



Subject-group Overview Vertical/Horizontal Planner

Subject Area: Norwegian - A **MYP Level:** Phases 1-3

UNIT TITLE	Key concept	RELATED CONCEPTS	Global context	Statement of inquiry	Objectives/Objective strands/Assessment criteria	Summative assessment task	ATL skills/skill indicators	Content (topics, knowledge, skills)
How can I connect with others?	Connections	Context; Message	Identities and relationships	The way connect others often depends and sometimes we need to adapt our message to demonstrate our identities and relationships	Criterion B: Comprehending written and visual text, and D: using language in spoken and written form	Students will have to conjugate verbs and analyze sentences (using language in spoken and written form). Students will also comprehend written text by reading a text relating to unit, and answering questions that are substantial.	Information literacy skills Communication skills Critical thinking skills	What is friendship? What personality traits do I possess? Do you know who your real friends are?



Where would be without family?	Connections?	Meaning; Purpose	Identities and relationships	Our personal and extended family connections give meaning and a sense of purpose to our unique identities and relationships	<p>Criterion A: Comprehending spoken and visual text</p> <p>Criterion C: Communicating in response to spoken, written and visual text</p>	Students will have to write a full article, with all the structural elements of an article included. This article is about the unit-concept family. In addition students will have to conjugate nouns.	<p>Communication skills</p> <p>Reflection Skills</p> <p>Information literacy skills</p> <p>Critical-thinking skills</p>	<p>What is a family?</p> <p>What makes a family?</p> <p>How far can you trace your family history?</p> <p>How do cultural factors help to define you as a member of a family?</p>
Eat to live, or live to eat?	Culture	Message; context	Personal and cultural expression	Choices we make about what we eat are influenced by our culture and the context in which we live, and might send messages about who we are.	Criterion D: Using language in spoken and written form	Students will have to do research about the unit and in groups present their paper.	<p>Communication skills,</p> <p>Collaboration skills, critical thinking skills</p>	<p>How does food help shape who we are and how we live?</p> <p>How can we ensure that choices we make about harmful food don't have harmful consequences?</p> <p>What effect does the food</p>



								<p>eat have on our health? What does the food we eat tell us about who we are? How does the food we eat, and the way we eat it reflect our culture? Can we feed the world?</p>
How can we find our way?	Connections	Context	Orientation in space and time	Exploration allows us to better understand our orientation in space and time, and make connections to others through experiencing the context of their lives	Criterion C: Communicating in response to spoken, written and visual text	Students will have to analyze a Norwegian work (artwork, novel excerpt or etc.) about “being lost, and finding the way”, and write the analysis.	Communication skills Affective skills Information literacy skills Creative thinking skills	<p>What skills do I need to help survive if I get lost in the wilderness? Is it virtually impossible to get lost in today’s world? Which learner profile attributes would help me find my way? Why don’t animals get lost?</p>



								Is getting lost always such a bad thing? How can we help others finding their way?
What would life be like in a world without letters?	Communication	Message; audience; purpose; conventions	Identities and relationships	A carefully written letter can communicate a message to an audience that can help strengthen our identities	Criterion B: Comprehending written and visual text	Students will have to write a letter to the head teacher or principal persuading them to allow the school to take part in this year's celebration for a festival; National Letter Writing Week (a week launched by Royal Mail, the biggest postal delivery company in UK).	Communication skills (write). Reflection skills Critical-thinking skills Creative-thinking skills	Why are letters important? Why do we write letters? How can letters help bring us closer together How have letters influenced literature, art and culture? What do letters reveal about the past? Is letter writing at risk of dying out?



What is poetry?	Creativity	Audience; conventions; stylistic choices	Personal and cultural expression	Poetry is a uniquely creative form of personal and cultural expression that leaves much room for an audience to interpret meaning	Criterion A: Comprehending spoken and visual text	Students will have to analyze poems written by known Norwegian poets; by looking at how the poem is structured, looking at tools that the author has used (metaphors, similes, alliteration, rhymes, rhythms), but also by delving deeper into the meaning of the poet (what is the deeper meaning behind the poetry?)	Communication skills Reflection skills Critical thinking skills Creative thinking skills	Why does poetry matter? What is a poem? Why do we write poetry? How can we use poetry to express our thoughts, feelings and ideas? How can we use poems to tell stories? Does the way in which we share and write poems vary from place to place? Should we still read poetry today?
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Subject-group Overview Vertical/Horizontal Planner

Subject Area: Norwegian A **MYP Level:** (Phases 4-6)

UNIT TITLE	Key concept	RELATED CONCEPTS	Global context	Statement of inquiry	Objectives/Objective strands/Assessment criteria	Summative assessment task	ATL skills/skill indicators	Content (topics, knowledge, skills)
Am I ready for the real world?	Connections	Purpose	Identities and relationships	Although the future may seem an eternity away, making purposeful connections with others helps us to develop as individuals and as lifelong learners	Criteria B: Comprehending written and visual text Criteria D: Using language in spoken and/or written form	Reading comprehension via reading and answering questions. Article is related to the concept in unit. Students also write their own article. Criteria D: conjugating verbs	Organization skills (article writing), reflection skills (unit-related)	Learning about IB profile Future skill-development Article writing Article elements, what is required to write a proper article? Verb conjugation Sentence analysis.
What's that you said? (slang)	Communication	Audience; context; purpose	Personal and cultural expression	The language we use is means of personal and cultural expression, but for	Criteria A: Comprehending spoken and visual text Criteria C: Communicating in response to	Project based oral presentation based on lessons that lay the foundation for	Communication skills (presentation) Information literacy skills	What is slang? How does slang both shape and reflect culture? How is slang created in Oslo?



				effective communication, we need to adapt our use of words and phrases to suit different contexts and purposes	spoken and/or written text	knowledge students can use. Students have to do research and, in groups about the question 1: why is slang so multicultural in Oslo? Question 2: choose an urban text to analyze and present it to the class.	(research and presenting) Creative-thinking skills Collaboration skills	How did slang come to be in modern Oslo? How can we analyse a text that has Norwegian slang in it (can we delve deeper into it and look at socio-political/economic aspects through slang? Can we look at trends via slang?)
How can we overcome difficult challenges?	Communication	Point of view; Empathy	Identities and relationships	Our identity is affected by the relationships we form; building relationships requires good communication and empathy for others' point of view.	Criterion C; communicating in response to spoken and/or written and/or visual text	Students will give individual presentations on important Norwegian leaders, how they faced challenges and overcame them, and present their point of view to the class,	Communication skills Information literacy skills Media literacy skills Reflection skills	What is leadership? What is a void When in life do you feel it is important to take risks?



						either via a text they themselves have written or something they choose to present.		
Can we travel through writing?	Creativity	Conventions ; Point of view; Purpose; Audience	Orientation in space and time	Travelling to new places allows us to express our creativity and gives us access to other points of view; the conventions of travel writing serves the purpose of allowing us to share our experiences with audiences from around the world and develop a sense of our orientation in space and time.	Criterion B: comprehending written and visual text	Students will have to read an extract from an essential Norwegian text, and answer questions that follow. It is important for students to use their own words as much as possible, and give examples.	Organization skills Creative-thinking skills Transfer skills Communication skills (written communication)	What is travel writing? What are the conventions of travel writing? How has travel writing changed over time? What do we gain from travel writing? Can travel have harmful consequences?





Is tradition worth preserving ?	Culture	Voice; argument; message	Fairness and development	Traditions are an important part of any culture, but some can be harmful to certain groups of people. To promote fairness and development across the globe, we must allow those without a voice to present an argument and spread their own message about the place of such traditions in the modern world.	Criterion D: Using language in spoken and/or written form	<p>“Traditional values are often deployed as an excuse to undermine human rights” (translated to Norwegian): Write an essay for or against the statement above. Take some time to plan your essay before writing. Make sure you follow the conventions of an argumentative essay. Organize your work into paragraphs. Your essay should be 300-400 words long.</p>	<p>Communication skills Collaboration skills Critical thinking skills Creative thinking skills</p>	<p>Why are traditions important? How can tradition help us to develop a sense of personal and cultural identity? Can traditions be harmful? Is it ok to compromise the safety of animals for the sake of tradition? Should we stop harmful traditions?</p>
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						Do not use translating devices or dictionaries for this task.		
How do you see the world?	Communication	Point of view; Empathy; Bias	Scientific and technical innovation	Scientific and technical innovation has allowed us to understand how our brain function enables us to learn through communication, to empathize with others, and to understand how their way of seeing the world may differ from our own.	Criterion B: Comprehending written and visual text	Students will look at a poster on a website and answer questions such as; identify the purpose of the text, "parents are the main target audience for this poster. Is this statement true or false? Use evidence from the poster to justify your response. Identify an example of juxtaposition in the text.	Critical thinking skills Information literacy skills Critical thinking skills Organization skills	How do you see the world? How do our brains work? Why do we see the world in different ways? What is invisible disability? How can literature and art help us to understand others better? How have our attitudes to mental illness changed over time? Why is the number of young people with mental health issues higher than ever before?