

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

OSLO INTERNATIONAL SCHOOL

# Year 9

SUBJECT GUIDE

# Year 9 subject guide

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# Year 9 subject guide

## 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 a range of 19th, 20th and 21st Century short stories and poetry from a range of perspectives, with a focus on inclusivity and diversity.
- A study of a contemporary work of fiction.
- Directed Writing: A study of non-fiction texts with a variety of forms and purposes i.e., informative, evaluative, persuasive. The study focuses on non-fiction text-types such as speech, film review, and report/recount. Additionally, creative writing (narrative and poetry) and essay writing skills are explored.
- Speaking and listening skills are developed through presentations, debates, 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.

# Year 9 subject guide

## 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.

Teaching is focused on conceptual understanding, differentiated where appropriate to meet the needs of learners, informed by formative and summative assessment, includes an inquiry-based approach, and encourages collaboration.

### Syllabus outline:

The year 9 syllabus is divided into nine units of study:

- Number Sense
- Algebra Expressions and Equations
- Linear Equations
- Simultaneous Equations
- Financial Mathematics
- Introduction to Polynomials, Quadratic Products and Factors
- Quadratic Equations and Graphs
- Pythagoras and Trigonometry
- Geometry

# Year 9 subject guide

## History

### Course description:

History in Year 9 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 of about 150 years, beginning with the start of the Industrial Revolution in the middle of the 18th century, and ending with rise of Imperialism in the late 19th century.

### Syllabus outline:

The year 9 syllabus is divided into five units:

#### *Unit 1 - Industrial and Agricultural Revolution*

- Why Britain was the First Country to Industrialise.
- Agricultural Changes
- The Factory System
- Methods of Power
- Transportation
- Living and Working Conditions

#### *Unit 2 - New Ideas and Political Revolution*

- Popular Protest
- The Enlightenment
- The American and French Revolutions
- The Rise of Napoleon
- Napoleon's Europe

#### *Unit 3 - Nationalism, Liberalism and Imperialism*

- The Legacy of the Revolutionary Era
- 1848 "The Year of Revolutions"
- The Unification of Italy and Germany
- Tensions in Europe

# Year 9 subject guide

## Geography

### Course description:

This course will cover three main units in Geography. The first unit is Living off Earth's Resources, where we learn about Earth's most precious resources around the world, the key environmental challenges of the 21st century and come up with possible solutions to make the world a more sustainable place to live. The second unit is International Development, where we study examples of "the rich and poor worlds", inquire why there is such a gap and explore the possible solutions to ending poverty. The final unit is on the Middle East, where students create a video on a global citizen/organisation who is making a positive difference in the region.

### Syllabus outline:

The year 9 syllabus is divided into three units of study:

#### *Unit 1: Living off Earth's Resources*

- Earth's natural resources
- Water around the world
- Soil...a precious resource/desertification
- Oil for energy
- Renewable resources
- But what about other species?

#### *Unit 2: International Development*

- Rich world, poor world
- So what is development
- Measuring and mapping development
- How did the development gap grow
- Escaping from poverty
- Putting an end to poverty

#### *Unit 3: The Middle East*

- Introducing the Middle East
- The Middle East: physical geography
- The people of the Middle East
- Global citizen Middle East Video project

# Year 9 subject guide

## Science

### Course description:

The year 9 and 10 science course has been developed to provide students with a foundation for International Baccalaureate level science study. The use of this syllabus is intended to extend learning in important areas of science begun in years 7 and 8, to introduce students to more advanced topic suitable for a general science education, and to give students access to the experiences, skills and knowledge which they will need to progress to International Baccalaureate or other advanced science study.

### Syllabus outline:

This science course is taught through a series of coordinated biology, chemistry and physics topics. The topic titles in Year 9 are:

#### BIOLOGY

- Life processes
- Breathing and gas exchange
- Blood and circulation

#### CHEMISTRY

- The essentials of Chemistry
- Arranging the elements
- Materials and bonding
- Practical skills

#### PHYSICS

- The strength of solids
- Force and motion
- Energy transfer
- Electricity

## 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:

The year 9 syllabus is divided into 12 units of study:

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

# Year 9 subject guide

## Norwegian A

### Course description:

The study of Norwegian A in Year 9 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 9 syllabus is divided into the following units of study:

- Literature: Continuous reading, and *En Folkefiende* by Henrik Ibsen
- Prose: Short texts from well known Norwegian writers and newspapers
- Poetry: Different types of poems.
- Writing: Short story analysis, and writing short stories, poetry and articles
- Grammar: Learn Norwegian grammar rules according to the Norwegian school system
- Religion: Judaism, Ethics
- Self studies: be able to extract important issues from a written text, research from Internet and create and complete work using a PC

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



# Year 9 subject guide

## 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 9 syllabus for Norwegian B is divided into the following units of study:

- Family, relatives and origin
- Cultural differences and cultural awareness
- The School and future plans
- Political system of Norway
- Digital Media
- Peer Gynt: The travel and experience
- The local environment
- Weather, climate and environment
- Nature, food and health awareness
- Culture, Language history and history
- Social studies taught in Norwegian
- KRLE (Christianity and religion studies)
- Literature: Jostein Gaarder - Kabalmysteriet

### Syllabus outline - Norwegian C:

The year 9 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 9 subject guide

## French B and Spanish B

### Course description:

Because of the nature of our school, students arrive at OIS with a different previous experience of learning the target languages. For this reason, Modern Languages at OIS in years 8-10 consist of Beginner, Post Beginner (CEF A1) and Intermediate levels (CEF A2). At each level there is a progression and development of syllabus topics. (Please see Common European Frameworks for reference).

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 help students:

- 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 and language 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 9 subject guide

## Music

### Course description:

During the 4 lessons per week in a trimester, students will learn about a great variety of percussion instruments and experience them in a number of practical exercises. They will respond to a range of stimuli to communicate and develop music ideas, present and evaluate own and others performances. They will play a piece from a certain geographical location in the world, supporting drama class in their presentation. Through the use of body and voice, critical listening and playing percussion instruments (the Orff 's method), students will develop their own skills, learn about ensemble work and apply knowledge and understanding necessary to perform and appreciate music in a broadest possible way.

### Syllabus outline:

- Percussion instruments. Percussion around the world.
- World music/Storytelling or Playing for change (both in collaboration with drama)

## Drama

### Course description:

Drama contributes to the development of a broad spectrum of knowledge and skills. It introduces students to different social, cultural and historical dimensions of the human experience. During the trimester the students will explore the *Commedia dell arte* and its influence of physical theatre. In drama lessons, the students will be involved in: creating effective drama; using a range of dramatic skills, techniques, conventions and styles to express their ideas and feelings; performing monologues, dialogues and scenes from a variety of commedia texts. In a curricular arts project, the students will collaboratively create with music and art stop motion animations. They will produce the animations for a target audience. Essential Questions: What are some of the ways in which improvisation can help us take risks and express ourselves creatively? How do we communicate non-verbally? What might be some of the ways we can engage an audience?

### Syllabus outline:

- Commedia dell' Arte
- Stop Motion Animation - storytelling (collaboration with music and visual arts)

# Year 9 subject guide

## Visual Arts

### Course description:

Art education aims to foster an interest and enthusiasm of the world of art and the wonders of making. Visual art encourages and enables students to a variety of media in a process of creative exploration. Students will develop an understanding of historical and contemporary art, and relationship between art and its contexts.

The Year 9 students work on specific topics over a period of 3-4 weeks. They are encouraged to employ visual research to a greater degree than previous years. The syllabus investigates the role of social and cultural history and politics in art. In this year group we include topics which require them to make observations and learn more about individual research.

### Syllabus outline:

The year 9 syllabus covers the following units of study:

- Skill -building on drawing/painting techniques
- Observational drawing e.g. Human Studies/Facial proportions/Portraiture
- Art History research, exploring social, environmental and/or political issues
- Art in Context : The interpretation of themes/symbols through chosen styles in art history, art movements, and historical backgrounds.

Year 9 students receive the curriculum through a variety of teaching and learning methods. Practical demonstration of skills and examples of work are typical; students are also encouraged to experiment and develop their own forms of expression. Media available are typically: a variety of paint, charcoal, paper, card, chalks and a variety of other materials suitable for mainly 2D work. Students also have access to computer graphics and iPads. Students will work individually to expand as self-learners and reflect over own choices.

# Year 9 subject guide

## 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 - Classic Text-based Adventure Games:** Study is project based, and students were introduced to Python- a multi -purpose object -oriented high -level programming language. Through a game - based learning approach, students are introduced to variables, strings, functions and the basic coding constructs of sequencing, selection and iteration. Students are taught to understand error diagnostics in the Integrated Development Environment and to debug their code.

**Project outcome:** Using the classic 1980s text-based adventure game 'Zork' as a starting point, students will develop their own game that runs on the world's most powerful graphics card - imagination!

# Year 9 subject guide

## 21st Century - Global Studies

### Course description:

Students explore global and local issues, including developmentally appropriate aspects of the environment, economy, conflicts, rights and governance.

Lower Secondary students participate in Personal Projects and Model UN scenarios that enable them to engage with contemporary global issues and at the same time learn key skills (such as research, negotiation, presentation, leadership and problem-solving) that prepare them for success in further study, the workplace and the community.

In addition, such projects can help students develop the habit of critical reflection, deepen their understanding of global issues and the complex causes of social problems, enable them to engage in action, sharpen their abilities to solve problems creatively, learn about human difference and commonality as well as develop civic responsibility attitudes and skills.

### Syllabus outline:

The year 9 syllabus is as follows:

- Introduction to the United Nations
- The Convention on the Rights of the Child
- Preparing for a Model UN conference
- Model UN Conference Unit
- The United Nations Sustainable Development Goals

# Year 9 subject guide

## 21st Century - Service Learning

### Course description:

This course aims to build on the skills, topics and field trips introduced in year 8 geography. To begin the course, students will first creatively review the meaning of the terms “service learning” and “global citizenship” and see how such terms have helped communities around the world unite. The class will then be briefly introduced to the major service learning topics to see how organizations have banded together to help make the world a better place. As a class, students will then visit two of our partner organizations, REV Ocean and Katapult Ocean where they will actively learn about how organizations are trying to keep our oceans healthy and sustainable. With the proper “investigations, preparation and planning” in place, students will then engage in an indirect/direct service, advocacy project of their choice where they will have the chance to advocate one of the two OIS partner organizations.

### Syllabus outline:

*Course Themes: Circular economy, oceans, sustainable business*

- **Defining “service learning”:** Students will review the term “service learning” and discuss WHY the service learning course has been introduced to OIS and schools around the globe.
- **Exploring Global Citizenship:** The class will review the term “global citizenship” and also look at a number of new examples of individuals and organisations acting on global citizenship.
- **Discussing Global Citizens:** Of the numerous global citizens throughout the ages, we will take a more in-depth look at several individuals (local and global) who necessarily made the world a better place for the greater good.
- **Engaging with the local (Oslo) community:** Students will visit REVOcean, one of the world leaders in ocean research. In doing so, they will explore the important topic of technology/research and how it has the potential to really clean up the world’s oceans. Students will also meet and work with Katapult Ocean, an organization that invests in ocean preservation start-up companies. In doing so, students will explore the topic of sustainable environmental business models and present to the Katapult team their own start-up idea for OIS-Demo day.
- **Indirect, research-based, advocacy service learning project:** After going on the two field trips, students will create their own sustainable environmental business and present it for “Demo day” in front of the OIS and Oslo communities.

# Year 9 subject guide

## 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:

- Psychosocial and Physical Health: Sleep and other factors impacting learning
- Goal-Setting, and Deliberate Practice (using Typing Skill Development)
- Mental Health: Stress management, Transitional Stress
- Sexual Health Education
- Bullying and Internet Safety and Social Media
- Cooking and Nutrition: Budgeting a Meal
- Me as a Student: How to Study and Memory



# Year 9 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.