



OSLO INTERNATIONAL SCHOOL

Year 10 SUBJECT GUIDE

Year 10 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 a contemporary or 20th century work of fiction.
- A study of a Shakespearean play.
- Directed Writing: A study of texts with a variety of forms and purposes i.e. informative, expository, persuasive. The study focuses on non-fiction text-types such as online blog, podcast, and speech. Additionally, creative writing and essay writing skills are explored.
- Speaking and listening skills developed through, presentations, podcasts, 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.

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 10 syllabus includes the following units of study:

- Coordinate Geometry and Straight Lines
- Algebra and Algebraic Fractions
- Indices and Surds
- Probability
- Surface areas and volumes of 3D solids
- Similarity and Congruency
- Quadratic Equations and Graphs
- Matrices

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History

Course description:

History in Year 10 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 at the end of the 19th Century, with a focus on Europe, and ending with the collapse of the Soviet Union by the end of the 20th Century.

Syllabus outline:

The year 10 syllabus is divided into six units:

Unit 1 - Causes of WW1

- Militarism
- Alliances
- Imperialism
- Nationalism
- Long and Short Term Causes

Unit 2 - WW1

- Outbreak
- Main battles and events (Individual topics)
- American involvement
- End of War
- Russian Revolution

Unit 3 - Post WW1

- Peace Treaties
- League of Nations
- America during the 1920s
- Collapse of World Co-operation

Unit 4 - The Road to War

- Failure of the League of Nations
- Rise of Nazism
- How Hitler came to power
- Propaganda
- Appeasement
- Collapse of Peace

Unit 5 - WW2

- Outbreak of War (individual topics)
- Yalta and Potsdam
- Defeat of Germany

Unit 6 - Post WW2

- America and Soviet Union
- The Cold War
- Berlin Airlift

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Geography

Course description:

This course will cover two major units in geography. The first unit is Migration, where we explore current events and focus on why there are record numbers of voluntary and forced migration around the world. In particular, we will examine the "migration crisis" in Europe and Norway and gain perspective of those who have left their homes to seek a new life style by working directly with the Norwegian Refugee Council (NRC), The International Organization for Migration (IOM) and Doctors without Borders. The second unit is Globalization, where we explore the word "globalization" and how it has impacted the world politically, economically, socially and environmentally. We will look at both the benefits and challenges of globalization and how it has impacted specific countries around the world.

Syllabus outline:

The year 10 syllabus is divided into two units of study:

Unit 1: Migration

- What is migration?
- Forced vs. voluntary migration
- Refugees (Syria, Yemen, Myanmar, Democratic Republic of the Congo)
- Migrant workers
- Climate refugees
- Migration into Europe
- Independent study

Unit 2: Globalization

- What is globalization?
- Positives/Negatives of globalization
- How globalization affects the world politically, economically, socially, environmentally & ethically
- Focus on technology, including artificial intelligence and scientists helping to solve the covid crisis
- Application to current events, including climate change and covid
- Solutions/Global citizenship

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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 topics 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 course is taught through a series of coordinated biology, chemistry and physics topics.

BIOLOGY

- Nervous system homeostasis
- Endocrine system homeostasis
- Plant reproduction

CHEMISTRY

- Acids and alkalis
- Salts
- Metals & their reactivity
- Rates of Reaction

PHYSICS

- Waves
- Magnetism and electro-magnetic Induction
- Kinetic energy and momentum
- Nuclear

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 10 syllabus is divided into 12 units of study:

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

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Norwegian A

Course description:

The study of Norwegian A in Year 10 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 10 syllabus is divided into the following units of study:

- Literature: Continuous reading, and *Forrådt* by Amalie Skram
- Prose: Short texts from well known Norwegian writers and newspapers
- Poetry: Different types of poems.
- Writing: In depth article (approx 10-15 pages) of literature period, writing short stories, poetry and articles.
- Grammar: Learn Norwegian grammar rules according to the Norwegian school system
- Religion: Islam, 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 10 syllabus for Norwegian B is divided into the following units of study:

- Norwegian history: From 1814 - 1905
- Future plans, work and education
- Rights , responsibilities and duties as a teenager in Norway
- Dialects and sociolects
- Henrik Ibsen and the theatre: Human rights, women's rights and society between 1850 - 1900
- Technology and development: The Industrial revolution
- Weather and climate
- Friendship and love Culture, Language history and history
- Social studies taught in Norwegian KRLE (Christianity and Religion studies)
- Literature: Henrik Ibsen - Enemy of the people

Syllabus outline - Norwegian C:

The year 10 syllabus for Norwegian is divided into five 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
- Literature: Karius and Bactus

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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

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Music

Course description:

The Music programme provides opportunities for each individual to experience music as an art form, in a broadest possible way. During the 4 weekly lessons in a trimester, students will experience a variety of practical, theoretical, historical, cultural and ethical aspects of music. They will experience music with its cultural, philosophical, educational and social meanings, understanding why music is considered an Art and how people perceive it. They will play in ensemble an arrangement of a piece from a certain musical, for a targeted audience, supporting drama class in their presentation. Through the discussions, critical listening, playing tuned and non-tuned instruments and sharing their own experiences, students will develop their own skills, learn about ensemble work and apply knowledge and understanding necessary to appreciate and value music.

Syllabus outline:

- Music as an Art
- You can't stop the beat (in collaboration with drama)

Drama

Course description:

During 4 lessons a week for a trimester, students have the opportunity to respond to drama forms and stimulus material to deepen their knowledge and skills in exploring ideas, issues, or texts and to communicate through the medium of drama. In drama we aim to give students the opportunities to develop: creative and imaginative powers; practical skills for communicating and expressing ideas, feelings and meanings; an understanding of drama forms; knowledge and understanding of drama in a social, cultural and historical context; and investigate analytical and interpretative capabilities, aesthetic understanding and critical skills. Essential Questions: What might be some of the ways individual perspectives impact our understanding of historical events and why might that be important when studying drama? How do we engage an audience? What are some of the ways artists develop and adapt historical events for the stage?

Syllabus outline:

- Stolen Lives, WW1: War Horse, cross curricular connection with History
- Musical Theatre

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Visual Arts

Course description:

Art education visualizes the important role of creativity and design in our visual society today. The students will broaden their understanding of that everything which surround us, is created or shaped by people. 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. Art class develops an understanding of historical and contemporary art, in a diversity of media, and enables the student to represent their ideas and interests in artworks. It develops personal creativity and imagination, practical skills for communicating and expressing ideas, feelings and meaning in art. It builds an appreciation of the role of art in interpreting and explaining the function of and relationship in the art world between the artist - artwork - world - audience.

Syllabus outline (portfolio based work):

Students begin to explore visual art at the conceptual level as well as continue building a stronger foundation of observational skills. Develop range and autonomy in selecting and applying traditional and innovative techniques. Understand that subject matter can be used to develop insight into aspects of the world. Utilize expressive properties in form, materials and techniques.

Students will extend their ability to assess own work, and the work of others using a visual language. Students are taught to look closely at their own works, observing peers works and the works of artists. The students are asked to think about and explain their process, intentions, and decisions. The students are expected to try new things, to explore, take risks, and capitalise on their mistakes. Students will learn about art history and the practicing art world today and their own relationship to today's art world.

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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 - Architecture, Computer Aided Design (CAD) and 3D Printing: Students develop an understanding of architectural design methodologies, implementing CAD techniques to create 3D walkthrough models. In a cross-curricular project with the Art department, students will be set a brief to research architectural styles from around the world, and to design a site-specific structure.

Project outcome: A physical scale model of a 6m x 6m shelter incorporating 3D printed components. The first part of the Digital Skills course looks at the use of CAD software in architecture and how massive scale 3D printing may transform the construction industry. From this starting point, students will learn how to use the features of CAD software Sketchup for architecture to plan and design their 3D site specific structures. 3D modelling for 3D printing will see students develop one component of their structure, fabricating it using the Makerbot slicing software and 3D printer and incorporating it with the physical scale model developed in Art lessons.

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21st Century - Global Studies

Course description:

Philosophical and ethical thought shapes what people think, what they value, what they consider to be true, and how they engage with others and the world around them. It is one of the foundations of all academic disciplines. It seeks to shed light on questions, such as: what is real; what and how do we understand; how should we live; what is it to be human; and who am I? It deals with issues and problems that cannot be addressed adequately by appealing to experience and experiment alone. Philosophical inquiry requires that we question our assumptions, beliefs, and our reasons for holding them.

The course aims to empower students to make independent judgements based on reason using a variety of thinking skills and decision-making tools.

Syllabus outline:

The year 10 syllabus is as follows:

- Introduction to philosophy, ethics and decision making
- Thinking skills & problem solving skills - exploring different approaches to decision making.
- Ethics bowl - a group-based challenge where teams of students work collaboratively to solve an ethical dilemma. Students apply a variety of thinking and problem-solving skills and document the process of creating a solution to the ethical dilemma. Each group presents their findings to the class.

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21st Century - Service Learning

Course description:

The course aims to not only explore the vitality of service learning but also the opportunity for students to ACT on global citizenship. To do so, students will first review the meaning of the terms "service learning" and "global citizenship" and see how such terms have helped communities around the world unite. To compliment geography's migration unit, students will visit and work directly with the Norwegian Refugee Council (NRC) and The International Organization for Migration (IOM). With the proper "investigations, preparation and planning" in place, students will then engage in an indirect/direct service, advocacy project of their choice revolving around the theme of migration.

Syllabus outline:

Course Themes: *Migration, Human Dignity/Oneness*

- **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) and global communities:** To complement their migration unit in geography, students will visit the Norwegian Refugee Council, where they will learn about how this organization has helped over 9 million refugees around the world. Students will also visit and work with The International Organization for Migration, where they will learn how this branch of the United Nations with 40,000 employees also helps the world's 70 million refugees live more dignified lives.
- **Indirect, research-based, advocacy service learning project:** After going on the two field trips, students will engage in a video project revolving around the theme of migration. Students will have the opportunity to create their own videos revolving around the issue of migration and share it with both the IOM and OIS communities.

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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:

- Mental Health: Mental Health Issues and Disorders
- Me as a Student: Preparing for work, Action plan (career and universities)
- Alcohol, Tobacco and Drugs: Legal and Illegal, Drug Abuse
- Challenging Racism, Sexism and Violent Behaviours
- Sexual Orientation: (LGBTQ+)
- Bullying, Internet Safety and Social Media
- Cooking and Nutrition: Healthy Attitudes, Eating disorders, Food Intolerances

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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.