

Program of Inquiry
2018-2019



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Utdanningsetaten
Manglerud skole

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Program of Inquiry

Curriculum Map

Manglerud skole
International Classes

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Schedule of Inquiry Units 2018-2019

	Aug 20 – Sept 28 (1)	Oct 8 - Nov 9 (2)	Nov 12 – Dec 20 (3)	Jan 3 – Feb 15 (4)	Feb 25 – Apr 19 (5)	Apr 22 – Jun 7 (6)
PYP 1	Who We Are	How We Organize Ourselves	How We Express Ourselves	Where We Are in Place and Time	Sharing the Planet	How the World Works
PYP 2	Who We Are	How the World Works	How We Express Ourselves	Where We Are in Place and Time	Sharing the Planet	How We Organize Ourselves
PYP 3	How the World Works	Who We Are	How We Express Ourselves	How We Organize Ourselves	Where We Are in Place and Time	Sharing the Planet
PYP 4	Who We Are	Sharing the Planet	How the World Works	How We Organize Ourselves	How We Express Ourselves	Where We Are in Place and Time
PYP 5	Who We Are	Sharing the Planet	How We Express Ourselves	Where We Are in Place and Time	How We Organize Ourselves	How the World Works
PYP 6	How the World Works	How We Organize Ourselves	How We Express Ourselves	Who We Are	Sharing the Planet	Where We Are in Place and Time (Exhibit)

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	An inquiry into: Who we are	An inquiry into: How the world works	An inquiry into: How we express ourselves	An inquiry into: Where we are in place and time	An inquiry into: How we organize ourselves	An inquiry into: Sharing the planet
	<i>An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human</i>	<i>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from</i>	<i>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</i>	<i>An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</i>	<i>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.</i>	<i>An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.</i>
PYP 1	<p>Central idea: The classroom environment helps us to function and learn.</p> <p>Key concepts: Function</p> <p>Related concepts: Growth mindset, responsibility, routines</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Class agreements help us learn • We use learning tools in the classroom • We learn through making mistakes 	<p>Central idea: All living things change through its life cycle. This life cycle can be described in stages.</p> <p>Key concepts: Change</p> <p>Related concepts: Life cycles, Patterns, Natural, Man-made</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Change has patterns • Change can be natural or man-made phenomena in the physical world • Life cycles have basic needs 	<p>Central idea: Through the arts people express feelings and ideas as individuals</p> <p>Key concepts: Perspective, Reflection</p> <p>Related concepts: Expression, Individuals, Groups</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Perspective is individual or group • Perspective is a point of view or opinion • Reflection can change our actions • Expression is individual • Expression comes in many forms 	<p>Central idea: Shelters supply a basic need; the environment, availability of materials and needs determines the design.</p> <p>Key concepts: Connection</p> <p>Related concepts: Shapes, Measurement, Place value</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Connection can be a relationship between people, places, time or things • Forms can be observed, identified and described • Shelters can be made of man- 	<p>Central idea : Natural resources can provide food to share and prepare to stay healthy</p> <p>Key concepts: Causation</p> <p>Related concepts: Preparation, Responsibility</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Responsibility can be for self or for others • Causation can explain • Preparation can involve measurement • Preparation usually involves sequence 	<p>Central idea: Farms are systems of people, machines, and animals that support life</p> <p>Key concepts: Function</p> <p>Related concepts: Systems, Process</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Function has a purpose • People and machines function in systems • Systems use a process • Systems can be influenced by the environment

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				made or natural materials		
PYP 2	<p>Central idea: Relationships can make use feel connected</p> <p>Key concepts: Connection</p> <p>Related concepts: Relationships, Traditions</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> ▪ Connection can be a relationship between people. ▪ Connection can make us feel safe. ▪ Relationships come in many forms. ▪ Many relationships have traditions. 	<p>Central idea: Differences allow us to identify and describe forms.</p> <p>Key concepts: Form</p> <p>Related concepts: Patterns, Natural, Man-made</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> ▪ Form is the shape of something ▪ Form can be described ▪ Form can be natural or human-made ▪ Differences in forms can be observed, identified, and described 	<p>Central idea: Sound is an expression of the world around us.</p> <p>Key concepts: Form, Causation</p> <p>Related concepts: Sound and Vibrations, Expression,</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> ▪ Cause determines effects ▪ Sounds are made in different ways ▪ Sound vibrations of an object can cause change in pitch ▪ Intonation in sound can express feelings 	<p>Central idea : Reflection on evidence allows us to draw conclusions.</p> <p>Key concepts: Reflection</p> <p>Related concepts: Evidence</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> ▪ Reflection is a way of knowing. ▪ Reflections can change. ▪ Evidence allows us to draw conclusions. 	<p>Central idea: Change in perspective can lead to peace or conflict.</p> <p>Key concepts: Change, Perspective</p> <p>Related concepts: Conflict</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> ▪ Change can be positive or negative. ▪ Perspectives can change. 	<p>Central idea: Resources are needed for systems to function.</p> <p>Key concepts: Function</p> <p>Related concepts: Systems, Resources</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> ▪ Function is how things work. ▪ Systems allow things to run ▪ Systems need resources. ▪ Resources can be natural and man-made.
PYP 3	<p>Central idea Work is something people do to be able to live well.</p> <p>Key concepts: Form, Function, Connection,</p> <p>Related concepts:</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • What different jobs there are. 	<p>Central idea: Habitats are made up of many essential elements required to sustain life</p> <p>Key concepts: Form, Function, Connection, Responsibility</p>	<p>Central idea Celebrations and traditions are expressions of shared beliefs and values</p> <p>Key concepts: Causation, form, perspective</p> <p>Related concepts:</p> <p>Lines of inquiry:</p>	<p>Central idea The impact of the wheel</p> <p>Key concepts: Perspective, function, change</p> <p>Related concepts:</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • What is a wheel 	<p>Central idea Every country has its own unique identity and idiosyncrasies</p> <p>Key concepts: Perspective, function,</p> <p>Related concepts:</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Norway's food and traditions 	<p>Central idea Our need for finite resources pushes us beyond boundaries, communities and countries.</p> <p>Key concepts: Connection, Responsibility,</p> <p>Related concepts:</p>

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	<ul style="list-style-type: none"> Why do people work How many different people connect in a workplace 	<p>Related concepts: Habitats, Protection, Wildlife</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Habitats have a particular form and function Habitats have essential elements Protecting habitats Habitats can be visualized in different ways 	<ul style="list-style-type: none"> Why people celebrate Features of traditions and celebrations Planning a celebrations 	<ul style="list-style-type: none"> What is the function of a wheel How does it change/impact society 	<ul style="list-style-type: none"> Norway's geography influences cultural habits The Norwegian language shapes identity 	<p>Lines of inquiry:</p> <ul style="list-style-type: none"> Viking communities Viking sharing and distribution of finite resources Viking sailing culture crosses boundaries
PYP 4	<p>Central idea: Heroes and heroines assume responsibility and can inspire others to do the same.</p> <p>Key concepts: Form</p> <p>Related concepts: Responsibility, Hero, Biographies, Fiction, Consequences</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Responsibility is the willingness to accept and discipline to carry out a job or duty. Responsibility can have positive and negative consequences for both the individual 	<p>Central idea: Creation is a systematic process</p> <p>Key concepts: Connection</p> <p>Related concepts: Systems, Cause and effect, creation</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Systems are connected and interdependent. Innovators use the scientific method or process to problem solve and create solutions Innovations are the result of responding to 	<p>Central idea: Storytelling across cultures and countries shares key similarities and differences</p> <p>Key concepts: Form, Perspective</p> <p>Related concepts: Storytelling, Narratives, Cultural Contexts, Literacy</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Storytelling can take many forms (arts, music, dance, technology, etc) Culture informs genre and content Stories, explain, entertain, teach, etc 	<p>Central idea: Exploration and discovery is a matter of perspective</p> <p>Key concepts: Causation, Perspective</p> <p>Related concepts: Consequences, Discovery, Historical Sources, Documenting History</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Exploration has consequences that are positive and negative Definitions of explorers and discovery vary across cultures and borders 	<p>Central idea: We organize ourselves based on values</p> <p>Key concepts: Function</p> <p>Related concepts: Government, Power, Ruling Systems, Organizations</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> History, culture and religion dictate the shared values within a society and shape organizations (government) A focus or value on the individual or the group dictates the form and function of a government 	<p>Central idea: The human race has a responsibility to manage resources sustainably in order to survive</p> <p>Key concepts: Change, Reflection, Responsibility</p> <p>Related concepts: Persuasion, Cycles,</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Change and innovation is necessary for sustainability Change can happen both local and global Responsibly manage

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	<p>and the wider community.</p> <ul style="list-style-type: none"> Fictional and non-fictional heroes and heroines can inspire others. 	<p>challenges (or problems)</p>	<ul style="list-style-type: none"> Stories have a set rhythm and pattern 	<ul style="list-style-type: none"> History is from the perspective of the recorder 	<ul style="list-style-type: none"> Governments can be chosen or imposed 	<p>resources look different around the world</p> <ul style="list-style-type: none"> Reduce, Reuse and Recycle
PYP 5	<p>Central idea: The body consists of multiple systems that are categorized by form and function.</p> <p>Key concepts: Form</p> <p>Related concepts: Systems, Process, Reality vs. Perspective</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Function is observable processes or work. Function has a purpose. Form is a structure. Form consists of individual parts and/or systems that can be categorized 	<p>Central idea: Connections within the solar system generate change.</p> <p>Key concepts: Change, Connections</p> <p>Related concepts: Planets, Solar System, Energy</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Change can occur in patterns and cycles Change requires energy Relationships can lead to change Connections between parts and systems can produce outcomes 	<p>Central idea: Poetry expresses/reflects people, times, and places.</p> <p>Key concepts: Reflection, Change</p> <p>Related concepts: Expression, Emotions, Meaning and Purpose</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Reflection is a process Reflection can lead to change Reflection can be represented in language and art Reflection can reveal meaning and purpose 	<p>Central idea: The structure of economies result in causes and effects.</p> <p>Key concepts: Causation</p> <p>Related concepts: Structure, Economics</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Causes lead to consequences . Causes can be shaped by human forces (ideas, choices, beliefs, monetary, political). 	<p>Central idea: Limited natural resources require care.</p> <p>Key concepts: Responsibility</p> <p>Related concepts: Social Action, Community, individual and Groups</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Responsibility requires resources and action Individuals and groups can take responsibilities 	<p>Central idea: Differences in perspective can lead to conflict.</p> <p>Key concepts: Perspective</p> <p>Related concepts: Conflict, Belief, Opinion, Group Think</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Perspective can be individual or group Beliefs, opinions, culture, and/or facts inform perspective Perspectives lead to different interpretation Conflict can be violent or non-violent
PYP 6	<p>Central idea : Adolescence is a time of many changes.</p> <p>Key concepts:</p>	<p>Central idea: Natural changes in the earth's structure can have devastating</p>	<p>Central idea: The media impacts our thinking and decision making</p>	<p>Central idea: Technological advances impact our lives</p> <p>Key concepts: (All concepts- Exhibit)</p>	<p>Central idea: Citizens have certain rights and responsibilities and take</p>	<p>Central idea: Migration is the desire for access to equal opportunity</p> <p>Key concepts:</p>

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	<p>Responsibility, Reflection, Change</p> <p>Related concepts: Puberty, Human Body, Social and emotional well being</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Physical, emotional and social changes • Strategies to adapt responsibly to changes • Consequences of life choices 	<p>effects prompting community responses</p> <p>Key concepts: Change, Form, Causation</p> <p>Related concepts: Tectonic Plates, Geography, Atmosphere, Erosion, Responsibility, Adaptation</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> ▪ The structure of the Earth ▪ Natural disasters that may occur when the Earth's structure and atmosphere change ▪ The effect of natural disasters on people ▪ Human preparedness and response to natural disasters ▪ Responding to and depicting natural disasters through visual arts. 	<p>Key concepts: Perspective, Form, Connection</p> <p>Related concepts: Mass media, Advertising,</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • The purpose of media and advertising varies based on audience • The form of the media has an affect on the audience • There are key methods and theories of audience influence • The media conveys ideas differently • Advertising and marketing of products can be more or less effective 	<p>Related concepts: New technology, innovation, ethics</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Technology is all encompassing ranging from Social media , mobile phones, gaming, coding, programming and in all facets of life (medicine/health, entertainment, education, etc) • Research on negative and positive impacts of technology • How technological advances enhance or hinder our future • Advances in technology are not always ethical 	<p>action when those rights are violated</p> <p>Key concepts: Responsibility, Connection, Perspective</p> <p>Related concepts: Human Rights, Justice,</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Citizens have rights and responsibilities • There are globally accepted human rights • Non-verbals and pictures convey different perspectives • Social justice is citizens advocating for their rights 	<p>Connection, Causation, Perspective</p> <p>Related concepts: Poverty, Immigration, equality,</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Patterns and causes of migration • Process of migration-challenges • Legalities of migration vary across borders/countries • Our rights to live freely • People understand opportunity differently
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