OIS Mission, Vision, Core Values, and Core Learner Outcomes

Mission:
The Oslo International School offers a challenging international education, in English, to children of all nationalities who are in the Oslo area for a specific period, or who are interested in an international education.

Vision:
To develop the unique potential of every student

Core Values:
Respect; Cooperation; Caring; Challenge

Core Learner Outcomes:
OIS students will:

1. Attain, to the best of each individual's ability, high levels of understanding and competencies across a broad range of subjects
2. Attain the essential knowledge, skills and attitudes to be life-long learners
3. Be independent learners, active in their approach to their own learning
4. Be ethical international citizens of a changing and challenging world

The OIS Advantage:
At OIS we demand the highest standards from all our constituents.

Our students will be:
- included in a stimulating and caring learning environment
- respected for the diverse cultures they represent
- stimulated by a quality education and rigorous assessment
- nurtured by caring, qualified teachers

Our teaching and support staff will:
- Promote and support intellectual growth and excellence in all aspects of learning
- Foster a passion for learning
- Make learning relevant, rigorous and real
- Utilise the most appropriate technology and resources available
- Be actively involved in professional development
- Provide a learning environment which enhances learning potential and encourages students to take responsibility for their own learning
- Foster respect and promote awareness and acceptance of personal and cultural diversity
1. General Information about the Years 7 - 10 Curriculum

2. Subjects at OIS
   i) Mathematics
   ii) English
   iii) History
   iv) Geography
   v) Physical Education
   vi) French B and Spanish B
   vii) Science
   viii) Visual Arts
   ix) Drama
   x) Music
   xi) Norwegian A
   xii) Norwegian B
   xiii) Beginners’ Norwegian (Norwegian C)
  xiv) Personal, Social, Health Education (PSHE)
   xv) English B

3. Choosing Subjects

4. Procedure for Admission

5. Student Support Services

6. Appendix : Global Scale for Language Levels
1. General Information about the Years 7 - 10 Curriculum

The Secondary Curriculum Framework underscores OIS' commitment to:

- providing a broad and balanced educational experience
- supporting the individual student's development within the context of the core learner outcomes
- educating for ethical, international citizenship
- preparing students for further education
- meeting national requirements

The Framework is built around 8 subject groups that provide each student with a broad and balanced choice of subjects in every year of the programme. Seven of these groups provide a foundation of knowledge in the traditional subject disciplines (Language A, Language B, Humanities, Sciences, Mathematics and the Arts) while the eighth, namely Physical Education, is a vital component in the holistic education of each student.

In addition to this basic structure, students are required to participate in the PSHE programme in Years 7-10, while each student in Year 7 and 9 is also placed in a Norwegian Language course that satisfies national requirements.

At the core of the framework lie the school's philosophy: "to develop in each student, through challenging programmes, their potential as knowledgeable, independent, life-long learners and as ethical, caring, international citizens" and its all-school core learner outcomes that tie the curriculum together philosophically and horizontally:

**OIS students will:**

1. Attain, to the best of each individual's ability, high levels of understanding and competencies across a broad range of subjects
2. Attain the essential knowledge, skills and attitudes to be life-long learners
3. Be independent learners, active in their approach to their own learning
4. Be ethical international citizens of a changing and challenging world

Beyond that core lies the second main aim of the curriculum, namely the end goal of supporting the successful completion of the IB Diploma Programme by all students. Since that programme demands of the student a broad selection of courses and a high level of knowledge and skills, the entire secondary curriculum must help meet these requirements and provide students with a maximum number of choices upon entry into the programme to allow for success and future educational opportunities.
2. Subjects at OIS

i) MATHEMATICS YEAR 9

Course Description

Students have five mathematics lessons per week, 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.

Syllabus Outline

Unit
- Making sure of arithmetic
- Real life applications
- Statistics
- Ratio and Proportion
- Percentages
- Algebra
- Areas
- Simultaneous Equations
- Algebraic Products
- Algebraic Factors
- Quadratic Equations and Graphs
- Pythagoras
- Trigonometry and bearings

Methodology

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. Scientific calculators and their appropriate use are introduced.

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

Assessment

Student learning is continually assessed. Unit quizzes and tests, mathematical investigations and bi-annual examinations use criteria where marks may be awarded for method, accuracy of answers and reasoning. Results of these assessments and classroom observations are used to adapt the teaching work to meet student learning needs.
ii) ENGLISH YEAR 9

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 and to create new solutions.

Furthermore, 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.

Progression in English involves increasing the level of conceptual challenge, the depth of understanding and the breadth of application of skills.

Aims and Objectives

Knowledge
- Have knowledge and understanding of the content of literary texts
- Understand the meanings of literary texts and their contexts, and explore texts beyond the surface meaning to show deeper awareness of ideas, attitudes and themes
- Understand implied and explicit meanings of a writer

Skills
- Select, compare and synthesize information from different texts
- Assess the adequacy and clarify of information for different purposes
- Identify objectivity, bias and assumptions in texts
- Evaluate what is read in terms of relevance and credibility
- Write coherent, well developed texts for different purposes including analysis, review, argument
- Use a variety of sentence structures and a range of linking devices
- Use correctly a range of advanced punctuation marks
- Use language and register appropriate to audience and context to include and suggest objectivity and impartiality
- Weigh evidence and reasons, and reach conclusions when presenting ideas
- Ask and answer questions which contribute to more extended debate and argument
- Listen actively, demonstrating understanding and use of subject terminology
- Contribute in different ways to sustained group work to design, plan, carry out and report on a task
- Communicate an informed personal response to literary texts
• Show knowledge of content of literary texts and their contexts, and explore texts beyond their surface meanings to show awareness of ideas and attitudes
• Use language appropriate to the study of literature appropriate to age level

Syllabus Outline
The year is divided into four units of study
1. A Study/Analysis of 20th Century Poetry from different cultures and traditions
2. Works of fiction from the 19th, 20th and 21st Century from around the world
3. Directed Writing: Non-fiction and fiction of varying writing styles, for various purposes and audiences.
4. A study of at least one Shakespeare play

Grammar and Language
• *Oxford Grammar for Schools, The Literacy Kit* and other resources.

DEAR
Drop Everything And Read: reading for a sustained period of time. Reading at least six books of their own choice from the suggested reading list, inclusive of high quality, challenging and classic literature.

Content Presentation
Teacher led (considering auditory, visual and kinaesthetic learners); individual, partner and group work; individual, partner and group research; partner, group and class discussions; oral presentations; performance/reading aloud; ICT; audio and/or visual materials.

Assessment
Student learning is continuously assessed based on achievement in oral and written communication, participation in class activities, homework assignments, quizzes, end of topic and unit tests, as well as formal examinations in June. Assessment is in line with the School's Assessment Policy, therefore is threefold in nature; diagnostic (entry tests), formative (ongoing) and summative (end of unit and end of term tests). All formative and summative assessments are criterion referenced for each assessable area. Assessment is done in three areas: reading, writing, speaking and listening.

---

*And this, our life, exempt from public haunt, finds tongues in trees, books in the running brooks, sermons in stones, and good in everything.*

- William Shakespeare, *As You Like It*
### iii) HISTORY YEAR 9

#### Course Description:
History as a subject of study 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, moreover, 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:
**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

**New Ideas and Political Revolution**
- Popular Protest
- The Enlightenment
- The American and French Revolutions
- The Rise of Napoleon
- Napoleon’s Europe

**Nationalism, Liberalism and Imperialism**
- The Legacy of the Revolutionary Era
- 1848 “The Year of Revolutions”
- Process of Nation State Building
- Italy and Germany
- Tensions in Europe

#### Content Presentation:
During the study of this course, a variety of teaching and learning methods are used. Lectures, group study, oral presentations by students, performances/reading aloud, class discussions and use of ICT and film/audio material are interchanged.

#### Assessment:
Student learning is continuously assessed in the form of essays, presentations, commentaries, analysis and an end of course exam. All assignments are graded using the OIS grading scheme and reported to students and parents/guardians. The summative report at the end of the course is based on the end of course exam grade and a term grade.
iv) GEOGRAPHY YEAR 9

Course Description

Geography according to the Royal Geographical Society is the study of the earth’s landscapes, peoples, places and environments. It is, quite simply, about the world in which we live.

Geography is unique in bridging the social sciences (human geography) with the natural sciences (physical geography). Human geography is concerned with the understanding of the dynamics of cultures, societies and economies, and physical geography is concerned with the understanding of the dynamics of physical landscapes and the environment.

Syllabus Outline

1. What is geography?
2. From rock to soil
3. Living off Earth’s resources
4. Earning a living
5. Russia
6. The Middle East
7. Fieldwork

Content Presentation

During the study of each of the syllabus units, a variety of teaching and learning methods will be used like lecturing, discussions, group work, textbook and computer/Internet exercises, using visual aids like videos, DVDs and power point presentations, and fieldwork. The teacher generally introduces, presents and analyses the topics while interpretation forms the basis for class discussions and student assignments.

Assessment

Student learning is continuously assessed in the form of oral participation in class discussions, homework, project work and oral presentations. Summative assessment will be in the form of end of topic skill and knowledge evaluation and an end of course exam.
v) PHYSICAL EDUCATION YEAR 9

Course Description:
Physical Education encourages and develops the application of skills, 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 (when available)
- Aesthetics
- Fitness
- Ultimate Frisbee
- Handball
- Smolball
- Floorball

End of summer term units may be subject to change.

Content Presentation:
During each unit a variety of teaching and learning methods are used. (In some double lessons team teaching takes place.) Generally the teacher introduces new activities, skills/tasks using student and teacher demonstrations, question/answer discussions and/or by the use of visual aids. Students are then encouraged to practice, experiment and analyse their performances in individual, partner, group or team situations.

Assessment:
Student learning is continually assessed throughout the unit using oral feedback, self evaluation and student/teacher observation. At the end of each unit of work an assessment is also made on a student’s “Work Ethic” and one of the following, depending on the activity:

Practical performance, knowledge and understanding, observation and evaluation (self evaluation and peer and teacher evaluation), and affective development.
vi) FRENCH B and SPANISH B YEAR 9

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 7-10 consist of Beginner, Post Beginner (CEF A1.2) and Intermediate levels (CEF 2.1). At each level there is a progression and development of syllabus topics. Please see Common European Frame of reference)

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

Content Presentation

A range of teaching methodologies is employed in the teaching of modern languages, including ‘chalk and talk’, role-plays, information gap activities, use of authentic texts, cooperative learning situations, use of audio and visual aids, ICT and e-learning activities, ItsLearning.
Assessment

Student learning is continuously assessed based on achievement in oral communication, participation in class activities, homework assignments, quizzes, end of unit and unit tests, projects, as well as formal examinations at the end of each semester.
vii) 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
- 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:

<table>
<thead>
<tr>
<th>Biology</th>
<th>Chemistry</th>
<th>Physics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology Basics (Cells)</td>
<td>The Essentials of Chemistry</td>
<td>The Strength of Solids</td>
</tr>
<tr>
<td>Diffusion &amp; Osmosis</td>
<td>Arranging the Elements</td>
<td>Force and Motion</td>
</tr>
<tr>
<td>Support &amp; Movement</td>
<td>Materials and Bonding</td>
<td>Energy Transfer</td>
</tr>
<tr>
<td>Circulation</td>
<td>Oxidation and Reduction</td>
<td>Electricity</td>
</tr>
</tbody>
</table>

Course Presentation

The course is studied during 4 lesson periods per week (approximately 4 x 45 minutes) with each student studying each of the three scientists (biology, chemistry and physics) for approximately 10 weeks per year.

Use may be made of the textbooks in the Edexcel IGCSE series (Student Books) for Chemistry (by Jim Clark); Biology (by Philip Bradfield) and Physics (by Penny Johnson).

These books contain questions which may be used to test the knowledge and understanding of the students during and after a unit of study. However, the class teacher will also use various media (PowerPoint presentations, videos, DVDs and material from the Internet). Students will also be encouraged to use book and periodical resources in the school library.

Whilst content and knowledge are is important, teaching should also allow students to make progress in:
• Knowledge with Understanding
• Handling Information and Problem Solving
• Experimental Skills and Investigations

Assessment

Students are assessed formatively with reference to lesson objectives by the marking of problems and homework tasks; the review of tests which are set periodically; and the opportunity for students to conduct a self-review of their performance. The students are assessed summatively using tests and an exam at the end of each course.
Course Description
Art education aim 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*
Observational drawing e.g. Human Studies/Facial proportions/Portraiture
Art History research, exploring social, environmental and/or political issues
Abstraction and stylizing a given shape, e.g. a face drawing or letters of the alphabet
Art in Context : The interpretation of themes/symbols through chosen styles in art history, art movements, and historical backgrounds.

Content Presentation
A variety of teaching and learning methods is used. Practical demonstration of skills and exercises. Students are also encouraged to experiment and develop their own forms of expression. Students will study different techniques and media, to transform their ideas/content into a subject matter. By applying the formal elements (line, colour, shape, tone e.g.) and principles (balance, contrast, movement e.g.), students are utilizing their skills to promote aesthetic, expressive/imaginative and formal development. Individual help is given where needed, e.g. in relation to language and motor skills.

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.

Assessment
Student learning is continuously assessed in the form of oral and practical participation, written reflections, self and peer-assessment and through individual interviews with the teacher after certain units. Term grades are given based on summative evaluation of all units. An end of course test will take place in the last week in class, based on the 3 units done that year.

* Syllabus content is subject to review every year and can be changed in the course of the school year depending on time and student ability
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; and exploring physical theatre through storytelling. They will produce a piece of drama performed for a target audience in collaboration with music.

Syllabus Outline
- Commedia dell Arte
- Physical Theatre: Storytelling, collaboration with music

Content Presentation
A variety of teaching and learning methods are used. The students work in small and large groups, individually and in pairs, exploring issues, ideas and texts. They develop their own work and also observe the work of others through presentations, ICT, films and productions.

Assessment
In workshops, lessons, performances and projects the students are continually assessed on the process of creating a piece of drama (responding to, developing, presenting, and evaluating.) They will also be assessed on a record of evidence, a portfolio.
x) MUSIC YEAR 9

Course Description

Performing music with others is one of the main goals for a musician. 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. Through the use of body and voice, critical listening and playing percussion instruments (Orff), 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

Topic 1    Percussion instruments. Percussion around the world.
Topic 2    World music/Storytelling (in collaboration with drama)

Content Presentation

The following methodologies are used to present content: teacher led, individual, partner, group and class work, discussions, performance/improvisation/composition and modeling. Learning, where possible and appropriate, is supplemented with visual and/or audio material.

Assessment

Student learning is formatively assessed based on achievement in oral and written communication, participation in class activities, performances, homework assignments, quizzes, end of unit tests as well as self and peer assessments. Some of the practical activities will be recorded.
xi) NORWEGIAN A YEAR 9

Course Description

The study of Norwegian in Year 9 is a course 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

Literature: Continuously reading, and En Folkefiende, Henrik Ibsen.
Prose: Short texts from well knows Norwegian writers and Newspapers
Poetry: Different types of poems.
Writing: Analyze short stories, 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, Kontekst 8-10 Grammatikk og Rettskriving, Kontekst Tekster 1, Kontekst Tekster 2, Kontekst Tekster 3. RLE-boka 8-10

Course Presentation

The course material is presented in various ways: Class discussions, individual work, games and quizzes, reading aloud, use of ICT, videos and DVDs, newspapers and the local library resources may be used to introduce new themes.

Assessment

Student learning is continuously assessed based on achievement in oral communication participation in class activities, homework assignments, presentations at the end of topic and unit test, as well as formal examinations in December and June.
NORWEGIAN B YEAR 9

Because of the nature of our school, students arrive at OIS with a different previous experience of learning the target languages. The Norwegian B language course at OIS in years 7-10 consist of Norwegian B language learning at level CEF B2-C1. At each level there is a progression and development of syllabus topics. (Please see Common European Frame of Reference levels)

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, reflection, evaluation, self-evaluation memorising, drawing of inferences, aesthetic awareness).

Syllabus Outline

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) taught in Norwegian
Literature: Jostein Gaarder - Kabalmysteriet
A range of teaching methodologies is employed in the teaching of modern languages, including ‘chalk and talk’, role-plays, information gap activities, use of authentic texts, cooperative learning situations, use of audio and visual aids, ICT and e-learning activities, ItsLearning.

Assessment

Student learning is continuously assessed based on achievement in oral communication, participation in class activities, homework assignments, quizzes, end of unit and unit tests, active use of formative assessment in class to ensure that students stay active in their learning and can assess themselves properly, as well as formal examinations in December and June.
BEGINNERS' NORWEGIAN YEARS 9 + 10

Norwegian C is a two-year course especially developed for international students with no knowledge of the Norwegian language. The students will develop their language abilities in grammar, reading, writing, speaking and listening throughout the course. The aim of the course is for the students to be able to follow the Norwegian B language course after these two years.

Syllabus outline

**Year 1:**
- Basic grammar/vocabulary and speech
- Basic conversation (presenting oneself, one’s background and family)
- Home and school
- Time and numerals
- Food and drink, clothes, colours
- Body and senses

**Year 2:**
- In depth grammar, oral presentations
- Leisure, friends, hobbies and travel
- Work and career
- Nature, environment and climate
- Health
- Norwegian geography, flora and fauna
- How we learn languages (metacognition)
- Literature: Folk tales, reading simple texts

**Both years:**
- Norwegian society, culture and traditions
- The student is introduced to words and concepts related to the subjects *Social Studies* and KRLE (*Religion, Philosophy and Ethics*) which are mandatory parts of language course B.
- Textbook: “*Norsk start 8-10* (Cappelen damm)” among others

**Course Presentation**
The course material is presented in various ways: Teaching, class discussions, individual work, activities and presentations, reading aloud, use of ICT, different media and the use of local library resources.

**Assessment**
Student learning is continuously assessed based on achievement in oral communication participation in class activities, homework assignments, presentations at the end of topic and unit test, as well as formal examinations in December and June.
xiv) Personal, Social, Health Education (PSHE) YEAR 9

**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:**
1. The Psychosocial and Physical Environment
2. Goal-Setting, and Deliberate Practice (using Typing Skill Development)
3. Mental Health: Stress management, Transitional Stress
4. Healthy Relationships: Contraception, STI's, HIV/AIDS (taught by the counsellors)
5. Bullying and Internet Safety and Social Media
6. Global Issues
7. Recycling Program

**Content Presentation:**
Provoking discussions, essential questions, role play, videos, class assignments and project work. While class teachers will aim to cover all the topics in their yearly programme, this is not always possible due to other important business that may arise during class hour, including whole school issues/assemblies.

**Assessment**
Students will be asked to share their reflections about the covered topics at the end of each lesson.
Programme 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. The OIS English B curriculum is developed in line with ‘The Common European Framework of References for Languages’ (CEF).

Course Aims

- To develop students’ abilities in English language skills - reading, writing, listening, speaking and grammar.
- To give students a knowledge and understanding of how English works.
- To build the confidence in each student to communicate these skills both inside and outside the classroom.
- To promote students’ language and cultural heritage, the connections and transference of knowledge and skills from their Mother Tongues to English.
- To help students understand different norms of behavior, rules and routines that may exist in the new school environment.
- To help students achieve social integration both in the classroom and outside.
- To help each student develop appropriate strategies and skills to support their learning.
- To promote and celebrate an intercultural and inclusive community.

Teaching Methods

Various methodologies including Blended Learning are used to present content according to students’ ages, language proficiency levels and learning styles.

1. Reading, writing, speaking, listening and grammar skills are integrated into an appropriate learning programme of support.

2. Connections to prior knowledge are facilitated to aid learning.

3. Reading is promoted in the students’ mother tongues and English to accelerate English language learning.

4. The programme encourages learning in a range of contexts.

Assessment

CEF aligned assessment tools are used throughout the academic year to measure student progress in their language development. Likewise, topic quizzes and tests are given to check the student’s continuous learning.
3. Choosing Subjects

All students in Years 7 - 10 are required to take the following subjects in order to gain the essential knowledge, skills and attitudes across a broad range of subjects and to give them the maximum choice possible in the Upper Secondary School.

A. Required Subjects

<table>
<thead>
<tr>
<th>Subject</th>
<th>Lessons per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. English</td>
<td>5</td>
</tr>
<tr>
<td>2. Mathematics</td>
<td>5</td>
</tr>
<tr>
<td>3. Physical Education</td>
<td>4</td>
</tr>
<tr>
<td>4. Humanities (History and Geography)</td>
<td>4*</td>
</tr>
<tr>
<td>5. Science (Biology, Chemistry, Physics)</td>
<td>4**</td>
</tr>
<tr>
<td>6. Visual and Expressive Arts</td>
<td>4***</td>
</tr>
<tr>
<td>7. PSHE</td>
<td>1</td>
</tr>
<tr>
<td>8. Norwegian A, B, or C</td>
<td>4****</td>
</tr>
</tbody>
</table>

All students in Year 9 (with the exception of students who require English extension or receive Support for Learning) must study either French or Spanish.

B. Option Choice

<table>
<thead>
<tr>
<th>Additional Language or Support (circle one)</th>
<th>French</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Spanish</td>
<td>4</td>
</tr>
<tr>
<td>1. French</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>2. Spanish</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>3. Beginner’s Spanish</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>4. English B (support)</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5. Support for Learning</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

C. Explanations

* 4 lessons per week per Semester for either History and Geography
** 4 lessons per week per Trimester for each of the Sciences
*** 4 lessons per week per Trimester for Music, Drama, and Visual Arts
**** Please note that students will be placed in the correct Norwegian course as determined by the subject placement procedures of the school (see The School’s Regulations for Lower Secondary Students)
***** Please note that enrolment in either English B (support) or Support for Learning is determined by the subject placement procedures of the school. (see The School’s Regulations for Lower Secondary Students)

Please also note that returning students are expected to continue learning the Language chosen in Year 7 and/or 8 (although those students who chose French do have the option of choosing Beginner’s Spanish in Year 9 instead). All new students who have not previously learned either French or Spanish will be placed in Beginner’s Spanish.
4. Procedure for Admission

YEARS 7 - 10 ADMISSION CHECKLIST
OSLO INTERNATIONAL SCHOOL

Please tick the requirements and attach the relevant documentation.

For External Applicants Only:

☐ Application Package has been completed.

☐ The Language Choice has been made.

☐ The School’s Regulations for Lower Secondary Students has been read and the Student Declaration has been signed.

☐ Copies of all relevant documentation such as school records and letters of reference have been attached.

☐ Guardian Acknowledgement of Receipt of The School’s Regulations for Lower Secondary Students has been filled out and signed.

☐ There is a clear understanding of the School’s Admissions Requirements.

For Internal Applicants:

☐ The Language Choice has been made.

☐ The School’s Regulations for IB Students has been read and the Student Declaration has been signed.

☐ Guardian Acknowledgement of Receipt of The School’s Regulations for Lower Secondary Students has been filled out and signed.
5. Student Support Services

A: **SECONDARY PRINCIPAL**

The Secondary Principal is responsible for leadership in the overall development and implementation of the Secondary curriculum and program, as well as the monitoring and overseeing of school programs and practices to support and promote the overall learning, development, and welfare of Secondary students in accordance with the mission, vision, and values of the school. Questions relating to the Secondary programme and its delivery and organisation at OIS are, therefore, to be directed to the Secondary Principal.

B: **DEPUTY SECONDARY PRINCIPAL**

The responsibility for the day-to-day running of the Lower Secondary section of Oslo International School lies with the Deputy Principal. He ensures that students, parents and teachers are kept informed about the Lower Secondary programme and manages the organisation of the programme. In addition, it is the Deputy Principal who follows up the academic, social and personal development of the students and is the main contact person after academic/social/well being issues have been taken up with the contact teacher.

C: **CONTACT TEACHERS**

All Secondary students at OIS are assigned a contact teacher. Should a student have any specific questions related to school he/she should in the first instance contact the contact teacher. Contact teachers will meet the students regularly and monitor their progress. Should it be necessary, information will be passed on from the subject teachers to the Contact teachers and therefore, questions concerning the student's general progress should be directed to the contact teachers.

D: **SCHOOL COUNSELLOR**

Oslo International School has employed a counsellor in the Secondary School who is available for assisting and advising all students in matters relating to social, emotional and psychological well-being. This involves anything from helping students with personal difficulties to helping students with organisation/study skills/time management. Students can, therefore, direct all questions related to such issues to the school counsellor.

E: **SUPPORT FOR LEARNING FOR YR 7-10 STUDENTS**

At Oslo International School we approach support for learning in a whole school context. Class teachers are responsible for meeting the learning needs of students in the classroom and the Support for Learning Department is referred to when students require additional support. Elements of the program include assessing children who have been referred to help ascertain educational needs, individual or small group instruction, in-class support or team teaching where appropriate and consulting with teachers about students’ needs and progress.
6. Appendix : Global Scale for Language Levels

<table>
<thead>
<tr>
<th>Level</th>
<th>C2</th>
<th>C1</th>
<th>B2</th>
<th>B1</th>
<th>A2</th>
<th>A1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient</td>
<td>Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>User</td>
<td>Can understand virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>User</td>
<td>Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independent</td>
<td>Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>User</td>
<td>Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes &amp; ambitions and briefly give reasons and explanations for opinions and plans.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basic</td>
<td>Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>User</td>
<td>Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>