

Spanish
Global Studies
Science
Digital Skills
Music
Maths
History
Geography
P.E.
Norwegian
Visual Arts
Drama
SFL French
English
Service PSHE
Learning

OSLO INTERNATIONAL SCHOOL

Year 8 SUBJECT GUIDE

Year 8 subject guide

Overview of subjects

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English

Course description:

The study of English in Years 7 - 10 is designed to develop language abilities in reading, writing, speaking and listening; to develop knowledge and understanding of grammar and to recognize the style of language used in specific contexts and situations; to encourage inquiry based learning and use appropriate techniques for posing questions, defining problems, processing and evaluating various types of texts, drawing conclusions and flexibly applying findings to further learning.

The course aims to develop students' ability to communicate accurately, appropriately and effectively in speech and writing; to understand and respond imaginatively to what they hear, read and experience in a variety of media; enjoy the reading of literature and poetry and appreciate their contribution to aesthetic and imaginative growth; explore areas of human concern, thus leading to a greater understanding of themselves and others.

Syllabus outline:

The year is divided into the following areas of study:

- A study of mythologies from around the world.
- A study of a contemporary work of fiction.
- A study of a pre-21st century work of fiction.
- Directed Writing: A study of non-fiction texts with a variety of forms and purposes i.e., informative, descriptive, persuasive. The study focuses on print media text-types such as news report, letter-to-the editor, and feature article. Additionally, creative writing (imaginative/narrative) and essay writing skills are explored.
- Speaking and listening skills are developed through presentations, oral reports, plays, and group and class discussions.

Grammar & language resources:

Grammar and Language Oxford Grammar for Schools, The Literacy Kit, and others.

Lower Secondary reading programme:

The Lower Secondary Reading Program is designed to instil a love of reading in students. Through this programme students will read for a sustained period of time, and complete various tasks that respond to, and reflect upon, the books that they are reading. Students are encouraged to read a variety of books of their own choice, and from the suggested reading list, inclusive of diverse, challenging, and classic literature.

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Mathematics

Course description:

Five mathematics lessons per week are taught in mixed ability groups. As students may begin with differing backgrounds in mathematics, we aim to differentiate instruction and resources to meet varying needs, including the amount and level of work covered. Extension work is offered to those who need extra challenge.

During the study of each unit, we employ a variety of teaching and learning methods. The use of manipulatives, interactive media and hands-on technology are used to enhance learning where appropriate. Problem-solving and mental calculation skills are incorporated into the course with reference to real world applications where applicable. Investigations and activities may be done individually, in pairs or small groups. Assignments are given to explore and reinforce the concepts learned in class.

Syllabus outline:

The year 8 syllabus is divided into eight units of study:

- Order of Operations, Integers and Absolute Value
- Fractions, Decimals and Percentages
- Indices, Squares and Square Roots, Scientific Notation
- Algebraic Expressions
- Algebraic Equations and Inequalities
- Ratio, Proportion and Percentages
- Sequences, Functions, Graphs and Linear Equations
- Probability
- Geometry (Angles, Triangles, Parallel Lines, Polygons, Transformations)
- Measurement (Perimeter, Volume, Surface Area, Circles)

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History

Course description:

History in Year 8 concerns itself primarily with the development of the student's critical thinking skills and his/her understanding and appreciation of different peoples, cultures and times. It aims to place this understanding and skill development in a chronological context beginning with The Renaissance and ending in 1750.

Syllabus outline:

The year 8 syllabus is divided into five units:

Unit 1 - Church & State

- Period Overview
- Life in a Monastery
- Church-State Conflict
- The Crusades
- Life in Towns
- Trade and Merchants
- The Black Death

Unit 2 - The Renaissance

- What, When and Where was the Renaissance •
- Italian City States
- Patrons (The Medici's)
 - Humanism and Scientific Thought
 - Painting styles and Architecture
 - Renaissance Artists
 - The Printing Press

Unit 3 - The Reformation

- What is the Reformation?
- Life in Europe before the Reformation
- Martin Luther
- The Spread of Protestantism
- The Impact of the Reformation on Europe

Unit 4 - Exploration

- European Exploration Begins
- Explorers
- Europeans in Africa, India and Southeast Asia
- Conquest in the Americas
- Colonisation

Unit 5 - The Atlantic Slave Trade

- Origins of Slavery
- The Triangular Slave Trade
- Life of a Slave
- The Middle Passage
- Abolishing the Slave Trade

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Geography

Course description:

This course will cover three main units in Geography. In the population unit, we explore population growth around the world, its impact on the planet and possible solutions to keep the Earth healthy for future generations. In the urbanization unit, we study how towns and cities grew, explore urbanisation around the world, define “poverty” and predict cities of the future. Finally, in the Asia unit, students get to choose an individual/organization who demonstrates global citizenship in Asia, and produce a film on their respective cause.

Syllabus outline:

The year 8 syllabus is divided into five units of study:

Unit 1: Population

- Our numbers are growing fast: timeline of population growth
- Population distribution
- Population around the world
- Human impact on the world
- Creating a more sustainable future

Unit 2: Urbanisation

- How are towns and cities grew
- Urbanisation around the world
- Why people move to urban areas
- Challenges with urbanization
- Poverty
- Cities of the future

Unit 3: Asia

- What and where is Asia?
- Asia’s countries and regions
- Global citizenship in Asia project

Year 8 subject guide

Science

Course description:

The Year 8 science courses at OIS is based on a selection of units from the England and Wales Key Stage 3 Science scheme which caters for 11 to 14 year olds. The units are selected to give students experience, knowledge and skills in all three major sciences; Biology, Chemistry and Physics.

Syllabus outline:

The year 8 syllabus is divided into 8 units of study:

- Food and Digestion
- Combustion
- Light
- Unicellular Organisms
- Energy Transfer
- The Periodic Table
- Fluids
- Plants and Their Reproduction

Physical Education (P.E.)

Course description:

Physical Education introduces a range of basic skills for each sport within discrete and applied situations, and in individual and partner/group/team tasks. The importance of positive social, emotional and sportsmanship attributes are also emphasized and encouraged throughout the year.

Syllabus outline:

- Football
- Volleyball
- Badminton
- Basketball
- Swimming
- Aesthetics
- Fitness
- Ultimate Frisbee
- Handball
- Athletics/Deadball
- Smolball
- Floorball

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Norwegian A

Course description:

The study of Norwegian A in Year 8 is especially developed for Norwegian native speakers at OIS. The student will develop their language abilities in grammar, reading, writing, speaking, literature, religion and culture, and listening throughout the course. The aims of the course are for students to communicate and discuss accurately, develop writing and reading skills, and learn through self studies.

Syllabus outline:

The year 8 syllabus is divided into the following units of study:

- Literature: Continuous reading, self chosen novels and *Herman* by Lars Saabye Christensen.
- Prose: Short texts from well known Norwegian writers and newspapers e.g. *Aftenposten Junior*
- Poetry: Different types of poems.
- Writing: Writing short stories, poetry and articles
- Grammar: Learn Norwegian grammar rules according to the Norwegian school system
- Religion: Christianity, Ethics and Philosophy
- Self studies: be able to extract important issues from a written text, research from Internet and create and complete work using a PC

Textbooks: *Nye Kontekst 8-10 Basisbok*, *Kontekst 8-10 Grammatikk og Rettskriving*, *Kontekst Tekster 1*, *Kontekst Tekster 2*, *Kontekst Tekster 3*. *RLEboka 8-10*

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Norwegian B and C

Course description - Norwegian B & C:

Both Norwegian B and C focus on language acquisition and its application in four active and interrelated skills: listening, speaking, reading and writing. All foreign language courses at school aim to develop the ability to use the language effectively for the purpose of practical communication, and offer insights into the culture and civilisation of the countries where the language is spoken.

Syllabus outline - Norwegian B:

The year 8 syllabus for Norwegian B is divided into the following units of study:

- The home, family and spare time activities
- The School and future plans
- Town and services
- History of the democracy
- Leisure and travel
- The environment
- Culture, Language history and history
- Social studies taught in Norwegian
- Krle: (Christianity and religion studies)
- Literature: Astrid Lindgren - *Brødrene Løvehjerte*

Syllabus outline - Norwegian C:

The year 8 syllabus for Norwegian is divided into the following units of study:

- The self and family
- The home
- The school and future plans
- Town and services
- Food and drink
- Leisure and travel
- The environment
- The weather
- Health
- Culture, language history and history

Year 8 subject guide

French B and Spanish B

Course description:

The main focus of this course is on language acquisition and its application in four active and interrelated skills: listening, speaking, reading and writing.

All foreign language courses in the school aim to:

- Develop the ability to use the language effectively for the purpose of practical communication in all the countries where the language is spoken.
- Form a sound base of the skills, language and attitude required for further study, work, and leisure.
- Offer insights into the culture and civilisation of the countries where the language is spoken.
- Develop a further awareness of the nature of language and language learning.
- Encourage positive attitudes towards foreign language learning and towards speakers of foreign languages and a sympathetic approach to cultural diversity.
- Provide enjoyment and intellectual stimulation at a suitable level for each individual student.
- Complement other areas of study by encouraging skills and abilities for a more general application (e.g. analysis, memorising, drawing of inferences, aesthetic awareness).

Syllabus outline:

- The self and family
- The home
- The school and future plans
- Town and services
- Food and drink
- Leisure and travel
- The environment
- Weather
- Health

Year 8 subject guide

Music

Course description:

The world we live in is surrounded by music. Music is an inevitable part of our daily lives. During the 4 weekly lessons in a trimester, students will experience a variety of genres in popular music, with the focus on practical, theoretical, historical and cultural aspects of them. Through the use of body and voice, critical listening and playing tuned and non-tuned instruments (the Orff's method), students will develop their own skills, learn about ensemble work and gain knowledge about music's diverse heritage and variety of musical tradition. They will be acquainted with a broad variety of popular genres/ styles and find out how certain genres shaped the popular music today.

Syllabus outline:

Performance styles in popular music.

Drama

Course description:

Drama is about understanding what it is like to put yourself in somebody else's shoes. Drama is concerned with communication. In year 8 the students will explore, in four lessons a week in a trimester, how comedy is used to communicate a story to an audience by: exploring a variety of comedy texts; exploring the cultural and historical context in which comedy originates; experiment with different ways of performing; improvising around the central theme of a comic stimulus; developing comedic presentations; and evaluating critically their responses to both live and recorded comic performances. Exploring the questions: Why we laugh? What might be some of the ways in which comedy can be a universal language?

Syllabus outline:

The year 8 syllabus is divided into 3 units of study:

- Why We Laugh—origins of comic archetypes
- Improvisation, Slapstick and the Comic duo
- Stage Fighting for comic effect

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Visual Arts

Course description:

In art lessons we aim to foster an interest and enthusiasm in learning about the visual arts, and an appreciation of the breadth of the subject. Through individual creative processes, students practice their critical thinking skills, solving open-ended problems by reflecting and making connections beyond the art room. This will encourage them to become self-learners, and prepare them with the life skills that is valued in the 21st century world.

They are taught to engage in projects, focus on a task for a sustained period of time and persist with their work. Students will learn skills to generate mental images that will help guide their work and use their imagination to think of new ideas and forms. In art lessons in year 8 we aim to extend the acquisition of practical skills and increase the breadth of materials available to the students.

Students are encouraged to broaden their knowledge of historical and contemporary art through discussion and observation.

Syllabus outline:

The year 8 syllabus covers the following units of study:

- Abstract landscape - experimenting with techniques, mixing media.
- Observational drawing - a practice of looking (e.g. personal objects).
- Typography + Layout - exploration of visual elements and artistic conventions.
- Art history - integrated with all unit topics.

Year 8 students receive the curriculum through a variety of teaching and learning methods. Practical demonstration of skills and examples of work are typical; however, students are also encouraged to experiment and develop their own forms of expression. Media available are typically: paint, charcoal, pencil, fabric, chalks, paper and card, printmaking materials.

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21st Century - Digital Skills / Programming

Course description:

The course enables students to enhance their problem-solving and critical thinking skills, apply project management and development methodologies and broaden their computing skills. It is a vertically aligned computer science programme that utilises a project-based learning (PBL) approach, and addresses topics such as algorithms, programming, control technology, robotics, 3D modelling and 3D printing, involving students in design methodologies such as rapid prototyping and rapid application development to produce digital products that will prepare them better for future employment. E-safety and digital responsibility is a cornerstone of the course; students are required to take a critical look at their own use of digital technology and the impact of social media on society.

Syllabus outline:

Project - Lego Robotics Space Challenge: Study is project based, and students work as scientists and engineers. They will immerse themselves in motivating STEM activities that prompt creative problem-solving, communication, and teamwork. Working in teams, they will build, customise and program their own autonomous robots to complete a range of challenges on the Challenge Mat, an engaging and motivating platform where they'll creatively apply their STEM knowledge and expand their problem-solving skills as they develop their Space Challenge solutions.

Project outcome: Using Lego's proprietary NXT and EV3 blocks-based programming environment, students will build their own robots to complete 7 space-themed challenges, culminating in a final challenge day, in which each team is pitted against each other in a winner takes-all, high-stakes, against-the-clock competition!

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21st Century - Global Studies

Course description:

Global Studies is the study of transnational issues, and how these issues are interconnected with a variety of other issues, such as globalisation in all its aspects: economic, cultural, political, social and even biological. Students explore issues that affect their own lives.

Key skills such as research, collaboration, negotiation, communication, leadership and problem solving are utilised through personal projects and topics of study, enabling them to engage in creative problem solving and to share understanding which will prepare them for further study, the workplace and the community.

The aim is to help students develop critical reflection, deepen their understanding of the global issues which affect them, engage actively in solving problems creatively, learn about human difference, diversity and commonality, all while focusing on our school core learner goal of being ethical international citizens in a changing and challenging world.

Syllabus outline:

The year 8 syllabus is as follows::

- “You must be the change you wish to see in the world.” - Mahatama Ghandi Transfer Concept (Big Idea): Complex problems are best solved when a group embraces diverse perspectives, expanding the possible solutions through multiple means.
- What is globalisation? Positive and Negative features, historical aspect.
- 10 Challenges Facing the World Today: Essential Questions: What environmental, political, and social issues pose challenges to societies throughout the world? What might be the origins? What might be some possible solutions?
- Our Carbon Footprint: Essential question: What might be some of the ways our lifestyle choices impact the greenhouse effect and climate? ‘Think Global, Act Local’

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21st Century - Service Learning

Course description:

This course aims to introduce the importance of service learning and global citizenship. Students will define key service learning terms and see how/why such ideas have made the world a better place. After learning about global citizens such as Mahatma Gandhi, MLK Jr. and Nelson Mandela, students will put their exploration into practice by helping the OIS community in a number of cross-age activities. In addition, students will have the opportunity to explore the critical term circular economy, and act on this concept by creating an OIS recycling plan of their own.

Syllabus outline:

Course Themes: Citizenship, The Circular Economy, Recycling

- **Defining "service learning":** Students will explore the term "service learning" and discuss WHY service learning is being introduced and mandated in many schools around the world.
- **Exploring Global Citizenship:** The class will review "global citizenship" and look at a number of new individuals and organisations acting on global citizenship. Of the numerous global citizens throughout the ages, we will take a more in-depth look at several individuals who necessarily made the world a better place for the greater good.
- **Discussing Global Citizens:** Of the numerous global citizens throughout the ages, we will take a more in-depth look at several individuals who necessarily made the world a better place for the greater good.
- **Engaging with the OIS student community:** Students will work with the organization, HoldNorgeRent, where we will commit to cleaning Huk Beach three times throughout the school year. In doing so, we will explore the immensely important topic of plastic/microplastics, see how local and global environmental clean-up is making a tangible difference around the world, and create newspaper articles/ videos about our findings. Students will also visit Losaeter, Norway's only sustainable urban farm. In doing so, we will explore the vital topic of urban sustainability and what is being done by both Oslo and cities around the world to make the planet more sustainable.
- **OIS Faculty/Administration:** Students will work with the pre-school department on numerous activities. In addition, the class will nominate the best OIS recycling program proposal and the respective group will discuss their ideas with the OIS administration.
- **Indirect, research-based, advocacy service learning project:** After going on the HoldNorgeRent and Losaeter field trips, students will develop and engage in a project that focuses on an action plan that advocates one of our partner organizations.

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PSHE (personal, social, health and economic education)

Course description:

The PSHE course aims to educate and support the moral, social, personal and physical wellbeing of each student. Students will make informed choices, now and in the future in creating a secure and caring environment in their daily lives and that of others. This course will also teach students to develop respect and understanding for others, foster positive attitudes for personal and cultural diversity and increase global awareness. Each lesson will begin with school business/information, followed by content of the selected topic and conclude with reflection/sharing.

Syllabus outline:

- Self-Assessment: What kind of person am I? Characteristics/traits
- Power of the Media, Social Media Platforms
- Cooking and Nutrition: Healthy Food and Healthy Lifestyle
- Mental Health: Peer Pressure
- Friendship, Communication, and Listening Skills
- Dangerous Habits : Addictive Substances
- Bullying, Internet Safety and Social Media
- Me as a Student: Test-taking Strategies and Growth Mindset

Year 8 subject guide

English B

Course description:

English B seeks to provide a nurturing environment conducive to effective learning in which the student acquires the social and academic language needed to participate fully in all school situations. Students will continue to gain confidence in using English; to develop their skills of reading, writing, speaking, listening and grammar and to be willing to take risks in trying out language.

Course aims:

The OIS English B curriculum is to help students:

- develop abilities in English language skills - reading, writing, listening, speaking and grammar
- gain a knowledge and understanding of how English works
- build the confidence to communicate these skills both inside and outside the classroom
- promote language and cultural heritage, the connections and transfer of knowledge and skills from their mother tongues to English
- understand different norms of behaviour, rules and routines that may exist in the new school environment
- integrate socially integration both in the classroom and outside
- develop appropriate strategies and skills to support their learning
- celebrate an intercultural and inclusive community

SfL (Support for Learning)

Course description:

The Support for Learning (SfL) Department is referred to when students require additional support. The aim of SfL is to provide students with skills and strategies to be lifelong learners, as well as giving them confidence in their own learning. Students are given four lessons of support each week, equally divided between mathematics and literacy. The OIS advantage of SfL:

- Support classes are small, allowing for individualized attention
- Students are not pulled out of lessons (in Yr 7, lessons are in place of Geography or History)
- Communication between teachers is frequent, and services and progress continually monitored.
- Areas of focus can include study strategies, time management strategies, and organizational strategies.