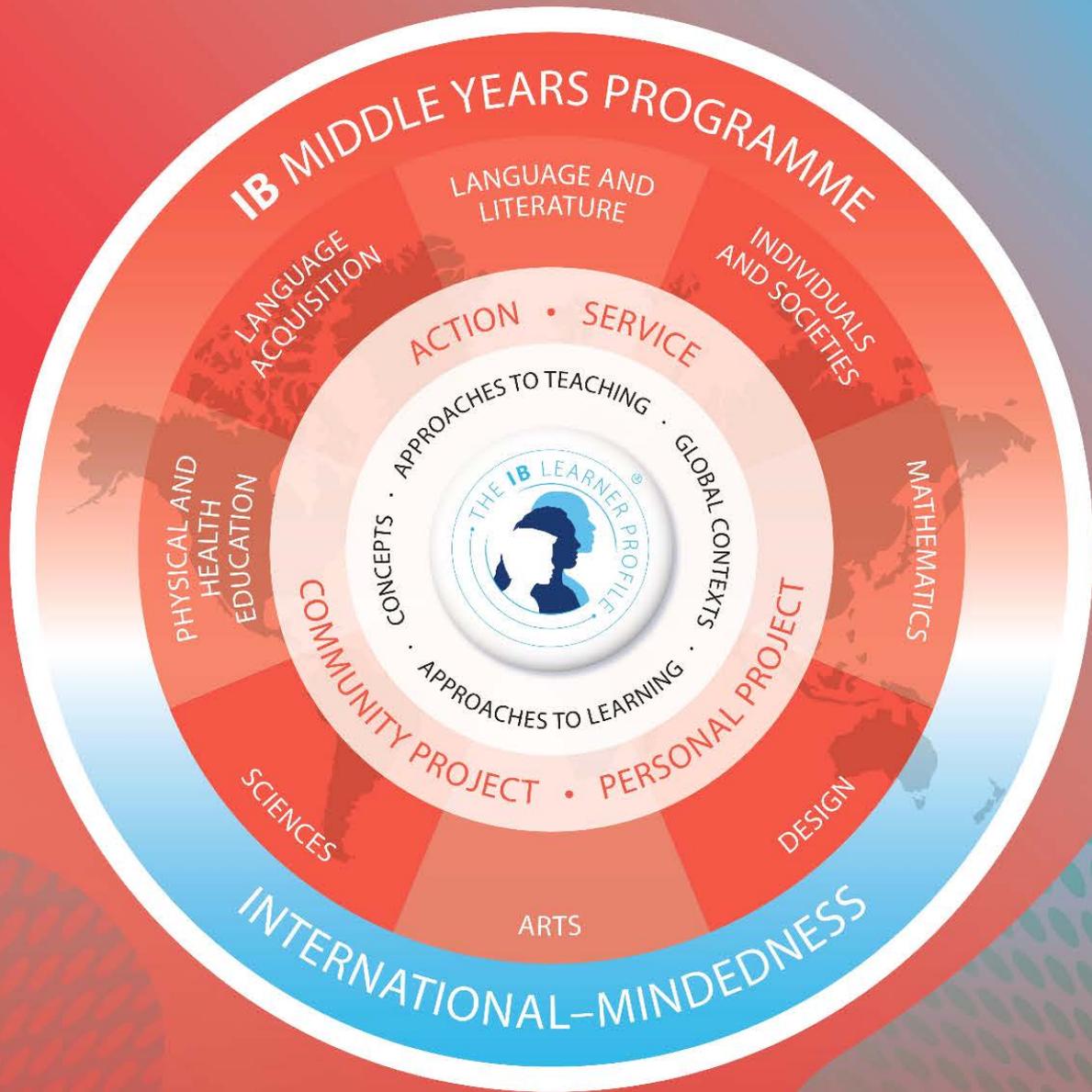


NORLIGHTS
INTERNATIONAL SCHOOL
Oslo



Norlights International School
IB Middle Years Programme
Curriculum Guide



The IB Middle Years Programme

Preparing students to be successful in school
and to be active, lifelong learners



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Language & Literature: Norwegian, English Curriculum guide

Course description and aims

Language & Literature is either a student's mother tongue language or one in which he/she has near-native proficiency. It is an academically rigorous study of both language and literature, which aims to equip students with linguistic, analytical and communicative skills.

MYP language and literature courses equip students with linguistic, analytical and communicative skills that help to develop interdisciplinary understanding. Students develop skills in six domains—listening, speaking, reading, writing, viewing and presenting—both independently and with others.

MYP language and literature courses include a balanced study of genres and literary texts, including a world literature component. Students' interactions with texts generate moral, social, economic, political, cultural and environmental insights. Through their studies, students learn how to form opinions, make decisions, and engage in ethical reasoning.

The aims of MYP language and literature are to encourage and enable students to:

- use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and social interaction
- develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts
- develop critical, creative and personal approaches to studying and analysing literary and non-literary texts
- engage with text from different historical periods and a variety of cultures
- explore and analyse aspects of personal, host and other cultures through literary and non-literary texts
- explore language through a variety of media and modes
- develop a lifelong interest in reading
- apply linguistic and literary concepts and skills in a variety of authentic contexts

Curriculum overview

The MYP promotes sustained **inquiry** in language and literature by developing **conceptual understanding** in **global contexts**.

Key concepts such as *communication*, *connections*, *creativity* and *perspective* broadly frame the MYP curriculum.

Related concepts promote deeper learning grounded in specific disciplines. Examples of related concepts in MYP language and literature include *genre*, *purpose*, *context* and *style*.

Students explore key and related concepts through **MYP global contexts**.

- Identities and relationships
- Orientation in space and time
- Personal and cultural expression
- Scientific and technical innovation
- Globalization and sustainability
- Fairness and development

Assessment Criteria

Each language and literature objective corresponds to one of four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students' work.

Each semester students are graded on the four assessment criteria outlined below. At the end of the course, criteria grades are combined to produce an overall MYP Language Acquisition attainment level.

A: Analyzing

In order to reach the aims of studying language and literature, students should be able to:

- analyze the content, context, language, structure, technique and style of text(s) and the relationships among texts;
- analyze the effects of the creator's choices on an audience;
- justify opinions and ideas, using examples, explanations and terminology;
- evaluate similarities and differences by connecting features across and within genres and texts.

B: Organizing

In order to reach the aims of studying language and literature, students should be able to:

- employ organizational structures that serve the context and intention;
- organize opinions and ideas in a sustained, coherent and logical manner;
- use referencing and formatting tools to create a presentation style suitable to the context and intention.

C: Producing text

In order to reach the aims of studying language and literature, students should be able to:

- produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process;
- make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience;
- select relevant details and examples to develop ideas.

D: Using language

In order to reach the aims of studying language and literature, students should be able to:

- use appropriate and varied vocabulary, sentence structures and forms of expression; write and speak in a register and style that serve the context and intention;
- use correct grammar, syntax and punctuation;
- spell (alphabetic languages), write (character languages) and pronounce with accuracy;

Language and Literature: Norwegian- MYP 2 and 3 - part A

Unit 1: “A world of texts”

- Reading experiences and strategies
- Txt.no - new published books in Norwegian
- Book reviews
- Analyzing tools

Unit 2: “Expressing through text”

- The purpose of writing
- Communication models - sender, message, receiver.
- The writing triangle
- Interview guides
- Interviewing
- Writing reportage

Unit 3: “Folklore”

- Reading and analysing fairytales (Norwegian, Sami and from other countries).
- Myths and legends based on the nature
- Knowing Norwegian folk songs and games
- Reading, comparing, discussing and identifying typical signs of fairytales
- Write fairy tales

Unit 4: “Historical fiction”

- The mountain model for dramaturgy
- Reading historical fiction and analyse it through the mountain model
- Process oriented writing: feedback on various kind of writing tasks in a process
- Discussion: what is fact and what is fiction in historical fiction.
- Reading historical fiction from the Norwegian stone age, Norwegian Viking age and second world war in Norway.
- Do research on Norwegian history.
- Write their own historical fiction through process oriented writing.

Unit 5: “Drama and theatre”

- What is a script?
- Shakespeare and Ibsen
- The process from a written play to the stage
- Identify and explain the effects of the creator’s choices on an audience

Unit 6: “Is it true what you read?”

- Advertisement
- Propaganda
- Finding and be critical to sources
- Connected to “Mat og helse” through “what is a healthy diet”?

Language and Literature: Norwegian- MYP 2 and 3 - part B

Unit 1: “Critical Thinking”

- Reading and learning strategies.
- Finding information.
- Reading different kinds of texts.
- What is the purpose of texts?

Unit 2: “Social Media”

- Netiquette
- How to express ourselves through Social Media
- The similarities and differences when communicating face to face and on Social Media

Unit 3: “TED-talks”

- Oral communication and body language
- Building up arguments.
- What is a healthy body?
- What is it being happy?

Unit 4: “Religious Myths”

- Egyptian myths
- Greek myths
- North myths

Unit 5: “Poetry”

- Expressing feelings and thoughts through text.

Unit 6: “Norwegian History”

- How is history - daily life and big changes in society - reflected in literature?

Language and Literature: Norwegian- MYP 4 and 5 - part A

Unit 1: “What is text?”

- Different types of texts
- What is modality in text?
- Analysing skills - literary elements in texts
- Txt.no - new published books

Unit 2: “Argumenting texts”

- Building up arguments - rhetorics: ethos, pathos and logos.
- Readers letter - how to expose your opinions and share them with others
- Debate
- TED-talk and digital storytelling

Unit 3: “Drama and theatre - political theatre”

- Knowing the difference between drama and theatre
- Knowing what a script is.
- Augusto Boal: forum theatre, invisible theatre and picture theatre
- Henrik Ibsen: A Dolls House - how was this political theatre and how can it be applicable today
- Dr. Semmelweis - how was and is this political theatre? - The distancing effect.

Unit 4: “Sharing is caring”

- Social media
- Norwegian laws for sharing
- Feelings
- Gender, sex and sexuality
- Violence and abuse
- Campaigns (#vågåvære #blacklivesmatter #mot #aktivmotkreft or others)
- Create a blog post or instagram post connected to one of the campaigns
- Be able to discuss how we can affect other in a positive way through social media

Unit 5: “Independent literature project”

- Analysing short stories in nynorsk and danish
- Knowing the history behind nynorsk and bokmål
- Choose a literature topic and make their own research question to investigate
- Write a report on their project and make and hold a presentation based on their research question

Unit 6: “Podcast”

- Listen to and analyse various Norwegian podcasts.
- Voice techniques
- Discuss what a good podcast is and come up with class criteria for a good podcast.
- Produce their own podcast.

Language and Literature: Norwegian- MYP 4 and 5 - part B

Unit 1: “Dialects and sociolects”

- Understanding the history of nynorsk and bokmål.
- Knowing the various dialects.
- Knowing what a sociolect is.

Unit 2: “Drama and Theatre”

- Greek tragedy and comedy
- Commedia dell'arte

Unit 3: “War Poetry”

- Inger Hagerup
- Arnulf Øverland
- Unit 4: “Sami Culture”
- Knowing the history of sami culture.
- Sami fairytales
- Joik

Unit 5: “Norwegian Literature and History”

- Renaissance, baroque and enlightenment period.
- What is the truth?
- Petter Dass
- Ludvig Holberg.

Unit 6: “Song Texts”

- Norwegian songwriters and songs.

Course Outline: Language and Literature: English MYP 2

Unit 1. Biography

- Conventions of biography and autobiography
- Reading the biographies of writers, artists and historical figures
- Researching a subject for a biography
- Planning and writing a biographical essay

Unit 2. Social Issues Raised in Realistic Fiction

- Conventions of contemporary realistic fiction
- Whole class reading of “Wonder” by R.J. Palacio
- Analyzing the author’s choices of narrators, themes, and message
- Taking action: an anti-bullying project

Unit 3. Film as a Visual Text

- Analyzing the film “Hunt for the Wilderpeople”
- Culture, social issues, and character analysis
- Connecting themes in films and texts
- Expressing feelings through haiku poetry

Unit 4. Allegory and Dystopian Fiction

- Conventions of the genre
- Text analysis: *Lord of the Flies*
- Literature circles
- Deserted Island Project

Unit 5. Shakespearean Drama

- Exploring the context of Shakespeare’s era
- Conventions of Shakespearean tragedy
- Text analysis: *Romeo and Juliet*
- Analytical essay

Language and Literature: English MYP 3

Unit 1. Short Stories

- Structure of short stories
- Literature circles reading of various short stories by different authors
- Analyzing theme through character and conflict
- Creative writing workshop: writing original short stories

Unit 2. The Gothic

- Conventions of the genre
- Historical and literary context
- Literature circles reading of various authors
- Analytical essay writing

Unit 3. Women’s Writing

- Exploring the works and lives of the earliest published women
- Connecting literature to art
- Literature circles reading of female writers and poets from around the world
- Poetry interpretation workshop

Unit 4. The Effects of Propaganda

- Whole class reading of “Animal Farm” by George Orwell
- Research project on the context of the novella
- Propaganda techniques and history
- Using literature to critique political systems

Unit 5. A Study of Shakespeare's *The Tempest*

- Conventions of drama
- Historical context of colonialism and the age of exploration
- Analysis of the themes of injustice and forgiveness in the play
- Writing an argumentative essay

Language and Literature: English MYP 4

Unit 1. A Study of Social Drama (A. Miller, H. Ibsen, L. Hansberry)

- Conventions of drama
- Reading, analysis and performance of a chosen play
- The impact of culture, power and privilege on individuals
- Creative writing: a dramatic scene

Unit 2. Coming of Age in Realistic Fiction

- Context of teenage culture in America
- In-depth reading of "The Pigman" by P. Zindel or "A Catcher in the Rye" by J.D. Salinger and "All-American Boys" by B. Kiely and J. Reynolds
- Analyzing shifting narration, perspectives, and themes of coming of age
- Book vs. film: interpreting the written word for the screen

Unit 3. Love Poetry

- Conventions of romantic love poetry
- Impact of culture, art and literature on our understanding of love
- Interpretation and analysis of poems from various authors
- Creative writing of poetry

Unit 4. Naturalism and Realism in Fiction

- Conventions of the genre
- Historical context of Steinbeck's setting
- In-depth study of a whole novel, *Of Mice and Men*
- Analytical essay writing

Unit 5. Relationships in Shakespeare

- Historical and social context of *Much Ado About Nothing*
- In-depth reading and performance of the play
- Modern interpretations of healthy relationships and personal responsibility
- Analyzing the themes of deception and Shakespeare's treatment of gender

Language and Literature: English MYP 5

Unit 1. Protest Poetry

- Conventions of protest poetry: persuasive techniques and stylistic devices
- Literature circles: reading and discussing poems
- Interpretation and analysis of poems by world poets
- Poetry as action and performance

Unit 2. Modernism in Translation (Kafka, Gogol, Dostoevsky)

- Features of modernist fiction and its inspirations
- Literature circles: readings of a variety of texts and authors
- Analyzing themes, language, genre
- Writing a comparative analysis essay

Unit 3. Literature of Identity and Exclusion

- Historical and social context of immigration, racism and exclusion
- In depth reading of works by T. Morrison, L. Hughes, J. Alvarez, N. Wong, et al.
- Analysis of writing techniques and literary elements
- Finding other media of expression

Unit 4. Greek Theatre

- Conventions of Greek theatre
- Text analysis: Medea or Antigone
- Acting workshop
- Performing in front of an audience
-

Unit 5. Travel Writing Throughout Time

- Persuasion to travel: adverts, travel brochures and blogs
- The ethics of travel: impact on societies, environment; dark tourism
- Travelogues throughout time: an outsider's perspective
- Travel writing: personifying a city

Language Acquisition: Norwegian, Spanish

Course description and aims:

The ability to communicate in more than one language is essential to the concept of an international education that promotes intercultural understanding, and is central to the IB's mission. The study of additional languages in the MYP provides students with the opportunity to develop insights into the features, processes and craft of language and the concept of culture, and to realize that there are diverse ways of living, behaving and viewing the world.

The aims of MYP language acquisition are to encourage and enable students to:

- gain proficiency in an additional language while supporting maintenance of their mother tongue and cultural heritage
- develop a respect for, and understanding of, diverse linguistic and cultural heritages
- develop the communication skills necessary for further language learning, and for study, work and leisure in a range of contexts
- develop multi literacy skills through the use of a range of learning tools
- develop an appreciation of a variety of literary and non-literary texts and to develop critical and creative techniques for comprehension and construction of meaning
- recognize and use language as a vehicle of thought, reflection, self-expression and learning in other subjects
- understand the nature of language and the process of language learning
- gain insight into the cultural characteristics of the communities where the language is spoken
- gain an awareness and understanding of the perspectives of people from own and other cultures
- develop curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning.

Curriculum overview

The MYP promotes **inquiry** in language acquisition by developing **conceptual understanding** within **global contexts**.

Key concepts such as *communication, connections, creativity* and *culture* broadly frame the MYP curriculum.

Related concepts promote deeper learning grounded in specific disciplines. Examples of related concepts in MYP language acquisition *include word choice, conventions and idiom*.

Students explore key and related concepts through MYP **global contexts**.

- Identities and relationships
- Orientation in space and time
- Personal and cultural expression
- Scientific and technical innovation
- Globalization and sustainability
- Fairness and development

Assessment criteria

Each language acquisition objective corresponds to one of four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students' work.

Each semester students are graded on the four assessment criteria outlined below. At the end of the course, criteria grades are combined to produce an overall MYP Language Acquisition attainment level.

A: Listening

In order to reach the aims of language acquisition, students should be able to:

- demonstrate understanding of explicit and implicit spoken information in multimodal
- demonstrate understanding of conventions
- demonstrate understanding of relationships between the various components of the multimodal text

B: Reading

In order to reach the aims of language acquisition, students should be able to:

- demonstrate understanding of explicit and implicit written information in multimodal texts
- demonstrate understanding of conventions
- demonstrate understanding of relationships between the various components of the multimodal text

C: Speaking

In order to reach the aims of language acquisition, students should be able to:

- use spoken language to communicate and interact with others
- demonstrate accuracy and fluency in speaking
- communicate clearly and effectively

D: Writing

In order to reach the aims of language acquisition, students should be able to:

- use written language to communicate with others
- demonstrate accurate use of language conventions
- organize information in writing
- communicate information with a sense of audience and purpose.

Language Acquisition Norwegian B/ MYP 2

Unit 1: Identity

- Family, relatives and origin
- Presenting self
- Introduction to new literature for young people in Norway

Unit 2: Your choice

- Choices and opinions
- Newspapers
- Introduction to new literature for young people in Norway

Unit 3: Once upon a time

- Fairytale and folklore
- Traditions
- Myths

Unit 4: The Vikings

- Vikings
- Norse Mythology
- Norway's history

Unit 5: Ytringsfrihet

- Democracy
- Norway's National Day
- Freedom of speech

Unit 6:

- Health and wellbeing
- Friendship

Language Acquisition Norwegian B/ MYP 3

Unit 1: Identity

- Family, relatives and origin
- Presenting self
- Bokslukerprisen: Introduction to new literature for young people in Norway

Unit 2: Your choice

- Choices and opinions
- Newspapers
- Bokslukerprisen: Introduction to new literature for young people in Norway

Unit 3: Once upon a time

- Fairytale and folklore
- Characteristics of traditional folktales
- Myths

Unit 4: The Vikings

- Vikings
- Norse Mythology
- Norwegian history

Unit 5: Ytringsfrihet

- Democracy
- Norway's National Day
- Freedom of speech

Unit 6:

- Health and wellbeing
- Activities
- Book study

Language Acquisition Norwegian B/ MYP 3

Unit 1: Identity

- Youth culture
- Traditions
- Presenting self

Unit 2: You can choose

- Values and choices
- Opinions
- Expressing likes and dislikes

Unit 3: Myths and legends

- Traditional folktales from around the world
- Norwegian folklore
- Character descriptions

Unit 4: Bra nok

- Social Media
- Fake News
- Nettvett

Unit 5:

- Celebrations around the world
- Norway's National Day
- Ytringsfrihet

Unit 6:

- Education
- Career paths
- Writing applications

Language Acquisition Norwegian B/ MYP 5

Unit 1: Identity

- Youth culture
- Traditions
- Presenting self

Unit 2: You can choose

- Values and choices
- Opinions
- Expressing likes and dislikes

Unit 3: Myths and legends

- Traditional folktales from around the world
- Norwegian folklore

Unit 4: Bra nok

- Social Media
- Nettvett
- Ytringsfrihet

Unit 5:

- Celebrations around the world
- Norway's National Day
- Geography and dialects

Unit 6:

- Education
- Career paths
- Writing applications

Language acquisition -Spanish / MYP 2

Unit I: How do we learn?

- Greet
- Ask and answer with basic personal information
- Introduce oneself/ people
- Indicate the classroom materials needed to learn
- Understand the functioning of gender (masculine / feminine)
- Numbers (singular and plural)
- Count from 1 to 100
- Animals
- Colors

Unit II: Who are you?

- Describe character or personality
- Talk about family relationships
- Use printed and electronic dictionaries
- Recognize and use masculine and feminine adjectives
- Differentiate personal pronouns
- Use the verbs "SER" and "TENER" in the present tense.

Unit III: My daily routine

- Ask and tell the time
- Describe their school hours
- Describe common actions
- Talk about daily routines
- Conjugate verbs in the simple present
- Recognise the verbs and the reflexive pronouns
- Talk about pets
- Investigate the routine of children in different countries

Unit IV: Home, sweet home.

- Describe different types of houses
- Recognize the difference between "SER" and ESTAR"
- Place or locate objects and people
- Recognize objects and furniture in a house
- Recognize the difference between "ESTAR " and "HAY
- Use the "ESTAR" + ING form to talk about present continuous

Unit V: That's how I am in my free time.

- Show preference in sports
- Talk about how often a sport is played
- Use the verb "GUSTAR"
- Conjugate verbs in the regular present tense
- Indicate which parts of the body are used for which type of sport
- Recognise the difference between "SABER" and "CONOCER"
- Describe the weather, and types of the clothes
- Recognize how culture influences the way a person dresses

Language acquisition-Spanish-MYP 3

Unit I: How do we learn?

- Greet
- Ask and answer with basic personal information
- Introduce people
- Count from 1 to 200
- Plural of names
- Prepositions of places- under, on, next to, etc.
- Communication and culture: "TU" and "USTED"
- Conjugate regular and *irregular* verbs in the present tense

Unit II: A mosaic of traditions and celebrations

- Ask and answer about a birthday date
- Recognize and use object pronouns
- Talk about typical foods and drinks
- Festivals and traditions of the Spanish-speaking world
- Organize a party in Spanish class

Unit III: A a healthy life

- Mention the parts of the body
- Use the imperative in the affirmative
- Express the state of mind
- Express body pain and use the verb 'doler'
- Identify the consequences of a poor diet
- Explain what it means to have a healthy and balanced life

Unit III: The languages of my life.

- Talk about language skills
- Know the linguistic diversity of Spanish-speaking countries
- Use the numbers from 100
- Understand the difference in the forms of addressing people using (tu, usted, vos)
- Identify the most characteristic sounds of Spanish from Spain and Latin American
- Write informal letters and emails.

Unit IV: My neighborhood and my community

- Describe their neighborhood
- Say what there is around the place they live in
- Use the verbs 'ser', 'hay' and 'estar'
- Name/describe the professions that are found in their communities
- Recognize characteristics of different communities
- Talk about the advantages and disadvantages of living in different neighborhoods

Unit V: "WWW", a useful tool for learning.

- Use vocabulary related to ICT
- Compare the early and contemporary ways people used to communicate
- Analyze the written language in online platforms
- Analyze and rate some online tools/platforms for FL learning

Language acquisition-Spanish-MYP 4

Unit I: “WWW”, a useful tool for learning.

- Use vocabulary related to ICT
- Compare the early and contemporary ways people used to communicate
- Present how the evolution of ICT has influenced communication
- Talk about the pros and cons of internet for learning a FL
- Analyze the written language in online platforms
- Analyze and rate some online tools/platforms for FL learning

Unit II: We are going on a trip.

- Name means of transport
- Tell what you did during a trip
- use the past indefinite (irregular and some regular forms)
- Reflect on the difference between traveling and going on vacation
- Ask and inform about travel, for example, in a travel agency
- Be able to organize an itinerary

Unit III: The geographic and cultural diversity of the Hispanic world.

- Name different landscapes of physical geography
- Indicate where a place is located
- Name and give basic information about the Spanish-speaking landscapes
- Understand texts with geographic and general data of a country
- Describe typical objects and products of a place
- Present about a Spanish-speaking country

Unit IV: Hanging out with friends.

- Make an appointment by phone
- Get familiar with the expression “quedar”, in order to meet up with someone
- Accept or decline an invitation
- Leave “recados” (messages)
- Describe other people (physical and character)
- Talk about free time of young Spanish and Hispanic Americans

Unit V: Go shopping.

- Recognise object and personal pronouns
- Use resources for shopping
- Demonstratives (adjectives and pronouns)
- Differentiate the pronunciation of /x/, /y/, and /g/
- Use descriptive adjectives of cities
- Spanish and latinoamerican cities and art

Unit VI: Health and sickness.

- Body parts
- Talk about diseases and remedies
- Verb "doler" (hurt)
- Give recommendations/advices
- Suggestions: Por que no... ? (why not ...?)

Language acquisition-Spanish-MYP 5

Unit I: Health and sickness.

- Body parts
- Talk about diseases and remedies
- Verb "doler" (hurt)
- Give recommendation/advices
- Suggestions: Por que no... ? (why not ...?)

Unit II: "WWW", a useful tool for learning.

- Use vocabulary related to ICT
- Compare the early and contemporary ways people used to communicate
- Present how the evolution of ICT has influenced communication
- Talk about the pros and cons of internet for learning a FL
- Analyze the written language in online platforms
- Analyze and rate some online tools/platforms for FL learning

Unit III: The future.

- Make predictions, guesses and assumptions about future actions and conditions
- Make promises
- Make use of the structure: si + present + future
- Asking, giving, and denying permission
- Asking for and giving advices
- Asking for permission and favors
- Grammar: conditional tense, regular and irregular verbs

Unit IV: Expressing wishes.

- Express purpose, wishes and social conventions.
- Talk about feelings, emotions and making value judgments
- Pronounce diphthongs
- Infer meaning from body language

Unit V: very informed!

- Talk about the media
- Comment on television media/shows
- Express agreement, disagreement, and doubt.
- Present in class about the uses of the media

Unit VI: Well done!

- Describe working conditions
- Talk about the activities in a job
- Talk about the necessary factors for an ideal job
- Write a job application letter
- Talk about their own professional history.
- Talk about percentages, quantities and ordinal numbers
- Role-play a job interview situation

Individuals and Societies

Course description and aims

The MYP individuals and societies subject group incorporates disciplines traditionally studied under humanities and social sciences. This subject group encourages learners to respect and understand the world around them, and equips them with the necessary skills to inquire into historical, geographical, political, social, economic, and cultural factors that affect individuals, societies and environments.

The study of individuals and societies helps students to critically appreciate the diversity of human culture, attitudes and beliefs. Courses in this subject group are important for helping students to recognize that both content and methodology can be debatable and controversial, and for practicing the tolerance of uncertainty.

The aims of MYP individuals and societies are to encourage and enable students to:

- appreciate human and environmental commonalities and diversity
- understand the interactions and interdependence of individuals, societies and the environment
- understand how both environmental and human systems operate and evolve
- identify and develop concern for the well-being of human communities and the natural environment
- act as responsible citizens of local and global communities
- develop inquiry skills that lead towards conceptual understandings of the relationships between individuals, societies and the environments in which they live.

Curriculum overview

For MYP individuals and societies, schools develop courses in integrated humanities, history, economics, geography, philosophy, sociology/ anthropology, business management, psychology, and world religions.

The MYP promotes **inquiry** in these subjects by developing **conceptual understanding** within **global contexts**.

Key concepts such as *change, global interactions, time, place and space, and systems* broadly frame the MYP curriculum.

Related concepts promote deeper learning grounded in specific disciplines. Examples of related concepts in MYP individuals and societies include *causality, globalization, culture and sustainability*.

Students explore key and related concepts through MYP global contexts.

- Identities and relationships
- Orientation in space and time
- Personal and cultural expression
- Scientific and technical innovation
- Globalization and sustainability
- Fairness and development

Assessment criteria

Each individual's objective corresponds to one of four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students' work. Each semester students are graded on the four assessment criteria outlined below. At the end of the course,

criteria grades are combined to produce an overall MYP individuals and societies attainment level.

A: Knowing and understanding

In order to reach the aims of individuals and societies, students should be able to:

- use terminology in context;
- demonstrate knowledge and understanding of subject-specific content and concepts through; descriptions, explanations and examples.

B: Investigating

In order to reach the aims of individuals and societies, students should be able to:

- formulate a clear and focused research question and justify its relevance;
- formulate and follow an action plan to investigate a research question;
- use research methods to collect and record relevant information;
- evaluate the process and results of the investigation.

C: Communicating

In order to reach the aims of individuals and societies, students should be able to:

- communicate information and ideas using an appropriate style for the audience and purpose;
- structure information and ideas in a way that is appropriate to the specified format;
- document sources of information using a recognized convention.

D: Thinking critically

In order to reach the aims of individuals and societies, students should be able to:

- discuss concepts, issues, models, visual representation and theories;
- synthesize information to make valid arguments;
- analyze and evaluate a range of sources/data in terms of origin and purpose, examining values and limitations;
- interpret different perspectives and their implications.

Individuals and Societies Course Outline MYP 2

Year-long: How can maps provide us with a sense of space and place?

Students will:

- Study the features of maps
- Study the types and uses of maps
- Apply their understanding to use maps in the real world
- Create their own maps.

Unit I: How has Norway changed over time?

Students will:

- Describe the features of the Norwegian landscape over time (Ice age - today)
- Explore the Viking age by looking at religious beliefs, settlements, farming, societal structure
- Explain how life changed in Norway due to the arrival of Christianity
- Analyse how the industrial revolution affected Norwegian society
- Consider how the discovery of oil affected the fortunes of Norway

Trip: Viking ship museum / [Arbeidermuseum](#)

Unit II: What do people believe in?

Students will:

- Learn about the major world religions and their key beliefs.
- Consider how religion impacts the daily lives of believers
- Explore indigenous and non-religious beliefs.
- Explore different traditions e.g. foods and festivals in the kitchen
- Develop presentation skills

Trip: Interkulturelt museum Grønland

Unit III: What was life like in the Middle Ages?

Students will:

- Describe the chronology of the Middle Ages
- Explain the impact of the decline of the Roman Empire
- Explore society structure in the Middle Ages
- Analyse case studies of Britain during the Middle Ages, The Black Death and medicine in the Middle Ages, The Golden Age of Islam, and China during the Middle Ages.
- Conduct their own independent research
- Develop essay writing skills

Trip: Kulturhistorisk museum - Hva er igjen av Middelalderen i Norge?

Unit IV: Is the world fair?

Students will:

- Learn key terms such as poverty, international development, and trade.
- Explore factors affecting development
- Recall the Sustainable Development Goals

Unit V: How does exploration affect global interactions?

Students will:

- Identify reasons for exploration
- Explore The Age of Exploration by looking at a variety of famous explorers
- Explain the impact of Columbus's voyage to 'The New World' and consider the impacts of this through various case studies such as The Columbian Exchange, the Conquistadors and the impact on native populations.
- Explore the effect of colonialism in Africa
- Describe modern exploration & Develop presentation skills

Trip: Kon Tiki Museum

Unit VI: How can individuals and societies live sustainably?

Students will:

- Define sustainability
- Explore issues such as food, tourism and energy
- Consider potential solutions to global issues
- Explain the role of individuals and societies in a sustainable future
- Conduct independent research **Trip:** Hiking

Individuals and Societies - MYP 3

Unit I: How have innovations and ideas changed the world?

Students will:

- Describe the key features of the Renaissance period
- Describe the key features of the Enlightenment
- Explore inventions and innovations during the Renaissance and Enlightenment period
- Develop an understanding of Chronology
- Create an invention of their own to solve a world problem
- Conduct independent research

Unit II: How can technologies affect our identities and relationships?

Students will:

- Order chronologically key technological inventions
- Consider how computers and the internet have changed our lives
- Consider positive and negative impacts of technology
- Develop an understanding of primary research
- Conduct primary and secondary research into a topic of their choice

Unit III: How are societies governed?

Students will:

- Describe the feature of different forms of governance (monarchy, dictatorship, democracy, theocracy, oligarchy)
- Explore case study example of countries with different forms of government
- Consider what is important when governing individuals and societies
- Describe the beliefs of the main political parties in Norway
- Formulate a party program and host a mock parliamentary election.

Trip: Norwegian Parliament

Unit IV: Why do societies experience revolutions?

Students will:

- Explain the main reasons for revolution
- Describe and explain the causes and consequences of two revolutions (American and Russian)
- Create research questions independently
- Develop skills in formal essay writing
- Conduct independent research

Unit V: What are natural hazards and how do individuals and societies respond to them?

Students will:

- Describe the structure of the Earth
- Explain the process of continental drift
- Explain the causes, consequences, and responses to volcanic eruptions, earthquakes.
- Analyse how wealth affects mitigation and response to natural hazards.
- Create their own research questions

Unit VI: Where are all the people?

Students will:

- Describe and explain the Demographic Transition Model
- Consider factors affecting population growth and change
- Explore case study examples of youthful populations and aging populations.
- Analyse reasons why some governments may choose to control their populations.

Individuals and Societies - MYP 4

Unit I: How can technologies affect our identities and relationships?

Students will:

- Order chronologically key technological inventions
- Consider how computers and the internet have changed our lives
- Consider positive and negative impacts of technology
- Develop an understanding of primary research
- Create their own research questions
- Conduct primary and secondary research into a topic of their choice

Unit II: Where are all the people? (Academic year 2021-2022 only)

Students will:

- Describe and explain the Demographic Transition Model
- Consider factors affecting population growth and change
- Explore case study examples of youthful populations and aging populations.
- Analyse reasons why some governments may choose to control their populations.
- Develop skills in formal written examinations.

Unit III: How has medicine changed over time?

Students will:

- Describe the key medical developments in the ancient period, Middle Ages, Renaissance, the Enlightenment, and modern era.
- Explain the impact of religion on medicine (Christianity and Islam)
- Consider whether WWI and WWII had a positive or negative impact on medical development.
- Create their own research questions
- Conduct independent research
- Develop skills in formal essay writing

Trip: [Teknisk museum](#)

Unit IV: Why do nations go to war and why is peacemaking difficult?

Students will:

- Describe and explain the causes of WWI
- Explore international alliances
- Consider the challenges of The Treaty of Versailles
- Consider Hitler's ideology and its impacts
- Explain the events that led to WWII
- Compare and contrast the Treaty of Versailles with the Treaty of San Francisco
- Compare and contrast the League of Nations and the United Nations
- Create independent research questions on a topic of interest
- Conduct independent research

Trip: Holocaust museum

Unit V: What are the consequences of our inaction on climate change?

Students will:

- Describe the main layers of the Earth's atmosphere and the energy budget
- Explain the greenhouse effect
- Describe and explain evidence of climate change (patterns and trends)
- Explain natural causes and human drivers of climate change
- Consider the consequences of global climate change (physical and human)
- Explore ways of responding to climate change (mitigation & adaptation) at various levels (individual action, local projects, national policies, and international cooperation UNFCCC)

Unit I: Do we have the right to see the world? (from August 2022)

Students will:

- Describe patterns of tourism using graphs, diagrams, and maps
- Explain the positive and negative impacts tourism has on the environment, society, and the economy.
- Explore case study examples of the main types of tourism
- Analyse the impact tourism has on indigenous peoples
- Evaluate the impact tourism has on the homogenization of culture
- Consider how tourism could become more sustainable.
- Consider different perspectives and formulate their own opinions.
- Develop presentation skills

Trip: Vigeland's park

Unit II: Does trade lead to cooperation or exploitation? (from 2022)

Students will:

- Map some international trade routes and commodities through time
- Describe and explain the factors that led trade to encourage aid and exchange
- Describe and explain the factors that led trade to bring exploitation and tension
- Analyse the ways in which trade can foster international cooperation and/or tension
- Consider human trafficking today
- Create research questions
- Conduct independent research

Individuals and Societies - MYP 5

Unit I: How have civil rights and social protest movements brought about change?

Students will:

- Explain why there was a need for protest movements in America and South Africa
- Explore the methods used by these protest movement
- Analyse the impact of protest movements
- Consider why civil rights is still an issue today
- Explore a case study of protest in their home countries

Unit II: How do we know what is right and wrong?

Students will:

- Explore a range of issues and controversial topics such as abortion, gene editing, same-sex marriage, euthanasia, and online privacy.
- Compare and contrast different religious perspectives from the 6 main world religions.
- Formulate their own opinions on ethical issues.

Unit III: In what ways does development affect individuals and societies?

Students will:

- Recall factors affecting development
- Investigate global interactions and trade patterns
- Describe and explain different approaches to development (trade, aid, top-down, bottom-up)
- Consider the differences between cultural diffusion and cultural imperialism
- Explore the value of sociocultural exchanges and their importance in society today.

Unit IV: How can biomes be managed sustainably?

Students will:

- Describe the location of key biomes
- Draw and explain climate graphs
- Describe the key features of key biomes
- Explain how indigenous people, animals, and plants have adapted to their biomes.
- Explore how and why the rainforest biome has been exploited for resources.
- Analyse case study examples of management in the rainforest
- Consider how our choices affect individuals, societies, and the environment in other parts of the world.
- Develop skills in taking formal written examinations

Unit V: How does religion affect our culture and societies?

Students will:

- Be introduced to philosophy and ethics
- Explore how various religions have impacts on societies and cultures over time
- Identify a research interest
- Explore their chosen religion in their chosen region
- Develop skills in conducting primary and secondary research

Trip: Interkulturelt museum at Grønland

Sciences

Course description and aims

With inquiry at the core, the MYP sciences framework aims to guide students to independently and collaboratively investigate issues through research, observation and experimentation. The MYP sciences curriculum explores the connections between science and everyday life. As they investigate real examples of science applications, students discover the tensions and dependencies between science and morality, ethics, culture, economics, politics, and the environment.

Scientific inquiry fosters critical and creative thinking about research and design, as well as the identification of assumptions and alternative explanations. Students learn to appreciate and respect the ideas of others, gain good ethical-reasoning skills and further develop their sense of responsibility as members of local and global communities.

The MYP sciences group aims to encourage and enable students to:

- understand and appreciate science and its implications
- consider science as a human endeavour with benefits and limitations
- cultivate analytical, inquiring and flexible minds that pose questions, solve problems, construct explanations and judge arguments
- develop skills to design and perform investigations, evaluate evidence and reach conclusions
- build an awareness of the need to effectively collaborate and communicate
- apply language skills and knowledge in a variety of real-life contexts
- develop sensitivity towards the living and non-living environments
- reflect on learning experiences and make informed choices.

Curriculum overview

Although schools may vary the structure of the curriculum throughout the five years of the programme, they generally develop discrete, modular or integrated science courses. Discrete sciences courses typically encompass biology, chemistry and physics, but may include other science disciplines, such as environmental sciences, life sciences or physical sciences. The MYP promotes inquiry in sciences by developing conceptual understanding within global contexts.

Key concepts such as *change, relationships and systems* broadly frame the MYP curriculum.

Related concepts promote deeper learning grounded in specific disciplines. Examples of related concepts in MYP sciences include *energy, movement, transformation and models*. Additional concepts may also be identified and developed to meet local circumstances and curriculum requirements.

Students explore key and related concepts through MYP **global contexts**.

- Identities and relationships
- Orientation in space and time
- Personal and cultural expression
- Scientific and technical innovation
- Globalization and sustainability
- Fairness and development

Assessment

Each sciences objective corresponds to one of four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students' work.

Each semester students are graded on the four assessment criteria outlined below. At the end of the course, criteria grades are combined to produce an overall MYP science attainment level.

The course objectives are closely aligned to the four science assessment criteria:

A: Knowing and understanding

In order to reach the aims of sciences, students should be able to:

- explain scientific knowledge;
- apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations;
- analyze and evaluate information to make scientifically supported judgments.

B: Inquiring and designing

In order to reach the aims of sciences, students should be able to:

- explain a problem or question to be tested by a scientific investigation;
- formulate a testable hypothesis and explain it using scientific reasoning;
- explain how to manipulate the variables, and explain how data will be collected;
- design scientific investigations.

C: Processing and evaluating

In order to reach the aims of sciences, students should be able to:

- present collected and transformed data;
- interpret data and explain results using scientific reasoning;
- evaluate the validity of a hypothesis based on the outcome of the scientific investigation;
- evaluate the validity of the method;
- explain improvements or extensions to the method.

D: Reflecting on the impacts of science

In order to reach the aims of sciences, students should be able to:

- explain the ways in which science is applied and used to address a specific problem or issue;
- discuss and evaluate the various implications of the use of science and its application in solving a specific problem or issue;
- apply communication modes effectively;
- document the work of others and sources of information used.

Science Course Outline:- MYP 2

Unit 1: Cells and systems (biology)

- Introduction to the scientific method
- Introduction to measurements and equipment.
- What and how big a cell is.
- Units of measurement smaller than a millimeter (metric system). The microscope, how it has been invented, how it works.
- Measuring smaller and smaller things with the use of different tools. Importance of having a reference point. Scientific notation.
- Microscope activity- observing a letter with the microscope
- Prokaryotic and eukaryotic cell introduction and modelling.
- Microorganisms.

- Organisms organization (unicellular and multicellular)
- Cell- Tissue- Organ
- Function and position of systems in the human body
- Skeletal System
- Muscular System
- Nervous System and senses

Assessment: Criterion A.

Lab work: The scientific equipment and how we use it. Parts of a microscope, setting up a microscope. Exploring the functioning and the use of the microscope. Observing different samples of cells with a microscope. Observing a drop of water from a pond to look for microorganisms. Investigating how temperature affects the growth of yeast. Observing and comparing different types of tissues.

Unit 2: Matter (Chemistry), atoms and molecules

- Definition of matter.
- Definition of atom and atomic models.
- Subatomic particles.
- States of matter.
- Changes of state - vocabulary and lab activity
- Density - measuring density of different materials and building a column of liquids.
- Properties of matter (definition of elastic, plastic, malleable, ductile, brittle, thermal and electrical conductivity, hardness)
- Elements. Atomic number and atomic mass of atoms.
- Compounds, mixtures, solutions.

Assessment: Criterion D.

Lab work: Investigating changes of state and the freezing and boiling point of different substances. Calculating the density of different materials (solid and liquids). Building a column of liquids. Investigating the properties of different materials. Explore different types of mixtures and solutions.

Unit 3: Motion (Physics)

- Definition of motion
- Definition of position (displacement) and distance
- Units of distance
- Vector and scalar quantities
- Calculating displacement and distance on systems of coordinates
- Instantaneous speed and average speed
- Calculating speed of one dimensional and two dimensional movements
- Units of speed and conversions.
- Representing motion on a graph (time/distance and speed/distance)

Assessment: Criteria B and C.

Lab work: Identify the position of an object in space. Measuring lengths and measuring time. Calculating the average speed of an object. Investigating how the change in some variables affects the speed of an object. Practice on graphing motion.

Unit 4: Evolution (biology)

- Definition of evolution.
- Artificial selection.
- Genetic Mutations.
- Variation in wild populations.
- Adaptations.
- Geologic time.
- Struggle for existence and natural selection.
- Evidence of evolution from anatomy, DNA and fossils.
- Specialization, extinction and human impact.

Assessment: Criterion A.

Lab work: Investigating natural selection.

Unit 5: Waves (Physics)

- Types of waves- mechanical and electromagnetic waves ; longitudinal and transverse waves.
- Properties of waves.
- Amplitude, frequency, wavelength, crests and troughs.
- Behaviour of waves: transmission, reflection, refraction, absorption, diffraction, scattering.
- Definition of light and electromagnetic wave
- Electromagnetic spectrum.
- Light and colors.
- Resonance and seismic waves.
- Sound: definition, loudness, pitch, echoes and sonar.
- Sound and music: melody, harmony, rhythm, timbre and intensity. Musical instruments.
- Building a wave machine.

Assessment: Criteria B and C.

Lab work:

Building and examining different types of waves (with ropes and springs). Proof that light travels in a straight line. Building a pinhole camera. Reflection investigation, refraction investigation. Looking at the spectrum of visible light using prisms. Color investigation. Investigating resonance with spaghetti and paper rings. Construction of a musical instrument. Construction of a wave machine.

Unit 6: The Earth and the atmosphere (Chemistry/Physics)

- Composition of the atmosphere
- Layers of the atmosphere
- Movements of air in the atmosphere
- Types of atmospheric phenomena
- Weather and climate.
- The interaction of water and soil.
- Definition of mineral and rock
- Rocks cycle.
- Igneous rocks

- Types of igneous rocks (intrusive, effusive, examples).
- Weathering, erosion, transportation and sedimentation.
- Sedimentary rocks.
- Pressure and temperature. Metamorphic rocks.
- Rocks`classification.
- Soil.

Assessment: Criterion D.

Lab work: Investigation of the composition of soil. Examining different types of rocks. Investigating evaporation and the quantity of solutes in water.

Science - MYP 3

Unit 1: Ecosystems - cycles of matter and energy (Chemistry)

- Definition of ecosystem and its components (biotic and abiotic).
- Closed and open systems.
- Characteristics and types of ecosystems (field activity to recognize the different communities).
- Ecological roles of the organisms in an ecosystem.
- Field activity to collect and then build a mesocosm. Observation of the mesocosms. How does a system maintain itself?
- Cycles of matter and energy.
- Water cycle (review).
- Carbon cycle and carbon footprint.
- Nitrogen cycle.

Assessment: Criterion D.

Lab work: building a mesocosm, measuring different parameters in nature.

Unit 2: Forms of energy (Physics)

- Review of forces and work.
- Gravity and definition of energy.
- Potential energy: gravitational, elastic and chemical.
- Kinetic energy.
- Transfer of energy: designing a roller coaster.
- Analyzing and evaluating rollercoaster data.
- Energy transformations: electricity.
- Review of scientific method (Bouncy ball experiment).
- Definition of heat and temperature
- Heat energy transfers: conduction, convection and radiation
- Definition of temperature gradient and rate of conduction.
- Sun`s energy and how humans use it
- Greenhouse effect.
- Energy transformations and conservation of energy law. (Goldberg machine construction)

Assessment: Criteria B and C.

Lab work: practical demonstrations of the first and second law of motion. Potential and kinetic energy: building a rollercoaster. Energy transformations (hammer and plastiline, bouncing ball). Demonstrations of conduction, convection and radiation. Comparing the conductivity of different materials. Building a Goldberg machine.

Unit 3: Food (Biology and Chemistry)

- Food groups, balanced diet
- Micronutrients and macronutrients
- Energy content of food
- Carbohydrates and their functions
- Fats and their functions
- Proteins and their functions
- Vitamins & their functions
- Minerals & their functions
- Human digestive System (organs and their functions)
- Reading labels and making healthy food choices.

Assessment: Criterion A.

Lab work: Test the presence of starch in different types of food, use amylase to digest starch, measure the quantity of sugar in different types of food, test the presence of vitamin C in different types of food.

Unit 4: The universe (Physics)

- Stars, planets and satellites.
- The solar system.
- Astronomical units of measurements.
- Orbits and the movements of the Earth.(Seasons, length of day/night)
- Asteroids, dwarf planets, comets.
- Space explorations.
- Galaxies and black holes.
- The start of the Universe.
- The four fundamental forces of nature: gravitational force, weak nuclear force, electromagnetic force and strong nuclear force.

Assessment: Criterion D.

Lab work: Build a model to understand how the Earth orbits around the Sun.

Unit 5: Chemical reactions (Chemistry)

- Review of definition of atom, element, compound, mixture
- Physical & chemical changes - recognizing physical and chemical changes.
- Chemical reactions, reactants and products
- Indicators of chemical reactions
- Types of chemical reactions (synthesis, decomposition, thermal decomposition)
- Experiments based on different types of chemical reactions
- Exothermic and endothermic reactions - recognizing exothermic and endothermic reactions.
- Ph level. Acids, bases.

- Neutralization and formation of salts.
- Reactivity of metals and oxidation.
- Uses of chemical reactions in our daily lives.
- Chemical reactions that changed history.
- Chemistry nomenclature .

Assessment: Criteria B and C.

Lab work: Recognizing physical and chemical changes.

Unit 6: Genes and Reproduction (Biology)

- What is DNA, brief history and DNA model.
- DNA extraction and DNA samples.
- Genetic code and codons. How the DNA stores the information. Coding for proteins.
- DNA organization in chromosomes
- Asexual reproduction different types. Binary fission, vegetative propagation, budding, fragmentation, parthenogenesis.
- Sexual reproduction and differences with asexual reproduction. (In addition: mitosis vs meiosis).
- Reproductive cells, alleles and inheritance.
- Human reproductive system (male).
- Human reproductive system (female).
- Fertilization and development of embryos. Sex determination.
- How gametes come together in animals and plants. Reproductive organs in plants.

Assessment: Criterion A.

Lab work: Building a paper DNA model, DNA Extraction, observing the structure of flowers and fruits.

Science- MYP 4

Unit 1: Measurement in Science (Physics)

- Basics of Measurement
- Measurement of length, volume, density, temperature
- Measurement of speed, distance, displacement, time, velocity & acceleration
- Precision, accuracy, reliability, validity
- Converting measurements into graphs
- Interpreting graphs

Assessment: Criteria B & C

Lab Work: Measuring length, volume, density, temperature, speed, distance, time, velocity, acceleration

Unit 2: Classification of Living Organisms (Biology)

- Cells- Recap
- Characteristics of living things
- 5 kingdom classification
- Observing cells of different kingdoms under microscope
- Life cycles

Assessment: Criteria A

Lab work: Observing bacteria, yeast, algae, mushrooms, structure of leaves, plant cells, animal cells under microscope

External morphology of monocot and dicot plants

Unit 3: States of Matter

- States of matter
- Elements & compounds
- Mixtures & solutions.
- Separating mixtures and solutions.
- Mixtures (homogeneous & Heterogeneous mixture)
- Physical properties of states of matter
- Chemical properties of states of matter
- Graphing change of phases

Assessment: Criteria D

Lab work: Identifying true solutions, suspensions and colloids, mixtures (homogeneous and heterogeneous) and solutions, separating mixtures and solutions - sedimentation, decantation, filtration, evaporation, sublimation, distillation, magnetic separation

Unit 4: Periodic Table (Chemistry)

- Periodic table of elements (first 20 elements)
- Elements: Atomic number and atomic mass of atoms.
- Structure of atom
- Valence shells and valency
- Relative atomic mass, isotopes and radioactivity.
- Metals and non metals properties
- Simple chemical formulas
- Finding the mass of a molecule.
- Periodic properties

Assessment: Criteria B & C

Lab Work: Reaction of metals with oxygen, water and salt solutions

Reaction of Fe, Al, Zn or Cu with Copper Sulphate, Zinc Sulphate, Iron Sulphate and Aluminium Sulphate, observing properties of metals and non metals

Unit 5: Patterns in Living Things / Cell division (Biology)

- Uniformity & diversity in life forms
- Gregor Mendel
- Punnett squares
- Forms of dominance (Simple, Incomplete, Codominance)
- DNA
- Monohybrids and dihybrids
- Cell division
- Mitosis
- Meiosis

Assessment: Criteria A

Lab Work: Observing and identifying slides of mitosis and meiosis, Extraction of DNA (if needed based on the group of students)

Unit 6: Forces & Motion (Physics)

- Balanced & Unbalanced forces
- New force
- Effects of forces
- Forces & motion, newton's law
- Current, voltage & power
- Work, power efficiency
- Electric circuits

Assessment: Criteria D

Lab Work:

Net forces

Newton law lab stations

Connecting various components of electric circuit and understand its working principle

To show that an electric current carrying wire has an effect on a magnetic needle

Science- MYP 5

Unit 1: Measurement in Science - Waves (Physics)

- Basics of Measurement
- Precision, accuracy, reliability, validity
- Recording measurements
- Converting measurements into graphs
- Interpreting graphs
- Reflection, Refraction and Diffraction
- Types of waves
- Properties of waves
- Measuring frequency, amplitude, wavelength
- Reflection, refraction and diffraction of waves
- Kinetic energy in wave motion
- Waves carrying information

Assessment: Criteria D

Lab work: reflection of light and sound, refraction through prism and glass slab.

Unit 2: Living Organisms- Metabolism Processes (Biology)

- Photosynthesis, Diffusion, Osmosis and gas exchange
- Transpiration & Translocation in Plants (Nutrition in plants)
- Circulatory System in humans
- Circulation of Blood in Humans
- Circulation of water & nutrients in plants
- Movement in Humans - Skeletal Muscles
- Movement in Plants - Tropism
- Respiratory system in humans
- Cellular respiration aerobic/ anaerobic respiration

Assessment: Criteria A

Lab work: Making temporary mounts and observing Osmosis, Diffusion, Structure of a leaf, stomata of different leaves under the microscope, Pig heart observation and dissection (still considering)

Unit 3: Chemical Bonding (Chemistry)

- Periodic table of elements (review first 20 elements)
- Structure of atom
- Electronic configuration (Review Octet Rule)
- Valence shells and valency
- Ionic bonding and naming ionic compounds
- Covalent bonding and naming covalent compounds
- Metallic bonding
- Observing properties of ionic and covalent compounds in the lab
- Polyatomic ions and naming polyatomic compounds
- IUPAC Naming system

Assessment: Criteria A

Lab work: Identifying ionic and covalent compounds using their physical and chemical properties
Sugar, sodium chloride, Copper sulphate, potassium chloride, Potassium iodide

Unit 4: Chemical Reactions (Chemistry)

- Types of chemical reactions
- Signs of a chemical reaction
- Chemical equations for chemical reactions
- Atomic mass, Molecular mass, and molecular formula mass
- Types of chemical reactions - practicals
- Acids & Bases (form & function)
- Ph level and testing ph levels

Assessment: Criteria B & C**Lab work:**

Types of chemical reactions:

Synthesis: Magnesium ribbon

Single displacement: Magnesium ribbon in HCl, Silver nitrate and copper metal, copper sulphate and zinc

Double displacement: Potassium iodide and lead nitrate, acetic acid and sodium bicarbonate

Decomposition: hydrogen peroxide into water and oxygen

Identifying acids and bases using ph paper, litmus paper and ph meter

Acids:

Adding zinc metal to dil HCL

Sodium carbonate and HCL

Bases:

Adding zinc metal to NaOH

Sodium carbonate and NaOH

Unit 5: Biotechnology (Biology)

- Gene protein synthesis
- Review the structure of DNA
- Genome mapping application
- Genetic modification
- Cloning
- 3D tissues + organ printing

Assessment: Criteria D**Unit 6: Electromagnetism (Physics)**

- Review Current voltage & power
- Review electric circuits
- Electric fields
- Static electricity
- Magnetism and magnetic fields
- Electromagnetic forces and induction
- Alternate current and direct current

Assessment: Criteria B & C

Lab work: Observing electric field and magnetic field with different types of magnets

Ohm's law , resistance in series and parallel, To study types of charges on two objects rubbed together

Mathematics

Course description and aims

The framework for MYP mathematics outlines four branches of mathematical study.

1. Number
2. Algebra
3. Geometry and trigonometry
4. Statistics and probability

The study of mathematics is a fundamental part of a balanced education. It promotes a powerful universal language, analytical reasoning and problem-solving skills that contribute to the development of logical, abstract and critical thinking. The MYP mathematics and extended mathematics courses promote both inquiry and application, helping students to develop problem-solving techniques that transcend the discipline and are useful in the world outside school.

Mathematics in the MYP is tailored to the needs of students, seeking to intrigue and motivate them to want to learn its principles. Students should see authentic examples of how mathematics is useful and relevant to their lives and be encouraged to apply it to new situations.

The aims of MYP mathematics courses are to encourage and enable students to:

- enjoy mathematics, develop curiosity and begin to appreciate its elegance and power
- develop an understanding of the principles and nature of mathematics
- communicate clearly and confidently in a variety of contexts
- develop logical, critical and creative thinking
- develop confidence, perseverance and independence in mathematical thinking and problem-solving
- develop powers of generalization and abstraction
- apply and transfer skills to a wide range of real-life situations, other areas of knowledge and future developments
- appreciate how developments in technology and mathematics have influenced each other; the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics; the international dimension in mathematics; and the contribution of mathematics to other areas of knowledge
- develop the knowledge, skills and attitudes necessary to pursue further studies in mathematics
- develop the ability to reflect critically upon their own work and the work of others.

Curriculum overview

For MYP mathematics, schools can develop courses at two level of challenge: standard and extended. Standard mathematics aims to provide a sound knowledge of basic mathematical principles. Extended mathematics supplements the standard curriculum with additional topics and skills, providing greater breadth and depth of study.

The MYP promotes sustained **inquiry** in mathematics by developing **conceptual understanding** within **global contexts**.

Key concepts such as *form, logic and relationships* broadly frame the MYP curriculum.

Related concepts promote deeper learning grounded in specific disciplines. Examples of related concepts in MYP mathematics include *equivalence, measurement, quantity and justification*.

Students explore key and related concepts through MYP global contexts.

- Identities and relationships
- Orientation in space and time
- Personal and cultural expression
- Scientific and technical innovation
- Globalization and sustainability
- Fairness and development

Assessment

Each semester students are graded on the four assessment criteria outlined below. At the end of the course, criteria grades are combined to produce an overall MYP mathematics attainment level. Each mathematics objective corresponds to one of four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students' work.

A: Knowing and Understanding

In order to reach the aims of mathematics, students should be able to:

- select appropriate mathematics when solving problems;
- apply the selected mathematics successfully when solving problems;
- solve problems correctly in both familiar and unfamiliar situations in a variety of contexts.

B: Investigating Patterns

In order to reach the aims of mathematics, students should be able to:

- select and apply mathematical problem-solving techniques to discover complex patterns;
- describe patterns as general rules consistent with findings;
- prove, or verify and justify, general rules.

C: Communicating

In order to reach the aims of mathematics, students should be able to:

- use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations;
- use appropriate forms of mathematical representation to present information; move between different forms of mathematical representation;
- communicate complete, coherent and concise mathematical lines of reasoning. organize information using a logical structure.

D: Applying Mathematics in Real-Life Contexts

In order to reach the aims of mathematics, students should be able to:

- identify relevant elements of authentic real-life situations;
- select appropriate mathematical strategies when solving authentic real-life situations
- apply the selected mathematical strategies successfully to reach a solution;
- justify the degree of accuracy of a solution;
- justify whether a solution makes sense in the context of the authentic real-life situation.

Mathematics Course Outline - MYP 2

Term 1

Unit 1: Math Basics

- Rational / Irrational
- Integer, Natural Numbers,
- Combine Like-Terms
- Laws of Exponents (Simple)
- Radicals (Square Root)
- Estimating Simple Radicals
- Fractions
- Distribute & Simplify

Unit 2: Algebraic Expressions

- Simplifying Expressions
 - Combining Like Terms
 - Distributive Property
- Writing Expressions
- Parts of a Polynominal

Unit 3: Algebraic Equations

- Solving Equations
 - Moving Terms
 - Cross Multiplication
- Identifying Solutions
 - What is a solution?

Term 2

Unit 4: Data

- Stem-and-leaf
- IQR, Q1, Q3
- Box-and-Whisker-Plots
- Frequency tables
- Histogram vs. bar chart
- Scatter plots
- Probability
- Venn diagrams
- Population, sample, census, quota sample, inference...

Unit 5: Geometry

- Parallel Lines
- Angle Measurements
- Types of Angles
- Angles within Polygons
- Constructions (extension)

Unit 6: 2D Composite Shapes

- Perimeter
- Area
- Circles (Area & Circumference)
- Volume (extension)

Mathematics Course Outline - MYP 3

Term 1

Unit 1: Math Basics

- Combine Like-Terms
- Laws of Exponents / Negative & Fractions
- Estimating Radicals
- Distribute & Simplify

Unit 2: Linear Functions

- Identifying linear functions
- Writing equations from graph
- Slope & Y-Intercept / Graphing
- Write equation given two points
- Determine whether a point is a solution.

Unit 3: Factoring

- Distributive Property
- Un-distribute
- "FOIL"
- Simple Quadratics

Term 2

Unit 4: Simple Probability

- With / Without Replacement
- Independent / Dependent Events
- Mutually Exclusive Events
- Venn Diagrams

Unit 5: Triangles

- Similar (Ratios)
- Congruent (SAS, AAS, SSS, ASA, HL)
- Perpendicular / Right Triangle
- Pythagorean Theorem
- Distance between points

Unit 6: 2D & 3D Shapes

- Perimeter
- Area
- Circles (Area & Circumference)
- Volume, SA, prisms, cylinders, cones

Mathematics Course Outline - MYP 4

Term 1

Unit 1: Math Basics

- Laws of Exponents - Negative & Fractional
- Estimating Radicals
- Simplest Radical Form
- Rational / Irrational
- Distribute & Simplify
- Venn Diagrams
- Simple Inequalities

Unit 2: Linear Systems

- Graphing Lines (review)
- Solve simple systems
- How many solutions?
(Graphically & Algebraically)
- Define variables and write algebraically

Unit 3: Factoring & Quadratics

- Distributive Property
- Un-distribute
- "FOIL"
- Simple Quadratics

Term 2

Unit 4: Probability

- With / Without Replacement
- Independent / Dependent Events
- Mutually Exclusive Events
- Venn Diagrams

Unit 5: Triangles & Trigonometry

- Similar (Ratios)
- Congruent (SAS, AAS, SSS, ASA, HL)
- Perpendicular / Right Triangle
- Pythagorean Theorem
- Distance between points
- SOH CAH TOA

Unit 6: 3D Shapes

- Perimeter
- Area
- Circles (Area & Circumference)
- Volume, SA, prisms, cylinders, cones⁴
- Composite 3D solids

Mathematics Course Outline - MYP 5

Term 1

Unit 1: Math Basics

- Laws of Exponents - Negative & Fractional
- Estimating Radicals
- Simplest Radical Form
- Venn Diagrams
- Simple Inequalities

Unit 2: Systems of Inequalities

- Solve simple systems
- How many solutions?
(Graphically & Algebraically)
- Define variables and write algebraically
- Linear Programming
- Systems of non-linear functions (extension)

Unit 3: Rational Functions & Quadratics

- Factorizing quadratics
- Pythagorean Theorem
- LCM (by factoring quadratics)
- Cross-Multiply

Term 2

Unit 4: Functions

- Absolute Value
- Function Maps
- Function Graphs
- Domain and Range
- Parent Functions
- Shifting Graphs

Unit 5: Variation & Exponential Functions

- Direct Variation
- Inverse Variation
- Exponential Growth and Decay

Unit 6: Circles

- Area / Sectors
- Circumference / Arc Length
- Concentric Circles
- Inscribed & Central Angles
- Chords
- Tangents
- Equations, center, radius (extension)

The Arts

Visual Art, Music

The arts are a universal form of human expression and a unique way of knowing that engage us in affective, imaginative and productive activity. Learning through the arts helps us to explore, shape and communicate our sense of identity and understanding of the world, while providing opportunities to develop self-confidence, resilience and adaptability. The IB MYP arts value the process of creating artwork as much as the finished product.

The aims of MYP arts are to encourage and enable students to:

- create and present art
- develop skills specific to the discipline
- engage in a process of creative exploration and (self-) discovery
- make purposeful connections between investigation and practice
- understand the relationship between art and its contexts
- respond to and reflect on art
- deepen their understanding of the world.

Curriculum overview

The MYP promotes sustained **inquiry** in arts by developing **conceptual understanding** within **global contexts**.

Key concepts such as *aesthetics, change, communication and identity* broadly frame the MYP curriculum.

Related concepts promote deeper learning grounded in specific disciplines. Examples of related concepts in MYP arts include *interpretation, narrative, boundaries and innovation*.

Students explore key and related concepts through MYP global contexts.

- Identities and relationships
- Orientation in space and time
- Personal and cultural expression
- Scientific and technical innovation
- Globalization and sustainability
- Fairness and development

Assessment

Each semester students are graded on the four assessment criteria outlined below. At the end of the course, criteria grades are combined to produce an overall MYP arts attainment level. Each arts objective corresponds to one of four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students' work.

A: Knowing and understanding

In order to reach the aims of arts, students should be able to:

- demonstrate knowledge and understanding of the art form studied, including concepts, processes and the use of subject-specific terminology;
- demonstrate an understanding of the role of the art form in original contexts;
- use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.

B: Developing skills

In order to reach the aims of arts, students should be able to:

- demonstrate the acquisition and development of the skills and techniques of the art form studied;
- demonstrate the application of skills and techniques to create, perform and/or present art.

C: Thinking creatively

In order to reach the aims of arts, students should be able to:

- develop a feasible, clear, imaginative and coherent artistic intention;
- demonstrate a range and depth of creative-thinking behaviors;
- demonstrate the exploration of ideas to shape artistic intention through to a point of realization.

D: Responding

In order to reach the aims of arts, students should be able to:

- construct meaning and transfer learning to new settings;
- create an artistic response which intends to reflect or impact on the world around them;
- critique the artwork of self and others.

Course Outline

Visual Arts MYP 2

Unit I: Myself and Identity

- Art History - depicting the self (Jean Michel Basquait, Sonia Boyce, Marc Quinn)
- Portraiture and Composition
- Personal Objects
- Painting and technique

Unit II: A Cultural Diorama

- Where are we in the world
- Norway: Artists, location, history, language and food - visualised!
- Ethnicity and diversity - What is a Norwegian
- 3D Making of a Diorama in Cardboard and Clay (group work)
- Presentation, Q&A and Critical response.

Unit III: Perspective and the Formal elements

- Colour theory and importance of colour.
- Impressionism Unit

Visual Arts - MYP 3

I: Myself and Identity

- Research skills: assessing information
- Selecting, organizing and presenting information
- Thinking skills generating ideas
- Collaboration
- Outdoor Art
- Communication

Unit II: Norway in Three Dimensions

- Where are we in the world
- Norway: Artists, location, history, language and food - visualised!
- Ethnicity and diversity - What is a Norwegian
- 2D sculpture (group work and individual work)
- Presentation, Q&A and Critical response.

Unit III: Perspective and the Formal elements

- Color theory and the importance of colour.
- Impressionism
- Personal Project
- Outdoor Art

Visual Arts- MYP 4

Unit I: Munch and Expressionism

- Art History
- Expressionism research, sketches and learning how to use a visual arts work journal.
- Emotion, colour and Composition
- Mixed media experimentation
- Painting and technique
- Final expressionist outcome (paint on canvas)

Unit II: 3D Personal project: Memories

- Where am I now in time and space and where have I been previously?
- 2D Exploration of a personal memory
- Mixed media group and individual responses
- Presentation, Q&A and Critical response.

Unit III: Perspective and the Formal elements

- Perspective drawing in one and two point perspective.
- Cityscape (bas-relief)
- Personal Project
- Outdoor Art

Visual Arts-MYP 5

Unit I: Expressionism part 2: The Avant garde and post-expressionism

- Art History
- Emotion, colour and Composition
- Mixed media experimentation
- Painting and technique
- Final expressionist outcome (paint on canvas)
- Presentation and exhibition to peers.

Unit II: 3D Personal project: Memories

- What is memory?
- Artists that depict or represent memory
- Objects of desire
- 3D Making of a Diorama in Cardboard and Clay (group work)
- Presentation, Q&A and Critical response.

Unit III: An interesting place to see. Urban and Rural views .

- Perspective drawing in one and two point perspective.
- Landscapes and Cityscapes (bas-relief or 3D)
- Art History and architecture
- Personal Project
- Installation art and the gallery space
- Outdoor Art

Music Course Outline MYP 2

Unit 1: Elements of Music

- Defining musical terms
- Critical listening skills: Beach Boys, Beatles
- Song analysis: pop music structure
- Ear training: Intervals: 3rd, 5th, 8ve, Major and melodic minor scales

Unit 2 : Guitar

- Letter names of the strings
- Frets and how they work
- Parts of the guitar
- Learn to play individual notes and chords
- Reading tablature

Unit 3 : Piano

- Letter names of the keyboard
- Fingering and hand position
- Scales and Triads/chords : C, G, F key signatures
- Introduction to note reading
- Coordinating both hands together

Unit 4: Composition and Genre: Popular Music

- Survey of popular music
- Song-writing project using acoustic and electronic instruments
- Identifying an artistic intention
- Research project on a popular music genre

Unit 5: Electronic Music Production

- Learn to use a Digital Audio Workstation: SoundTrap or GarageBand
- Composing beats, melodies, chord progressions
- Music editing and arranging
- Composition project: Gaming music

Unit 6: World music: Music of Japan

- Japanese instruments: Koto, Gong, Taiko drums
- Various Japanese performing arts: Kabuki, Noh, Gakaku
- Contemporary Japanese musicians: Yoko Ono, Damo Suzuki

Unit 7: Cover song/Band project

- Create a cover version of a song in small groups/bands
- Learn the basics of arranging music
- Record the song, learn basics of microphones and recording
- Collaboration

Music Course Outline MYP 3

Unit 1: Elements of Music

- Written music analysis and musical terms definitions
- Critical listening skills and song analysis: Brian Eno, Patti Smith
- Ear training: Intervals: 2nd, 3rd, 4th, 5th, 8ve. Major and melodic/harmonic minor scales.

Unit 2 : Guitar

- Note names of the strings
- Fret technique
- Playing melodies
- Strumming patterns
- Solo performance

Unit 3 : Piano

- Proper hand placement and fingering
- More complex rhythms introduced
- Comfortable with playing hands together
- Major and minor chords and scales

Unit 4: Composition and Genre: Controversial Music

- Music movements and politics: Rap/Hip-Hop
- Artistic rebellion
- Significant controversial music: Stravinsky, John Cage
- Research project on a controversial musician

Unit 5: Electronic Music Production

- Learn to use a Digital Audio Workstation: SoundTrap or GarageBand
- Composing beats, melodies, chord progressions
- Music editing and arranging
- Composition project: Ambient Music

Unit 6 : World Music: Percussion instruments

- Music fulfills various roles in different cultures
- Brazilian samba and percussion instruments
- Indonesian gamelan: Javanese and Balinese
- Trinidad and Tobago steel drums

Unit 7: Music Video Project

- Brief history of Music Television
- Survey of important music videos
- Basics of video production and editing
- Collaboration

Music Course Outline MYP 4

Unit 1: Elements of Music

- Advanced music analysis
- Critical listening skills and song analysis: Erik Satie, Phillip Glass. Kraftwerk
- Ear Training: Intervals: 2nd, 3rd, 4th, 5th, 6th, 7th, 8ve.
 - Scales: Major and melodic/harmonic
 - Chords: Major and minor

Unit 2 : Guitar

- Fret technique
- Playing melodies and guitar solos
- Finger-picking
- Reading tablature and notes
- Playing as an ensemble

Unit 3 : Piano

- More advanced musicality and sight reading skills
- Hands play independently of each other
- Music theory and notation
- Chords, scales and arpeggios
- Broader range of key signatures

Unit 4: Composition and Genre: Electronic Music

- History of electronic music
- Survey of electronic instruments
- Kraftwerk: electronic music pioneers
- Composition project: create an ambient track
- Research project on an electronic instrument or musician
 - History
 - Influence on later music and music production
 - Identifying features of the music

Unit 5: Electronic Music Production

- Learn to use a Digital Audio Workstation: SoundTrap or GarageBand
- Composing beats, melodies, chord progressions
- Music editing and arranging
- Composition project: Film music

Unit 6: World Music: String instruments

- Cultural backgrounds and roles of music in different cultures
- Indian sitar
- Folk strings instruments of Europe: Medieval music
- Appalachian banjo

Music Course Outline MYP 5

Unit 1: Elements of Music

- Advanced music analysis
- Critical listening skills: Laurie Anderson, La Monte Young
- Ear Training : Intervals: all major and minor up to 10th.

Unit 2 : Guitar

- Advanced melodies and chord progressions
- Finger-picking
- Effective practice techniques
- Performance strategies and performance practice
- Playing as an ensemble

Unit 3 : Piano

- More advanced musicality and sight reading skills
- Hands play independently of each other
- Advanced music theory and notation
- Major and harmonic/melodic minor scales, chords and arpeggios
- Good understanding of key signatures

Unit 4: Composition and Genre: Classical Music

- Identifying features of Baroque, Classical and Romantic period music
- Historical Background
- Women composers
- Popular music artists influenced by Opera: Queen, Malcolm McLaren
- Research project on an Opera

Unit 5: Electronic Music Production

- Learn to use a Digital Audio Workstation: SoundTrap or GarageBand
- Composing beats, melodies, chord progressions
- Music editing and arranging

Unit 6: World Music: Folk and Indigenous Music and Dance

- Sami music
- Aboriginal music
- Native American music
- African music
- Folkways Records: Smithsonian Folkways Recordings

Unit 7: Music Business: Careers in Music

- Writers, composers, arrangers
- Recording engineers and music producers
- Music business/record label
- Film music

Design

Course description and aims

Inquiry and problem-solving are at the heart of design. MYP design requires the use of the design cycle as a tool, which provides: the methodology to structure the inquiry and analyse problems; the development of feasible solutions; the creation of solutions; and the testing and evaluation of the solution. In MYP design, a solution can be a model, prototype, product or system independently created and developed by students.

MYP design enables students to develop not only practical skills but also strategies for creative and critical thinking.

The aims of MYP design are to encourage and enable students to:

- enjoy the design process, and develop an appreciation of its elegance and power
- develop knowledge, understanding and skills from different disciplines to design and create solutions to problems using the design cycle
- use and apply technology effectively as a means to access, process and communicate information, model and create solutions, and to solve problems
- develop an appreciation of the impact of design innovations for life, global society and environments
- appreciate past, present and emerging design within cultural, political, social, historical and environmental contexts
- develop respect for others' viewpoints and appreciate alternative solutions to problems
- act with integrity and honesty and take responsibility for their own actions developing effective working practices.

Curriculum overview

The MYP promotes **inquiry** in design by developing **conceptual understanding** within **global contexts**.

Key concepts such as *communication, communities, development and systems* broadly frame the MYP curriculum.

Related concepts promote deeper learning grounded in specific disciplines. Examples of related concepts in MYP design include *adaptation, ergonomics, sustainability and innovation*.

Students explore key and related concepts through MYP global contexts.

- Identities and relationships
- Orientation in space and time
- Personal and cultural expression
- Scientific and technical innovation
- Globalization and sustainability
- Fairness and development

Assessment

Students are assessed throughout the year in shorter and longer projects, with focused tasks used to address particular skills. All work is formatively assessed and we encourage students to use these assessments to understand the rubric and to improve work before the final assessment.

Each design objective corresponds to one of four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that

teachers use to make judgments about students' work. Each semester students are graded on the four assessment criteria outlined below. At the end of the course, criteria grades are combined to produce an overall MYP design attainment level.

A: Inquiring and analyzing

In order to reach the aims of design, students should be able to:

- explain and justify the need for a solution to a problem for a specified client/target audience;
- identify and prioritize the primary and secondary research needed to develop a solution to the problem;
- analyze a range of existing products that inspire a solution to the problem; develop a detailed design brief which summarizes the analysis of relevant research.

B: Developing ideas

In order to reach the aims of design, students should be able to:

- develop a design specification which clearly states the success criteria for the design of a solution;
- develop a range of feasible design ideas which can be correctly interpreted by others; present the final chosen design and justify its selection;
- develop accurate and detailed planning drawings/diagrams and outline the requirements for the creation of the chosen solution.

C: Creating the solution

In order to reach the aims of design, students should be able to:

- construct a logical plan, which describes the efficient use of time and resources, sufficient for peers to be able to follow to create the solution;
- demonstrate excellent technical skills when making the solution;
- follow the plan to create the solution, functions as intended;
- fully justify changes made to the chosen design and plan when making the solution;
- present the solution as a whole, either in electronic form, or through photographs of the solution from different angles, showing details.

D: Evaluating

In order to reach the aims of design, students should be able to:

- design detailed and relevant testing methods, which generate data,
- to measure the success of the solution;
- critically evaluate the success of the solution against the design specification;
- explain how the solution could be improved;
- explain the impact of the solution on the client/target audience.

Design Course Outline - MYP2

Unit 1 - Google Forms: Make a survey

- Introduction to to the Design Cycle
- How to make a survey
- Introduction to Google form
- Survey with the design cycle:

Unit 2 - Infographics

- Introduction to to the Design Cycle
- Infographic, what it is and details.
- Presenting designing softwares (Gravit Designer, Canva, Google Drawings)
- Creating basic layouts and designs
- Infographic project:

Unit 3 - Google Sites, MYP Design portfolio

- Revising the Design Cycle
- How to create a web page with Google Sites
- Designing a personalized design cycle with a graphic design software
- Google Sites project with the design cycle.

Design Course Outline - MYP3

Unit 1 - Google Forms: Make a survey

- Introduction to to the Design Cycle
- How to make a survey
- Introduction to Google form
- Survey with the design cycle:

Unit 2 - Infographics

- Introduction to to the Design Cycle
- Infographic, what it is and details.
- Presenting designing softwares (Gravit Designer, Canva, Google Drawings)
- Infographic project:

Unit 3 - 3D printing: Decorating the school

- Introduction to to the Design Cycle
- How 3D printers work
- 3D modelling software (Tinkercad)
- 3D print project with the design cycle:.

Design Course Outline - MYP4

Unit 1 - Web desing with Wix.com

- Introduction to a website and wix.com
- How to create a web page with wix.com
- Web design project with the design cycle.

Unit 2 - My first Game, code.org

- Programming basics
- Game concepts
- Code.org, game studio
- My first game project: plan, design and test.
-

Unit 3 - Mobile App

- Presenting the software (Thunkable)
- Coding and design basics
- Mobile app project:The project will be depending on the students' own choices.

Design Course Outline - MYP5

Unit 1 - Web desing with Wix.com

- Introduction to a website and wix.com
- How to create a web page with wix.com
- Web design project with the design cycle..

Unit 2 - C# programming language

- Introduction to C#
- Data types
- C# Windows Forms Application

Unit 3 - GIMP - GNU Image Manipulation Program

- Introduction to GIMP
- Simple Floating Logo
- Project: The project will be depending on the students' own choices.

Physical and Health Education

Course description and aims

MYP physical and health education aims to empower students to understand and appreciate the value of being physically active while developing the motivation for making healthy and informed life choices.

The social aspect of collective sports activities allows students to develop autonomy and responsibility. Students also learn about safety and first aid. Individual sports activities offer students opportunities to strive for their personal best through a thorough understanding of their own limits. Partnered sports activities help students learn to manage their stress and emotions with respect to their physical effort that must be adapted to the environment and sports material.

The aims of MYP physical and health education are to encourage and enable students to:

- use inquiry to explore physical and health education concepts
- participate effectively in a variety of contexts
- understand the value of physical activity
- achieve and maintain a healthy lifestyle
- collaborate and communicate effectively
- build positive relationships and demonstrate social responsibility
- reflect on their learning experiences.

Curriculum overview

The MYP promotes sustained **inquiry** in physical and health education by developing **conceptual understanding** within **global contexts**.

Key concepts such as *change, communication and relationships* broadly frame the MYP curriculum.

Related concepts promote deeper learning grounded in specific disciplines. Examples of related concepts in MYP physical and health education include **energy, balance and refinement**.

Students explore key and related concepts through MYP **global contexts**.

- Identities and relationships
- Orientation in space and time
- Personal and cultural expression
- Scientific and technical innovation
- Globalization and sustainability
- Fairness and development

Assessment

Each semester students are graded on the four assessment criteria outlined below. At the end of the course, criteria grades are combined to produce an overall MYP PHE level. Each physical and health education objective corresponds to one of four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students' work.

The assessment of criterion A is often project or portfolio-based, using students' written skills.

A: Knowing and understanding

In order to reach the aims of physical and health education, students should be able to:

- explain physical health education factual, procedural and conceptual knowledge

- apply physical and health education knowledge to analyze issues and solve problems set in familiar and unfamiliar situations;
- apply physical and health terminology effectively to communicate understanding.

B: Planning for performance

In order to reach the aims of physical and health education, students should be able to:

- design, explain and justify plans to improve physical performance and health;
- analyze and evaluate the effectiveness of a plan based on the outcome.

C: Applying and performing

In order to reach the aims of physical and health education, students should be able to:

- demonstrate and apply a range of skills and techniques effectively;
- demonstrate and apply a range of strategies and movement concepts. analyze and apply information to perform effectively.

C: Reflecting and improving performance

In order to reach the aims of physical and health education, students should be able to:

- explain and demonstrate strategies that enhance interpersonal skills;
- develop goals and apply strategies to enhance performance;
- analyze and evaluate performance.

PHE Course Outline - MYP 2

Unit 1: Team Sport - Soccer

- Team Sport Strategies & skills
- Rules of the game
- Offense, Defense & Tactics
- Referee
- Assessment: Criteria A

Unit 2 : Aesthetic movement

- Gymnastic skills
- Communication
- Sequence of movements
- Performance
- Assessment: Criteria B,C and D

Unit 3 : Winter Sport

- Norwegian winter sports
- Weather appropriate games
- Game development
- Assessment: Criteria B and D

Unit 4: Net games

- Intro into net games
- Trying out variety of net games
- Controlled situations/ game situations
- Assessment: Criteria C

Unit 5: Athletics

- Learning and trying out the mother of sports
- Sprinting, relay and throwing
- Time and measuring.
- Assessment: Criteria A

PHE Course Outline - MYP 3

Unit 1: Team Sport - Handball

- Team Sport Strategies & skills
- Rules of the game
- Offense, Defense & Tactics
- Beach handball
- Assessment: Criteria A

Unit 2 : Aesthetic movement

- Gymnastic skills
- Communication & Research
- Sequence of movement
- Peer feedback
- Assessment: Criteria B,C and D

Unit 3 : Winter Sport

- Norwegian winter sports
- Weather appropriate games
- Game development
- Assessment: Criteria B and D

Unit 4: Net games

- Net games such as volleyball, badminton and table tennis
- Trying out variety of net games
- Controlled situations/ game situations
- Skills
- Self-assessment
- Assessment: Criteria C

Unit 5: Athletics

- Learning and trying out the mother of sports
- Running and jumping
- Time and measuring
- Assessment: Criteria A

PHE Course Outline - MYP 4

Course Outline:

Unit 1: Team Sport - Hockey

- Team Sport Strategies & skills
- Rules of the game (floorball and field hockey)
- Offense, Defense & Tactics
- Assessment: Criteria A

Unit 2 : Aesthetic movement

- Gymnastic skills
- Communication
- Research
- Sequence of movements
- Group performance
- Assessment: Criteria B,C and D

Unit 3 : Winter Sport

- Norwegian winter sports
- Weather appropriate games
- Game development
- Assessment: Criteria B and D

Unit 4: Swimming

- Improving swimming skills
- Assessment: Criteria A

Unit 5: Frisbee & Recreational Sports

- Student input
- Frisbee skills and games
- Performance
- Self-assessme
- Assessment: Criteria C

PHE Course Outline - MYP 5

Unit 1: Team Sport - Basketball

- Team Sport Strategies & skills
- Rules of the game (basketball & 3x3)
- Offense, Defense & Tactics
- Assessment: Criteria A

Unit 2 : Aesthetic movement

- Gymnastic skills
- Communication
- Sequence of movements
- Group performance
- Assessment: Criteria B,C and D

Unit 3 : Winter Sport

- Norwegian winter sports
- Weather appropriate games
- Game development
- Assessment: Criteria B and D

Unit 4: Swimming

- Improving swimming skills
- Assessment: Criteria A

Unit 5: Outdoor & Nature

- Fitness
- Orienteering
- Hiking
- Being a leader
- Assessment: Criteria C

* Units might change during the school year due to Covid19 restrictions, venue availability, the weather or students inquiries.