel lines; triangles and quadrilaterals; angle sums; perimeter and circumference; polygon, circle and compound area; units; coordinates, reflection, symmetry and simple scale drawings.					

	UNIT TITLE	KEY CONCEPT	RELATED CONCEPT	GLOBAL CONTEXT	STATEMENT OF INQUIRY	ATL SKILLS	OBJECTIVES
	Unit 4: Can chance ever be fair?	Logic	RepresentationSystems Validity	Personal and cultural expression	Logical systems of representation allow chance-based situations and games to be analyzed and evaluated.	Research - Information literacy skills: Collect, record and verify data. Thinking - Critical-thinking skills: Draw reasonable conclusions and generalizations.	Criterion C: Communicating Criterion D: Applying mathematics in real-life contexts
		Probability language and scale; complements and events; systematic sample spaces; theoretical probability; simple two-stage outcome lists; experimental probability; relative frequency; effect of trial count.					

DESIGN 2026-2027	UNIT TITLE	KEY CONCEPT	RELATED CONCEPT	GLOBAL CONTEXT	STATEMENT OF INQUIRY	ATL SKILLS	OBJECTIVES
	Unit 1: Inspired by Matisse. Sewing a handle bag	Systems	Aesthetics Creativity Function	Globalization and Sustainability	Systems help create functional aesthetics products that both allow globalization and provide sustainability.	Organization skills: Keep an organized and logical system of information files Critical thinking skills: Troubleshoot systems and applications	C. Creating the solution. D. Evaluating.
		Students make a handle bag which is decorated by designs inspired by Henry Matisse They use sewing machines.					

	UNIT TITLE	KEY CONCEPT	RELATED CONCEPT	GLOBAL CONTEXT	STATEMENT OF INQUIRY	ATL SKILLS	OBJECTIVES
	Unit 2: Felted Feathers: Wool felting	Communication	Form	Personal and Cultural Expression	How do our choices in materials, techniques and design when felting birds communicate aspects of identity, and how does collaborative making influence the relationships and shared meanings we create?	Communication skills: Take effective notes in class Organization skills: Plan short- and long-time assignments, meet deadlines	A. Inquiring and analyzing. B. Developing ideas.
		Content Students make sculptures of birds using wool					
	UNIT TITLE	KEY CONCEPT	RELATED CONCEPT	GLOBAL CONTEXT	STATEMENT OF INQUIRY	ATL SKILLS	OBJECTIVES
	Unit 3 Second Space Race	Communication	Sustainability and Evaluation	Globalization and Sustainability	Design must 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 hypothetical and plausible second space race, justifying its need and presenting a tentative timeline for colonizing Mars.					

	UNIT TITLE	KEY CONCEPT	RELATED CONCEPT	GLOBAL CONTEXT	STATEMENT OF INQUIRY	ATL SKILLS	OBJECTIVES
	Unit 4 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 Organizational skills	A. Inquiring and analyzing. 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 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

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	Music Unit 2 Theatre Play	Interpretation	Structure	Personal and cultural expresion	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
		Content 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 latter understand and enjoy the performances. In addition, the students will dedicate a good portion of each lesson to playing one musical instrument.					
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Visual Arts Unit 1 Landscape in Watercolours	Change	Innovation Change	Orientation in Space and Time	Innovation leads to change and rise of new stylistic movements.	Thinking skills Research skills Communication skills	A. Investigating. B. Developing.	
	Content Students explore the movement of Impressionism and paint a landscape using watercolour technique						

	UNIT TITLE	KEY CONCEPT	RELATED CONCEPT	GLOBAL CONTEXT	STATEMENT OF INQUIRY	ATL SKILLS	OBJECTIVES
	Visual Arts Unit 2 Gothic Calligraphy	Aesthetics Communication	Connections Time, place, space	Identities and Relationships	Aesthetics and communication shape how identities and relationships are expressed and perceived across cultures, as seen in Gothic literature and calligraphic forms that connect historical and contemporary voices.	Affective skills: Practice focus and concentration Practice strategies to develop mental focus Practice strategies to overcome distractions Transfer skills: Make connections between subject groups and disciplines Creative thinking skills	C. Creating. D. Evaluating.
		Content Students explore the Gothic calligraphy style Fractura. This will be later developed into Interdisciplinary unit with Language and Literature where the students will use their creativity in combining text analysis, calligraphy and illustration.					

NORWEGIAN: LANGUAGE	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: Grammar for Clear and Connected Communication”	Communication, purpose	Form — how language is structured (grammar, sentence patterns)	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.	Communication Skills- Convert spoken language into structured written form. Thinking Skills: Critical Thinking - Analyze how grammatical choices affect meaning in both speech and writing.	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

	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
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