

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

OSLO INTERNATIONAL SCHOOL

Year 7

SUBJECT GUIDE

Year 7 subject guide

Overview of subjects

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Year 7 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 poetry/plays from the 20th and 21st century.
- 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, advisory, persuasive. The study focuses on text-types such as memoir, biography, and advertisement. Additionally, creative writing (narrative/imaginative) and essay writing skills are explored.
- Speaking and listening skills are developed through presentations, debates, 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:

Six 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 7 syllabus is divided into nine units of study:

- Factors, Multiples and Indices
- Decimals
- Fractions and Percentages
- Coordinates
- Integers
- Statistics
- Algebra
- Measurement (Metric Conversion, Scales and Estimating)
- Ratio and Proportion

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History

Course description:

History in Year 7 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 pre-history, ancient cultures / empires and ending in the 11th Century.

Syllabus outline:

The year 7 syllabus is divided into five units:

Unit 1 - Introduction to history

- What is history?
- Chronology and the division of time
- Historical evidence
- Interpreting the past
- Understanding why things happen
- Understanding the significance of history
- Empathy and history

Unit 2 - Hunters to farmers (prehistoric times)

- Body in the Bog
- Measuring Time
- Anachronisms
- Hunter Gatherers
- Origins of Farming
- The World's first Towns

Unit 3 - Ancient Egypt

- Egypt and the River Nile
- Egyptian people
- Farming and Food
- Empathy
- Primary and Secondary Sources
- The Pyramids
- Valley of the Kings

Unit 4 - Ancient Greece, Rome and China

- How historians use sources
- An individual or group project on either Ancient Greece, Rome or China.

Unit 5 - The Dark Ages

- Kingdoms
- Muhammad and the Spread of Islam
- Christian Europe
- The Feudal System
- Provenance and Bias
- The Vikings

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Geography

Course description:

This course will cover three main units in geography. The first is It's Your Planet, where we investigate the Big Bang theory, learn how life developed throughout the ages, inquire why the Earth is changing at an exponential rate and explore what makes our world a truly special planet! The second unit is on Glaciers, where we look at the world's many ice ages, including a fascinating theory called Snowball Earth, take visual journeys to the world's awe-inspiring glaciers, learn how glaciers helped shape Norway, and inquire about why glaciers are retreating so quickly. The final unit is on Africa, where we study a continent rich in history and geography, focusing on Africa's diverse cultures and landscapes while examining modern day challenges and solutions.

Syllabus outline:

The year 7 syllabus is divided into five units of study:

Unit 1: Earth's Story

- The Big Bang Theory
- Life develops
- Timescale
- Our time and place on Earth
- A very special planet
- Changing Earth
- It's all geography

Unit 2: Glaciers

- Your place...20,000 years ago
- Glaciers: what and where
- Glaciers at work
- Landforms shaped by erosion and deposition
- Glacial landforms on maps
- Glaciers and us

Unit 3: Africa

- Defining Africa
- Short history of Africa
- Africa today
- Countries of Africa
- African population

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Science

Course description:

The Year 7 science course units are selected to give students experience, knowledge and skills in all three major sciences; biology, chemistry and physics. They also aim to give OIS students knowledge upon which they will build as they progress towards International Baccalaureate or other advanced science study.

Syllabus outline:

The year 7 syllabus is divided into 8 units of study:

- Cells, Tissues ,Organs (Biology)
- The Particle Model (Chemistry)
- Sound (Physics)
- Informed Health (Science)
- Mixtures & Separation (Chemistry)
- Forces (Physics)
- Sexual Reproduction in Animals (Biology)
- Ecosystems (Biology)

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
- 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 7 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 7 syllabus is divided into the following units of study:

- Literature: Continuous reading, self chosen novels and *Spiongutt* by Margi Preus
- 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.
- Self studies: be able to extract important issues from a written text, research from Internet and create and complete work using a PC.

Textbooks: "Ord for alt 7", språkbok A, Cappelen Damm

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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 7 syllabus for Norwegian B 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
- Weather
- Health
- Culture, language history and history
- Social studies
- Christian and religious studies
- Literature: Short stories and poetry

Syllabus outline - Norwegian C:

The year 7 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

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Music

Course description:

The Year 7 music programme is aesthetic; it is designed to awake, increase and develop an interest in music. During the 5 lessons per week in a trimester, students will experience a variety of practical, theoretical, historical and cultural aspects of music. They will respond to a range of stimuli to communicate music ideas. Through singing, use of body, listening and playing tuned and non-tuned instruments (the *Orff's* method), students will develop their own skills, learn about ensemble work and apply knowledge and understanding necessary to experience music. The main focus in Year 7 is understanding what music is made of; what the music elements are, how they work and their effects.

Syllabus outline:

Building bricks of music: pitch, duration, tempo, dynamics, timbre, texture and form.

Drama

Course description:

Students will be provided with a diverse experience of practical, historical & cultural aspects for creating drama during a semester. Drama offers the students the opportunity to learn through actively researching, discovering, experiencing, and experimenting. They will respond to, develop, present and evaluate a variety of dramatic stimuli. The essential focus in Year 7 drama is developing ensemble, i.e. collaborative and communication skills.

Syllabus outline:

The year 7 syllabus is divided into 3 units of study:

- Saving the Universe- Developing Ensemble Skills
- Silent Film, creating mood and atmosphere
- Raw to Real: exploring puppetry around the world (in collaboration with Music and Art)

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Visual Arts

Course description:

In the art room, we empower the important role of creativity and design in our visual society today. The students will gain an understanding that everything that surrounds us, is created or shaped by people. Materials, techniques and media, content/ideas/subject matter and the formal elements are defined areas, which can be utilised to create studies and projects designed to promote aesthetic, expressive/imaginative and formal development. Individual help is given where needed, e.g. in relation to language and motor skills. Year 7 students work with specific topics over a period of 3-4 weeks.

Syllabus outline:

The year 7 syllabus covers the following units of study:

- Observational drawing - a practice of looking (e.g. animal/object and texture).
- Mixed media and the science of art - mixing many techniques and mediums in one artwork.
- Illustration - simplifying and abstraction of realistic drawings.
- Art history - integrated with unit topics.

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21st Century - Digital Skills / Computer Science

Course description:

The The Digital Skills / Computer Science programme of study 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:

Students are required to use a range of digital hardware and software, both within school and for remote learning. In order to promote effective and responsible use of technology, the course introduces ItsLearning - the school's virtual learning environment (VLE) and a range of Office 365 applications, including Microsoft Teams. In addition, there is a cross-curricular project with mathematics focusing on data analysis with Excel. The year ends with an introduction to computer science focusing on computational thinking, algorithms and programming. These are so crucial because they underpin their use of digital technology in every other subject, as well as at home - in fact the future of their education depends on it.

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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:

Semester 1

Human Beings - Commonalities

Essential Questions: Is the Human race a single race? What is universal to us? Investigations into the Universal Declaration of Human Rights *"Where, after all, do universal rights begin? In small places, close to home - so close and so small that they cannot be seen on any maps of the world. [...] Unless these rights have meaning there, they have little meaning anywhere. Without concerned citizen action to uphold them close to home, we shall look in vain for progress in the larger world."* - Eleanor Roosevelt, 1958

Semester 2

Human Beings - Differences

Essential Question: What is Culture? Students investigate aspects of cultural identity, both material (buildings, artifacts) and non-material (language, art, religion). *"Tolerance, inter-cultural dialogue and respect for diversity are more essential than ever in a world where peoples are becoming more and more closely interconnected."* - Kofi Annan, 2004

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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.
 - **Engaging with the OIS student community:** Students will focus on working with the school community to help build lasting relationships with classes from the primary school. Activities include having reading buddies, pumpkin carving, clean-up, and playing games outside.
 - **Partners: Tomra Recycling** (the world leader in reverse vending machines and sensor-based sorting systems). We will have the opportunity to talk with the senior vice president of sorting and recycling, Tom Eng, and explore how this company is using AI to revolutionise the recycling and food industry.
- OIS Faculty/Administration:* Students will work with Pre-school on numerous activities.
- **Research-based, advocacy service learning project:** After learning about "the circular economy" concept, students will have the opportunity to design their own plan to help OIS come up with a sustainable recycling program and work with teachers and administration to put their respective plan into action. In addition, the class will nominate the best OIS recycling program proposal and the respective group will discuss their ideas with the OIS administration.

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PSHE (personal, social, health and economic education)

Course description:

The PSHE course aims to facilitate and support the personal, social, and physical and emotional wellbeing of each student. Students will develop their problem-solving and critical thinking skills in order to make informed, ethically responsible choices. PSHE will help students nurture positive relationships with themselves and everyone in their daily life. Students will develop respect and understanding for others, foster positive attitudes for personal and cultural diversity.

Syllabus outline:

Health & wellbeing

- Sexual Education (Gender Identity and Stereotypes; Personal Hygiene; Sanitary Products)
- Substances (Energy drinks)
- Mental Health (Resilience and Growth mindset; Body image)
- Cooking/Nutrition (Healthy snacks)
- Study Skills (What are exams; How to handle stress during tests; Ways to revise)

Living in the wider world

- Book Buddies

Relationships

- Social Media (Cyber bullying/Discrimination; Influence on values and attitudes relating to sexuality and gender; Group chats)
- Peers (Growing and maintaining friendships; What is a healthy friendship; Influences; Peer pressure; Personal boundaries)
- Families (Values; Mindset; Decision making)
- Community (Sources of support)

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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 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.