



Oslo kommune
Utdanningsetaten

Manglerud skole

Phone: +47 22 75 73 10

Plogveien 22, 0681 OSLO, NORWAY <https://manglerud.osloskolen.no/>
manglerud@ude.oslo.kommune.no

International Classes

Year 9 (MYP 3) Course Guides

2026-2027



Nordic Network
OF INTERNATIONAL SCHOOLS

	UNIT TITLE	KEY CONCEPT	RELATED CONCEPT	GLOBAL CONTEXT	STATEMENT OF INQUIRY	ATL SKILLS	OBJECTIVES
	Unit 2: Governance and Civic Engagement	Systems	Power, Government, Citizenship,	Fairness and Development	Different systems of governance shape how power is distributed and exercised, influencing the role of citizens and their engagement in the development of their communities.	Critical thinking skills Information literacy skills Collaboration skills	C: Communicating D: Thinking Critically
		Content This unit will examine different forms of government and the role of citizens in governance. Students will study the structures of various governments, from democracies to authoritarian regimes, and compare how they function. Students will also investigate contemporary challenges facing democracies, such as populism, political polarization, and threats to electoral integrity, using current events as case studies.					

	UNIT TITLE	KEY CONCEPT	RELATED CONCEPT	GLOBAL CONTEXT	STATEMENT OF INQUIRY	ATL SKILLS	OBJECTIVES
	Unit 3: How have innovations and ideas changed the world?	Change	Casualty, innovation and revolution	Personal and cultural expression	Innovations and ideas are developed by a variety of causes and can bring about lasting change to individuals and societies.	Communication skills Critical Thinking Skills	A: Knowing and Understanding B: Investigating D: Thinking Critically
		Content Students will find out about examples of ideas and innovations from history and explore the time periods of the Renaissance and the Enlightenment and look at some of the main ideas and innovations. They will be looking into case studies of specific ideas and innovations and evaluate their impact.					

	UNIT TITLE	KEY CONCEPT	RELATED CONCEPT	GLOBAL CONTEXT	STATEMENT OF INQUIRY	ATL SKILLS	OBJECTIVES
	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: Communicating D: Thinking Critically
		Content Students will engage in questions such as: what is culture and how can culture be expressed? What is multiculturalism? They will also be studying theories such as cultural relativism and cultural appropriation and apply these in class debates.					

	UNIT TITLE	KEY CONCEPT	RELATED CONCEPT	GLOBAL CONTEXT	STATEMENT OF INQUIRY	ATL SKILLS	OBJECTIVES
	Unit 2: Does love make the world go round?	Connections	Theme, Self-expression, Style	Identities and Relationships	The theme of love has resonated with humans across the globe for centuries and for as long as we have loved, we have used poetic style as a means of self-expression, as a way to make connections and to better understand our relationships with others.	Creative thinking skills	C: Producing text D: Using language
		Students will read and compare love poetry. They will explore poetic forms such as the ballade, sonnet and free verse, and examine how poets use imagery, metaphor, simile, hyperbole, rhyme and other literary devices to communicate ideas about love. Through discussion, comparison and debate, they will consider how ideas about love change across genres, periods and cultural contexts.					

	UNIT TITLE	KEY CONCEPT	RELATED CONCEPT	GLOBAL CONTEXT	STATEMENT OF INQUIRY	ATL SKILLS	OBJECTIVES
	Unit 3: Should we always be able to say what we want, when we like?	Communication	Point of view, audience imperatives	Fairness and development	The rights and responsibilities of communication are important to consider, particularly in terms of the point of view being expressed, the purpose of expressing it and the audience to which it is expressed.	Information literary skills Media literacy skills Critical-thinking skills	B: Organizing C: Producing text D: Using language
		Content Students will explore how communication can have both positive and negative effects in different situations. They will learn what constitutes propaganda, why it is used, and how to identify it. They will also examine real-world contexts in which communication can influence people, decisions, and outcomes.					

	UNIT TITLE	KEY CONCEPT	RELATED CONCEPT	GLOBAL CONTEXT	STATEMENT OF INQUIRY	ATL SKILLS	OBJECTIVES
	Unit 4: Peer Gynt: Who Are You, Really?	Identity	Character, context and intertextuality	Personal and cultural expression	Storytelling conventions and cultural context shape how characters construct and express their identities.	Creative thinking skills	A: Analyzing B: Organizing C: Producing text D: Using language
		Students will read the play <i>Peer Gynt</i> by Norwegian playwright Henrik Ibsen in English translation. They will explore how Ibsen combines drama, fantasy, satire and Norwegian folklore to tell the story of Peer's search for identity. Students will consider how translation choices can shape a reader's interpretation.					

	UNIT TITLE	KEY CONCEPT	RELATED CONCEPT	GLOBAL CONTEXT	STATEMENT OF INQUIRY	ATL SKILLS	OBJECTIVES
	Unit 2: Assistive technology	Systems	Energy Form Function Equity	Fairness and development – an exploration into how technology can provide equal opportunities for people with disability	With appropriate design (and attention to form and function), technology can be used to ensure equal opportunities for people with disability.	A (i and ii) and D – Application of assistive technology B and C – The functioning of bicycle gears A – Unit test	Affective: Emotional intelligence, the ability to show empathy – Show that you have tried to 'put yourself in the shoes' of the person with a disability, that you understand their perspective. Collaboration – Roles and responsibility when working in groups. Critical thinking Consider the use of graphs to show results, different kinds of graphs, choice of axes, drawing of lines of best fit, and possible use of uncertainty bars.
		Content Explain the meaning of disability, and the three dimensions that affect participation in life, including the difference between structure and function. Identify some of the technology that has helped people with disabilities, like the bionic eye, neurochips, artificial limbs and artificial muscles, electrical control systems including pneumatic switches and sip-and-puff technology, and global navigation satellite systems (GNSS). Understand the principles behind five simple machines, i.e. inclined plane, lever, wheel and axle, pulley and gear wheels. Recognise examples of all these. Explain the gradient of an inclined plane. Calculate forces using work done = energy transfer. Understand the principle of moments and apply this to calculate forces and distances with simple levers. Use work calculations to find forces with the use of pulleys. Understand gear ratio and use gear ratio to calculate how gear wheels will turn. This includes gears connected by chains, as in bicycles. Understand the efficiency of machines.					

	UNIT TITLE	KEY CONCEPT	RELATED CONCEPT	GLOBAL CONTEXT	STATEMENT OF INQUIRY	ATL SKILLS	OBJECTIVES
	Unit 3: Waves and the EM Spectrum	Communication	Energy Development Consequences	Scientific and technical innovation: an exploration into how our knowledge of waves is leading to innovative communication technologies	Developments in technology are expanding our forms of communication, often with unknown consequences on our own lives.	D – Considering the impact modern communication technology is having on our lives D – Helping people with hearing disabilities B and C – Pitching it right B and C – Sound travelling through materials	Affective: Resilience Communication – Consider how best to design a results table to communicate experimental results. Critical thinking – Consider the importance of using a suitable range of measurements when designing a scientific investigation. Transfer – Knowledge about learning, and how the brain works.
		Describe how waves begin with energy and vibration and transmit energy through vibrating particles of a medium, including areas of increased and decreased pressure in a medium with sound waves. Describe the parts of the ear and their functions. Explain the relationship between volume and amplitude, pitch and frequency. Understand the use of oscilloscope to display waves including frequency and amplitude as half the height of the wave. Understand the effect on pitch of different hollow vessels like test tubes, and different kinds of strings. Explain the difference between sound and noise. Explain the effect of different materials in determining how far sound can travel. Understand the speed of sound. Calculate the speed of sound. Calculate distances using the speed of sound. Understand that light is an electromagnetic wave that travels in straight lines and doesn't need a medium to travel through. Know the difference between luminous and non-luminous objects. Describe the parts of the eye and their functions. Identify images in plane mirrors, including more than one mirror. Know the applications of plane mirrors including use by dentists, periscopes, kaleidoscopes. Use of total internal reflection in prisms for periscopes. Identify the seven types of waves in the electromagnetic spectrum, their frequencies and wavelengths, and uses of these.					

PHYSICAL HEALTH	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 Connections	Aesthetics	Structure	Identities and Relationships	Music is used to create true impressions and make beautiful connections in our understanding	Organization skills Transfer skills	A. Investigating. D. Responding.
		Theory- basic skills in reading, writing, and playing.					
		Historical approach to the art form studied and its evolution throughout the 20 th century.					
		Musical Analysis is an exercise to reach a greater understanding. Focus on developing a rich musical vocabulary to be able to value and comment on music as an art form.					
		Theoretical approach as written analysis on musical scores.					

	UNIT TITLE	KEY CONCEPT	RELATED CONCEPT	GLOBAL CONTEXT	STATEMENT OF INQUIRY	ATL SKILLS	OBJECTIVES
	Music Unit 2 Stop-motion video clip	Change	Audience	Fairness and Development	The democratization of today's music has changed the ways in which musicians create, perform, and communicate with their audiences.	Musicianship skills Communication skills Organization skills	B. Developing C. Performing
		Content Develop musical compositions using all media and technology available today. Create a stop motion music video clip of a live performance. Use audio interfaces, editing software, and timelines to ensure the quality of a recording. Document the process as a multimedia journal.					

	UNIT TITLE	KEY CONCEPT	RELATED CONCEPT	GLOBAL CONTEXT	STATEMENT OF INQUIRY	ATL SKILLS	OBJECTIVES	CONTENT
	Visual Arts Unit 1 Tin Casting	Aesthetics	Form, style	Orientation in Space and Time	Exploring the formal elements, aesthetic principles, and historical contexts of Art Nouveau and Art Deco enables artists to apply, hybridize, and critique these styles in original contemporary works that respond to space and time.	Research skills Creative and critical thinking skills: practice observing carefully in order to recognize problems	C. Creating. D. Evaluating.	Students make a pendant of tin using stylistic elements from Art Nouveau or Art Deco styles.
	Visual Arts Unit 2 Lotus in Ink: exploring Japanese painting traditions	Aesthetics	Perspective, Culture	Personal and Cultural expression	Exploring how traditional Japanese painting organizes space and time through aesthetic choices reveals cultural perspectives and shows how Eastern and Western artistic traditions offer different ways of seeing.	Reflection skills: draw reasonable conclusions and generalizations Affective skills: practice strategies to develop mental focus	A. Investigating. B. Developing.	Students explore the key elements of traditional Japanese painting.

	UNIT TITLE	KEY CONCEPT	RELATED CONCEPT	GLOBAL CONTEXT	STATEMENT OF INQUIRY	ATL SKILLS	OBJECTIVES	CONTENT
	L3/L2 - Unit 1: Vis interesse – skriv et intervju	Communicati on	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 modal, 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 og essay
	L1 - Unit 2 (L1) 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 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 - Unit3 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: Norsk språkhistorie	Connections	Intertextuality, context	Orientation in space and time	By learning about the connections throughout history, we can understand where we stand now.	Research skills Thinking skills	A	Å kunne sammenligne språkhistoriske begivenheter, perioder og debatter.
	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	Reading, thinking and analytical skills, writing skills	A B C	Reading a short fable as a model text, analyzing the message or moral of the fable, discussing the fictional world and

					message or moral, form and content		D	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
--	--	--	--	--	---------------------------------------	--	---	--

DESIGN 2026-2027	UNIT TITLE	KEY CONCEPT	RELATED CONCEPT	GLOBAL CONTEXT	STATEMENT OF INQUIRY	ATL SKILLS	OBJECTIVES	CONTENT
	Unit 1. Sewing a Patchwork Pillow Cover	Fuction	Sustainability	Globalization and sustainability	"The opposite of war is not peace, it is creation" Jonathan Larson	Collaboration skills: Help others to succeed; Take responsibility for one's own actions Organisation skills: Plan short- and long-time assignments, meet deadlines Create plans to prepare for summative assignments	A. Inquiring and analyzing. B. Developing ideas. C. Creating the solution. D. Evaluating.	Students make a patchwork Pillow Cover. They will use sewing machines and do a cross-stitch embroidery as a part of the project.
	Unit 2 Book binding	Aesthetics	Form, Creativity	Orientation in Space and Time	Creating a self-made sketchbook using the kettle-stitch technique influence artistic process, craft skills, orientation in space and time in particular the development of the book form.	Organisation skills Creative thinking skills	C. Creating the solution. D. Evaluating.	Students will make a sketch/notebook using kettle stitch technique.
	Unit 3 Museum Brochure	Commucation	Form, Aesthetics	Personal and Cultural Expression	Through personal and cultural expression we can communicate an inventive idea about museum as an educational arena.	Research skills Organisation skills	A. Inquiring and analyzing. B. Developing ideas.	Students make a prototype pf a museum brochure
	Unit 4 Wool Felting.	Communities	Connections, Relationships	Identities and Relationships	Personal and cultural expressions influence the form of artistic creations, which connect and reflect diverse communities.	Communication skills Affective skills	C. Creating the solution. D. Evaluating.	Students make a bird out of felted wool by use of felting needles.

French Language Acquisition 2026 - 2027	UNIT TITLE	KEY CONCEPT	RELATED CONCEPT	GLOBAL CONTEXT	STATEMENT OF INQUIRY	ATL SKILLS	OBJECTIVES
	Unit 1: Bon appétit ! La nourriture et la culture An IDU unit with Food Science	Culture	Point of View; Conventions	Personal and Cultural Expression	Food reflects culture and identity, and sharing meals connects people.	Communication skills; Creative thinking skills	A; B; C; D
		Meals & mealtimes; common foods; café/restaurant phrases; cultural dishes; imperative for recipes; partitive article. Summative: Integrated –Grammar + vocabulary practice. IDU: Spoken French, with focus on pronunciation and intonation					

	UNIT TITLE	KEY CONCEPT	RELATED CONCEPT	GLOBAL CONTEXT	STATEMENT OF INQUIRY	ATL SKILLS	OBJECTIVES
	Unit 2: Bienvenue dans ma classe ! Ma semaine	Communication	Purpose, Audience	Identities and relationships	Communicating personal information, experiences, routines and interests helps us express our identities and build relationships with others.	Communication skills;	B (Reading); D (Writing)
		Students develop and consolidate language for personal introductions, family, age, where they live, hobbies, sports, music, school subjects, days of the week, food, the school canteen and telling the time. They extend this into language for daily routines, parts of the day, a typical week, leisure activities, sports and games, music and musical instruments, meals and future/weekend plans. Grammar includes regular -ER verbs, être and avoir in the present tense, basic question formation and sentence construction, reflexive verbs and pronouns, present-tense consolidation, aller in the present tense, futur proche (aller + infinitive), jouer à + sports/games and jouer de + musical instruments. Students develop connected language using d'abord, puis, ensuite, après and finalement. Across the unit, students listen to and read simple dialogues, menus and short texts; retrieve information; ask and answer personal questions; participate in conversations; introduce themselves; describe their daily and weekly routines; discuss hobbies, music and leisure preferences; talk about future plans; and produce simple spoken and written texts.					

	UNIT TITLE	KEY CONCEPT	RELATED CONCEPT	GLOBAL CONTEXT	STATEMENT OF INQUIRY	ATL SKILLS	OBJECTIVES
	Unit 3 : Voyages et découvertes. Comment voyages-tu ?	Culture	Context and purpose	Personal and Cultural Expression	Exploring different places and cultures allows us to communicate our experiences for different purposes and can shape the way we understand ourselves and others.	Communication skills	A (Listening); B (Reading); C (Speaking);
		Content Voyages et découvertes explores how and why people travel and how travel experiences can influence our understanding of other cultures and ourselves. Students develop the language needed to discuss destinations, transport, accommodation, holiday activities and preferences before learning to recount past experiences using the <i>passé composé</i>. Through postcards, social-media posts, blogs, journals, forums and audiovisual texts, students examine how travel experiences are communicated for different audiences and purposes. As the unit develops, students move beyond describing holidays to considering cultural encounters, different perspectives, the benefits and disadvantages of tourism, and the question of whether travelling helps us become more open-minded global citizens.					

	UNIT TITLE	KEY CONCEPT	RELATED CONCEPT	GLOBAL CONTEXT	STATEMENT OF INQUIRY	ATL SKILLS	OBJECTIVES
	Unit 4: En pleine forme ! Sport, santé et identité	Identities	Structure; Purpose	Orientation in Space and Time	The way we describe ourselves, our interests, and our wellbeing helps us build relationships and express our identity across cultures.	Communication skills; Self-management skills	A (Listening); C (Speaking) D (Writing)
		Content Students will develop vocabulary and language structures related to sports, physical descriptions, the body, health and healthy lifestyles. They will learn to name and discuss different sports, distinguish between individual and team sports, express preferences, and describe sporting routines and the qualities of a good athlete. Students will develop their ability to describe themselves and others, including physical appearance and personal characteristics, using <i>être</i>, <i>avoir</i> and a wider range of adjectives. They will practise adjective agreement and placement, including common irregular forms and opposites. Students will learn vocabulary for parts of the body, common illnesses and injuries, and expressions such as <i>avoir mal à...</i> to communicate how they are feeling. They will also discuss healthy lifestyle choices, including food and physical activity, and use expressions such as <i>il faut</i> to give simple advice. Grammar development will include revision of <i>faire</i>, the introduction and conjugation of regular -IR verbs, and continued consolidation of present-tense sentence construction. Through texts, discussions and activities, students will also explore sport and sporting culture across the French-speaking world					